

# **HISTORY**

## TEACHING AND LEARNING SYLLABUS

Pre-University  
H2

Implementation starting with  
2016 Pre-University One Cohort



**CURRICULUM PLANNING & DEVELOPMENT DIVISION**  
**MINISTRY OF EDUCATION, SINGAPORE**



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# PREFACE

*'History is the discipline closest to life;  
and life is rarely free of contradictions'*

Karl J. Weintraub, *Visions of Culture*, 1996

Weintraub's words paint a beautiful picture of History as being wonderfully complex and authentic—a discipline that allows students to peel away at the mysterious veneers behind which truths of life reside. History is a discipline that allows us to gaze into the kaleidoscope of life, deepening our understanding and appreciation of it amid its inherent complexities.

History education in schools should convey the authenticity and complexity of the discipline. History's contradictions, be they apparent or real, present students with a delightful palate of complexity that will challenge them to see the many hues around them that make this world a consistently evolving picture.

To equip our students with the ability to harness the spectrum of narratives out there and masterfully meld them together onto their own canvasses of interpretation, we must embrace disciplinary understanding as a necessary element of teaching and learning History. The methods and processes of the historian are integral to imbuing students with the lenses needed to consistently progress towards vibrant and authentic understandings of the past.

This teaching and learning syllabus is for *us*—teachers who are committed to revealing to our apprentice historians the glorious beauty of what History has to offer. We hope it illustrates how to develop our understanding of the historian's methods and processes, in order that we may journey alongside our students to uncover and engage with the wide array of historical narratives available in the syllabus.

# ACKNOWLEDGEMENTS

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It is not possible to name the long list of history teachers and students, university professors and assessment specialists who have contributed to the development of this syllabus through various consultation exercises and platforms. Our heartfelt appreciation is extended to them for their feedback, guidance and support in the syllabus development process.





# THE VALUE OF LEARNING HISTORY

## 1.1 Desired Outcomes Of Education And History Education In Singapore

The Desired Outcomes of Education (DOEs) serve to guide educators and policymakers in the journey of nurturing learners in their formal education years. The DOEs are embodied by the following attributes:

- a **confident person** who has a strong sense of right and wrong, is adaptable and resilient, knows himself, is discerning in judgement, thinks independently and critically, and communicates effectively;
- a **self-directed learner** who questions, reflects, perseveres, and takes responsibility for his own learning;
- an **active contributor** who is able to work effectively in teams, is innovative, exercises initiative, takes calculated risks and strives for excellence; and
- a **concerned citizen** who is rooted to Singapore, has a strong sense of civic consciousness, is informed about Singapore and the world, and takes an active part in bettering the lives of others around him.

History education is key to helping educators and learners achieve the Desired Outcomes of Education. At the heart of History education is the quest to uncover the complexities that define the human experience. In doing so, students are developed to become confident and independent learners who ask critical questions and consider different perspectives.

## 1.2 Philosophy Of History Education

In recent years, there has been greater cognizance that both content and historical concepts and accompanying historical skills are important for developing disciplinary understanding. These help students to think critically about the nature of historical knowledge, which is essential to make better sense of the past.

History also plays a critical role in developing our students' identities through an understanding of History from personal, national and international perspectives. The learning of History needs to spark their curiosity and inspire them with the beliefs, decisions and dilemmas of people in the past. Through historical inquiry, students pose questions about the present by engaging with the past, thus drawing connections between both.

In response to the above, The Statement of Philosophy of History education has been developed to encapsulate the fundamental purpose and value of learning History. It underpins the role of History education in Singapore and guides the development of our syllabus design to capture the place of History in the school curriculum. This Statement of Philosophy was distilled from dialogues with teachers, students and professional historians about the character and value of History as a subject and discipline, as well as the learning outcomes we hope our students can achieve.

### **Statement of Philosophy**

History education in Singapore seeks to develop in students an appreciation of past human experiences, critical awareness of the nature of historical knowledge, and the ability to make connections between the past and present.

## Qualities of a History Learner

There are seven Qualities of a History Learner, which the History syllabuses from lower secondary to pre-university aim to develop in students:

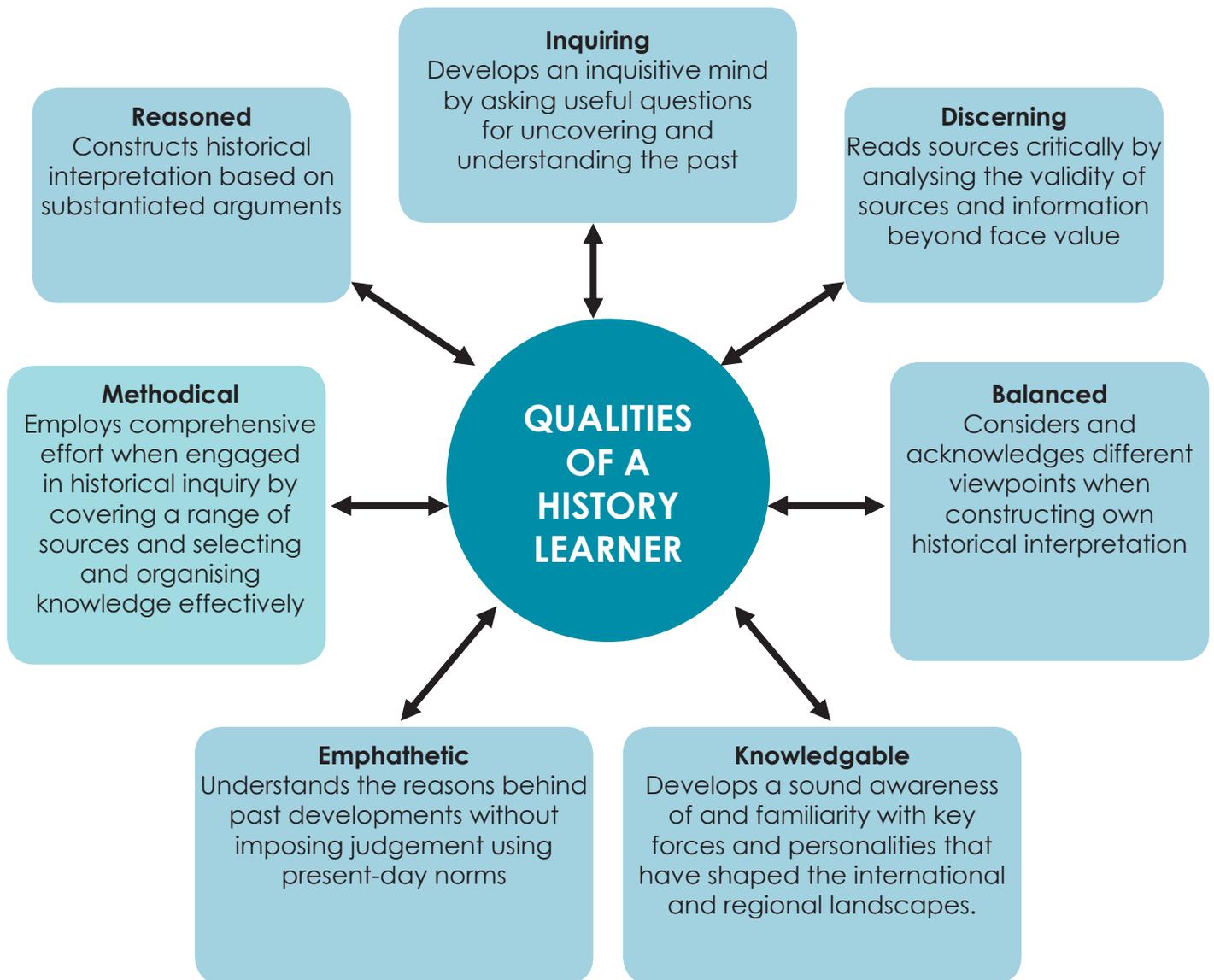


Figure 1.1: Qualities of a History Learner

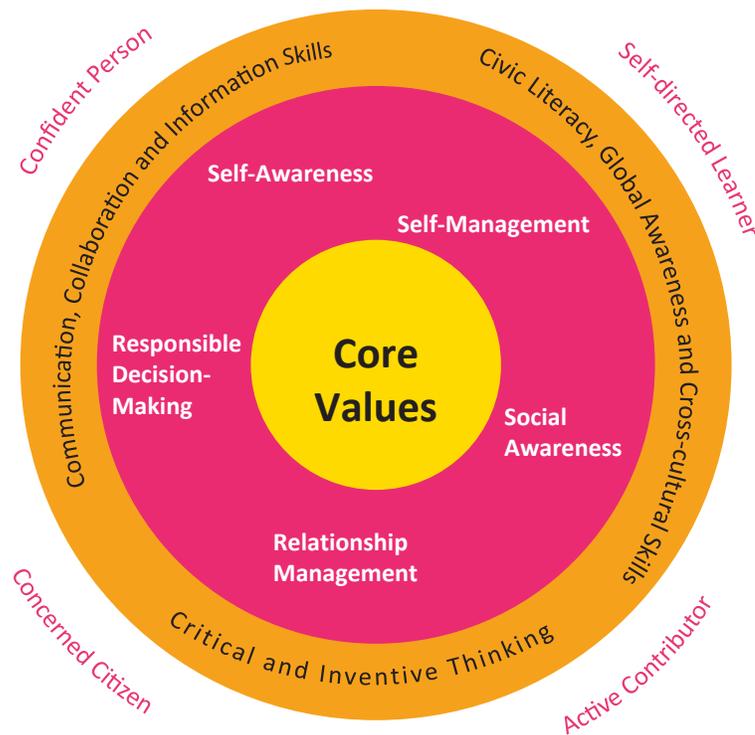
### 1.3 Developing 21<sup>st</sup> Century Competencies And Character And Citizenship Education Through History Education

The 21<sup>st</sup> Century Competencies (Figure 1.2) aim to nurture future-ready Singaporeans by guiding educators to focus more strongly on capacity building (knowledge, skills, and dispositions). This entails developing the capacity for complex communication, civic literacy and global awareness as well as critical and inventive thinking.

Complex communication in the study of History involves the making of effective oral and written arguments and eliciting information from various sources. Above all, it requires tasks that frequently entail extended textual representation and production (oral, written or visual), working together with others in small groups as members of knowledge-building communities and the collective deliberation of knowledge claims in classrooms. It also involves a developed understanding of rhetoric and people (working with and persuading others) gained through extensive practice.

Through this process and working with historical information and evidence, students will develop an awareness of the histories of societies in the past and how key forces and developments shaped these histories into the present. By analysing and evaluating information, students learn to think critically, using the skills of investigation to extract, order, collate, analyse and synthesise information to formulate and test a hypothesis.

In the same vein, the History curriculum supports Character and Citizenship Education (CCE). The skills related to citizenship competencies are articulated in the components of the domain of Civic Literacy, Global Awareness and Cross-Cultural Skills. Through encountering local, regional and global developments in the syllabus content, students develop the knowledge and skills to reflect on and respond to community, national and global issues as informed and responsible citizens, and demonstrate socio-cultural sensitivity and awareness. By deepening students' understanding of Singapore and regional history, the History curriculum fosters pride and development in our national and cultural identities. The Scope and Sequence chart for the H2 syllabus (Section 3.3) provides further details on the alignment between the History curriculum and learning outcomes for CCE.



**Figure 1.2: Framework for 21<sup>st</sup> Century Competencies and Student Outcomes (from 2014 onwards)**

## 21<sup>st</sup> Century Competency Domains, Components And Their Definitions

### Civic Literacy, Global Awareness and Cross-Cultural Skills

**Active Community Life** refers to playing one's part in ensuring the well-being of the community and nation. The central focus is on solidarity, involvement and engagement within the community. Active Community Life includes demonstrating a sense of responsibility towards the community and civic-mindedness; as well as supporting and contributing through community- and nation-building activities.

**National and Cultural Identity** refers to a sense of self derived from the distinct characteristics of a nation and its culture as a whole. National and Cultural Identity includes possessing a sense of responsibility to the nation and having a shared commitment to the ideals of the nation and its culture.

**Global Awareness** refers to being aware about world issues and possessing a desire to contribute to the well-being of the international community while maintaining a sense of rootedness. Global Awareness includes the ability to cope with change due to cultural interactions abroad; as well as the ability to recognise, analyse and evaluate global trends and their interconnections with local communities.

**Socio-Cultural and Religious Sensitivity and Awareness** refers to the perception and articulation of the thoughts, feelings and behaviour of people from different socio-cultural and religious backgrounds. Socio-Cultural and Religious Sensitivity and Awareness includes the ability to empathise with others through understanding, acceptance and respect; and engage in appropriate behaviour with people from different socio-cultural and religious backgrounds in both local and international contexts, in a way which would enhance social cohesion.

## Critical and Inventive Thinking

**Curiosity and Creativity** refers to the desire to seek and learn new knowledge; and generate relatively novel and appropriate ideas or new products. Curiosity and Creativity includes wondering and asking questions; being resourceful, flexible and adaptable, and having an open mind; being willing to take risks and accept mistakes; and being imaginative and having the ability to envisage possible futures.

**Sound Reasoning and Decision-Making** refers to the development of well-constructed explanations and well-substantiated conclusions by seeking understanding through questioning, analysis, comparison, inference/interpretation, evaluation, and synthesis of evidence and arguments. Sound Reasoning and Decision-Making includes extracting implications and conclusions from facts, premises, ethical issues or data; constructing relationships between the essential elements of a problem; and challenging social norms to provide alternative theories and explanations.

**Metacognition** refers to thinking about one's own thinking – that is, gaining an awareness of and control over one's own thinking through reflection to become a more effective thinker and learner. Metacognition includes questioning and refining thoughts, attitudes, behaviour and actions; suspending judgement; reassessing conclusions and considering alternatives; and stepping back to take the larger picture into account, to verify one's own pattern of thinking.

**Managing Complexities and Ambiguities** refers to the modification of thinking, attitudes, behaviour and/or skills to adapt to diverse demands and challenges in new, unfamiliar contexts. Managing Complexities and Ambiguities includes tolerating ambiguity; keeping an open mind in order to consider, respect and accept alternative perspectives, solutions or methods; taking on diverse roles; multi-tasking; and being resilient and focused on pursuing goals despite difficulties and unexpected complications.

**Communication, Collaboration and Information Skills**

**Effective Communication** refers to the clear and coherent exchange of information and ideas in multimodal ways for specific purposes, audiences and contexts. Effective communication includes interacting with others from diverse backgrounds through a variety of means, being open to and respecting ideas from others when co-constructing meanings.

**Effective Collaboration** refers to individuals working together in a respectful manner to share responsibilities and make decisions with one another to meet group goals. Effective collaboration includes exercising individual and group accountability by communicating effectively with one another and discharging the roles assumed by each individual in a pair/group; working together in pairs/groups with shared responsibilities to contribute to the completion of a task or the achievement of shared goals; and being actively reflective about how to improve one's working relationship with others, to achieve group goals.

**Management of Information** refers to the act of taking charge of information through the thoughtful identification, sourcing, evaluation and synthesis of information, facilitated by the appropriate use of technology. Management of information includes defining the problem and identifying the information needed; locating and connecting information across different sources; assessing the information systematically for accuracy, credibility and currency; developing strategies to source and organise information; and integrating the information to draw conclusions and develop new understanding.

**Responsible Participation in the Information Landscape** refers to one's engagement in ethical and respectful practices when using and creating information. Responsible participation includes respecting intellectual property rights; adhering to civic and lawful behaviour on the Internet; and maintaining a positive presence on the Internet.

For more details on the 21<sup>st</sup> Century Competencies, please visit [http://21cc.opal.moe.edu.sg/?ptid=1916&func=all\\_widgets](http://21cc.opal.moe.edu.sg/?ptid=1916&func=all_widgets)

## Mapping Of 'A' Level H2 History Syllabus To 21st Century Competencies And Benchmarks (JC/Pre-U)

The table below explicates how the new 'A' Level H2 History syllabus is mapped to the standards and benchmarks for the 21st Century Competencies.

21 <sup>st</sup> Century Competency	Standards	Benchmark (End of JC2/PU3)	Samples from the 'A' Level H2 History Syllabus
<b>Civic Literacy, Global Awareness and Cross-Cultural Skills (CGC)</b>  <b>Learning Outcome:</b> Actively contributes to the community and nation, possesses an awareness of and the ability to analyse global issues and trends, and displays socio-cultural and religious sensitivity and awareness.	<b>CGC 1</b> Aware of community and national issues and plays a part to improve the community and nation	<b>1.1e</b> The student is able to discuss issues that affect the culture, socio-economic development, governance, future and identity of Singapore and consider their implications.	In the study of <i>Economic Development after Independence</i> , students will understand the policies and measures adopted by Singapore to achieve economic growth and equity as well as social cohesion. They can thus examine the impact of these policies and their implications on the development of Singapore as a nation-state vis-à-vis other countries in the region.
		<b>1.2e</b> The student is able to independently initiate, plan and organise school and community activities/ programmes to address social issues.	When applicable.
	<b>CGC 2</b> Aware of global issues and trends	<b>2.1e</b> The student is able to analyse global trends and their implications for Singapore and other countries.	In the study of <i>Understanding the Cold War</i> , students will understand how political and ideological rivalry between the two superpowers influenced the development of geopolitical tensions worldwide, as seen in the numerous proxy wars fought in the midst of the Cold War. Students can then better appreciate the role of major powers in the 21st century in influencing the domestic and foreign policies of other countries. Students can also be led to appreciate the attempts by many countries, such as Singapore, to build strong diplomatic ties with their neighbours and pursue international stability.
		<b>CGC 3</b> Displays socio-cultural and religious sensitivity and awareness	<b>3.1d</b> The student is able to demonstrate appropriate skills and behaviour to work together with people from a diverse range of socio-cultural and religious backgrounds within and beyond Singapore.
	<b>3.2d</b> The student is able to contribute to promoting Singapore's social cohesion.		In the study of <i>Search for Political Stability</i> , students are introduced to the nation-building efforts of newly independent Singapore's government to pursue political stability and social harmony. Students will also understand the struggles faced by successive generations of political leaders in building a Singapore identity. This will help them to appreciate and contribute to Singapore's efforts in building a cohesive and inclusive society.

21 <sup>st</sup> Century Competency	Standards	Benchmark (End of JC2/PU3)	Samples from the 'A' Level H2 History Syllabus
<p><b>Critical and Inventive Thinking (CIT)</b></p> <p><b>Learning Outcome:</b> Individually and collaboratively generates novel and useful ideas to address issues; exercises sound reasoning and metacognition to make good decisions; and manages complexities and ambiguities.</p>	<p><b>CIT 1</b> Explores possibilities and generate ideas</p>	<p><b>1.1d</b> The student is able to generate ideas and explore different pathways that lead to solutions.</p>	<p>Through developing the skill of comparison and contextualisation, students will be led to identify, compare, and analyse multiple viewpoints on a given historical issue to arrive at a historical interpretation.</p> <p>Example: During a class activity on the Cuban Missile Crisis, students could brainstorm in groups on the various options that American president Kennedy had when he was informed of the presence of Soviet nuclear missiles in Cuba. This will require students to examine different historical sources conveying various perspectives on the issue that were made available to the Americans during the days of the Crisis, before Kennedy decided to issue the Soviet Union with an ultimatum to remove the missiles from Cuba. Then students will evaluate the merits and implications of Kennedy's actions in ending the Cuban Missile Crisis.</p>
	<p><b>CIT 2</b> Exercises sound reasoning, decision making and metacognition</p>	<p><b>2.1d</b> The student is able to use evidence and adopt different viewpoints to explain his/her reasoning and decisions, having considered the implications of the relationship among different viewpoints.</p>	<p>Through developing the skill of presenting historical interpretations based on evidence, students will be able to participate in historical inquiries to analyse and evaluate differing interpretations based on historical context and available historical sources.</p> <p>Example: When taking part in a historical inquiry, students need to unpack the demands of the inquiry question, access various historians' viewpoints and the justifications they presented, before arriving at their own conclusion. Students must be able to support their arguments with the evidence they have gathered.</p>
		<p><b>2.2d</b> The student is able to suspend judgement, reassess conclusions and consider alternatives to refine his/her thoughts, attitudes, behaviour and actions.</p>	<p>Through developing the skill of chronological and causal reasoning, students will be able to recognise, analyse and evaluate multiple perspectives to review their interpretations of a historical event.</p> <p>Example: In a Socratic Seminar to discuss and evaluate Suharto's role in maintaining political stability in Indonesia, students will need to suspend their existing judgements about Suharto and actively listen to the various views and evidence presented by other participants. Subsequently, students will have the opportunity to consolidate all the possible views before refining their views/judgement.</p>
	<p><b>CIT 3</b> Manages complexities and ambiguities</p>	<p><b>3.1d</b> The student is able to identify essential elements of complex tasks, stay focused on them, take on diverse roles and persevere when he/she encounters difficulties and unexpected challenges.</p>	<p>Through developing the skill of causal reasoning, students will be able to attain a nuanced understanding of complex cause-and-effect relationships.</p> <p>Example: While working together as a group to examine the reasons for the success or failure of the UN peacekeeping missions, students could examine the actions of the Security Council, General Assembly and regional powers, as well as local leaders and people. Students would also need to develop a set of criteria to evaluate the contributions of the various historical actors during a plenary session to arrive at a reasonable and well-substantiated answer.</p>
		<p><b>3.2d</b> The student is able to manage uncertainty and adapt to diverse demands and challenges in new and unfamiliar contexts.</p>	<p>Through developing the skill of comparison and contextualisation, students can be led to identify, compare and explore multiple interpretations of a given historical issue.</p> <p>Example: While participating in a Structured Academic Controversy activity, students will learn that there is not always a single definitive answer to their inquiry. For example, the debate among historians on the causes of the outbreak of the Cold War continues even though the Cold War ended some time ago. Students will thus learn to manage uncertainty in open-ended discussions, and be flexible in responding to others' ideas which may challenge their own view.</p>

21 <sup>st</sup> Century Competency	Standards	Benchmark (End of JC2/PU3)	Samples from the 'A' Level H2 History Syllabus
<p><b>Communication, Collaboration and Information Skills (CCI)</b></p> <p><b>Learning Outcome:</b> Communicates information and ideas clearly and collaborates effectively; manages, creates and shares information thoughtfully, ethically and responsibly.</p>	<p><b>CCI 1</b> Communicates and collaborates effectively</p>	<p><b>1.1e</b> The student is able to convey complex information and ideas coherently and clearly to influence and create impact for specific purposes and contexts.</p>	<p>At the end of a historical inquiry, students are given the opportunity to communicate their findings through a variety of end-products, which can include visual, oral, multi-media and written platforms. Rubrics can be developed to assess students' abilities to communicate complex information and ideas to meet different sets of audiences and contexts.</p> <p>Examples of end-products include:</p> <ul style="list-style-type: none"> <li>• A documentary explaining the reasons or impact of a historical event.</li> <li>• A newspaper article examining the impact of significant historical actors</li> </ul>
		<p><b>1.2e</b> The student is able to interact with others to construct and critically evaluate knowledge, new understandings and ideas.</p>	<p>In support of historical inquiry, classroom strategies that advocate engaged learning will help students to be more involved in their learning process and create new understandings.</p> <p>Example: Participating in a collaborative role-play activity will help students to work collectively with others in gathering information to write the script and eventually present the role-play.</p>
		<p><b>1.3d</b> The student is able to reflect on and modify his/her working relationships and role in contributing to the group's goals, as determined collectively by its members.</p>	<p>ICT tools enhance students' learning experiences by providing opportunities for students to develop the capacity to collaborate and communicate effectively in the process of undertaking historical inquiry.</p> <p>Example: In an ICT-based lesson, students could use Google Docs to record their own interpretations of sources while simultaneously providing comments and seeking clarifications on the posts by other group members. This activity will help students to learn how to collaborate and communicate effectively through an ICT platform.</p>

21 <sup>st</sup> Century Competency	Standards	Benchmark (End of JC2/PU3)	Samples from the 'A' Level H2 History Syllabus
<p><b>Communication, Collaboration and Information Skills (CCI)</b></p> <p><b>Learning Outcome:</b> Communicates information and ideas clearly and collaborates effectively; manages, creates and shares information thoughtfully, ethically and responsibly.</p>	<p><b>CCI 2</b> Manages, creates and shares digital information thoughtfully, ethically and responsibly</p>	<p><b>2.1c</b> The student is able to refine search results, organise information systematically and manage information sensitively, while abiding by copyright regulations and minimizing security risks in the handling of information.</p>	<p>Students could be exposed to and tap on ICT tools during the phases of the historical inquiry process.</p> <p>Example: In carrying out an inquiry-based assignment, at the 'Gathering Evidence' phase, students could access the internet to locate sources that will inform them about the feelings and thoughts of the people who rallied together to protest against Soviet-controlled communist regimes in Eastern European countries. Through this activity, students will learn how to make use of databases and access blogs and other academic websites for information. At the 'Exercising Reasoning' phase of historical inquiry, students will also learn the skill of evaluating the reliability and usefulness of sources located through the internet.</p>
		<p><b>2.2c</b> The student is able to verify the accuracy, credibility and currency of information across multiple sources.</p>	<p>By participating in a historical inquiry, students will develop their skills of historical reasoning and learn the importance of building evidential understanding.</p> <p>Example: While carrying out a Source-based Study (SBS) assignment, students will develop the skill to synthesise the information from various sources and evaluate them against their knowledge of the historical context, to draw conclusions and develop new understandings which are relevant to the inquiry question.</p>
		<p><b>2.3c</b> The student is able to modify and integrate varied media elements to construct a digital artefact, while making informed choices with regard to how to use information ethically.</p>	<p>Teachers can provide students with guidance during the historical inquiry process on the ethical use of information, to convey the importance of citation and caution them against plagiarism.</p> <p>Example: In carrying out a research-based assignment, students will learn the importance of making proper citations and footnotes. They will also learn about the dangers of plagiarism and the need to respect other people's work/research.</p>
		<p><b>2.4c</b> The student is able to contribute actively and value-add to the information pool in an online community, while observing proper etiquette.</p>	<p>The process of knowledge construction in historical inquiry can be augmented with students forming online communities to organise and share information.</p> <p>Example: In carrying out an inquiry-based assignment, students could effectively use discussion forums and update each other on information that has been located.</p>
		<p><b>2.5c</b> The student is able to project a positive online presence and manage his/her online reputation.</p>	<p>They will also have the opportunity to share their ideas and opinions on the validity of conclusions which can be drawn from available information.</p>

## 1.4 Aims Of The 'A' Level History Curriculum

In a world where attention is often divided between concerns over the present and future, the relevance of History is often questioned. Making sense of the present and anticipating the challenges of the future would not be possible without understanding the past. By equipping students with the Qualities of a History Learner, History education allows students to draw connections between the past and present through examining how the nature and impact of historical developments explain today's world. History education does so by helping learners to become balanced, discerning, empathetic, inquiring, knowledgeable and methodical individuals, able to make reasoned arguments and decisions.

The above attributes support learners to achieve the Desired Outcomes of Education so that they are able to acquire personal growth, contribute to the nation and respond nimbly to global developments. Thus, History education has an important and unique place in the development of the learner as it seeks to:

- develop in the learner the dispositions to be curious about the past and be open to multiple perspectives;
- prepare the learner for the future by equipping him/her with analytical and critical thinking skills such as the ability to assess evidence and evaluate conflicting interpretations to make informed judgements of the past and better understand the present;
- help the learner understand change and develop global awareness and cross-cultural skills in order to play an active role in future developments in society;
- enhance the learner's sense of identity; and
- nurture an informed citizen.

### 'A' Level History Curriculum Shape

The 'A' Level History Curriculum Shape (Figure 1.3) encapsulates the key features of the 'A' Level History syllabuses and guides the implementation of the curriculum. It serves the following functions:

- Emphasises the importance of developing historical understanding
- Outlines the intended teaching and learning experiences for teachers and students
- Describes the focus of syllabus content



Figure 1.3: 'A' Level History Curriculum Shape

## Emphasis On Development Of Historical Understanding

The 'A' Level History curriculum seeks to develop historical understanding (core) in students through the examination of historically significant content that is meaningful to students (outermost ring). To allow students to draw connections from the past to the present, the curriculum will focus on international and regional developments in the 20th century.

### Intended Teaching And Learning Experiences

The 'A' Level History curriculum seeks to develop historical understanding (core) through the study of local, regional and global developments which highlight historical agency (outermost ring). As illustrated in the inner ring, historical understanding is developed by providing opportunities for students to:

- deepen historical knowledge through content concepts
- strengthen disciplinary thinking through historical concepts
- apply historical methods and processes through historical inquiry and skills

Teachers' design of learning experience: With the ultimate aim of developing historical understanding (core), the 'A' Level History curriculum provides opportunities for students to deepen historical knowledge, strengthen disciplinary thinking in the study of History, and apply historical methods and processes (inner ring). These are achieved, respectively, through the focus on History both as a body of knowledge (content concepts) and as a form of knowledge (historical concepts), as well as historical inquiry and skills. Through this, teachers are able to expose students to the historian's craft and promote historical thinking. Teachers may utilise historically significant local, regional and global developments and the historical agency of different groups of people (outermost ring) to facilitate students' learning.

Students' learning experience: In contrast, from the students' viewpoint, the study of local, regional and global developments which highlight historical agency (outermost ring) marks the starting point of their 'A' Level History learning experience, allowing them to apply the concepts and skills (inner ring) central to the historian's craft. This process, reinforced throughout the course of studying 'A' Level History, will further enhance students' proficiency in historical knowledge, disciplinary thinking and methods and processes, culminating in the development of historical understanding (core).

### Content Focus

The focus on local, regional and global developments provides the backdrop which shapes the learning experiences in the 'A' Level History curriculum. Thus, students will be exposed to sufficient breadth and depth of content to facilitate their development of conceptual understanding and understanding of the process of historical inquiry.

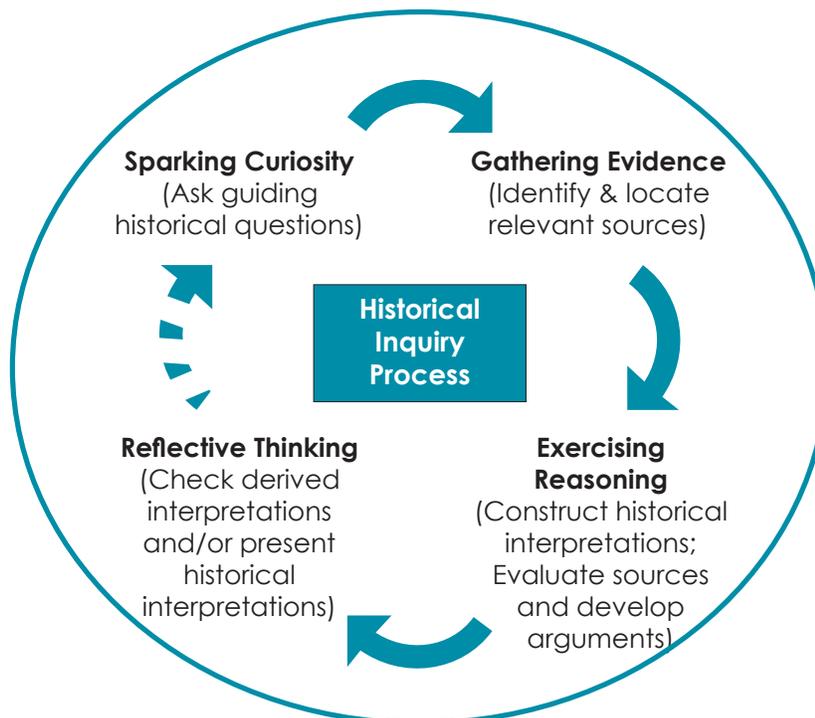




# DEVELOPING HISTORICAL UNDERSTANDING THROUGH INQUIRY

## 2.1 Historical Inquiry In The Constructivist Classroom

History provides us with a way of thinking about the past. Historical inquiry provides a way to inquire into, organise and explain events that happened in a historical period. It is a cyclical process (Figure 2.1) that begins with the asking of guiding historical questions. This is followed by locating and analysing historical sources to establish historical evidence. The historical evidence is then used to construct historical interpretations that seek to answer the guiding historical questions and, finally, to reflect on the interpretation and to critically respond to historical questions or present a conclusion through an end-product.<sup>1</sup>



**Figure 2.1: Cycle of Historical Inquiry**

<sup>1</sup> Adapted and taken from Peter Doolittle, David Hicks, & Tom Ewing, Virginia Tech, The Historical Inquiry Project, 2004–2005.

**The use of historical inquiry** is strongly advocated in the 'A' Level History syllabuses as it supports the development of historical understanding. Historical inquiry is the exemplification of the methods and processes outlined in the 'A' Level History Curriculum Shape and an important way to appreciate the historian's craft. This is because inquiry-based learning provides a framework for constructivist teaching and learning, rigorous examination of diverse historical sources, the cultivation of historical thinking skills, and thus, the development of historical understanding.

**Teaching for conceptual understanding** complements the inquiry approach by promoting a greater awareness of the utility and practice of History, as well as the constructed nature of historical knowledge. This encourages students to consider the importance of historical concepts which constitute the tools and entry points to undertake an inquiry into the past.

For example, to make meaning of 'Containment' as a content concept (body of knowledge), students will develop their historical understanding by inquiring into why American containment policy succeeded or failed ('Cause and Effect'), and explore the direction and variation of containment methods over time ('Change and Continuity'). Thus, a firm grounding in historical concepts allows students to understand History as a form of knowledge, informing them of how historians work, what they are interested in and how historical knowledge and understanding are constructed. **Chapter 1.2: Illuminating the Discipline through Conceptual Understanding of the Teaching and Learning Guide** elaborates on how teaching for conceptual understanding can deepen student learning.

### **Constructivism In The History Classroom**

Constructivism is a broad theory with a variety of perspectives. However, the basic tenet of constructivism is that learning is an active process where the learner constructs knowledge rather than acquires it. The emergence of an inquiry-based approach to History education, along with the new opportunities made possible by advances in technology, has made constructivist approaches readily applicable in today's history classroom.<sup>2</sup>

Constructivism can strengthen the development of students' historical understanding through the inquiry approach. A crucial component of knowledge that forms students' historical understanding is the knowledge of historical skills and processes that define the historian's craft. This involves recognising that History is an interpretive, inquiry-oriented subject involving different perspectives. The development of historical understanding through History education entails that students should be given the opportunity to experience historical inquiry in the classroom.

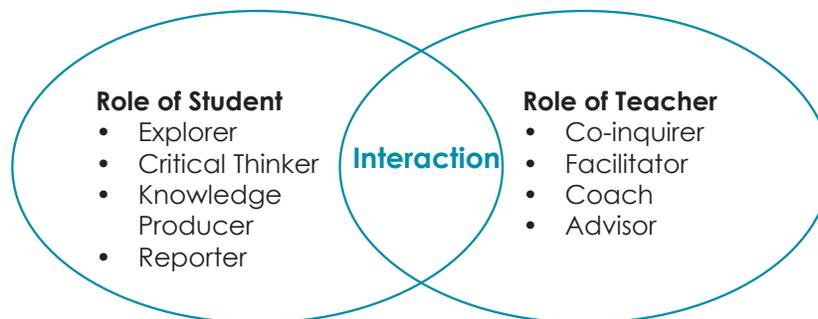
## 2.2 Roles And Responsibilities Of Teachers And Students In Inquiry

Effective historical inquiry requires teachers to ‘provide students with guidance without eliminating the demand for creativity and deliberation’.<sup>3</sup> In an inquiry classroom, teachers need to strike a balance between providing adequate support for students’ learning and construction of knowledge and not imposing an authoritative interpretation. If there is one authority omnipresent in the classroom, the goal of historical inquiry – the development of students as critical thinkers and independent learners – would be significantly undermined.

In historical inquiry, teachers take on the role of a facilitator – co-inquiring with the students, providing advice and guidance, and encouraging students to take ownership of their learning. Teachers ensure that students have sufficient contextual knowledge to successfully engage in inquiry. Teacher modelling and scaffolding are also of critical importance to help students access and evaluate sources as evidence and deepen historical understanding.

Within the teacher-student relationship in the classroom, students are the knowledge producer, explorer, critical thinker and reporter. Students assume personal responsibility for their learning and play an important part in constructing new knowledge for themselves. As knowledge producers, students learn to ask good questions about the issues being learnt and evaluate their own learning. Opportunities for students to pose questions and challenge assumptions are created as part of the lesson.

Figure 2.2 shows the different roles of the teacher and the student in undertaking historical inquiry, corresponding to their respective responsibilities in a constructivist classroom.



**Figure 2.2: Roles, Responsibilities and Interaction Patterns in Guided Inquiry**

<sup>3</sup> Peter Seixas and Tom Morton, *The Big Six Historical Thinking Concepts*, Nelson College Indigenous, (July 2012), p. 9.

There are nonetheless variations in the degree of responsibility undertaken by teachers and students depending on the inquiry approach. Inquiry should be perceived as a continuum of approaches. Students' responsibility for directing learning gradually increases along this continuum, and the reverse is true for the teacher. Table 2.1 shows this continuum of guided inquiry. Depending on the difficulty of the topic or inquiry question, and the extent to which students are comfortable with inquiry-based learning, historical inquiry could be more student-directed or teacher-directed.

**Table 2.1: Continuum of Guided Inquiry**

Phases of Inquiry	Continuum of Guided Inquiry		
	Teacher-Directed	Teacher-Guided	Student-Directed
Sparking Curiosity	Students accept the given topic/issue to be investigated	Students select from topics/issues generated by the teacher	Students pose the topic/issue to be investigated
Gathering Evidence	Students are given the data and told how to analyse the data	Students are guided by the teacher to collect data from a variety of sources	Students determine what constitutes evidence and collect it
Exercising Reasoning	Students are provided with teacher-determined evidence	Students are guided in the process of analysing evidence and formulating explanations	Students formulate their own explanations after analysing evidence
	Students are told how to design their plan/product according to fixed instructions	Students design their preferred form of the plan/product but adhere to jointly established criteria	Students design their plan/product according to their own preferences
Reflective Thinking	Students are given steps and procedures for communication	Students are coached in the development of their communication plan	Students form arguments to communicate their explanations

Adapted from Inquiry and the National Science Education Standards, National Research Council (2000).





# DEVELOPING HISTORICAL UNDERSTANDING THROUGH THE H2 SYLLABUS

## 3.1 Understanding The Syllabus Design

Bearing in mind the Philosophy of History Education and the Qualities of a History Learner, the H2 History syllabus was conceived based on the following design principles. The syllabus should:

- promote critical thinking, and influence teaching and learning at the 'A' level such that a deeper purpose in learning History is achieved through:
  - o emphasising multiple perspectives which highlight historical agency and deepen historical understanding; and
  - o promoting student-centred learning through the constructivist approach
- allow for flexibility in catering to the customisation of learning experiences
- ensure alignment with the outcomes and intent of C2015, MP3 and the 21<sup>st</sup> Century Competencies<sup>4</sup>
- ensure comparable quality in terms of scope and rigour when benchmarked against international syllabuses

The H2 syllabus retains the existing framework of dividing H2 History into the study of International History and Southeast Asian History, as well as key content areas that help to achieve curriculum objectives. Existing themes on the Cold War, global economy and post-independence developments in Southeast Asia continue to feature in the H2 syllabus as significant 20th century global and regional developments. However, these content areas have also been refined to give greater emphasis to historical agency, and right-sized to provide space for teachers to infuse constructivist pedagogies, where appropriate.

A Teaching and Learning Guide (TLG) for 'A' Level History has been designed to support the H2 syllabus by:

- facilitating a more in-depth discourse on the syllabuses and History education;
- highlighting good History teaching practices; and
- providing teaching and learning resources.

## AIMS AND LEARNING OUTCOMES

### Aims

The 'A' Level H2 History syllabus seeks to develop historical understanding by providing opportunities for students to deepen historical knowledge through content concepts, strengthen disciplinary thinking through historical concepts and apply historical methods and processes through historical inquiry. Thus, the aims of the H2 syllabus articulate the increased emphasis on historical understanding by encouraging students to:

- develop interest in and curiosity about the past
- deepen historical understanding through
  - acquiring a sound knowledge of selected periods and issues
  - examining the diverse approaches to and interpretations of historical issues and events
  - strengthening knowledge and application of historical concepts
  - using historical methods and processes
  - appreciating the nature and variety of historical sources
- think independently and make informed judgements about historical issues and events
- communicate substantiated arguments on historical issues and events in a clear and well-structured manner
- develop empathy with people living in diverse places and at different times
- enhance their sense of identity

### Learning Outcomes

#### Knowledge & Understanding

At the end of their 'A' Level History experience, students should be able to demonstrate their knowledge and understanding of the following. The connections to the History Curriculum Shape are referenced in bold within brackets:

- history as a construct – history is constructed from evidence and there are different interpretations of historical events **(Methods & Processes)**;
- historical concepts, which help develop stronger awareness of the nature of the discipline, problematise the study of historical developments, and provide tools to undertake an inquiry into the past **(Disciplinarity)**;
- the key characteristics of the periods studied – these include the social, economic, cultural and political contexts of the societies studied and the experiences of the peoples who lived in these societies at that point in time **(Historical Knowledge)** ;
- the interconnections between individuals, societies, events and developments studied and those in the present day **(Historical Knowledge** as well as **Local, Global & Regional Developments)**; and
- key individuals, groups, forces, events and ideas that shaped the development of the social, economic, cultural and political contexts of our world today **(Historical Knowledge** as well as **Historical Agency)**.

## Skills

Students should also demonstrate their knowledge and understanding by employing the following skills:

- unpack demands of the inquiry question independently;
- conduct research with guidance to select relevant sources and information to address inquiry questions;
- systematically analyse various factors and synthesise multiple perspectives and interpretations to construct a valid, balanced and persuasive argument;
- present meaningful interpretations of the past by drawing appropriately from analysed evidence, historical contexts and frames of reference;
- develop nuanced understanding of complex cause-and-effect relationships;
- recognise, analyse and evaluate the dynamics of change and continuity over time and across regions, and relate these patterns to larger historical themes;
- categorise events into discrete periods, to evaluate turning points and assess their historical significance;
- identify, compare and evaluate multiple perspectives on a given historical issue or event.

## Values and Attitudes

Students demonstrate the internalisation of key values and mindsets associated with the understanding of the historian's craft when they:

- show sensitivity to how people's views and perspectives shape their interpretation of events, issues or developments in any specific time and space;
- are aware of how cultural, intellectual and emotional contexts shape the thinking, value systems, decisions and actions of different peoples and groups in different times and places;
- show openness to and respect for diverse and sometimes opposing viewpoints;
- tolerate ambiguity and are able to pose relevant questions to conduct further investigation independently;
- modify and adapt their thinking according to multiple sources of information, perspectives and different circumstances, underpinned by sound moral values;
- recognise, question and refine the value system which provides a moral compass in governing their actions as citizens;
- empathise with people from different social, cultural, economic and political backgrounds; and
- identify and embrace connections between themselves and the larger community (past and present) and realise that their actions impact others, thus developing a commitment to improve the world.

## 3.2 Amplification of Syllabus Content

### H2 Syllabus Content Overview

#### Connecting the Past to the Present: Global and Regional Perspectives

The H2 History syllabus comprises two papers, each with three prescribed themes, which encourage students to examine key developments in the political, economic and social history of the second half of the twentieth century. It aims to broaden students' perspectives through a study of the interplay between power politics and the agency of diverse actors, the clash of opposing ideologies, and the tensions between national and international interests as various actors sought to shape the international order after World War 2. The syllabus also provides choice and flexibility through students' selection of case studies and the specific inquiries they undertake.

#### Enhanced structure of themes to achieve historical understanding

The H2 syllabus comprises three prescribed themes per paper, which will ensure that students develop solid foundations in key areas of content while providing flexibility in the curriculum through case studies and the specific inquiries they undertake.

The syllabus' themes provide a critical overview of key global and regional historical developments of the 20th century after World War II. The Inquiry Question, the featured Historical and Content Concepts, the thematic Overview and Making Connections sections as well as the Learning Outcomes all work hand-in-hand with the content of each theme to develop students' depth of disciplinary understanding. Also, the Learning Outcomes have been enhanced such that they do not just focus on the knowledge and skills to be mastered by students but also attempt to reflect an emphasis on developing conceptual understanding.

#### Paper 1: Shaping the International Order (1945–2000)

This paper examines the attempts of the superpowers and various other historical actors to shape the international order after World War II, which resulted in key global developments in the second half of the twentieth century. These developments highlight the historical agency of local and regional actors in the evolution of the global social, political and economic order. Through the themes, students will explore the interaction between superpower rivalry and local agency in influencing the development of the Cold War, as well as how state actors and regional organisations attempted to navigate the changes brought about by global economic developments. Students will also explore how changing power relations and national interests influenced the decision-making processes of the United Nations as an international organisation.

#### Paper 2: The Making of Independent Southeast Asia (Independence to 2000)

The thematic-comparative approach in this paper will expose students to a multifaceted view of independent Southeast Asia. Studying how newly independent states and their people sought to assert their place and identity amidst the forces of change will provide the historical context to understand present-day Southeast Asia. Through the themes, students will evaluate the successes and limitations of Southeast Asian countries' search

for domestic stability as well as the pursuit of economic development after independence. Students will also be able to gain a better understanding of the patterns of interactions within the region and between different groups of actors within the state. The contestation between authoritarianism and the agency of the people will also be studied to understand

**Table 3.1: Content themes of H2 syllabus<sup>5</sup>**

Paper 1 Shaping the International Order (1945–2000)	Paper 2 The Making of Independent Southeast Asia (Independence to 2000)
Theme I *Understanding the Cold War, 1945–1991	Theme I Search for Political Stability
Theme II Understanding the Global Economy	Theme II Economic Development after Independence
Theme III Safeguarding International Peace and Security	Theme III *Regional Conflicts and Cooperation

The dynamic unfolding of events in independent Southeast Asia.

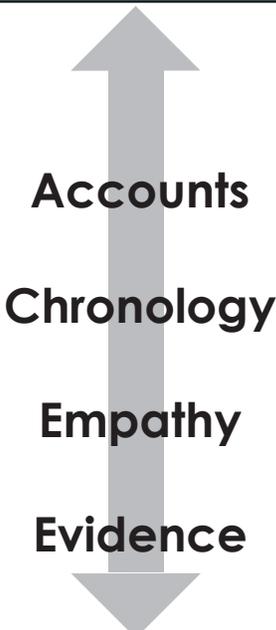
*Asterisks indicate themes where the Source-based Study (SBS) question will be set for each paper.*

### Historical Concepts

Eight historical concepts have been identified, based on their centrality to the discipline of History and age-appropriateness for students. These concepts are anchored in the 'A' Level H2 History syllabus to support the development and deepening of conceptual understanding.

Four of these form **pre-requisite historical concepts** for the study of History. Knowledge of these historical concepts will allow History students to develop stronger awareness of the nature of the discipline and enable them to broaden and deepen their knowledge, skills and understanding of the content they study at the 'A' levels.

The remaining four are **specific historical concepts** that provide additional frames in understanding the past and constructing historical narratives. These concepts provide students with the necessary tools to undertake an inquiry into the past through the questions they might ask. Thus, they are featured in every theme in the H2 syllabus.

Pre-requisite Historical Concepts	Paper	Specific Historical Concepts (pegged to individual themes and learning outcomes)
	<b>Paper 1</b> <b>Shaping the International Order (1945–2000)</b>	
	Theme I *Understanding the Cold War, 1945–1991	Cause & Effect Change & Continuity Diversity Significance
	Theme II Understanding the Global Economy	
	Theme III Safeguarding International Peace and Security	
	<b>Paper 2</b> <b>The Making of Independent Southeast Asia (Independence to 2000)</b>	
	Theme I Search for Political Stability	Cause & Effect Change & Continuity Diversity Significance
	Theme II Economic Development after Independence	
	Theme III *Regional Conflicts and Cooperation	

Asterisks indicate themes where the Source-based Study (SBS) question will be set for each paper.

### **Pre-requisite Historical Concepts**

#### **Accounts**

Students understand that accounts of past events are written to answer specific inquiries, and reflect the focus and points of view of their authors.

#### **Chronology**

Students recognise the importance of periodisation and are able to construct a chronological framework of historical periods to situate new knowledge within its proper historical context.

#### **Empathy**

Students appreciate the value of taking on the perspectives of historical actors, and recognise the need to become familiar with the latter's ideas, values, beliefs and attitudes as a means of making sense of the past events they study.

#### **Evidence**

Students are aware that historical sources must be understood within their historical context, and that they become evidence only if they have been judged to be useful in verifying, supporting or substantiating the claims historians make about the past they are studying.

## **Specific Historical Concepts**

### **Cause & Effect**

Students are aware that there are multiple short-term and long-term causes and consequences and a need to recognise their complex relationships. The consequences of events and actions should be evaluated to establish a hierarchy of causes. There is a need to understand the interplay between the actions of historical actors and the conditions at the time.

### **Change & Continuity**

Students understand that some historical developments show a continuation over time while others clearly exhibit a break with the past. The varying pace and direction in the change of historical developments can be analysed, together with the identification of significant turning points.

### **Diversity**

The differing experiences, perspectives and interpretations of people who lived through historical periods or who write about them based on research all add to the rich diversity of viewpoints. The perspectives of historical actors at the various stages of a historical development are best understood by considering their historical context, or the conditions that they faced at the time.

### **Significance**

A historical event or personality is historically significant as it resulted in a change in a larger historical development. The event or the decisions and actions of the historical personality had deep consequences for many people, states and organisations over a long period of time. The study of events or personalities also might help shed light on current issues.

Chapter 2: Developing Historical Understanding through Concepts of the Teaching and Learning Guide provides further details with content guiding notes on how conceptual understanding can be developed with specific content themes.

## Paper 1: Shaping the International Order (1945–2000)

Theme I	<b>Understanding The Cold War, 1945–1991</b> <b>How did the Cold War impact global developments after 1945?</b>	
Overview	Making Connections	
<p>In this theme, students will examine how the Cold War developed after World War II with the USA and the USSR emerging as ideologically-opposed superpowers. While they never faced off in a direct military confrontation, the two superpowers used various strategies and allies to discredit and weaken each other. Students will also study how the Cold War extended beyond Europe to engulf many parts of the world in a new bipolar international world order that saw many peripheral areas of the less developed world assuming central significance. The long-term impact of waging the Cold War eventually culminated in popular movements and leaders' actions to end the Cold War, bringing the focus back to Europe and allowing students to examine the Cold War from both the political and social dimensions.</p>	<p>Today's multipolar world stands in contrast to the bipolar division of the Cold War years and the unipolar hegemony of the USA in the immediate aftermath of the ending of the Cold War. At present, various powers are recognised for their extensive political and economic influence, with the USA, the European Union and China being prominent examples. This balance of power between the superpowers and regional powers to achieve international stability continues to be riddled with challenges in the form of terrorism, civil strife and ongoing wars. Understanding the Cold War would provide students with insights into how a superpower like the USA and regional powers behave and the motivations behind the decisions made.</p>	
<b>Concepts</b> <b>(Students understand:)</b>	<b>Content</b> <b>(Students study:)</b>	<b>Learning Outcomes</b> <b>(Students are able to:)</b>
<p><b>Historical Concepts</b></p> <ul style="list-style-type: none"> <li>cause &amp; effect</li> <li>change &amp; continuity</li> <li>diversity</li> <li>significance</li> </ul> <p><b>Content Concepts</b></p> <ul style="list-style-type: none"> <li>superpower</li> <li>ideology</li> <li>cold war</li> <li>proxy war</li> <li>nuclear balance of power</li> <li>people's power</li> </ul>	<p><b>Emergence of Bipolarity after WWII</b></p> <ul style="list-style-type: none"> <li>Reasons for the emergence of tensions between the USA and USSR</li> <li>Manifestations of emerging tensions: Yalta and Potsdam conferences, Sovietisation of Eastern Europe, Churchill's Iron Curtain speech, Kennan's Long Telegram, Truman Doctrine and Marshall Plan, Berlin Blockade, NATO and Warsaw Pact</li> <li>Historical debates on the origins of the Cold War: traditional, revisionist, post-revisionist, post-1991</li> </ul> <p><b>A World Divided by the Cold War</b></p> <ul style="list-style-type: none"> <li>Increased bipolar competition between the USA and Soviet Union</li> <li>Superpowers' search for ideological and strategic allies</li> <li>Success and limitations in sustaining allies</li> <li>Manifestations of the global Cold War: Korean War (1950–53), Cuban Missile Crisis (1962), Vietnam War (1964–73)</li> </ul> <p><b>End of Bipolarity</b></p> <ul style="list-style-type: none"> <li>US policy of renewed containment and confrontation</li> <li>Popular movements in the West and the Eastern Bloc to end the Cold War</li> <li>Collapse of the USSR and the end of the Cold War</li> <li>Historical debates on the end of the Cold War</li> </ul>	<ul style="list-style-type: none"> <li>analyse the origins of conflict between the USA and the USSR, and evaluate the causal relationships that underpinned the continued discord between the two superpowers;</li> <li>analyse the manifestation of the Cold War conflict across different contexts over time, and its impact; and</li> <li>evaluate the reasons for the end of the Cold War.</li> </ul>

Note:

- The Source-based Study will be set on Theme I and may be centred on any issue arising from the theme.
- Separate essay questions will NOT be set on this theme.

## Paper 1: Shaping the International Order (1945–2000)

Theme II	<b>Understanding The Global Economy, 1945–2000</b> <b>How did the development of the global economy impact the world?</b>	
Overview	Making Connections	
<p>In this theme, students will study the global economy, which was in dire straits after the devastation of the Second World War. The fear of capitalist economies falling to a resurgent communist USSR also impacted developments in the global economy after the Second World War. Consequently, the theme focuses on the period of global economic growth. Students will evaluate the role played by the USA and later by Western Europe and Japan in the development of the global economy. In addition, the theme will also examine the various problems that affected the global economy from the 1970s onwards. Students will also learn about the success of two Asian Tiger economies, South Korea and Taiwan, at a time when several other countries outside the region were still trying to overcome the problems faced by the global economy.</p>	<p>To understand developments in today's global economy, one has to examine its historical context and governments' competing economic agendas. Several economies in East Asia, like the Asian Tigers, have benefited from a growing global economy that is regulated by what is now known as The Triad (USA, Europe and Japan). While more Asian and Latin American countries such as those in the BRIC group continue to experience the uplifting effects of a growing global economy, many other developing economies are still unable to make headway, with some developed economies facing more frequent crises such as the financial crisis in 2007–08 and the Greek government debt crisis that followed.</p>	
<b>Concepts</b> <b>(Students understand:)</b>	<b>Content</b> <b>(Students study:)</b>	<b>Learning Outcomes</b> <b>(Students are able to:)</b>
<p><b>Historical Concepts</b></p> <ul style="list-style-type: none"> <li>• cause &amp; effect</li> <li>• change &amp; continuity</li> <li>• diversity</li> <li>• significance</li> </ul> <p><b>Content Concepts</b></p> <ul style="list-style-type: none"> <li>• economic growth</li> <li>• economic liberalisation</li> <li>• developmental state</li> <li>• family firm</li> <li>• economic interdependence</li> <li>• economic protectionism</li> </ul>	<p><b>Growth and Problems in the Global Economy</b></p> <ul style="list-style-type: none"> <li>• Reasons for growth of the global economy               <ul style="list-style-type: none"> <li>◦ post-war economic reconstruction</li> <li>◦ post-war economic liberalisation: economic miracle in Western Europe and Japan, rise of multinational corporations</li> <li>◦ role of the USA, Europe &amp; Japan</li> </ul> </li> <li>• Problems of economic liberalisation               <ul style="list-style-type: none"> <li>◦ 1973 and 1979 oil crises</li> <li>◦ rise of protectionism</li> <li>◦ debt crises of the 1980s and their impact on developing countries</li> </ul> </li> </ul> <p><b>Rise of Asian Tiger economies (South Korea and Taiwan) from the 1970s to 1990</b></p> <ul style="list-style-type: none"> <li>• Factors for economic transformation               <ul style="list-style-type: none"> <li>◦ role of the government</li> <li>◦ role of private businesses</li> <li>◦ role of culture</li> <li>◦ role of international developments</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• analyse the causal relationships that underpinned the growth of the global economy; and evaluate the challenges that affected it;</li> <li>• analyse the role of the USA, Europe and Japan in the growth of the global economy and evaluate the effects of their decisions and actions; and</li> <li>• analyse the causal relationships that underpinned the economic transformation in South Korea and Taiwan over time.</li> </ul>

## Paper 1: Shaping the International Order (1945–2000)

Theme III	<b>Safeguarding International Peace And Security</b> <b>How far has the United Nations contributed to safeguarding international peace and security?</b>	
Overview	Making Connections	
<p>In this theme, students will examine the efforts taken by nation-states to forge genuine international cooperation beyond narrow alliances. They will also analyse the challenges of building a cohesive community of nation-states regardless of ideology, beliefs or national wealth. Furthermore, they will learn how the United Nations has evolved over the years in its efforts to remain relevant in its role to safeguard international peace and security.</p>	<p>The United Nations remains an important symbol of international cooperation, as it is a platform for all nation-states large and small to debate and decide on critical global issues. It is a platform where power relations influence decision-making processes as nation-states continue to insist on their sovereignty and vested interests despite being part of an international organisation. Although the United Nations does have its weaknesses, it is still significant in maintaining peace and security in a world that remains afflicted by inter-state tensions and intra-state conflicts.</p>	
<b>Concepts</b> <b>(Students understand:)</b>	<b>Content</b> <b>(Students study:)</b>	<b>Learning Outcomes</b> <b>(Students are able to:)</b>
<p><b>Historical Concepts</b></p> <ul style="list-style-type: none"> <li>• cause &amp; effect</li> <li>• change &amp; continuity</li> <li>• diversity</li> <li>• significance</li> </ul> <p><b>Content Concepts</b></p> <ul style="list-style-type: none"> <li>• collective security</li> <li>• international law</li> <li>• power politics</li> <li>• sovereignty</li> <li>• veto</li> <li>• reform</li> </ul>	<p><b>Formation of the United Nations (UN)</b></p> <ul style="list-style-type: none"> <li>• Origins of the UN: reasons for the founding of the UN, its aims and principles</li> </ul> <p><b>Political Effectiveness of the UN in Maintaining International Peace and Security</b></p> <ul style="list-style-type: none"> <li>• Organisational structure: Security Council, General Assembly, Secretary-General</li> <li>• Peacekeeping, peace enforcement, peacemaking, peacebuilding               <ul style="list-style-type: none"> <li>◦ efforts to stay relevant and effective despite Cold War bipolarity</li> <li>◦ old problems and new challenges in the post-Cold War era</li> </ul> </li> <li>• International Court of Justice: ensuring adherence to international law; arbitration and advisory opinion</li> </ul> <p><b>UN Reforms</b></p> <ul style="list-style-type: none"> <li>• Success and limitations of UN reforms in addressing the following challenges:               <ul style="list-style-type: none"> <li>◦ sovereignty of nation-states</li> <li>◦ Great Power politics</li> <li>◦ operational constraints</li> <li>◦ rise of regionalism and regional organisations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• analyse the causal relationships that underpinned the extent of effectiveness of the UN, and evaluate the extent to which this contributed to maintaining international security and safeguarding international law across different contexts, and over time;</li> <li>• analyse the development of UN reforms over time, and evaluate their successes and limitations; and</li> <li>• analyse the diverse interests and perspectives of member-states and principal organs, which influenced decision-making in the UN.</li> </ul>

## Paper 2: The Making of Independent Southeast Asia (Independence to 2000)

Theme I	<b>Search for Political Stability</b> <b>How successful were Southeast Asian states in maintaining domestic stability?</b>	
Overview	Making Connections	
<p>In this theme, students examine the struggles of the young nations of independent Southeast Asia in establishing stable governments. By analysing governments' attempts to develop their respective countries, this study seeks to provide a balanced understanding of the process of maintaining domestic political stability, which was not always smooth. At the same time, students will realise that other forces and actors, both domestic and foreign, have played an important role in the evolution of the post-independence regional political landscape. Students will also gain insights into and evaluate the states' approaches to governance as well as creating national unity.</p>	<p>Southeast Asia as a region and its constituent states today are seen as relatively stable. At the same time, it is also widely recognised that these countries practise different forms of government that can all be described as 'maximum' governments, for whom domestic stability is paramount. These characteristics are embedded in the region's historic past, both colonial and pre-colonial, which form the basis of Southeast Asia's unique political development after independence.</p>	
<b>Concepts</b> <b>(Students understand:)</b>	<b>Content</b> <b>(Students study:)</b>	<b>Learning Outcomes</b> <b>(Students are able to:)</b>
<p><b>Historical Concepts</b></p> <ul style="list-style-type: none"> <li>• cause &amp; effect</li> <li>• change &amp; continuity</li> <li>• diversity</li> <li>• significance</li> </ul> <p><b>Content Concepts</b></p> <ul style="list-style-type: none"> <li>• government</li> <li>• political legitimacy</li> <li>• political stability</li> <li>• ideology</li> <li>• nationalism</li> <li>• nation building</li> </ul>	<p><b>Approaches to Governance</b></p> <ul style="list-style-type: none"> <li>• Establishing different forms of government               <ul style="list-style-type: none"> <li>◦ impact of decolonisation process</li> <li>◦ impact of mass political participation</li> <li>◦ introduction of parliamentary/liberal democracy and 'maximum' government</li> </ul> </li> <li>• Establishing and maintaining political stability               <ul style="list-style-type: none"> <li>◦ personal characteristics and political styles of government leaders</li> <li>◦ role of constitutional processes and elections</li> <li>◦ responses to political challenges and popular opposition</li> <li>◦ Cold War context</li> </ul> </li> </ul> <p><b>Approaches to National Unity</b></p> <ul style="list-style-type: none"> <li>• Different approaches to creating national unity</li> <li>• Impact of policies towards minorities</li> <li>• Response of minorities to government policies</li> </ul>	<ul style="list-style-type: none"> <li>• analyse the causal relationships that underpinned the establishment of different forms of government in Southeast Asia;</li> <li>• evaluate the effectiveness of Southeast Asian governments in asserting political stability across different contexts, and over time; and</li> <li>• evaluate the extent to which Southeast Asian governments were able to achieve national unity over time.</li> </ul>

## Paper 2: The Making of Independent Southeast Asia (Independence to 2000)

Theme II	Economic Development after Independence How did Southeast Asian economies develop after independence?	
Overview	Making Connections	
In this theme, students will examine the varied approaches to economic development undertaken by Southeast Asian governments and their impact on the economy and people. Students will gain an in-depth view of the different sectors, both government and non-state, developed after independence that served as drivers of economic growth. Attention will also be given to the Asian Financial Crisis of 1997 as a turning point in Southeast Asia's economic development, with students understanding the reasons behind the crisis and the national and regional efforts undertaken to manage its impact.	In the 1990s, Southeast Asia was viewed as an economic miracle. However, while some Southeast Asian countries achieved spectacular growth, economic growth was not uniform across the region. On appearance the economic miracle seemed to be the result of free market economics and industrialisation but deeper analysis reveals significant government involvement, particularly in industrialisation and the role of other economic agents in bringing about such spectacular growth. The need for Southeast Asian economies and societies to be resilient continues to be important amidst the challenges of an increasingly unstable world economy.	
Concepts (Students understand:)	Content (Students study:)	Learning Outcomes (Students are able to:)
<p><b>Historical Concepts</b></p> <ul style="list-style-type: none"> <li>• cause &amp; effect</li> <li>• change &amp; continuity</li> <li>• diversity</li> <li>• significance</li> </ul> <p><b>Content Concepts</b></p> <ul style="list-style-type: none"> <li>• economic security</li> <li>• economic interdependence</li> <li>• state-led development</li> <li>• mixed economy</li> <li>• industrialisation</li> <li>• economic regionalism</li> </ul>	<p><b>Paths to Economic Development</b></p> <ul style="list-style-type: none"> <li>• Post-independence economic landscape: challenges and opportunities</li> <li>• Role of government in economic development               <ul style="list-style-type: none"> <li>◦ economic aims</li> <li>◦ strategies to promote economic development in the following sectors: agriculture, industrialisation, financial services</li> </ul> </li> <li>• Role of ethnic communities in economic development</li> </ul> <p><b>Asian Financial Crisis</b></p> <ul style="list-style-type: none"> <li>• Causes of the Asian Financial Crisis</li> <li>• Political, economic and social consequences of the Asian Financial Crisis</li> <li>• Responses to the Asian Financial Crisis by governments and ethnic communities</li> </ul>	<ul style="list-style-type: none"> <li>• analyse the causal relationships that underpinned the different paths to economic development and evaluate the extent to which they have been effective across different contexts, and over time;</li> <li>• evaluate the contributions of state and non-state actors in promoting economic development across different contexts, and over time; and</li> <li>• analyse the causal relationships that underpinned the outbreak of the Asian Financial Crisis and its consequences, and the responses by state and non-state actors to the crisis.</li> </ul>

## Paper 2: The Making of Independent Southeast Asia (Independence to 2000)

Theme III	Regional Conflicts and Cooperation How did regional conflicts and cooperation shape inter-state relations in Southeast Asia?	
Overview	Making Connections	
<p>In this theme, students will examine how tensions between nation-states in Southeast Asia have contributed to regional conflicts. Such tensions have also provided the impetus for, or challenged the efforts in regional cooperation. By examining the development of ASEAN, students study how inter-state relations evolved, where conflicts between the nation-states were tempered by efforts at regional cooperation. They will also examine whether ASEAN's efforts at promoting regional peace and security, as well as economic cooperation, have strengthened confidence-building in the region.</p>	<p>The early post-independence years in Southeast Asia were characterised by the absence of a regional bond due to differing experiences during colonial rule and decolonisation, as well as disparate state interests. Continuities from the past are characterised by the persistence of inter-state differences and tensions which undermine regional cooperation. However, Southeast Asian countries have also gradually recognised the viability of regional cooperation within the ASEAN framework. Knowledge of the historical development of regional conflicts and cooperation is critical to understanding how inter-state relations are conducted in present-day Southeast Asia.</p>	
Concepts (Students understand:)	Content (Students study:)	Learning Outcomes (Students are able to:)
<p><b>Historical Concepts</b></p> <ul style="list-style-type: none"> <li>cause &amp; effect</li> <li>change &amp; continuity</li> <li>diversity</li> <li>significance</li> </ul> <p><b>Content Concepts</b></p> <ul style="list-style-type: none"> <li>conflict and cooperation</li> <li>confidence-building</li> <li>deterrence</li> <li>diplomacy</li> <li>economic interdependence</li> <li>regionalism</li> </ul>	<p><b>Inter-state Tensions and Cooperation</b></p> <ul style="list-style-type: none"> <li>Causes of inter-state tensions: historical animosities, racial and religious divisions, ideological differences, territorial disputes, transboundary challenges</li> <li>Consequences of inter-state tensions: effects on regional cooperation and security</li> </ul> <p><b>ASEAN</b></p> <ul style="list-style-type: none"> <li>Reasons for the formation of ASEAN</li> <li>Growth and development of ASEAN: building regional peace and security, promoting regional economic cooperation               <ul style="list-style-type: none"> <li>o intra-ASEAN relations</li> <li>o relations between ASEAN and external powers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>analyse the causal relationships that underpinned the development of inter-state tensions in Southeast Asia and evaluate their impact on inter-state and regional relations over time;</li> <li>analyse the reasons for the formation of ASEAN and the causal relationships that underpinned its effectiveness in promoting peace and security; and</li> <li>evaluate the significance of ASEAN in promoting regional economic cooperation across different contexts, and over time.</li> </ul>

Note:

- The source-based study will be set on Theme III and may be centred on any issue arising from the theme. The section on '**Inter-state Tensions and Cooperation**' will be based on the following countries: Malaysia, the Philippines, Singapore, Indonesia, Thailand and Vietnam.
- Separate essay questions will NOT be set on this theme.

### 3.3 Scope and Sequence Chart

The tables below explicate the historical content, concepts, outcomes and MOE initiatives aligned with the H2 History syllabus.

#### H2 History Paper 1: Shaping the International Order (1945–2000)

Theme	Learning Outcomes (Students are able to:)	Key Knowledge and Content Concepts	Exercising Historical Thinking	Alignment with MOE Initiatives
<b>Theme I: Understanding the Cold War, 1945–1991</b>	<ul style="list-style-type: none"> <li>analyse the origins of conflict between the USA and the USSR, and evaluate the causal relationships that underpinned the continued discord between the two superpowers;</li> <li>analyse the manifestation of the Cold War conflict across different contexts over time, and its impact; and</li> <li>evaluate the reasons for the end of the Cold War.</li> </ul>	<p><b>Emergence of Bipolarity after WWII</b></p> <ul style="list-style-type: none"> <li>Reasons for the emergence of tensions between the USA and USSR</li> <li>Manifestations of emerging tensions: Yalta and Potsdam conferences, Sovietisation of Eastern Europe, Churchill's Iron Curtain speech, Kennan's Long Telegram, Truman Doctrine and Marshall Plan, Berlin Blockade, NATO and Warsaw Pact</li> <li>Historical debates on the origins of the Cold War: traditional, revisionist, post-revisionist, post-1991</li> </ul> <p><b>A World Divided by the Cold War</b></p> <ul style="list-style-type: none"> <li>Increased bipolar competition between the USA and Soviet Union</li> <li>Superpowers' search for ideological and strategic allies</li> <li>Successes and limitations in sustaining allies</li> <li>Manifestations of the global Cold War: Korean War (1950–53), Cuban Missile Crisis (1962), Vietnam War (1964–73)</li> </ul> <p><b>End of Bipolarity</b></p> <ul style="list-style-type: none"> <li>US policy of renewed containment and confrontation</li> <li>Popular movements in the West and the Eastern Bloc to end the Cold War</li> <li>Collapse of the USSR and the end of the Cold War</li> <li>Historical debates on the end of the Cold War</li> </ul> <p><b>Content Concepts</b></p> <ul style="list-style-type: none"> <li>superpower</li> <li>ideology</li> <li>cold war</li> <li>proxy war</li> <li>nuclear balance of power</li> <li>people's power</li> </ul>	<p><b>Historical Concepts</b></p> <ul style="list-style-type: none"> <li>cause &amp; effect</li> <li>change &amp; continuity</li> <li>diversity</li> <li>significance</li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>Source analysis and evaluation</li> <li>Using a variety of sources to arrive at a historical interpretation</li> <li>Ability to systematically analyse various factors and synthesise multiple interpretations to put forward a plausible and persuasive argument</li> <li>Ability to evaluate factors for historical developments in relation to specific circumstances in time and place and to national, regional or global processes</li> <li>Ability to recognise, analyse and evaluate the dynamics of change and continuity over time and across regions, and relate these patterns to larger historical themes</li> <li>Ability to understand a source in its context, recognise its limitations and assess the validity of the claims that it reflects to decide on its use as substantiating evidence for the argument</li> <li>Ability to evaluate multiple interpretations of a given historical issue or event and provide a balanced interpretation of a given historical issue or event</li> </ul>	<ul style="list-style-type: none"> <li><b>Desired Outcomes of Education</b> <ul style="list-style-type: none"> <li>Active Contributor</li> <li>Concerned Citizen</li> </ul> </li> <li><b>21<sup>st</sup> CC</b> <ul style="list-style-type: none"> <li>Global Awareness</li> <li>Management of Information</li> <li>Managing Complexities and Ambiguities</li> </ul> </li> <li><b>Character and Citizenship Education</b> <ul style="list-style-type: none"> <li>Reflect on and respond to community, national and global issues as an informed and responsible citizen</li> </ul> </li> </ul>

Theme	Learning Outcomes (Students are able to:)	Key Knowledge and Content Concepts	Exercising Historical Thinking	Alignment with MOE Initiatives
<b>Theme II: Understanding the Global Economy</b>	<ul style="list-style-type: none"> <li>analyse the causal relationships that underpinned the growth of the global economy; and evaluate the challenges that affected it;</li> <li>analyse the role of the USA, Europe and Japan in the growth of the global economy and evaluate the effects of their decisions and actions; and</li> <li>analyse the causal relationships that underpinned the economic transformation in South Korea and Taiwan over time.</li> </ul>	<p><b>Growth and Problems in the Global Economy</b></p> <ul style="list-style-type: none"> <li>Reasons for growth of the global economy               <ul style="list-style-type: none"> <li>post-war economic reconstruction</li> <li>post-war economic liberalisation: economic miracle in Western Europe and Japan, rise of multinational corporations</li> <li>role of the USA, Europe &amp; Japan</li> </ul> </li> <li>Problems of economic liberalisation               <ul style="list-style-type: none"> <li>1973 and 1979 oil crises</li> <li>rise of protectionism</li> <li>debt crises of the 1980s and their impact on developing countries</li> </ul> </li> </ul> <p><b>Rise of Asian Tiger economies (South Korea and Taiwan) from the 1970s to 1990</b></p> <ul style="list-style-type: none"> <li>Factors for economic transformation               <ul style="list-style-type: none"> <li>role of the government</li> <li>role of private businesses</li> <li>role of culture</li> <li>role of international developments</li> </ul> </li> </ul> <p><b>Content Concepts</b></p> <ul style="list-style-type: none"> <li>economic growth</li> <li>economic liberalisation</li> <li>developmental state</li> <li>family firm</li> <li>economic interdependence</li> <li>economic protectionism</li> </ul>	<p><b>Historical Concepts</b></p> <ul style="list-style-type: none"> <li>cause &amp; effect</li> <li>change &amp; continuity</li> <li>diversity</li> <li>significance</li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>Ability to systematically analyse various factors and synthesise multiple interpretations to put forward a plausible and persuasive argument</li> <li>Ability to evaluate factors for historical developments in relation to specific circumstances in time and place and to national, regional or global processes</li> <li>Ability to recognise, analyse and evaluate the dynamics of change and continuity over time and across regions, and relate these patterns to larger historical themes</li> <li>Ability to understand a source in its context, recognise its limitations and assess the validity of the claims that it reflects to decide on its use as substantiating evidence for the argument</li> </ul>	<ul style="list-style-type: none"> <li><b>Desired Outcomes of Education</b> <ul style="list-style-type: none"> <li>Confident Person</li> <li>Concerned Citizen</li> </ul> </li> <li><b>21<sup>st</sup> CC</b> <ul style="list-style-type: none"> <li>Global Awareness</li> <li>Management of Information</li> <li>Sound Reasoning and Decision-Making</li> </ul> </li> </ul>

Theme	Learning Outcomes (Students are able to:)	Key Knowledge and Content Concepts	Exercising Historical Thinking	Alignment with MOE Initiatives
<b>Theme III: Safeguarding International Peace and Security</b>	<ul style="list-style-type: none"> <li>analyse the causal relationships that underpinned the extent of effectiveness of the UN, and evaluate the extent to which this contributed to maintaining international security and safeguarding international law across different contexts, and over time;</li> <li>analyse the development of UN reforms over time, and evaluate their successes and limitations; and</li> <li>analyse the diverse interests and perspectives of member-states and principal organs, which influenced decision-making in the UN.</li> </ul>	<p><b>Formation of the United Nations (UN)</b></p> <ul style="list-style-type: none"> <li>Origins of the UN: reasons for the founding of the UN, its aims and principles</li> </ul> <p><b>Political Effectiveness of the UN in Maintaining International Peace and Security</b></p> <ul style="list-style-type: none"> <li>Organisational structure: Security Council, General Assembly, Secretary-General</li> <li>Peacekeeping, peace enforcement, peacemaking, peacebuilding <ul style="list-style-type: none"> <li>efforts to stay relevant and effective despite Cold War bipolarity</li> <li>old problems and new challenges in the post-Cold War era</li> </ul> </li> <li>International Court of Justice: ensuring adherence to international law; arbitration and advisory opinion</li> </ul> <p><b>UN Reforms</b></p> <ul style="list-style-type: none"> <li>Successes and limitations of UN reforms in addressing the following challenges: <ul style="list-style-type: none"> <li>sovereignty of nation-states</li> <li>Great Power politics</li> <li>operational constraints</li> <li>rise of regionalism and regional organisations</li> </ul> </li> </ul> <p><b>Content Concepts</b></p> <ul style="list-style-type: none"> <li>collective security</li> <li>international law</li> <li>power politics</li> <li>sovereignty</li> <li>veto</li> <li>reform</li> </ul>	<p><b>Historical Concepts</b></p> <ul style="list-style-type: none"> <li>cause &amp; effect</li> <li>change &amp; continuity</li> <li>diversity</li> <li>significance</li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>Ability to systematically analyse various factors and synthesise multiple interpretations to put forward a plausible and persuasive argument</li> <li>Ability to evaluate factors for historical developments in relation to specific circumstances in time and place and to national, regional or global processes</li> <li>Ability to recognise, analyse and evaluate the dynamics of change and continuity over time and across regions, and relate these patterns to larger historical themes</li> <li>Ability to understand a source in its context, recognise its limitations and assess the validity of the claims that it reflects to decide on its use as substantiating evidence for the argument</li> </ul>	<ul style="list-style-type: none"> <li><b>Desired Outcomes of Education</b> <ul style="list-style-type: none"> <li>Active Contributor</li> <li>Self-directed Learner</li> </ul> </li> <li><b>21st CC</b> <ul style="list-style-type: none"> <li>Global Awareness</li> <li>Socio-Cultural and Religious Sensitivity and Awareness</li> <li>Managing Complexities and Ambiguities</li> </ul> </li> <li><b>Character and Citizenship Education</b> <ul style="list-style-type: none"> <li>Reflect on and respond to community, national and global issues as an informed and responsible citizen</li> </ul> </li> </ul>

## H2 History Paper 2: The Making of Independent Southeast Asia (Independence to 2000)

Theme	Learning Outcomes (Students are able to:)	Key Knowledge and Content Concepts	Exercising Historical Thinking	Alignment with MOE Initiatives
<b>Theme I: Search for Political Stability</b>	<ul style="list-style-type: none"> <li>analyse the causal relationships that underpinned the establishment of different forms of government in Southeast Asia;</li> <li>evaluate the effectiveness of Southeast Asian governments in asserting political stability across different contexts, and over time; and</li> <li>evaluate the extent to which Southeast Asian governments were able to achieve national unity over time.</li> </ul>	<p><b>Approaches to Governance</b></p> <ul style="list-style-type: none"> <li>Establishing different forms of government               <ul style="list-style-type: none"> <li>o impact of decolonisation process</li> <li>o impact of mass political participation</li> <li>o introduction of parliamentary/liberal democracy</li> </ul> </li> <li>'maximum' government</li> <li>Establishing and maintaining political stability               <ul style="list-style-type: none"> <li>o personal characteristics and political styles of government leaders</li> <li>o role of constitutional processes and elections</li> <li>o responses to political challenges and popular opposition</li> <li>o Cold War context</li> </ul> </li> </ul> <p><b>Approaches to National Unity</b></p> <ul style="list-style-type: none"> <li>Different approaches to creating national unity</li> <li>Impact of policies towards minorities</li> <li>Response of minorities to government policies</li> </ul> <p><b>Content Concepts</b></p> <ul style="list-style-type: none"> <li>government</li> <li>political legitimacy</li> <li>political stability</li> <li>ideology</li> <li>nationalism</li> <li>nation building</li> </ul>	<p><b>Historical Concepts</b></p> <ul style="list-style-type: none"> <li>cause &amp; effect</li> <li>change &amp; continuity</li> <li>diversity</li> <li>significance</li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>Ability to systematically analyse various factors and synthesise multiple interpretations to put forward a plausible and persuasive argument</li> <li>Ability to evaluate factors for historical developments in relation to specific circumstances in time and place and to national, regional or global processes</li> <li>Ability to recognise, analyse and evaluate the dynamics of change and continuity over time and across regions, and relate these patterns to larger historical themes</li> <li>Ability to understand a source in its context, recognise its limitations and assess the validity of the claims that it reflects to decide on its use as substantiating evidence for the argument</li> </ul>	<ul style="list-style-type: none"> <li><b>Desired Outcomes of Education</b> <ul style="list-style-type: none"> <li>- Concerned Citizen</li> <li>- Self-directed Learner</li> </ul> </li> <li><b>21st CC</b> <ul style="list-style-type: none"> <li>- Socio-Cultural and Religious Sensitivity and Awareness</li> <li>- National and Cultural Identity</li> <li>- Managing Complexities and Ambiguities</li> </ul> </li> <li><b>Character and Citizenship Education</b> <ul style="list-style-type: none"> <li>- Reflect on and respond to community, national and global issues as an informed and responsible citizen</li> <li>- Value Singapore's socio-cultural diversity, and promote social cohesion and harmony</li> <li>- Take pride in our national identity, have a sense of belonging to Singapore and be committed to nation-building</li> </ul> </li> </ul>

Theme	Learning Outcomes (Students are able to:)	Key Knowledge and Content Concepts	Exercising Historical Thinking	Alignment with MOE Initiatives
<b>Theme II: Economic Development after Independence</b>	<ul style="list-style-type: none"> <li>analyse the causal relationships that underpinned the different paths to economic development and evaluate the extent to which they have been effective across different contexts, and over time;</li> <li>evaluate the contributions of state and non-state actors in promoting economic development across different contexts, and over time; and</li> <li>analyse the causal relationships that underpinned the outbreak of the Asian Financial Crisis and its consequences, and the responses by state and non-state actors to the crisis.</li> </ul>	<p><b>Paths to Economic Development</b></p> <ul style="list-style-type: none"> <li>Post-independence economic landscape: challenges and opportunities</li> <li>Role of government in economic development               <ul style="list-style-type: none"> <li>economic aims</li> <li>strategies to promote economic development in the following sectors: agriculture, industrialisation, financial services</li> </ul> </li> <li>Role of ethnic communities in economic development</li> </ul> <p><b>Asian Financial Crisis</b></p> <ul style="list-style-type: none"> <li>Causes of the Asian Financial Crisis</li> <li>Political, economic and social consequences of the Asian Financial Crisis</li> <li>Responses to the Asian Financial Crisis by governments and ethnic communities</li> </ul> <p><b>Content Concepts</b></p> <ul style="list-style-type: none"> <li>economic security</li> <li>economic interdependence</li> <li>state-led development</li> <li>mixed economy</li> <li>industrialisation</li> <li>economic regionalism</li> </ul>	<p><b>Historical Concepts</b></p> <ul style="list-style-type: none"> <li>cause &amp; effect</li> <li>change &amp; continuity</li> <li>diversity</li> <li>significance</li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>Ability to systematically analyse various factors and synthesise multiple interpretations to put forward a plausible and persuasive argument</li> <li>Ability to recognise, analyse and evaluate the dynamics of change and continuity over time and across regions, and relate these patterns to larger historical themes</li> <li>Ability to evaluate factors for historical developments in relation to specific circumstances in time and place and to national, regional or global processes</li> <li>Ability to understand a source in its context, recognise its limitations and assess the validity of the claims that it reflects to decide on its use as substantiating evidence for the argument.</li> </ul>	<ul style="list-style-type: none"> <li><b>Desired Outcomes of Education</b> <ul style="list-style-type: none"> <li>Concerned Citizen</li> <li>Confident Person</li> </ul> </li> <li><b>21st CC</b> <ul style="list-style-type: none"> <li>Socio-Cultural and Religious Sensitivity and Awareness</li> <li>National and Cultural Identity</li> <li>Sound Reasoning and Decision-Making</li> </ul> </li> <li><b>Character and Citizenship Education</b> <ul style="list-style-type: none"> <li>Reflect on and respond to community, national and global issues as an informed and responsible citizen</li> <li>Take pride in our national identity, have a sense of belonging to Singapore and be committed to nation-building</li> </ul> </li> </ul>

Theme	Learning Outcomes (Students are able to:)	Key Knowledge and Content Concepts	Exercising Historical Thinking	Alignment with MOE Initiatives
<b>Theme III: Regional Conflicts and Cooperation</b>	<ul style="list-style-type: none"> <li>analyse the causal relationships that underpinned the development of inter-state tensions in Southeast Asia and evaluate their impact on inter-state and regional relations over time;</li> <li>analyse the reasons for the formation of ASEAN and the causal relationships that underpinned its effectiveness in promoting peace and security; and</li> <li>evaluate the significance of ASEAN in promoting regional economic cooperation across different contexts, and over time.</li> </ul>	<p><b>Inter-state Tensions and Cooperation</b></p> <ul style="list-style-type: none"> <li>Causes of inter-state tensions: historical animosities, racial and religious divisions, ideological differences, territorial disputes, transboundary challenges</li> <li>Consequences of inter-state tensions: effects on regional cooperation and security</li> </ul> <p><b>ASEAN</b></p> <ul style="list-style-type: none"> <li>Reasons for the formation of ASEAN</li> <li>Growth and development of ASEAN: building regional peace and security, promoting regional economic cooperation <ul style="list-style-type: none"> <li>o intra-ASEAN relations</li> <li>o relations between ASEAN and external powers</li> </ul> </li> </ul> <p><b>Content Concepts</b></p> <ul style="list-style-type: none"> <li>conflict and cooperation</li> <li>confidence-building</li> <li>deterrence</li> <li>diplomacy</li> <li>economic interdependence</li> <li>regionalism</li> </ul>	<p><b>Historical Concepts</b></p> <ul style="list-style-type: none"> <li>cause &amp; effect</li> <li>change &amp; continuity</li> <li>diversity</li> <li>significance</li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>Source analysis and evaluation</li> <li>Using a variety of sources to arrive at a historical interpretation</li> <li>Ability to systematically analyse various factors and synthesise multiple interpretations to put forward a plausible and persuasive argument</li> <li>Ability to evaluate factors for historical developments in relation to specific circumstances in time and place and to national, regional or global processes</li> <li>Ability to recognise, analyse and evaluate the dynamics of change and continuity over time and across regions, and relate these patterns to larger historical themes</li> <li>Ability to understand a source in its context, recognise its limitations and assess the validity of the claims that it reflects to decide on its use as substantiating evidence for the argument</li> <li>Ability to evaluate multiple interpretations of a given historical issue or event and provide a balanced interpretation of a given historical issue or event</li> </ul>	<ul style="list-style-type: none"> <li><b>Desired Outcomes of Education</b> <ul style="list-style-type: none"> <li>- Concerned Citizen</li> <li>- Active Contributor</li> </ul> </li> <li><b>21st CC</b> <ul style="list-style-type: none"> <li>- Socio-Cultural and Religious Sensitivity and Awareness</li> <li>- Managing Complexities and Ambiguities</li> <li>- Exercise Sound Reasoning and Decision-Making</li> </ul> </li> <li><b>Character and Citizenship Education</b> <ul style="list-style-type: none"> <li>- Reflect on and respond to community, national and global issues as an informed and responsible citizen</li> </ul> </li> </ul>

Point to Note:

All the themes in the syllabus allow the study of any of the historical concepts that have been listed in pp 29-30. The historical concepts listed in the 'Exercising Historical Thinking' section are the Specific Historical Concepts.

## References

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Seixas, Peter & Morton, Tom (2012) *The Big Six Historical Thinking Concepts*, Toronto: Nelson College Indigenous.

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## 3.4 Our Assessment Philosophy

### Learner-Centred And Balanced Assessment

*Assessment is an integral component of communicating in the history classroom: through assessment judgements, teachers communicate their appreciation of pupils' work, and provide a basis on which pupils can modify, correct or adjust their understandings as a basis for deeper understandings.*

Alison Kitson and Chris Husbands, *Understanding History Teaching*, 2003

Assessment is an integral part of the learning process, and must be closely aligned with curricular objectives, content and pedagogy. For assessment to lead to meaningful learning, the 'what' and 'how' of assessment should be anchored by the clarity of its purpose ('why'). Assessment should be designed and implemented to provide accurate data on desired student learning outcomes. There should be regular gathering of quantitative and qualitative information about students' progress as demonstrated across a range of contexts. These assessment practices allow for valid judgements to be made about students' progress, which can be used to inform teaching and learning.

The following are the three key messages of our assessment philosophy:

#### 1. Assessment is integral to the learning process

Assessment is an iterative and continuous process which motivates learning and helps students to achieve curricular learning outcomes. This involves gathering and using assessment data as part of the ongoing learning process. Assessment can take various forms, but the underlying goal should be to facilitate meaningful learning, where the learning process is developmentally appropriate, caters to students' varied needs and helps them to achieve the desired outcomes of the curriculum.

#### 2. Assessment begins with clarity of purpose

Assessment should be fit for purpose and based on sound educational principles. Decisions on 'what' to assess and 'how' to assess should begin with a clear purpose. Assessment that is designed with a clear purpose in mind elicits relevant data that facilitates sound decision-making in teaching and learning.

#### 3. Assessment should gather information to inform future practices

Assessment in schools should promote improvements in teaching and the quality of learning. For this to be realised, assessment activities need to be embedded in teaching. The quantitative and qualitative data obtained from these activities are to be used as feedback by teachers and by their students to modify teaching and learning activities.

Both school-based assessment and national examinations play different and important roles in our education system. A balanced assessment system should have both Assessment of Learning and Assessment for Learning. **Assessment of Learning** plays an important role in quantifying and qualifying the students' and teachers' efforts at understanding and applying knowledge areas. However, **Assessment for Learning** is just as important because it informs teachers as to how they could improve classroom practices to better cater to their students' learning needs and in turn strengthen the teaching and learning of History.

## Formative And Summative Assessment In History

*Making good classroom decisions requires more than good intentions or previous experience. Good decisions, such as what to teach, how to teach it, and how to evaluate students' achievement, are based on high-quality information. Successful teachers obtain information about their students from high-quality assessment.*

Anthony J. Nitko and Susan M. Brookhart, Educational Assessment of Students, 2011

Assessment is a broad term that refers to the process of obtaining information that is used to make decisions about students, curricula, programmes, schools and educational policies, based on the degree to which students have achieved the intended learning outcomes of the syllabus. Assessment is broadly classified into 'summative' and 'formative'.

Formative assessment refers to the manner in which assessment is used to improve teaching and learning. It is a very powerful intervention for enhancing learning. In formative assessment, teachers and students set learning targets, assess present levels of understanding and then work strategically to narrow the distance between the two. All these take place during instruction, and are undertaken with the goal of improving students' achievement of intended learning outcomes. Formative assessment thus involves using assessment for learning.

Formative assessment is key in supporting the adoption of inquiry-based learning as a key pedagogical approach. With the inquiry approach providing a framework for constructivist teaching and learning, multiple opportunities are available within the historical inquiry process to gather evidence of student learning through interactions, observations and ongoing assessment. The regularity and immediacy of feedback is also critical to monitoring the progression of students in developing historical thinking skills throughout the inquiry process, so that the process of guiding students' learning is responsive and timely. Chapter 4 of the Teaching and Learning Guide provides a variety of suggestions on how formative assessment can be included in instructional programmes.

The national examination is an example of summative assessment at the end of 'A' Level education. Summative assessment, also known as 'assessment of learning', is more concerned with summarising the learning that students have achieved at particular points in time. It is designed to determine the extent to which instructional goals have been achieved, and is used to make decisions such as placement to the next level of study and admission to the next stage of education.

In alignment with general principles of assessment, the techniques used in meaningful summative assessment are determined by curriculum and instructional goals. This contributes to the validity of summative assessment data in reflecting students' achievement of identified learning outcomes. At the level of syllabus design, learning outcomes in individual content themes and the Assessment Objectives (AOs) reflect the importance of teaching for conceptual understanding, and highlight the aim of the 'A' Level History curriculum to develop historical understanding.

### 3.5 Assessment Objectives

Candidates are expected to:

<b>AO1 Demonstrate Historical Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>Recall, select and deploy historical knowledge appropriately, and communicate historical knowledge and understanding in a clear and effective manner</li> </ul>
<b>AO2 Critically Analyse and Evaluate Historical Issues</b>	<ul style="list-style-type: none"> <li>Construct historical explanations that demonstrate an understanding of historical concepts and issues within a historical period</li> <li>Where appropriate, construct historical explanations that assess different approaches to and interpretations of historical issues</li> <li>Make judgements based on reasoned consideration of historical evidence and interpretations</li> </ul>
<b>AO3 Interpret and Evaluate Sources</b>	<ul style="list-style-type: none"> <li>Interpret, evaluate and use source materials in context as historical evidence</li> <li>Make judgements based on reasoned consideration of historical sources</li> </ul>

For more details on Assessment, refer to

- Chapter 4: Developing Historical Understanding through Meaningful Assessment of the Teaching and Learning Guide, and
- the MOE Assessment Portal available at <http://www.seab.gov.sg/aLevel/aLevel.html>

#### Assessment Modes

The essay and source-based study (SBS) are considered appropriate modes of assessment because they enable students to demonstrate historical understanding. Through the essay, a History student inquires into, analyses and evaluates the evidence of the past to present a historical argument. The SBS forms the essence of historical investigation as students interact directly with historical sources, both primary and secondary, and evaluate the validity of sources based on a given context. These modes of assessment are suitable in eliciting evidence of students' understanding of historical concepts and abilities in historical thinking.

### 3.6 Scheme of Assessment

#### Assessment Specification Grid

Assessment Objective	Paper 1	Paper 2	Total
AO1 + AO2	60 Marks	60 Marks	60%
AO1 + AO3	40 Marks	40 Marks	40%
<b>Total</b>	<b>100 Marks, 50%</b>	<b>100 Marks, 50%</b>	<b>100%</b>

#### Note:

AO1 forms part of the testing of AO2 and AO3.

## Assessment Format

The examination consists of two papers, Paper 1 and Paper 2, taken at separate sittings. The duration of each paper is 3 hours. The assessment modes comprise a compulsory Source-based Study and essay questions for each paper.

### Paper 1: Shaping the International Order (1945-2000) (3 hrs, 100 marks, 50% weighting)

Section	Item Description	AOs	Marks
A (Source-Based Study)	<b>(Theme I: Understanding the Cold War, 1945–1991)</b> Candidates will answer the <u>compulsory</u> source-based study set, comprising two sub-questions (a): Compare two sources (10 marks; 5%) (b): Test assertion using all sources (30 marks; 15%)	AO1 + AO3	40 Marks (20%)
B (Essays)	Candidates will answer: <ul style="list-style-type: none"> <li>• 1 out of 2 essay questions set on Theme II (30 marks; 15%)</li> <li>• 1 out of 2 essay questions set on Theme III (30 marks; 15%)</li> </ul>	AO1 + AO2	60 Marks (30%)

### Paper 2: The Making of Independent Southeast Asia (Independence to 2000) (3 hrs, 100 marks, 50% overall weighting)

Section	Item Description	AOs	Marks
A (Source-Based Study)	<b>(Theme III: Regional Conflicts and Cooperation)</b> Candidates will answer the <u>compulsory</u> source-based study set, comprising two sub-questions (a): Compare two sources (10 marks; 5%) (b): Test assertion using all sources (30 marks; 15%)	AO1 + AO3	40 Marks (20%)
B (Essays)	Candidates will answer: <ul style="list-style-type: none"> <li>• 1 out of 2 essay questions set on Theme I (30 marks; 15%)</li> <li>• 1 out of 2 essay questions set on Theme II (30 marks; 15%)</li> </ul>	AO1 + AO2	60 Marks (30%)

## Source-based Study

The themes for the Source-based Study are prescribed as Paper 1 Theme I: Understanding the Cold War, 1945–1991, and Paper 2 Theme III: Regional Conflicts and Cooperation. Students are expected to have a sound knowledge of the prescribed themes and an acquaintance with the kinds of sources available. The question will be based on sources that might be used by historians in building up an account of the topic. Both primary and secondary sources could be used for the source-based study. Students will be expected to have an understanding of the ways in which these sources may be evaluated.

A maximum of six sources will be set for the source-based study. Differing accounts of the same situations or accounts from the same source may be set. These accounts may show different views as time progresses or in communicating with different recipients. A variety of sources may be used, for example, documentary, statistical, visual and maps. The sources set will usually total no more than 900 words (or their equivalent where non-textual sources are used). The first sub-question requires candidates to compare two sources. The second sub-question presents students with an assertion which they need to test against the given set of sources and their background knowledge of issues.

The source-based sub-questions will be assessed using holistic band descriptors. The assessment involves qualitative rather than quantitative evaluation. Judgements on the appropriate band of each response assessed will be based on the principle of 'best fit' determined by the descriptions within each band which has several assessment criteria.

## Essay Questions

Students' answers should be focused and show depth of historical understanding and evidence of reading. In addition, the answers should demonstrate a high level of conceptual understanding and an evaluation of the assumptions implied in the question. Students are required to answer in continuous prose and the clarity of language used by the candidate in presenting the argument will be taken into account.

For **Paper 2: The Making of Independent Southeast Asia (Independence to 2000)**, students must engage in cross-comparative studies of countries in the Southeast Asian region. For each essay question, students are expected to compare a minimum of three countries as case studies. Essay questions will not be set on the themes prescribed for the Source-based Study for both Papers 1 and 2.

The essay questions will be assessed using holistic band descriptors. The assessment involves qualitative rather than quantitative evaluation. Judgements on the appropriate band of each essay assessed will be based on the principle of 'best fit' determined by the descriptions within each band which has several assessment criteria.





# RECOMMENDED READING LIST FOR THE H2 SYLLABUS

## 4.1 H2 History Paper 1

### H2 Paper 1: Recommended Resources

Theme 1: Understanding the Cold War, 1945–1991		
General Recommended Readings		
S/N	Book	Description
1	<p><b>Title:</b> The Cold War: A History in Documents and Eyewitness Accounts</p> <p><b>Authors:</b> Jussi M. Hanhimaki and Odd Arne Westad</p> <p><b>Publisher:</b> Oxford University Press, 2004</p>	Provides a comprehensive selection of official and unofficial documents on the Cold War, and also covers case studies on the Korean War and Vietnam War.
2	<p><b>Title:</b> The Cold War: A History Through Documents</p> <p><b>Authors:</b> Edward H. Judge and John W. Langdon</p> <p><b>Publisher:</b> Pearson, 1998</p>	Provides a selection of edited documents which are organised based on six major periods of the Cold War. Key topics include the origins of the Cold War, the nuclear arms race, the U-2 Affair, the Berlin Wall, the Cuban Missile Crisis, and the Korean and Vietnam Wars.
3	<p><b>Title:</b> The Vietnam War: A History in Documents</p> <p><b>Authors:</b> Marilyn B. Young, John J. Fitzgerald and A. Tom Grunfeld</p> <p><b>Publisher:</b> Oxford University Press, 2003</p>	Weaves together a narrative of American policy in Vietnam during the 1960s using first- and second-hand accounts, as well as a rich collection of primary sources.

S/N	Book	Description
4	<p><b>Title:</b> For the Soul of Mankind: The United States, the Soviet Union, and the Cold War</p> <p><b>Author:</b> Melvyn P. Leffler</p> <p><b>Publisher:</b> Hill and Wang, 2008</p>	<p>An engaging account of the Cold War, incorporating declassified American and Soviet documents, and emphasising the personal qualities of leaders.</p>
5	<p><b>Title:</b> The Cold War: An International History</p> <p><b>Authors:</b> David Painter</p> <p><b>Publisher:</b> Routledge, 1999</p>	<p>Broad overview of the development of the Cold War in phases and is suitable as an introductory text with regard to issues such as the Cold War's impact on the global distribution of power, the arms race and the world economy.</p>
6	<p><b>Title:</b> The Cold War Reference Guide: A General History and Annotated Chronology, with Selected Biography</p> <p><b>Authors:</b> Richard Alan Schwartz</p> <p><b>Publisher:</b> McFarland, 2006</p>	<p>Contains useful sections on chronologies and biographies of key leaders during the Cold War, and is accessible in providing a general history of the Cold War.</p>
7	<p><b>Title:</b> The Global Cold War: Third World Interventions and the Making of Our Times</p> <p><b>Authors:</b> Odd Arne Westad</p> <p><b>Publisher:</b> Cambridge University Press, 2007</p>	<p>Particularly insightful in relating how superpower interventions gave rise to resistance from other countries, and also influenced changes in the Third World.</p>
8	<p><b>Title:</b> Reviewing the Cold War: Approaches, Interpretations, Theory</p> <p><b>Author:</b> Odd Arne Westad</p> <p><b>Publisher:</b> Frank Cass, 2000</p>	<p>Incorporates sources available since the end of the Cold War in the review of how the Cold War should be studied. Considers theoretical approaches to the study of the Cold War, such as the notion of turning points in the development of the Cold War.</p>

S/N	Book	Description
9	<p><b>Title:</b> The Cold War: A New History</p> <p><b>Authors:</b> John Lewis Gaddis</p> <p><b>Publisher:</b> Penguin Books, 2006</p>	An accessible summary of the key developments of the Cold War, with the chapters organised according to thematic aspects of the Cold War rather than a detailed chronological approach.
10	<p><b>Title:</b> We Now Know: Rethinking Cold War History</p> <p><b>Authors:</b> John Lewis Gaddis</p> <p><b>Publisher:</b> Oxford University Press, 1998</p>	Addresses the scholarship related to the opening of the Soviet archives since the end of the Cold War, with an emphasis on Cold War developments leading to the Cuban Missile Crisis.
11	<p><b>Title:</b> The Fifty-Year War: Conflict and Strategy in the Cold War</p> <p><b>Authors:</b> Norman Friedman</p> <p><b>Publisher:</b> Naval Institute Press, 1999</p>	A chronological history of the Cold War which is particularly detailed in its analysis of Cold War military strategy.
12	<p><b>Title:</b> Cold War: For 45 years, The World Held Its Breath</p> <p><b>Author:</b> Jeremy Isaacs, Taylor Downing and Peter Hennessy</p> <p><b>Publisher:</b> Little, Brown Book Group, 2008</p>	Incorporates the perspectives of key leaders as well as the masses in a lively narrative of the Cold War.
13	<p><b>Title:</b> Explaining International Relations since 1945</p> <p><b>Authors:</b> Ngairé Woods</p> <p><b>Publisher:</b> Oxford University Press, 1996</p>	Adopts theories of international relations in explaining the origins of the Cold War, as well as the attitudes taken by the superpowers towards the establishment of their respective blocs/alliances.

S/N	Book	Description
14	<p><b>Title:</b> America, Russia and the Cold War, 1945–1996</p> <p><b>Authors:</b> Walter LaFeber</p> <p><b>Publisher:</b> McGraw-Hill, 1997</p>	<p>Focuses on superpower diplomacy, as well as domestic developments in the USA and the Soviet Union, in relating the causes and consequences of the Cold War.</p>
15	<p><b>Title:</b> The End of the Cold War: Evaluating Theories of International Relations</p> <p><b>Authors:</b> Kjell Goldmann and Pierre Allan</p> <p><b>Publisher:</b> Martinus Nijhoff, 2012</p>	<p>Focuses on the end of the Cold War through the examination of theories of international relations, and relates to the issue of identifying and explaining change in relation to the end of the Cold War.</p>
16	<p><b>Title:</b> From Trust to Terror: The Onset of the Cold War, 1945–1950</p> <p><b>Author:</b> Herbert Feis</p> <p><b>Publisher:</b> New York, 1970</p>	<p>Adopts a more traditionalist perspective in relating the initial years of policy negotiations which contributed to the East-West split, and thus provides insight into the origins of the Cold War.</p>
17	<p><b>Title:</b> A Failed Empire: The Soviet Union in the Cold War from Stalin to Gorbachev</p> <p><b>Authors:</b> Vladislav M. Zubok</p> <p><b>Publisher:</b> University of North Carolina Press, 2008</p>	<p>Provides a Soviet perspective on the interests and misperceptions of the Kremlin leaders and Soviet elites with regard to the development of the Cold War.</p>
18	<p><b>Title:</b> The Limits of Power: The World and United States Foreign Policy 1945–54</p> <p><b>Authors:</b> Gabriel and Joyce Kolko</p> <p><b>Publisher:</b> Harper and Row, 1972</p>	<p>Adopts a revisionist approach in its analysis of American foreign policy during the early Cold War period.</p>

S/N	Book	Description
19	<p><b>Title:</b> Reflections on the Cuban Missile Crisis</p> <p><b>Authors:</b> Rayard L. Garthof</p> <p><b>Publisher:</b> The Brookings Institute, 1989</p>	<p>Incorporates key Soviet and Cuban sources in its reflections on the Cuban Missile Crisis, through a combination of historical analysis, memoir and political interpretations</p>
20	<p><b>Title:</b> The Pacific Basin Since 1945</p> <p><b>Author:</b> Roger C. Thomson</p> <p><b>Publisher:</b> Longman, 2001</p>	<p>Relevant chapters (e.g. Chapters 2, 3, and 6) provide an analysis of American crusades against communism and more broadly, the impact of the Cold War on the nations of the Pacific Basin.</p>
21	<p><b>Title:</b> No Other Way Out: States and Revolutionary Movements, 1945–1991</p> <p><b>Authors:</b> Jeff Goodwin</p> <p><b>Publisher:</b> Cambridge University Press, 2001</p>	<p>Provides an engaging analysis of the emergence of popular revolutionary movements during the Cold War era, covering case studies in Southeast Asia, Central America and Eastern Europe.</p>
22	<p><b>Title:</b> The Coldest Winter: America and the Korean War</p> <p><b>Authors:</b> David Halberstam</p> <p><b>Publisher:</b> Hyperion, 2008</p>	<p>Provides an authoritative and vivid narrative of the political decisions and miscalculations in the Korean War, as well as nuanced depictions of key leaders in the USA, Soviet Union and China.</p>
23	<p><b>Title:</b> Rethinking the Korean War: A New Diplomatic and Strategic History</p> <p><b>Authors:</b> William Stueck</p> <p><b>Publisher:</b> Princeton University Press, 2004</p>	<p>A comprehensive analysis of the Korean War's significance in the development of the Cold War, balancing the external and internal dimensions which made the war possible and influenced its development.</p>

S/N	Book	Description
24	<p><b>Title:</b> The Kennedy Tapes: Inside the White House during the Cuban Missile Crisis</p> <p><b>Author:</b> Ernest R. May and Philip D. Zeilkow</p> <p><b>Publisher:</b> W. W. Norton &amp; Company, 2002</p>	<p>Provides a unique internal perspective on the Cuban Missile Crisis with the taped discussions that influenced decision-making in the White House during the crisis.</p>
25	<p><b>Title:</b> Averting 'The Final Failure': John F. Kennedy and the Secret Cuban Missile Crisis Meetings</p> <p><b>Authors:</b> Sheldon Stern</p> <p><b>Publisher:</b> Stanford University Press, 2003</p>	<p>An insightful analysis of the issues and options discussed in the secret ExComm meetings during the Cuban Missile Crisis, and allows easy access to the role of key individuals during the crisis.</p>
26	<p><b>Title:</b> Thirteen Days: A Memoir of the Cuban Missile Crisis</p> <p><b>Authors:</b> Robert F. Kennedy</p> <p><b>Publisher:</b> W. W. Norton &amp; Company, 1999</p>	<p>Depicts the perspective of Robert Kennedy and provides a 'behind-the-scenes' personal account of the Cuban Missile Crisis.</p>
27	<p><b>Title:</b> Khrushchev: The Man and His Era</p> <p><b>Authors:</b> William Taubman</p> <p><b>Publisher:</b> W. W. Norton &amp; Company, 2004</p>	<p>Relevant sections of this biography highlight the role and actions of Khrushchev in confrontation with the USA during the Cuban Missile Crisis.</p>

S/N	Book	Description
28	<p><b>Title:</b> Vietnam at War: The History: 1946–1975</p> <p><b>Author:</b> Phillip B. Davidson</p> <p><b>Publisher:</b> Oxford University Press, 1991</p>	<p>A comprehensive military history of the entire Vietnam War, incorporating memoir with military analysis in its narrative.</p>
29	<p><b>Title:</b> Vietnam: History</p> <p><b>Authors:</b> Stanley Karnow</p> <p><b>Publisher:</b> Penguin Books India, 1997</p>	<p>Approaches the analysis of the Vietnam War from a political and military standpoint, and stands out particularly with its analysis of policy formulation from the American perspective.</p>
30	<p><b>Title:</b> Vietnam: The Real War: A Photographic History by the Associated Press</p> <p><b>Authors:</b> Pete Hamill</p> <p><b>Publisher:</b> Harry N. Abrams, 2013</p>	<p>Contains wide-ranging pictures of the Vietnam War from the Associated Press.</p>

Theme II: Understanding the Global Economy		
General Recommended Readings		
S/N	Book	Description
1	<p><b>Title:</b> International Political Economy: The Struggle for Power and Wealth</p> <p><b>Authors:</b> Thomas D. Lairson and David Skidmore</p> <p><b>Publisher:</b> Wadsworth Publishing, 2003</p>	Provides a historical and topical overview of the development of the global economy, relating to the interaction between nation-states within the context of the global economy.
2	<p><b>Title:</b> The International Economy since 1945</p> <p><b>Authors:</b> Sidney Pollard</p> <p><b>Publisher:</b> Routledge, 1997</p>	Provides a useful introduction with a discussion of the status of the post-war world economy, and a broad analysis of global and regional economic policies.
3	<p><b>Title:</b> The Political Economy of International Relations</p> <p><b>Authors:</b> Robert Gilpin</p> <p><b>Publisher:</b> Princeton University Press, 1987</p>	Relates to the role of American power in the construction of key international institutions which created the framework for the development of the post-war global economy, and highlights the relationship between politics and international economic relations.
4	<p><b>Title:</b> The Politics of International Economic Relations</p> <p><b>Author:</b> Joan E. Spero and Jeffrey A. Hart</p> <p><b>Publisher:</b> Johns Hopkins University Press, 2001</p>	A comprehensive overview of the development of the global economy from a historical perspective, relating to the governing of the international monetary system through the Bretton Woods system, the growth of MNCs, trade and development policies in different parts of the world etc.
5	<p><b>Title:</b> Global Political Economy</p> <p><b>Authors:</b> John Ravenhill</p> <p><b>Publisher:</b> Oxford University Press, 2011</p>	Discusses the evolution of the international monetary and financial system, the global trade regime and the implications of globalisation on development.

S/N	Book	Description
6	<p><b>Title:</b> The United States and the Global Economy since 1945</p> <p><b>Authors:</b> Henry C. Dethloff</p> <p><b>Publisher:</b> Cengage Learning, 1996</p>	<p>Relates to how American trade and commerce activities, as well as foreign aid policies etc, interacted with the development of the global economy.</p>
7	<p><b>Title:</b> Japan and the Reconstruction of East Asia</p> <p><b>Authors:</b> Dominic Kelly</p> <p><b>Publisher:</b> Palgrave Macmillan, 2002</p>	<p>Provides an analysis of how Japanese policies are related to the reconstruction of East Asia by relating to the domains of production, finance, security and knowledge.</p>
8	<p><b>Title:</b> The Case Against the Global Economy and For a Turn Towards Localisation</p> <p><b>Author:</b> Jerry Mander and Edward Goldsmith</p> <p><b>Publisher:</b> Earthscan, 2000</p>	<p>A collection of essays which discusses globalisation and its consequences, ranging from state sovereignty to economic inequalities.</p>
9	<p><b>Title:</b> Globalisation and the Poor: Exploitation or Equaliser?</p> <p><b>Authors:</b> W. Driscoll and J. Clark</p> <p><b>Publisher:</b> International Debate Education Association, 2003</p>	<p>A collection of articles which addresses both sides of the debate on the impact of the global economy on the poor, as well as the role of governments and international institutions in responding to the East Asian Crisis.</p>
10	<p><b>Title:</b> The Economic North-South Divide: Six Decades of Unequal Development</p> <p><b>Authors:</b> Kunibert Raffer and Hans Wolfgang Singer</p> <p><b>Publisher:</b> Edward Elgar Pub, 2001</p>	<p>Traces the ideas behind evolving approaches to economic development, the rise of the Asian Tiger economies, and the structural roots of the debt crisis and its implications on North-South economic relations.</p>

S/N	Book	Description
11	<p><b>Title:</b> North and South in the World Political Economy</p> <p><b>Authors:</b> Rafael Reuveny and William R. Thompson</p> <p><b>Publisher:</b> Wiley-Blackwell, 2008</p>	<p>Features papers which provide a broad analysis of problems afflicting the global South, specific conflicts between the North and South, and foreign policy adjustments in the North.</p>
12	<p><b>Title:</b> Globalisation and the Postcolonial World: The New Political Economy of Development</p> <p><b>Author:</b> Ankie Hoogvelt</p> <p><b>Publisher:</b> Johns Hopkins University Press, 2001</p>	<p>Provides an analysis of theories of economic development and long-term trends in world trade, related to the structural position of the Third World.</p>
13	<p><b>Title:</b> A Beginner's Guide to the World Economy</p> <p><b>Authors:</b> Randy Charles Epping</p> <p><b>Publisher:</b> Vintage Books, 2001</p>	<p>Provides an explanation of a comprehensive list of concepts related to the world economy.</p>
14	<p><b>Title:</b> The World Economy: A Millennial Perspective</p> <p><b>Authors:</b> Angus Maddison</p> <p><b>Publisher:</b> Organisation for Economic Cooperation and Development, 2001</p>	<p>Provides a unique and long historical perspective to the consideration of global economic development, relating to statistical indicators at the local, regional and global level for analysis.</p>
15	<p><b>Title:</b> The Political Economy of East Asia: Striving for Wealth and Power</p> <p><b>Authors:</b> Ming Wan</p> <p><b>Publisher:</b> CQ Press, 2001</p>	<p>Provides a comprehensive analysis of the economic systems of Japan, the Asian Tigers and other Southeast Asian states, the reasons for the East Asian miracle and the fallout from the Asian Financial Crisis.</p>

S/N	Book	Description
16	<p><b>Title:</b> The Four Asian Tigers: Economic Development &amp; the Global Political Economy</p> <p><b>Author:</b> Eun Mee Kim</p> <p><b>Publisher:</b> Emerald Group Publishing Limited, 1999</p>	<p>Relates to the role of domestic actors and institutions which were critical in the economic transformation of East Asia, and is oriented around a case-oriented study of the region's most successful economies (South Korea, Taiwan, Hong Kong and Singapore).</p>
17	<p><b>Title:</b> Transforming East Asian Domestic and International Politics: The Impact of Economy and Globalization</p> <p><b>Authors:</b> R. W. Compton</p> <p><b>Publisher:</b> Ashgate, 2002</p>	<p>Addresses the impact of globalisation on the conduct of international relations and domestic politics, with attention on East Asia.</p>
18	<p><b>Title:</b> The Age of Extremes: A History of the World, 1914–1991</p> <p><b>Authors:</b> Eric Hobsbawm</p> <p><b>Publisher:</b> Vintage Books, 1996</p>	<p>Relevant chapters of the book provide an overview of the "golden years" and "crisis decades" in the global economy.</p>
19	<p><b>Title:</b> Globalisation: A Very Short Introduction</p> <p><b>Authors:</b> Manfred Steger</p> <p><b>Publisher:</b> Oxford University Press, 2003</p>	<p>Provides a succinct summary of globalisation and its dimensions, and is thus useful to facilitate a conceptual understanding of globalisation.</p>
20	<p><b>Title:</b> The New York Times Twentieth Century in Review: The Rise of the Global Economy</p> <p><b>Author:</b> Michael Veseth</p> <p><b>Publisher:</b> Routledge, 2002</p>	<p>A compilation of photographs and articles from the New York Times, which addresses how various businesses, governments, regions and individuals have attempted to cope with globalisation.</p>
21	<p><b>Title:</b> The Rise of a New World Economic Power: Postwar Taiwan</p> <p><b>Author:</b> Y. Dolly Hwang</p> <p><b>Publisher:</b> Praeger, 1991</p>	<p>A comprehensive analysis of Taiwan's economic development in the post-war period, relating to contributing factors such as the role of government, international trade, Confucianism and the capitalist spirit etc, as well as emphasising its growing contribution to the global economy.</p>

Theme III: Safeguarding International Peace and Security		
General Recommended Readings		
S/N	Book	Description
1	<p><b>Title:</b> United Nations: A History</p> <p><b>Authors:</b> Stanley Meisler</p> <p><b>Publisher:</b> Grove Press, 2011</p>	Provides an overview of the conflicts which the UN has attempted to address from 1945 to 2010, and places the terms of the Secretary-Generals under the spotlight, providing insight with regard to their role in the UN's development during their terms.
2	<p><b>Title:</b> United Nations, Divided World: The UN's Roles in International Relations</p> <p><b>Authors:</b> Adam Roberts and Benedict Kingsbury</p> <p><b>Publisher:</b> Oxford University Press, 1994</p>	A collection of essays addressing topics ranging from the UN's efforts to cope with the national interests of its member-states, the role of the Secretary-General, the development of international law, to the historical development of efforts to reform the UN and its structure in the post-Cold War period.
3	<p><b>Title:</b> The United Nations and Changing World Politics</p> <p><b>Authors:</b> Thomas G. Weiss, David P. Forsythe and Roger A. Coate</p> <p><b>Publisher:</b> Westview Press, 2013</p>	Adopts a thematic approach in exploring the UN's role in safeguarding international peace and security, and provides a conceptual framework to analyse the evolution of UN security efforts during and after the Cold War.
4	<p><b>Title:</b> Peacekeeping and the International System</p> <p><b>Author:</b> Norrie MacQueen</p> <p><b>Publisher:</b> Routledge, 2006</p>	Provides a chronological overview of the development of UN peacekeeping over the past six decades, and detailed coverage of UN peacekeeping in Africa.
5	<p><b>Title:</b> Peacekeeping in Africa: Capabilities and Culpabilities</p> <p><b>Authors:</b> Eric G. Berman and Katie E. Sams</p> <p><b>Publisher:</b> United Nations, 2000</p>	Provides insight into the role of UN peacekeeping in Africa, and the participation of African countries and non-African-led forces in peacekeeping operations.

S/N	Book	Description
6	<p><b>Title:</b> United Nations Peacekeeping Operations: Ad Hoc Missions, Permanent Engagement</p> <p><b>Authors:</b> Ramesh Thakur and Albrecht Schanbel</p> <p><b>Publisher:</b> United Nations University Press, 2002</p>	Provides an analysis of the UN's key organs (the Security Council, General Assembly, International Court of Justice etc).
7	<p><b>Title:</b> The United Nations, Peace and Security: From Collective Security to the Responsibility to Protect</p> <p><b>Authors:</b> Ramesh Thakur</p> <p><b>Publisher:</b> Cambridge University Press, 2006</p>	Addresses wide-ranging challenges to the evolving generations of UN peacekeeping such as violence in ethnic conflict, the role of the UN Secretariat, enforcement and civilian police in UN peace operations.
8	<p><b>Title:</b> The United Nations in the 21st Century (Dilemmas in World Politics)</p> <p><b>Author:</b> Karen A. Mingst and Margaret P. Karns</p> <p><b>Publisher:</b> Westview Press, 2011</p>	Provides a comprehensive discussion of the political process and enduring issues related to the UN, blending historical, institutional and theoretical frameworks in its analysis.
9	<p><b>Title:</b> United Nations Peacekeeping in the Post-Cold War era (Cass Series on Peacekeeping)</p> <p><b>Authors:</b> John Terence O' Neill and Nick Rees</p> <p><b>Publisher:</b> Routledge, 2005</p>	Provides an analysis of the changes in UN peacekeeping between the Cold War and post-Cold War periods and the impact of these changes on contrasting case studies relating to the Congo, Cyprus, Somalia, Angola, Sierra Leone and East Timor.
10	<p><b>Title:</b> Deliver Us from Evil: Peacekeepers, Warlords and a World of Endless Conflict</p> <p><b>Authors:</b> William Shawcross</p> <p><b>Publisher:</b> Simon &amp; Schuster, 2001</p>	Conveys the nuances and complexities of peace operations in a realistic analysis of conflicts in Cambodia, Bosnia, Somalia, Sierra Leone, East Timor, Rwanda and Kosovo.

S/N	Book	Description
11	<p><b>Title:</b> Great Debates at the United Nations: An Encyclopedia of Fifty Key Issues, 1945–2000</p> <p><b>Authors:</b> Robert F. Gorman</p> <p><b>Publisher:</b> Publisher: Greenwood Press, 2001</p>	Provides opportunities to present issues regarding the United Nations to the students to stimulate discussion and debate.
12	<p><b>Title:</b> The United Nations at the end of the 1990s</p> <p><b>Author:</b> Peter R. Baehr and Leon Gordenker</p> <p><b>Publisher:</b> Palgrave Macmillan, 1999</p>	Provides an overview of the UN's structural features and an analysis of the strengths and limitations of UN peacekeeping operations.
13	<p><b>Title:</b> The United Nations: How It Works and What It Does</p> <p><b>Authors:</b> Evan Luard and Derek Heater</p> <p><b>Publisher:</b> Palgrave Macmillan, 1994</p>	Provides an analysis of the UN's key organs (the Security Council, General Assembly, International Court of Justice etc).
14	<p><b>Title:</b> The United Nations at the Millennium: The Principal Organs</p> <p><b>Authors:</b> Paul Taylor and A.J.R. Groom</p> <p><b>Publisher:</b> Continuum, 2003</p>	Provides an analysis of the UN's key organs (the Security Council, General Assembly, International Court of Justice etc) and proposals for reform.
15	<p><b>Title:</b> The History and Politics of UN Security Council Reform</p> <p><b>Authors:</b> Dimitris Bourantonis</p> <p><b>Publisher:</b> Routledge, 2007</p>	Provides a detailed analysis of UN Security Council reform, relating to the attitudes of various stakeholders to the reform proposals that were put up in the Cold War and post-Cold War era.

S/N	Book	Description
16	<p><b>Title:</b> Understanding the UN Security Council: Coercion or Consent?</p> <p><b>Author:</b> Neil Fenton</p> <p><b>Publisher:</b> Ashgate Pub Ltd, 2004</p>	<p>Provides a comprehensive analysis of UN Security Council decision-making, in relation to the use of force and the sovereignty of nation-states, particularly in the post-Cold War era.</p>
17	<p><b>Title:</b> Aspects of Peacekeeping (The Sandhurst Conference Series)</p> <p><b>Authors:</b> Stuart Gordon and Francis Toase</p> <p><b>Publisher:</b> Routledge, 2000</p>	<p>Provides an analysis of the operational environment for UN peacekeeping in the post-Cold War period, relating to the evolving nature of collaborative efforts between the UN, military and humanitarian non-governmental organisations.</p>
18	<p><b>Title:</b> A Global Affair: An Insider Look at the United Nations</p> <p><b>Authors:</b> Amy Janello and Brennon Jones</p> <p><b>Publisher:</b> Jones, and Janello, 1995</p>	<p>Adopts the use of photographs, interviews and text to convey an anecdotal overview of the UN's development.</p>
19	<p><b>Title:</b> Global Values: The United Nations and the Rule of Law in the 21st Century</p> <p><b>Authors:</b> Kofi A. Annan</p> <p><b>Publisher:</b> ISEAS, 2000</p>	<p>Provides the text of the speech by Kofi Annan at the 18th Singapore Lecture of the Institute of South East Asian Studies, where he highlighted inter-state cooperation in safeguarding international law, and engaged the audience in a post-lecture discussion.</p>
20	<p><b>Title:</b> Act of Creation: The Founding of the United Nations</p> <p><b>Author:</b> Stephen C. Schlesinger</p> <p><b>Publisher:</b> Basic Books, 2004</p>	<p>Provides an insightful overview of the processes leading to the founding of the United Nations, and its content serves as a possible introduction to the theme.</p>

## 4.2 H2 History Paper 2

### H2 Paper 2: Recommended Resources

#### Theme I: Search for Political Stability / Theme II: Economic Development after Independence

##### General Recommended Readings

These general readings broadly encompass general developments in the political, social, economic, religious and cultural history of Southeast Asia since independence, and do contain specific chapter references to individual Southeast Asian states.

For a more extensive coverage of individual states, please refer to subsequent sections where readings are categorised by country.

S/N	Book
1	<p><b>Title:</b> A New History of Southeast Asia</p> <p><b>Authors:</b> M.C. Ricklefs, Bruce Lockhart, Albert Lau, Portia Reyes and Mairii Aung-Thwin</p> <p><b>Publisher:</b> Palgrave Macmillan, 2010</p>
2	<p><b>Title:</b> Southeast Asia: An Introductory History</p> <p><b>Authors:</b> Milton Osborne</p> <p><b>Publisher:</b> Allen &amp; Unwin, 2013</p>
3	<p><b>Title:</b> The Cambridge History of Southeast Asia: Volume 2 Part 2, From World War II to the Present</p> <p><b>Authors:</b> Nicholas Tarling</p> <p><b>Publisher:</b> Cambridge University Press, 2000</p>
4	<p><b>Title:</b> In Search of Southeast Asia: A Modern History</p> <p><b>Authors:</b> David P. Chandler, John R. W. Smail, William R. Roff, Robert H. Taylor, Alexander Woodside, David K. Wyatt and David Joel Steinberg</p> <p><b>Publisher:</b> University of Hawaii Press, 1987</p>

S/N	Book
5	<p><b>Title:</b> The Emergence of Modern Southeast Asia: A New History</p> <p><b>Authors:</b> David P. Chandler, William R. Roff, Robert H. Taylor, Alexander Woodside, David K. Wyatt, David Joel Steinberg, Norman G. Owen and Jean Gelman Taylor</p> <p><b>Publisher:</b> University of Hawaii Press , 2004</p>
6	<p><b>Title:</b> Southeast Asia: Past and Present</p> <p><b>Authors:</b> D. R. SarDesai</p> <p><b>Publisher:</b> Westview Press, 2012</p>
7	<p><b>Title:</b> Southeast Asia in the New International Era</p> <p><b>Author:</b> Robert A. Dayley and Clark D. Neher</p> <p><b>Publisher:</b> Westview Press, 2013</p>
8	<p><b>Title:</b> Contemporary Southeast Asia</p> <p><b>Authors:</b> Mark Beeson</p> <p><b>Publisher:</b> Palgrave Macmillan, 2008</p>
9	<p><b>Title:</b> Southeast Asia: Tradition and Modernity in the Contemporary World</p> <p><b>Authors:</b> Donald G. Mccloud</p> <p><b>Publisher:</b> Westview Press, 1995</p>

S/N	Book
10	<p><b>Title:</b> Historians and Southeast Asian History</p> <p><b>Authors:</b> Nicholas Tarling</p> <p><b>Publisher:</b> New Zealand Asia Institute, 2000</p>
11	<p><b>Title:</b> Government and Politics in Southeast Asia</p> <p><b>Author:</b> John Funston</p> <p><b>Publisher:</b> Zed Books, 2002</p>
12	<p><b>Title:</b> Ethnic Minorities and Politics in Southeast Asia</p> <p><b>Authors:</b> Thomas Engelbert and Hans Dieter Kubitscheck</p> <p><b>Publisher:</b> Peter Lang Pub Inc, 2004</p>
13	<p><b>Title:</b> Foreign Investment in Southeast Asia in the Twentieth Century (Modern Economic History of Southeast Asia)</p> <p><b>Authors:</b> J. Thomas Lindblad</p> <p><b>Publisher:</b> Palgrave Macmillan, 1998</p>
14	<p><b>Title:</b> Driven by Growth: Political Change in the Asia-Pacific Region (Studies of the East Asian Institute)</p> <p><b>Authors:</b> James W. Morley</p> <p><b>Publisher:</b> M E Sharpe Inc, 1999</p>

S/N	Book
15	<p><b>Title:</b> Asian Contagion: The Causes and Consequences of a Financial Crisis</p> <p><b>Author:</b> Karl Jackson</p> <p><b>Publisher:</b> Westview Press, 1999</p>
16	<p><b>Title:</b> Southeast Asia's Economic Crisis: Origins, Lessons, and the Way Forward (Letters of Wilkie Collins)</p> <p><b>Author:</b> H. W. Arndt and Hal Hill</p> <p><b>Publisher:</b> Palgrave Macmillan, 1999</p>

**Theme 1: Search for Political Stability / Theme 2: Economic Development after Independence**
**Country-specific Recommended Readings (Burma/Myanmar)**

S/N	Book
1	<p><b>Title:</b> Independent Burma at Forty Years: Six Assessments</p> <p><b>Authors:</b> Josef Silverstein</p> <p><b>Publisher:</b> Southeast Asia Program, 1989</p>
2	<p><b>Title:</b> Burma: The State of Myanmar</p> <p><b>Authors:</b> David I. Steinberg</p> <p><b>Publisher:</b> Georgetown University Press, 2001</p>
3	<p><b>Title:</b> Burma: Political Economy under Military Rule</p> <p><b>Authors:</b> Robert H. Taylor</p> <p><b>Publisher:</b> C Hurst &amp; Co Publishers Ltd, 2001</p>
4	<p><b>Title:</b> Burma: Curse of Independence</p> <p><b>Authors:</b> Shelby Tucker</p> <p><b>Publisher:</b> Pluto Press, 2001</p>
5	<p><b>Title:</b> Mon Nationalism and Civil War in Burma: The Golden Sheldrake</p> <p><b>Authors:</b> Ashley South</p> <p><b>Publisher:</b> Routledge, 2013</p>

S/N	Book
6	<p><b>Title:</b> Thailand, Indonesia and Burma in Comparative Perspective (The International Political Economy of New Regionalisms)</p> <p><b>Authors:</b> Priyambudi Sulistiyanto</p> <p><b>Publisher:</b> Ashgate Press, 2002</p>
7	<p><b>Title:</b> A History of Myanmar Since Ancient Times: Traditions and Transformations</p> <p><b>Authors:</b> Michael Aung-Thwin and Maitrii Aung-Thwin</p> <p><b>Publisher:</b> Reaktion Books, 2012</p>
8	<p><b>Title:</b> A History of Modern Burma</p> <p><b>Author:</b> Michael W. Charney</p> <p><b>Publisher:</b> Cambridge University Press, 2009</p>
9	<p><b>Title:</b> The State in Burma</p> <p><b>Author:</b> Robert H. Taylor</p> <p><b>Publisher:</b> University of Hawaii Press, 2009</p>

S/N	Book
<b>Country-specific Recommended Readings (Cambodia)</b>	
1	<p><b>Title:</b> A History of Cambodia</p> <p><b>Authors:</b> David Chandler</p> <p><b>Publisher:</b> Westview Press, 2007</p>
2	<p><b>Title:</b> The Tragedy of Cambodian History: Politics, War, and Revolution since 1945</p> <p><b>Authors:</b> David Chandler</p> <p><b>Publisher:</b> Yale University Press, 1993</p>
3	<p><b>Title:</b> Cambodia 1975–1982</p> <p><b>Authors:</b> Michael Vickery</p> <p><b>Publisher:</b> Silkworm Books, 2000</p>
4	<p><b>Title:</b> Peasants and Politics in Kampuchea, 1942–1981</p> <p><b>Authors:</b> Ben Kiernan and Chanthou Boua</p> <p><b>Publisher:</b> New York: Zed Press, 1982</p>

S/N	Book
5	<p><b>Title:</b> Anatomy of a Crisis: Education, Development, and the State in Cambodia, 1953–1998</p> <p><b>Authors:</b> David M. Ayres</p> <p><b>Publisher:</b> University of Hawaii Press, 2000</p>
6	<p><b>Title:</b> Road to the Killing Fields: The Cambodian War of 1970–1975</p> <p><b>Authors:</b> Wilfred P. Deac</p> <p><b>Publisher:</b> Texas A&amp;M University Press, 1997</p>
7	<p><b>Title:</b> Facing the Cambodian Past</p> <p><b>Authors:</b> David Chandler</p> <p><b>Publisher:</b> Silkworm Books, 1996</p>

S/N	Book
<b>Country-specific Recommended Readings (Philippines)</b>	
1	<p><b>Title:</b> The Philippines: A Singular and a Plural Place (Nations of the Modern World)</p> <p><b>Authors:</b> David Joel Steinberg</p> <p><b>Publisher:</b> Westview Press, 2000</p>
2	<p><b>Title:</b> Crisis in the Philippines: The Marcos Era and Beyond</p> <p><b>Authors:</b> John Bresnan</p> <p><b>Publisher:</b> Princeton University Press, 1986</p>
3	<p><b>Title:</b> Dictatorship and Revolution: Roots of People's Power</p> <p><b>Authors:</b> Aurora Javate-De Dios</p> <p><b>Publisher:</b> Conspectus Foundation, 1988</p>
4	<p><b>Title:</b> Rebellion and Repression in the Philippines</p> <p><b>Authors:</b> Richard J. Kessler</p> <p><b>Publisher:</b> Yale University Press, 1991</p>
5	<p><b>Title:</b> History of the Filipino People</p> <p><b>Authors:</b> Teodoro Agoncillo</p> <p><b>Publisher:</b> GP Press, 1990</p>

S/N	Book
<b>Country-specific Recommended Readings (Thailand)</b>	
1	<p><b>Title:</b> Thailand: A Short History</p> <p><b>Authors:</b> David K. Wyatt</p> <p><b>Publisher:</b> Yale University Press, 2003</p>
2	<p><b>Title:</b> A History of Thailand</p> <p><b>Authors:</b> Chris Baker and Pasuk Phongpaichit</p> <p><b>Publisher:</b> Cambridge University Press, 2009</p>
3	<p><b>Title:</b> The Balancing Act: A History of Modern Thailand</p> <p><b>Authors:</b> Joseph J Wright</p> <p><b>Publisher:</b> Asia Books, 1991</p>
4	<p><b>Title:</b> Thailand's Political History: From the 13th Century to Recent Times</p> <p><b>Authors:</b> Barend Jan Terwiel</p> <p><b>Publisher:</b> River Books, 2012</p>
5	<p><b>Title:</b> National Identity and Its Defenders: Thailand Today</p> <p><b>Authors:</b> Craig J. Reynolds</p> <p><b>Publisher:</b> Silkworm Books, 2002</p>

S/N	Book
6	<p><b>Title:</b> The Thai Economy (Routledge Studies in the Growth Economies of Asia)</p> <p><b>Authors:</b> Chris Dixon</p> <p><b>Publisher:</b> Routledge, 2002</p>
7	<p><b>Title:</b> Economic Change in Thailand, 1850–1970</p> <p><b>Authors:</b> James C. Ingram</p> <p><b>Publisher:</b> Stanford University Press, 1971</p>

S/N	Book
<b>Country-specific Recommended Readings (Vietnam)</b>	
1	<p><b>Title:</b> Vietnam: A History</p> <p><b>Authors:</b> Stanley Karnow</p> <p><b>Publisher:</b> Penguin Books, 1997</p>
2	<p><b>Title:</b> Vietnam: The Struggle for National Identity</p> <p><b>Authors:</b> D.R. SarDesai</p> <p><b>Publisher:</b> Westview Press, 1992</p>
3	<p><b>Title:</b> Vietnam: Past and Present</p> <p><b>Authors:</b> D.R. SarDesai</p> <p><b>Publisher:</b> Westview Press, 2005</p>
4	<p><b>Title:</b> Vietnam: Revolution in Transition</p> <p><b>Authors:</b> William J. Duiker</p> <p><b>Publisher:</b> Westview Press, 1995</p>
5	<p><b>Title:</b> Vietnam: Past and Present</p> <p><b>Authors:</b> D.R. SarDesai</p> <p><b>Publisher:</b> Westview Press, 2005</p>

S/N	Book
<b>Country-specific Recommended Readings (Indonesia)</b>	
1	<p><b>Title:</b> A History of Modern Indonesia since c.1200</p> <p><b>Authors:</b> M. C. Ricklefs</p> <p><b>Publisher:</b> Stanford University Press, 2008</p>
2	<p><b>Title:</b> Indonesia</p> <p><b>Authors:</b> John D. Legge</p> <p><b>Publisher:</b> Prentice Hall, 1980</p>
3	<p><b>Title:</b> Sukarno: A Political Biography</p> <p><b>Authors:</b> John D. Legge</p> <p><b>Publisher:</b> Penguin Books, 1973</p>
4	<p><b>Title:</b> History of Indonesia in the Twentieth Century</p> <p><b>Authors:</b> Bernhard Dahm</p> <p><b>Publisher:</b> Praeger, 1971</p>
5	<p><b>Title:</b> The Emergence of a National Economy: An Economic History of Indonesia, 1800–2000</p> <p><b>Authors:</b> Vincent J. H. Houben, J. Thomas Lindblad and Thee Kian Wie</p> <p><b>Publisher:</b> University of Hawaii Press, 2002</p>

S/N	Book
6	<p><b>Title:</b> A Nation in Waiting: Indonesia's Search for Stability</p> <p><b>Authors:</b> Adam Schwarz</p> <p><b>Publisher:</b> Westview Press, 1999</p>
7	<p><b>Title:</b> Indonesian Politics Under Suharto: The Rise and Fall of the New Order (Politics in Asia)</p> <p><b>Authors:</b> Michael R. J. Vaikiotis</p> <p><b>Publisher:</b> Routledge, 1994</p>

S/N	Book
<b>Country-specific Recommended Readings (Malaya/Malaysia)</b>	
1	<p><b>Title:</b> History of Malaysia</p> <p><b>Authors:</b> Barbara Watson Andaya</p> <p><b>Publisher:</b> University of Hawaii Press, 2001</p>
2	<p><b>Title:</b> Malaysia: The Making of a Nation</p> <p><b>Authors:</b> Cheah Boon Kheng</p> <p><b>Publisher:</b> Institute of Southeast Asian Studies, 2002</p>
3	<p><b>Title:</b> Malaysian Politics Under Mahathir (Politics in Asia)</p> <p><b>Authors:</b> Diane K. Milne and R. S. Mauzy</p> <p><b>Publisher:</b> Routledge, 1999</p>
4	<p><b>Title:</b> An Economic History of Malaysia, 1800–1990: The Transition to Modern Economic Growth</p> <p><b>Authors:</b> John H. Drabble</p> <p><b>Publisher:</b> Palgrave Macmillan, 2000</p>
5	<p><b>Title:</b> Malaysia: Its Political and Economic Development</p> <p><b>Authors:</b> J. M. Gullick</p> <p><b>Publisher:</b> Pelanduk Publications, 1986</p>
6	<p><b>Title:</b> Nation-Building in Malaysia, 1946–1974</p> <p><b>Authors:</b> James Peter Ongkili</p> <p><b>Publisher:</b> Oxford University Press, 1986</p>

S/N	Book
<b>Country-specific Recommended Readings (Singapore)</b>	
1	<p><b>Title:</b> A History of Singapore</p> <p><b>Authors:</b> Ernest C. T. Chew and Edwin Lee</p> <p><b>Publisher:</b> Oxford University Press, 1996</p>
2	<p><b>Title:</b> Singapore: Struggle for Success</p> <p><b>Authors:</b> J. G. S. Drysdale</p> <p><b>Publisher:</b> Times Books International, 1984</p>
3	<p><b>Title:</b> A History of Modern Singapore: 1819–2005</p> <p><b>Authors:</b> C. M. Turnbull</p> <p><b>Publisher:</b> National University Press, 2010</p>
4	<p><b>Title:</b> Governing Singapore: A History of National Development and Democracy</p> <p><b>Authors:</b> Raj Vasil</p> <p><b>Publisher:</b> Allen &amp; Unwin, 2001</p>
5	<p><b>Title:</b> The Political Economy of Singapore's Industrialization: National State and International Capital</p> <p><b>Authors:</b> Garry Rodan</p> <p><b>Publisher:</b> Palgrave Macmillan, 1989</p>
6	<p><b>Title:</b> The Economic Growth of Singapore: Trade and Development in the Twentieth Century</p> <p><b>Authors:</b> W. G. Huff</p> <p><b>Publisher:</b> Cambridge University Press, 1997</p>

Theme III: Regional Conflicts and Cooperation		
General Recommended Readings		
S/N	Book	Description
1	<p><b>Title:</b> International Relations in Southeast Asia: The Struggle for Autonomy</p> <p><b>Authors:</b> Donald E. Weatherbee</p> <p><b>Publisher:</b> Rowman and Littlefield Publishers, 2008</p>	Useful chapters relating to ASEAN and regionalism, conflict resolution and Southeast Asia in the international economy provide a comprehensive introduction to international relations in the region.
2	<p><b>Title:</b> Constructing a Security Community in Southeast Asia: ASEAN and the Problem of Regional Order</p> <p><b>Authors:</b> Amitav Acharya</p> <p><b>Publisher:</b> Routledge, 2000</p>	A comprehensive analysis of the evolution and viability of ASEAN, as well as the management of intra-regional relations in Southeast Asia.
3	<p><b>Title:</b> ASEAN Regionalism: Cooperation, Values and Institutionalisation</p> <p><b>Authors:</b> Christopher B. Roberts</p> <p><b>Publisher:</b> Routledge, 2013</p>	Explores the challenges of, and opportunities arising from regional integration, outlining key debates in the development of ASEAN efforts to enhance regional cooperation in multiple domains.
4	<p><b>Title:</b> Regionalism and Globalism in Southeast Asia</p> <p><b>Author:</b> Eero Palmujoki</p> <p><b>Publisher:</b> Palgrave Macmillan, 2002</p>	Focuses on the political, security and economic issues related to ASEAN's development in the post-Cold War era, and analyses regional responses to global challenges.

S/N	Book	Description
5	<p><b>Title:</b> ASEAN and the Diplomacy of Accommodation</p> <p><b>Authors:</b> Michael Antolik</p> <p><b>Publisher:</b> M. E. Sharpe, 1990</p>	<p>Introductory chapter on 'The meaning of ASEAN' provides a useful overview with its analysis of ASEAN as an economic grouping and its efforts in diplomacy and expressing a collective consciousness.</p>
6	<p><b>Title:</b> The Security Dilemmas of Southeast Asia</p> <p><b>Authors:</b> Alan Collins</p> <p><b>Publisher:</b> Palgrave Macmillan, 2000</p>	<p>This book analyses security concerns in the region by focusing on issues related to ethnic tensions, intra-ASEAN rivalries and the emergence of Chinese hegemony.</p>
7	<p><b>Title:</b> The Politics of ASEAN: An Introduction to Southeast Asian Regionalism</p> <p><b>Authors:</b> Estrella D. Solidum</p> <p><b>Publisher:</b> Times Academic Press, 2004</p>	<p>Addresses the origins of ASEAN and its early development in attempting to foster regional cooperation in Southeast Asia.</p>
8	<p><b>Title:</b> Building ASEAN: 20 Years of Southeast Asian Cooperation</p> <p><b>Author:</b> Ronald D. Palmer and Thomas J. Reckford</p> <p><b>Publisher:</b> Praeger Paperback, 1987</p>	<p>Provides an analysis of ASEAN's successes, shortcomings and prospects by addressing economic, political and security dimensions.</p>

S/N	Book	Description
9	<p><b>Title:</b> Regional Blocs: Building Blocks or Stumbling Blocks?</p> <p><b>Authors:</b> A. S. Bhalla and P. Bhalla</p> <p><b>Publisher:</b> St Martin's Press, 1997</p>	<p>This is a topical study on the effectiveness of regional economic arrangements in facilitating economic development, which includes a relevant chapter on ASEAN and APEC.</p>
10	<p><b>Title:</b> Bilateral Tensions in Post-Cold War ASEAN</p> <p><b>Authors:</b> N. Ganesan</p> <p><b>Publisher:</b> ISEAS, 1999</p>	<p>Examines bilateral tensions between Southeast Asian states with the end of the Cold War (e.g. Thai-Malaysian, Indonesian-Malaysian, Malaysian-Singaporean etc), and considers the possible challenges to intra-ASEAN relations.</p>
11	<p><b>Title:</b> Southeast Asia in Search of an ASEAN Community</p> <p><b>Authors:</b> Rodolfo Severino</p> <p><b>Publisher:</b> ISEAS, 2006</p>	<p>Provides the perspective of a former ASEAN Secretary-General on the origins and nature of the ASEAN Way, ASEAN's role in regional security and economic integration, and its role in the international community.</p>
12	<p><b>Title:</b> ASEAN, Sovereignty and Intervention in Southeast Asia</p> <p><b>Author:</b> Lee Jones</p> <p><b>Publisher:</b> Palgrave Macmillan, 2012</p>	<p>Analyses ASEAN's non-interference principle in relation to disputes pertaining to Indochina, Cambodia, East Timor and Burma.</p>

S/N	Book	Description
13	<p><b>Title:</b> Southeast Asia in the New International Era</p> <p><b>Authors:</b> Robert A. Dayley and Clark D. Neher</p> <p><b>Publisher:</b> Westview Press, 2013</p>	Provides an analysis of individual states in Southeast Asia, relating to the state-society relations, economy and development, and how they conduct foreign relations.
14	<p><b>Title:</b> ASEAN's Cooperative Security Enterprise</p> <p><b>Authors:</b> Hiro Katsumata</p> <p><b>Publisher:</b> Palgrave Macmillan, 2010</p>	Explores the significance of the ASEAN Regional Forum and the engagement with external powers such as China and the USA.
15	<p><b>Title:</b> The Making of Southeast Asia: International Relations of a Region</p> <p><b>Authors:</b> Amitav Acharya</p> <p><b>Publisher:</b> Cornell University Press, 2013</p>	A useful introduction to the study of Southeast Asian regionalism and international relations, analysing ASEAN as an organisation which reflects indigenous traditions.
16	<p><b>Title:</b> The Borderlands of Southeast Asia Geopolitics, Terrorism, and Globalization</p> <p><b>Author:</b> James Clad and Sean M. McDonald</p> <p><b>Publisher:</b> National Defense University Press, 2011</p>	Outlines the emergence of security threats to Southeast Asia at the end of the Cold War and the dynamics of border rivalries in Southeast Asia.

