

History

Singapore-Cambridge General Certificate of Education Advanced Level Higher 2 (Syllabus 9752)

(Updated for examination from 2021)

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The Common Last Topics highlighted in yellow will not be examined in 2021 A-Level national examination.

Significant changes to the syllabus are indicated by black vertical lines either side of the text.



Singapore Examinations and Assessment Board



INTRODUCTION

The A-Level History curriculum reflects the value placed on the study of history and the development of 21st Century Competencies by seeking to:

- (a) develop in the learner the dispositions to be curious about the past and be open to multiple perspectives
- (b) 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
- (c) 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
- (d) enhance the learner's sense of identity
- (e) cultivate an informed citizen.

These objectives are aligned to the statement of philosophy of history education in Singapore. The philosophy, which underpins the design of history education from lower secondary to the pre-university level, encapsulates the fundamental purpose and value of learning history:

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.

The curriculum shape for A-Level History encapsulates the key features of the H1, H2 and H3 syllabuses.

History Curriculum Shape



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:

- (a) deepen historical knowledge through content concepts
- (b) strengthen disciplinary thinking through historical concepts
- (c) apply historical methods and processes through historical inquiry and skills

H2 History provides opportunities to develop students' historical knowledge, core skills and understanding of the subject's disciplinarity. Emphasis will be given to developing conceptual understanding of historical knowledge. Consequently, this approach encourages students to gain depth of understanding in historical events and their connections to the present. This will also be achieved through the emphasis on historical agency, allowing students to appreciate the complexities of multiple perspectives and the dynamic interactions between diverse actors in understanding local, regional and global developments.

AIMS

By the end of offering H2 History, students would be able 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

ASSESSMENT OBJECTIVES

H2 History students are expected to:

AO1: Demonstrate historical knowledge and understanding

- Select and deploy historical knowledge appropriately, and communicate historical knowledge and understanding in a clear and effective manner.

AO2: Critically Analyse and Evaluate Historical Issues

- Construct historical explanations that demonstrate an understanding of historical concepts and issues within a historical period.
- Where appropriate, construct historical explanations that assess different approaches to, and interpretations of, historical issues.
- Make judgements based on reasoned consideration of historical evidence and interpretations.

AO3: Interpret & Evaluate Sources

- Interpret, evaluate and use source materials in context as historical evidence.
- Make judgements and reach conclusions based on reasoned consideration of historical sources.

SCHEME OF ASSESSMENT

SPECIFICATION GRID

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

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

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

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

Note: AO1 forms part of testing of AO2 and AO3.

DESCRIPTION OF COMPONENTS

SOURCE-BASED CASE STUDY

The theme for the source-based case study is prescribed. Candidates are expected to have a sound knowledge of the prescribed theme 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 a topic. Both primary and secondary sources could be used for the source-based case study. Candidates 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 case 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 candidates with an assertion which they need to test against given the set of sources and their background knowledge of issues.

The source-based sub-questions will be assessed using holistic band descriptors (Appendix A). 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

Candidates' 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 ability and an evaluation of the assumptions implied in the question. Candidates 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–2000)*, candidates must engage in cross-comparative studies of countries in the Southeast Asian region. For each essay question, candidates are expected to compare a minimum of three countries as case studies. Essay questions will not be set on the prescribed themes selected for source-based case study for both Papers 1 and 2.

The essay questions will be assessed using holistic band descriptors (Appendix B). 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, each of which has several assessment criteria.

SYLLABUS CONTENT

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 II. The syllabus also provides choice and flexibility through students' selection of case studies and the specific inquiries they undertake.

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. *A glossary of the eight historical concepts is provided in Appendix C.*

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 deepen and broaden their knowledge, skills and understanding of the content they study at the A-Levels. These concepts are:

- Accounts
- Chronology
- Empathy
- Evidence

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

- Cause and Effect
- Change and Continuity
- Diversity
- Significance

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 the Second World War, 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.

- **Theme I:** Understanding the Cold War, 1945–1991 (source-based case study)
- **Theme II:** Understanding the Global Economy, 1945–2000
- **Theme III:** Safeguarding International Peace and Security

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

The thematic-comparative approach in this paper will expose students to a richer and more 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 the dynamic unfolding of events in independent Southeast Asia.

- **Theme I:** Search for Political Stability
- **Theme II:** Economic Development after Independence
- **Theme III:** Regional Conflicts and Cooperation (source-based case study)

It is recommended that the case studies be carefully selected to provide a meaningful study of the similarities and differences in the developments and experiences of this region. Candidates are expected to select at least three countries as case studies to support their answers. The following countries could be selected as possible case studies: *Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar (Burma), Singapore, Thailand, the Philippines and Vietnam.*

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

| Theme I | UNDERSTANDING THE COLD WAR, 1945–1991 How did the Cold War impact global developments after 1945? | |
|---|---|--|
| OVERVIEW | MAKING CONNECTIONS | |
| <p>In this theme, students will study the Cold War, which resulted from the USA and USSR emerging as ideologically-opposed superpowers after the Second World War. 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 examine how the Cold War eventually engulfed many parts of the world in a new international order defined by bipolarity. As such, it was a critical period impacting people's lives, culminating in popular movements and leaders' actions to end the Cold War. The study of various proxy wars and the popular movements to end the Cold War will also allow 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 superpower 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> | |
| CONCEPTS (Students understand:) | CONTENT (Students study:) | LEARNING OUTCOMES (Students are able to:) |
| <p>Historical Concepts</p> <ul style="list-style-type: none"> • cause and effect • change and continuity • diversity • significance <p>Content Concepts</p> <ul style="list-style-type: none"> • superpower • ideology • cold war • proxy war • nuclear balance of power • people's power | <p>Emergence of Bipolarity after the Second World War</p> <ul style="list-style-type: none"> • Reasons for the emergence of tensions between USA and USSR • 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, the Berlin Blockade, NATO and Warsaw Pact • Historical debates on origins of the Cold War: traditional, revisionist, post-revisionist, post-1991 <p>A World Divided by the Cold War</p> <ul style="list-style-type: none"> • Increased bipolar competition between the USA and Soviet Union • Superpowers' search for ideological and strategic allies • Success and limitations in sustaining allies • Manifestations of the global Cold War: Korean War (1950–53), Cuban Missile Crisis (1962), Vietnam War (1964–73) <p>End of Bipolarity</p> <ul style="list-style-type: none"> • US policy of renewed containment and confrontation • Popular movements in the West and the Eastern Bloc to end the Cold War • Collapse of the USSR and the end of the Cold War • Historical debates on end of the Cold War | <ul style="list-style-type: none"> • 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; • analyse the active manifestation of the Cold War conflict across different contexts over time, and its impact; and • evaluate the reasons for the end of the Cold War. |

Note: The source-based case 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 | | UNDERSTANDING THE GLOBAL ECONOMY, 1945–2000 How did the development of the global economy impact the world? | |
|---|---|--|--|
| 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 economies 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, Western 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> | |
| CONCEPTS (Students understand:) | CONTENT (Students study:) | LEARNING OUTCOMES (Students are able to:) | |
| <p>Historical Concepts</p> <ul style="list-style-type: none"> • cause and effect • change and continuity • diversity • significance <p>Content Concepts</p> <ul style="list-style-type: none"> • economic growth • economic liberalisation • developmental state • family firm • economic interdependence • economic protectionism | <p>Growth and Problems in the Global Economy</p> <ul style="list-style-type: none"> • Reasons for growth of the global economy <ul style="list-style-type: none"> – post-war economic reconstruction – post-war economic liberalisation: economic miracle in Western Europe and Japan, rise of Multinational Corporations – role of USA, Europe & Japan • Problems of economic liberalisation <ul style="list-style-type: none"> – 1973 and 1979 oil crises – rise of protectionism – debt crises of the 1980s and their impact on developing countries <p>Rise of Asian Tiger economies (South Korea and Taiwan) from 1970s to 1990</p> <ul style="list-style-type: none"> • Factors for economic transformation <ul style="list-style-type: none"> – role of the government – role of private businesses – role of culture – role of international developments | <ul style="list-style-type: none"> • analyse the causal relationships that underpinned the growth of the global economy, and evaluate the challenges that affected it • 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 • analyse the causal relationships that underpinned the economic transformation in South Korea and Taiwan over time. | |

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

| Theme III | | SAFEGUARDING INTERNATIONAL PEACE AND SECURITY How far has the UN contributed to safeguarding international peace and security? | |
|--|--|--|--|
| 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> | |
| CONCEPTS (Students understand:) | CONTENT (Students study:) | LEARNING OUTCOMES (Students are able to:) | |
| <p>Historical Concepts</p> <ul style="list-style-type: none"> cause and effect change and continuity diversity significance <p>Content Concepts</p> <ul style="list-style-type: none"> collective security international law power politics sovereignty veto reform | <p>Formation of the United Nations</p> <ul style="list-style-type: none"> Origins of the UN: reasons for the founding of the UN, its aims and principles <p>Political effectiveness of the UN in maintaining international peace and security</p> <ul style="list-style-type: none"> Organisational structure: Security Council, General Assembly, Secretary-General Peacekeeping, peace enforcement, peacemaking, peacebuilding <ul style="list-style-type: none"> efforts to stay relevant and effective despite Cold War bipolarity old problems and new challenges in the post-Cold War era International Court of Justice: ensuring adherence to international law; arbitration and advisory opinion <p>UN Reforms</p> <ul style="list-style-type: none"> Success and limitations of UN reforms in addressing the following challenges: <ul style="list-style-type: none"> sovereignty of nation-states Great Power politics operational constraints | <ul style="list-style-type: none"> 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 analyse the development of UN reforms over time, and evaluate their successes and limitations analyse the diverse interests and perspectives of member-states and principal organs, which influenced decision-making in the UN. | |

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

| Theme I | SEARCH FOR POLITICAL STABILITY How successful were Southeast Asian states in maintaining domestic stability? | |
|--|--|--|
| 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 also 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> | |
| CONCEPTS (Students understand:) | CONTENT (Students study:) | LEARNING OUTCOMES (Students are able to:) |
| <p>Historical Concepts</p> <ul style="list-style-type: none"> • cause and effect • change and continuity • diversity • significance <p>Content Concepts</p> <ul style="list-style-type: none"> • government • political legitimacy • political stability • ideology • nationalism • nation building | <p>Approaches to Governance</p> <ul style="list-style-type: none"> • Establishing different forms of government <ul style="list-style-type: none"> – impact of decolonisation process – impact of mass political participation – introduction of parliamentary/liberal democracy and 'maximum' government • Establishing and maintaining political stability <ul style="list-style-type: none"> – personal characteristics and political styles of government leaders – role of constitutional processes and elections – responses to political challenges and popular opposition – Cold War context <p>Approaches to National Unity</p> <ul style="list-style-type: none"> • Different approaches to create national unity • Impact of policies towards minorities • Response of minorities towards government policies | <ul style="list-style-type: none"> • analyse the causal relationships that underpinned the establishment of different forms of government in Southeast Asia • evaluate the effectiveness of Southeast Asian governments in asserting political stability across different contexts, and over time • evaluate the extent to which Southeast Asian governments were able to achieve national unity over time. |

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

| Theme II | | ECONOMIC DEVELOPMENT AFTER INDEPENDENCE How did Southeast Asian economies develop after independence? | |
|---|---|--|--|
| OVERVIEW | | MAKING CONNECTIONS | |
| <p>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.</p> | | <p>Rapid developments in the 1990s in the region led to the perception that Southeast Asia was experiencing 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.</p> | |
| CONCEPTS (Students understand:) | CONTENT (Students study:) | | LEARNING OUTCOMES (Students are able to:) |
| <p>Historical Concepts</p> <ul style="list-style-type: none"> • cause and effect • change and continuity • diversity • significance <p>Content Concepts</p> <ul style="list-style-type: none"> • economic security • economic interdependence • state-led development • mixed economy • industrialisation • economic regionalism | <p>Paths to economic development</p> <ul style="list-style-type: none"> • Post-independence economic landscape: challenges and opportunities • Role of government in economic development <ul style="list-style-type: none"> – economic aims – strategies to promote economic development in the following sectors: agriculture, industrialisation, financial services • Role of ethnic communities in economic development <p>Asian Financial Crisis</p> <ul style="list-style-type: none"> • Causes of the Asian Financial Crisis • Political, economic and social consequences of the Asian Financial Crisis • Responses to the Asian Financial Crisis by governments' and ethnic communities | | <ul style="list-style-type: none"> • 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 • evaluate the contributions of state and non-state actors in promoting economic development across different contexts, and over time • 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. |

Paper 2: The Making of Independent Southeast Asia (Independence–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 understand 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>Historical Concepts</p> <ul style="list-style-type: none"> • cause and effect • change and continuity • diversity • significance <p>Content Concepts</p> <ul style="list-style-type: none"> • conflict and cooperation • confidence-building • deterrence • diplomacy • economic interdependence • regionalism | <p>Inter-state tensions and cooperation</p> <ul style="list-style-type: none"> • Causes of inter-state tensions: historical animosities, racial and religious divisions, ideological differences, territorial disputes • Consequences of inter-state tensions: effects on regional cooperation and security <p>ASEAN</p> <ul style="list-style-type: none"> • Reasons for the formation of ASEAN • Growth and development of ASEAN: building regional peace and security, promoting regional economic cooperation <ul style="list-style-type: none"> – intra-ASEAN relations – relations between ASEAN and external powers | <ul style="list-style-type: none"> • 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 • analyse the reasons for the formation of ASEAN and the causal relationships that underpinned its effectiveness in promoting peace and security • evaluate the significance of ASEAN in promoting regional economic cooperation across different contexts, and over time. | |

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.

APPENDICES

APPENDIX A: GENERIC MARK BANDS FOR SECTION A: SOURCE-BASED CASE STUDY

Introduction

These level descriptors address AO3 and also exemplify how AO1 may be demonstrated. They should be used in conjunction with the indicative content mark schemes for each question. The Level in which an answer is placed depends upon a range of criteria. As a result, not all answers fall obviously into one particular Level. In such cases, a response must be placed in the most appropriate band using a 'best-fit' approach.

In marking an answer, examiners should first place it in a Level and then ascertain a precise mark by examining how closely the demands of the Level have been demonstrated.

Part a: 10 marks

| Level | Marks | Descriptor |
|-------|-------|---|
| L0 | 0 | No evidence submitted or answer does not address the question. |
| L1 | 1–3 | <p>The answer is likely to be characterised by paraphrasing or quotation and will be largely uncritical. Very simple comparisons may be made and these are not developed (e.g. that one source is a letter and the other is a speech). Answers that are simply based on contextual knowledge, with no source use, should be credited at this level.</p> <p>At the upper end of the level, there may be some attempt to explain how far the sources corroborate and/or differ (i.e. supported with source details), but any explanation will be confused or partial.</p> |
| L2 | 4–6 | The answer will use both sources. There will be clear explanation on how far the sources corroborate and/or differ (i.e. supported with source details), though insights into why are less likely or are less successful. At the lower end of the level, there may be a tendency to treat the sources separately with most or all of the comparison implicit. |
| L3 | 7–8 | <p>The answer will make good use of both sources. There will be clear explanation on how far the sources corroborate and/or differ. The answer will demonstrate a sense of critical evaluation of the sources and provide some insights into why they are similar and/or different.</p> <p>Answers which argue that the sources entirely agree or disagree with each other (i.e. one sided) but demonstrate critical insight, may also be found in this level. Answers which are uneven (e.g. extracting information from a source at face value, and showing more critical insight in the analysis of the other source) may also be found in this level.</p> |
| L4 | 9–10 | The answer will make full comprehensive use of both sources. There will be clear explanation on how far the sources corroborate and differ. The answer will demonstrate a strong sense of critical evaluation of the sources throughout and provide insights into why they are similar or different. |

Part b: 30 marks

| Level | Marks | Descriptor |
|-------|-------|--|
| L0 | 0 | No evidence submitted or answer does not address the question. |
| L1 | 1–4 | The answer will make limited use of the sources. The sources may be paraphrased or described. Some relevant information from the sources may be extracted at face value to support and/or challenge the hypothesis, but the answer may be confused or undeveloped. |
| L2 | 5–10 | The answer will use relevant information from sources at face value to support and/or challenge the hypothesis. Sources may be used in isolation. The answer may demonstrate some awareness of provenance of the sources but evaluation of the sources is unlikely. |
| L3 | 11–15 | The answer will begin to treat sources as a set, although one or two sources may be neglected at the lower level. It will demonstrate some understanding of the question. Some sources may be cross-referenced to support and/or challenge the hypothesis. There will be an attempt to evaluate sources, but the sources will not be placed in context. |
| L4 | 16–20 | The answer will treat sources as a set and make good use of the sources. It will demonstrate a clear understanding of the question. Sources may be cross-referenced to support and/or challenge the hypothesis. There will be an attempt to evaluate the sources in context but there will be gaps, unevenness and a lack of balance. |
| L5 | 21–25 | The answer will treat sources as a set and make very good use of the sources. It will demonstrate a good understanding of the question. Sources may be cross-referenced to support and/or challenge the hypothesis. The answer will demonstrate a critical evaluation of the sources in context to support and challenge the hypothesis (that is, balanced). |
| L6 | 26–30 | The answer will treat sources as a set and make excellent use of the sources. It will demonstrate a very good understanding of the question. The answer will demonstrate a critical evaluation of the sources in context to support and challenge the hypothesis (that is, balanced). It may question how far a conclusion can be reached using the evidence in the sources. It will either explain fully why evidence to challenge or to support the hypothesis is better / preferred, or justify an amended/alternative historical interpretation where appropriate. For L6, the L5 answer must also be secure. |

APPENDIX B: GENERIC MARK BANDS FOR SECTION B: ESSAYS**Introduction**

These banding definitions address AO2 and also exemplify how AO1 may be demonstrated. They should be used in conjunction with the indicative content mark schemes for each question. The Band in which an answer is placed depends upon a range of criteria. As a result not all answers fall obviously into one particular Band. In such cases, a response must be placed in the most appropriate band using a 'best-fit' approach.

In marking an answer, examiners should first place it in a Band and then ascertain a precise mark by examining how closely the demands of the Band have been demonstrated. Credit will be given to those who can offer case studies to support their arguments.

| Band | Marks | Quality of the Answers |
|-------------|--------------|--|
| 0 | 0 | No evidence submitted or response does not address the question. |
| 1 | 1–8 | The essay will be characterised by significant irrelevance or argument that does not begin to make significant points. The essay may mention historical concepts but these will not be understood. The answers may be largely fragmentary and incoherent. |
| 2 | 9–12 | The essay will not be properly focused on the requirements of the question. There may be many unsupported assertions and commentaries that lack sufficient factual support. The essay may include references to historical concepts but these may not be fully understood. Where appropriate, the essay may mention the existence of other historical interpretations but this may not be explained. The argument may be of limited relevance to the topic and there may be confusion about the implications of the question. |
| 3 | 13–15 | The essay will offer some appropriate factual material but there will be little attempt generally to link factual material to the requirements of the question. The approach will lack analysis. The essay will include some references to historical concepts but these may not be used to develop the analysis. Where appropriate, the essay may mention the existence of other historical interpretations, though this may be implicit. The quality of the description or narrative, although sufficiently accurate and relevant to the topic if not the particular question, will not be linked effectively to the argument. The structure will show weaknesses and the treatment of topics within the essay will be unbalanced. The writing may show some accuracy but there will also be frequent errors. |
| 4 | 16–18 | The essay will indicate attempts to argue relevantly, although often implicitly. The approach will depend more on some heavily descriptive or narrative passages than on analysis or explanation, which may be limited to introductions and conclusions. The essay will show evidence of knowledge of historical concepts and attempts may be made to use historical concepts to aid analysis. Where appropriate, the essay may mention the existence of other historical interpretations but the nature of these interpretations may not be fully understood. Factual material, sometimes very full, will be used to impart information or describe events rather than to address directly the requirements of the question. The structure of the argument could be organised more effectively. The writing will usually be accurate. |

| Band | Marks | Quality of the Answers |
|------|-------|---|
| 5 | 19–21 | The essay will reflect a clear understanding of the question and a fair attempt to provide an argument and factual knowledge to answer it. The approach will contain analysis or explanation but there may be some heavily descriptive or narrative passages. The essay will show evidence of understanding of relevant historical concepts, and some use of historical concepts will be made in analysis. Where appropriate, the essay mentions the existence of other historical interpretations and offers some relevant knowledge of, or evidence for, these interpretations. The essay will be largely relevant. Most of the argument will be structured satisfactorily but some parts may lack full coherence. The essay will achieve a genuine argument but may lack balance and depth in factual knowledge. The writing will be generally accurate. |
| 6 | 22–25 | The essay will be focused clearly on the demands of the question but there will be some unevenness. The approach will be mostly analytical or explanatory rather than descriptive or narrative, demonstrating secure understanding of historical concepts relevant to analysis and to the topic. Where appropriate, the essay will discuss competing historical interpretations and offers good knowledge of or evidence for these interpretations. The essay will be mostly relevant. Most of the argument will be structured coherently and supported by largely accurate factual material. The writing will be mostly accurate. |
| 7 | 26–30 | The overall quality will show that the candidate is in control of the argument. The approach will be consistently analytical or explanatory rather than descriptive or narrative, demonstrating clear and accurate understanding of historical concepts relevant to analysis and to the topic. The essay will be fully relevant. It will be supported by carefully selected factual material and ideas closely focused on the topic and argument made. Where appropriate, the essay will effectively assess the strengths and limitations of competing historical interpretations. The argument will be structured coherently. The writing will be accurate. |

Note: Marking of Paper 2 Making of Independent Southeast Asia (Independence – 2000)

The rubric for the paper demands that candidates support each answer with examples drawn from at least three countries. An answer which makes reference to only two countries must not be rewarded a mark higher than Band 5, and an answer which makes reference to only one country cannot be placed higher than Band 3. A failure to support points being made carries its own penalty, in addition to the restrictions mentioned above.

APPENDIX C: GLOSSARY OF 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 developing a sense of period 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.

Cause and Effect

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

Change and 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 change as events progress over time have to be analysed and turning points, if any, need to be identified. There is also a need to use criteria to define periods of history in the areas of study.

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 faced them 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 event or personality also might help shed light on current issues.

APPENDIX D: RECOMMENDED READING LIST**Paper 1: Shaping the International Order (1945–2000)****Theme I: Understanding the Cold War, 1945–1991**

| | | |
|---|--|----------------------------------|
| David Halberstam | The Coldest Winter: America and the Korean War | Hyperion, 2008 |
| David Painter | The Cold War: An International History | Routledge, 1999 |
| Edward H Judge and John W Langdon | The Cold War: A History Through Documents | Pearson, 1998 |
| Ernest R May and Philip D Zeilkow | The Kennedy Tapes: Inside the White House during the Cuban Missile Crisis | W. W. Norton & Company, 2002 |
| Gabriel and Joyce Kolko | The Limits of Power: The World and United States Foreign Policy 1945–54 | Harper and Row, 1972 |
| Herbert Feis | From Trust to Terror: The Onset of the Cold War, 1945–1950 | New York, 1970 |
| Jeff Goodwin | No Other Way Out: States and Revolutionary Movements, 1945–1991 | Cambridge University Press, 2001 |
| Jeremy Isaacs, Taylor Downing and Peter Hennessy | Cold War: For 45 years, The World Held Its Breath | Little, Brown Book Group, 2008 |
| John Lewis Gaddis | The Cold War: A New History | Penguin Books, 2006 |
| John Lewis Gaddis | We Now Know: Rethinking Cold War History | Oxford University Press, 1998 |
| Jussi M Hanhimaki and Odd Arne Westad | The Cold War: A History in Documents and Eyewitness Accounts | Oxford University Press, 2004 |
| Kjell Goldmann and Pierre Allan | The End of the Cold War: Evaluating Theories of International Relations | Martinus Nijhoff, 2012 |
| Marilyn B Young, John J Fitzgerald and A Tom Grunfeld | The Vietnam War: A History in Documents | Oxford University Press, 2003 |
| Melvyn P Leffler | For the Soul of Mankind: The United States, the Soviet Union, and the Cold War | Hill and Wang, 2008 |
| Norman Friedman | The Fifty-Year War: Conflict and Strategy in the Cold War | Naval Institute Press, 1999 |
| Odd Arne Westad | The Global Cold War: Third World Interventions and the Making of Our Times | Cambridge University Press, 2007 |
| Odd Arne Westad | Reviewing the Cold War: Approaches, Interpretations, Theory | Frank Cass, 2000 |
| Ngairé Woods | Explaining International Relations since 1945 | Oxford University Press, 1996 |
| Pete Hamill | Vietnam: The Real War: A Photographic History by the Associated Press | Harry N. Abrams, 2013 |

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|-----------------------|---|--|
| Phillip B Davidson | Vietnam at War: The History: 1946–1975 | Oxford University Press, 1991 |
| Rayard L Garthoff | Reflections on the Cuban Missile Crisis | The Brookings Institute, 1989 |
| Richard Alan Schwartz | The Cold War Reference Guide: A General History and Annotated Chronology, with Selected Biography | McFarland, 2006 |
| Robert F Kennedy | Thirteen Days: A Memoir of the Cuban Missile Crisis | W. W. Norton & Company, 1999 |
| Roger C Thompson | The Pacific Basin Since 1945 | Longman, 2001 |
| Sheldon Stern | Averting 'The Final Failure': John F. Kennedy and the Secret Cuban Missile Crisis Meetings | Stanford University Press, 2003 |
| Stanley Karnow | Vietnam: History | Penguin Books India, 1997 |
| Vladislav M Zubok | A Failed Empire: The Soviet Union in the Cold War from Stalin to Gorbachev | University of North Carolina Press, 2008 |
| Walter LaFeber | America, Russia and the Cold War, 1945–1996 | McGraw-Hill, 1997 |
| William Stueck | Rethinking the Korean War: A New Diplomatic and Strategic History | Princeton University Press, 2004 |
| William Taubman | Khrushchev: The Man and His Era | W. W. Norton & Company, 2004 |

Theme II: Understanding the Global Economy, 1945–2000

| | | |
|-----------------------------------|--|---|
| Angus Maddison | The World Economy: A Millennial Perspective | Organisation for Economic Cooperation and Development, 2001 |
| Ankie Hoogvelt | Globalisation and the Postcolonial World: The New Political Economy of Development | Johns Hopkins University Press, 2001 |
| Dominic Kelly | Japan and the Reconstruction of East Asia | Palgrave Macmillan, 2002 |
| Eric Hobsbawm | The Age of Extremes: A History of the World, 1914–1991 | Vintage Books, 1996 |
| Eun Mee Kim | The Four Asian Tigers: Economic Development & the Global Political Economy | Emerald Group Publishing Limited, 1999 |
| Henry C Dethloff | The United States and the Global Economy since 1945 | Cengage Learning, 1996 |
| Jerry Mander and Edward Goldsmith | The Case Against the Global Economy and For a Turn Towards Localisation | Earthscan, 2000 |
| Joan E Spero and Jeffrey A Hart | The Politics of International Economic Relations | Johns Hopkins University Press, 2001 |
| John Ravenhill | Global Political Economy | Oxford University Press, 2011 |

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|--|--|--|
| Kunibert Raffer and Hans Wolfgang Singer | The Economic North-South Divide: Six Decades of Unequal Development | Edward Elgar Pub, 2001 |
| Manfred Steger | Globalisation: A Very Short Introduction | Oxford University Press, 2003 |
| Michael Veseth | The New York Times Twentieth Century in Review: The Rise of the Global Economy | Routledge, 2002 |
| Ming Wan | The Political Economy of East Asia: Striving for Wealth and Power | CQ Press, 2001 |
| Rafael Reuveny and William R Thompson | North and South in the World Political Economy | Wiley-Blackwell, 2008 |
| Randy Charles Epping | A Beginner's Guide to the World Economy | Vintage Books, 2001 |
| Robert Gilpin | The Political Economy of International Relations | Princeton University Press, 1987 |
| R W Compton | Transforming East Asian Domestic and International Politics: The Impact of Economy and Globalization | Ashgate, 2002 |
| Sidney Pollard | The International Economy since 1945 | Routledge, 1997 |
| Thomas D Lairson and David Skidmore | International Political Economy: The Struggle for Power and Wealth | Wadsworth Publishing, 2003 |
| W Driscoll and J Clark | Globalisation and the Poor: Exploitation or Equaliser? | International Debate Education Association, 2003 |
| Y Dolly Hwang | The Rise of a New World Economic Power: Postwar Taiwan | Praeger, 1991 |

Theme III: Safeguarding international peace and security

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|-------------------------------------|--|-------------------------------|
| Adam Roberts and Benedict Kingsbury | United Nations, Divided World: The UN's Roles in International Relations | Oxford University Press, 1994 |
| Amy Janello and Brennon Jones | A Global Affair: An Insider Look at the United Nations | Jones, and Janello, 1995 |
| Dimitris Bourantonis | The History and Politics of UN Security Council Reform | Routledge, 2007 |
| Eric G Berman and Katie E Sams | Peacekeeping in Africa: Capabilities and Culpabilities | United Nations, 2000 |
| Evan Luard and Derek Heater | The United Nations: How It Works and What It Does | Palgrave Macmillan, 1994 |
| John Terence O'Neill and Nick Rees | United Nations Peacekeeping in the Post-Cold War era (Cass Series on Peacekeeping) | Routledge, 2005 |
| Karen A Mingst and Margaret P Karns | The United Nations in the 21st Century (Dilemmas in World Politics) | Westview Press, 2011 |

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|--|---|---------------------------------------|
| Kofi A Annan | Global Values: The United Nations and the Rule of Law in the 21st Century | ISEAS, 2000 |
| Neil Fenton | Understanding the UN Security Council: Coercion or Consent? | Ashgate Pub Ltd, 2004 |
| Norrie MacQueen | Peacekeeping and the International System | Routledge, 2006 |
| Paul Taylor and A J R Groom | The United Nations at the Millennium: The Principal Organs | Continuum, 2003 |
| Peter R Baehr and Leon Gordenker | The United Nations at the end of the 1990s | Palgrave Macmillan, 1999 |
| Ramesh Thakur | The United Nations, Peace and Security: From Collective Security to the Responsibility to Protect | Cambridge University Press, 2006 |
| Ramesh Thakur and Albrecht Schanbel | United Nations Peacekeeping Operations: Ad Hoc Missions, Permanent Engagement | United Nations University Press, 2002 |
| Robert F Gorman | Great Debates at the United Nations: An Encyclopedia of Fifty Key Issues, 1945–2000 | Greenwood Press, 2001 |
| Stanley Meisler | United Nations: A History | Grove Press, 2011 |
| Stephen C Schlesinger | Act of Creation: The Founding of the United Nations | Basic Books, 2004 |
| Stuart Gordon and Francis Toase | Aspects of Peacekeeping (The Sandhurst Conference Series) | Routledge, 2000 |
| Thomas G Weiss, David P Forsythe and Roger A Coate | The United Nations and Changing World Politics | Westview Press, 2013 |
| William Shawcross | Deliver Us from Evil: Peacekeepers, Warlords and a World of Endless Conflict | Simon & Schuster, 2001 |

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

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.

| | | |
|--|---|----------------------------------|
| David P Chandler, et al. | In Search of Southeast Asia: A Modern History | University of Hawaii Press, 1987 |
| David P Chandler, et al. | The Emergence of Modern Southeast Asia: A New History | University of Hawaii Press, 2004 |
| Donald G Mccloud | Southeast Asia: Tradition and Modernity in the Contemporary World | Westview Press, 1995 |
| D R SarDesai | Southeast Asia: Past and Present | Westview Press, 2012 |
| H W Arndt and Hal Hill | Southeast Asia's Economic Crisis: Origins, Lessons, and the Way Forward (Letters of Wilkie Collins) | Palgrave Macmillan, 1999 |
| James W Morley | Driven by Growth: Political Change in the Asia-Pacific Region (Studies of the East Asian Institute) | M E Sharpe Inc, 1999 |
| John Funston | Government and Politics in Southeast Asia | Zed Books, 2002 |
| J Thomas Lindblad | Foreign Investment in Southeast Asia in the Twentieth Century (Modern Economic History of Southeast Asia) | Palgrave Macmillan, 1998 |
| Karl Jackson | Asian Contagion: The Causes and Consequences of a Financial Crisis | Westview Press, 1999 |
| Mark Beeson | Contemporary Southeast Asia | Palgrave Macmillan, 2008 |
| M C Ricklefs, Bruce Lockhart, Albert Lau, Portia Reyes and Mairii Aung-Thwin | A New History of Southeast Asia | Palgrave Macmillan, 2010 |
| Milton Osborne | Southeast Asia: An Introductory History | Allen & Unwin, 2013 |
| Nicholas Tarling | Historians and Southeast Asian History | New Zealand Asia Institute, 2000 |
| Nicholas Tarling | The Cambridge History of Southeast Asia: Volume 2, Part 2, From World War II to the Present (Cambridge History of Southeast Asia) | Cambridge University Press, 2000 |
| Robert A Dayley and Clark D Neher | Southeast Asia in the New International Era | Westview Press, 2013 |
| Thomas Engelbert and Hans Dieter Kubitscheck | Ethnic Minorities and Politics in Southeast Asia | Peter Lang Pub Inc, 2004 |

**Theme I: Search for Political Stability / Theme II: Economic Development after Independence
(Country-specific recommended readings)**

Burma/Myanmar

| | | |
|---|--|-----------------------------------|
| Ashley South | Mon Nationalism and Civil War in Burma: The Golden Sheldrake | Routledge, 2013 |
| David I Steinberg | Burma: The State of Myanmar | Georgetown University Press, 2001 |
| Josef Silverstein | Independent Burma at Forty Years: Six Assessments | Southeast Asia Program, 1989 |
| Michael Aung-Thwin and Maitrii Aung-Thwin | A History of Myanmar Since Ancient Times: Traditions and Transformations | Reaktion Books, 2012 |
| Michael W Charney | A History of Modern Burma | Cambridge University Press, 2009 |
| Priyambudi Sulistiyanto | Thailand, Indonesia and Burma in Comparative Perspective (The International Political Economy of New Regionalisms) | Ashgate Press, 2002 |
| Robert H Taylor | Burma: Political Economy under Military Rule | C Hurst & Co Publishers Ltd, 2001 |
| Robert H Taylor | The State in Burma | University of Hawaii Press, 2009 |
| Shelby Tucker | Burma: Curse of Independence | Pluto Press, 2001 |

Cambodia

| | | |
|-------------------------------|---|----------------------------------|
| Ben Kiernan and Chanthou Boua | Peasants and Politics in Kampuchea, 1942–1981 | New York: Zed Press, 1982 |
| David Chandler | A History of Cambodia | Westview Press, 2007 |
| David Chandler | Facing the Cambodian Past | Silkworm Books, 1996 |
| David Chandler | The Tragedy of Cambodian History: Politics, War, and Revolution since 1945 | Yale University Press, 1993 |
| David M Ayres | Anatomy of a Crisis: Education, Development, and the State in Cambodia, 1953–1998 | University of Hawaii Press, 2000 |
| Michael Vickery | Cambodia 1975–1982 | Silkworm Books, 2000 |
| Wilfred P Deac | Road to the Killing Fields: The Cambodian War of 1970–1975 | Texas A&M University Press, 1997 |

Philippines

| | | |
|----------------------|--|----------------------------------|
| Aurora Javate-De Dio | Dictatorship and Revolution: Roots of People's Power | Conspectus Foundation, 1988 |
| David Joel Steinberg | The Philippines: A Singular and a Plural Place (Nations of the Modern World) | Westview Press, 2000 |
| John Bresnan | Crisis in the Philippines: The Marcos Era and Beyond | Princeton University Press, 1986 |
| Richard J Kessler | Rebellion and Repression in the Philippines | Yale University Press, 1991 |
| Teodoro Agoncillo | History of the Filipino People | GP Press, 1990 |

Thailand

| | | |
|------------------------------------|--|----------------------------------|
| Barend Jan Terwiel | Thailand's Political History: From the 13th Century to Recent Times | River Books, 2012 |
| Chris Baker and Pasuk Phongpaichit | A History of Thailand | Cambridge University Press, 2009 |
| Chris Dixon | The Thai Economy (Routledge Studies in the Growth Economies of Asia) | Routledge, 2002 |
| Craig J Reynolds | National Identity and Its Defenders: Thailand Today | Silkworm Books, 2002 |
| David K Wyatt | Thailand: A Short History | Yale University Press, 2003 |
| James C Ingram | Economic Change in Thailand, 1850–1970 | Stanford University Press, 1971 |
| Joseph J Wright | The Balancing Act: A History of Modern Thailand | Asia Books, 1991 |

Vietnam

| | | |
|------------------|---|----------------------|
| D R SarDesai | Vietnam: Past and Present | Westview Press, 2005 |
| D R SarDesai | Vietnam: The Struggle for National Identity | Westview Press, 1992 |
| Stanley Karnow | Vietnam: A History | Penguin Books, 1997 |
| William J Duiker | Vietnam: Revolution in Transition | Westview Press, 1995 |

Indonesia

| | | |
|---|--|----------------------------------|
| Adam Schwarz | A Nation in Waiting: Indonesia's Search for Stability | Westview Press, 1999 |
| John D Legge | Indonesia | Prentice Hall, 1980 |
| John D Legge | Sukarno: A Political Biography | Penguin Books, 1973 |
| M C Ricklefs | A History of Modern Indonesia since c.1200 | Stanford University Press, 2008 |
| Michael R J Vaikiotis | Indonesian Politics Under Suharto: The Rise and Fall of the New Order (Politics in Asia) | Routledge, 1994 |
| Vincent J H Houben, J Thomas Lindblad and Thee Kian Wie | The Emergence of a National Economy: An Economic History of Indonesia, 1800–2000 | University of Hawaii Press, 2002 |

Malaya/Malaysia

| | | |
|-----------------------------|--|----------------------------------|
| Barbara Watson Andaya | History of Malaysia | University of Hawaii Press, 2001 |
| Cheah Boon Kheng | Malaysia: The Making of a Nation | ISEAS, 2002 |
| Diane K Milne and R S Mauzy | Malaysian Politics Under Mahathir (Politics in Asia) | Routledge, 1999 |
| James Peter Ongkili | Nation-Building in Malaysia, 1946–1974 | Oxford University Press, 1986 |
| J M Gullick | Malaysia: Its Political and Economic Development | Pelanduk Publications, 1986 |
| John H Drabble | An Economic History of Malaysia, 1800–1990: The Transition to Modern Economic Growth | Palgrave Macmillan, 2000 |

Singapore

| | | |
|-------------------------------|--|----------------------------------|
| C M Turnbull | A History of Modern Singapore: 1819–2005 | National University Press, 2010 |
| Ernest C T Chew and Edwin Lee | A History of Singapore | Oxford University Press, 1996 |
| Garry Rodan | The Political Economy of Singapore's Industrialization: National State and International Capital | Palgrave Macmillan, 1989 |
| J G S Drysdale | Singapore: Struggle for Success | Times Books International, 1984 |
| Raj Vasil | Governing Singapore: A History of National Development and Democracy | Allen & Unwin, 2001 |
| W G Huff | The Economic Growth of Singapore: Trade and Development in the Twentieth Century | Cambridge University Press, 1997 |

Theme III: Regional Conflicts and Cooperation

| | | |
|---------------------------------------|--|---|
| Alan Collins | The Security Dilemmas of Southeast Asia | Palgrave Macmillan, 2000 |
| Amitav Acharya | Constructing a Security Community in Southeast Asia: ASEAN and the Problem of Regional Order | Routledge, 2000 |
| Amitav Acharya | The Making of Southeast Asia: International Relations of a Region | Cornell University Press, 2013 |
| A S Bhalla and P Bhalla | Regional Blocs: Building Blocks or Stumbling Blocks? | St Martin's Press, 1997 |
| Christopher B Roberts | ASEAN Regionalism: Cooperation, Values and Institutionalisation | Routledge, 2013 |
| Donald E Weatherbee | International Relations in Southeast Asia: The Struggle for Autonomy | Rowman and Littlefield Publishers, 2008 |
| Eero Palmujoki | Regionalism and Globalism in Southeast Asia | Palgrave Macmillan, 2002 |
| Estrella D Solidum | The Politics of ASEAN: An Introduction to Southeast Asian Regionalism | Times Academic Press, 2004 |
| Hiro Katsumata | ASEAN's Cooperative Security Enterprise | Palgrave Macmillan, 2010 |
| James Clad and Sean M McDonald | The Borderlands of Southeast Asia Geopolitics, Terrorism, and Globalization | National Defense University Press, 2011 |
| Lee Jones | ASEAN, Sovereignty and Intervention in Southeast Asia | Palgrave Macmillan, 2012 |
| Michael Antolik | ASEAN and the Diplomacy of Accommodation | M. E. Sharpe, 1990 |
| N Ganesan | Bilateral Tensions in Post-Cold War ASEAN | ISEAS, 1999 |
| Robert A Dayley and Clark D Neher | Southeast Asia in the New International Era | Westview Press, 2013 |
| Rodolfo Severino | Southeast Asia in Search of an ASEAN Community | ISEAS, 2006 |
| Ronald D Palmer and Thomas J Reckford | Building ASEAN: 20 Years of Southeast Asian Cooperation | Praeger Paperback, 1987 |