



Singapore Examinations and Assessment Board



Cambridge Assessment  
International Education

**Singapore–Cambridge General Certificate of Education  
Advanced Level Higher 2 (2023)**

# **History (Syllabus 9752)**

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## 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 disciplinary. 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

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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

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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)
<b>A</b> <b>(Source-based case study)</b>	<p><b>(Theme I: Understanding the Cold War, 1945–1991)</b> Candidates will answer the <u>compulsory</u> source-based case study, comprising two sub-questions.</p> <ul style="list-style-type: none"> <li>(a): Compare 2 sources (10 marks; 5%)</li> <li>(b): Test assertion using all sources (30 marks; 15%)</li> </ul>	AO1 + AO3	40 marks  (20%)
<b>B</b> <b>(Essays)</b>	<p>Candidates will answer:</p> <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–2000) (3 hrs, 100 marks, 50% weighting)

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

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 level descriptors (Appendix A). The assessment involves qualitative rather than quantitative evaluation. Judgements on the appropriate level of each response assessed will be based on the principle of 'best fit' determined by the descriptions within each level 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 level descriptors (Appendix B). The assessment involves qualitative rather than quantitative evaluation. Judgements on the appropriate level of each essay assessed will be based on the principle of 'best fit', determined by the descriptions within each level, each of which has several assessment criteria.

## SYLLABUS CONTENT

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### ***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><b>Historical Concepts</b></p> <ul style="list-style-type: none"> <li>cause and effect</li> <li>change and 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 the Second World War</b></p> <ul style="list-style-type: none"> <li>Reasons for the emergence of tensions between 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, the Berlin Blockade, NATO and Warsaw Pact</li> <li>Historical debates on 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 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 active 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 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><b>Historical Concepts</b></p> <ul style="list-style-type: none"> <li>• cause and effect</li> <li>• change and 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 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 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</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		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><b>Historical Concepts</b></p> <ul style="list-style-type: none"> <li>• cause and effect</li> <li>• change and 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</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> </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</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–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><b>Historical Concepts</b></p> <ul style="list-style-type: none"> <li>• cause and effect</li> <li>• change and 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 create national unity</li> <li>• Impact of policies towards minorities</li> <li>• Response of minorities towards 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</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–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><b>Historical Concepts</b></p> <ul style="list-style-type: none"> <li>• cause and effect</li> <li>• change and 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</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–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><b>Historical Concepts</b></p> <ul style="list-style-type: none"> <li>• cause and effect</li> <li>• change and 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</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>– intra-ASEAN relations</li> <li>– 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</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.

## APPENDICES

### APPENDIX A: GENERIC LEVEL DESCRIPTORS 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 level 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
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.
L3	7–8	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. 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.
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.
L1	1–3	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. 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.
L0	0	No evidence submitted or answer does not address the question.

**Part b: 30 marks**

Level	Marks	Descriptor
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.
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).
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.
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.
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.
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.
L0	0	No evidence submitted or answer does not address the question.

**APPENDIX B: GENERIC LEVEL DESCRIPTORS FOR SECTION B: ESSAYS****Introduction**

These level descriptors 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 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 level 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. Credit will be given to those who can offer case studies to support their arguments.

Level	Marks	Quality of the Answers
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.
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.
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.
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.



Level	Marks	Quality of the Answers
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.
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.
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.
0	0	No evidence submitted or response does not address the question.

**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 Level 5, and an answer which makes reference to only one country cannot be placed higher than Level 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**

The reading list is indicative and not exhaustive.

**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
Ngaire 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
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
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**

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

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 Maitrii 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