Singapore–Cambridge General Certificate of Education
Advanced Level Higher 3 (2027)

History
(Syllabus 9823)

CONTENTS

INTRODUCTION

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

(a) developing the dispositions to be curious about the past and open to multiple perspectives

(b) engaging the learners in historical inquiry to develop confident, self-directed, critical and reflective thinkers

(c) equipping the learners with an understanding of historical concepts, methods and processes to make informed judgements of the past and to better understand the present

(d) equipping the learners with historical knowledge and understanding to develop local, regional and global awareness and cross-cultural skills

(e) enhancing the learners' appreciation of the past to develop their sense of identity and cultivate confident, responsible and concerned citizens.

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

A-Level History Curriculum Shape

Historical understanding (core) is the key goal of learning history. It is achieved through the development of **historical thinking** and **historical knowledge** (innermost ring). Historical thinking comprises the disciplinary processes of constructing history, while historical knowledge refers to the substantive knowledge of history.

The development of historical thinking and knowledge is undertaken through the learning of **historical and content concepts**, as well as the acquisition of **historical inquiry and skills** (middle ring). Historical and content concepts provide the conceptual lens for thinking and knowing, while historical inquiry and skills are the disciplinary tools.

The development of these concepts and skills is contextualised in the study of **local, regional and global developments and their interconnections**, as well as the role of **historical agency** in these developments (outermost ring). The curriculum provides students with breadth and depth of content to facilitate their development of historical understanding.

H3 History is intended for H2 History candidates who demonstrate strong aptitude and interest in history. Building on the competencies acquired in H2 History, H3 History sets out to provide a more diverse and rigorous learning experience for candidates to develop extended rigour in the use of historical concepts and independent historical inquiry skills in the context of their chosen area of historical knowledge.

AIMS

Extending from the H2 History syllabus aims, the H3 History syllabus aims to encourage candidates to:

- develop a lasting interest in history

- develop an appreciation of history as a discipline through:
    - examining how and why history is studied
    - engaging in independent historical inquiry
    - recognising that historical interpretations and judgements are based on available evidence and are provisional in nature
    - critically appraising how the past is interpreted, portrayed and represented

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

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

- develop empathy with people living in diverse places and at different times

- enhance their sense of identity and be confident, responsible and concerned citizens.

ASSESSMENT OBJECTIVES

H3 History students are expected to:

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

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

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

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

SYLLABUS CONTENT

H3 History takes the form of a taught element, *Investigating History*, and a research element, *Historical Inquiry*. The proposed curriculum time for H3 History is approximately 122 hours.

Investigating History builds candidates' capacity to undertake a critical approach to examining their chosen history research question by equipping candidates with a theoretical understanding of the nature of history and guiding them in applying their understanding of how the past is constructed.

Candidates will examine the following issues which shape the historian's craft:

- Different views on the relationship between history and truth.

- How and why history is constructed.

- From whose perspective history is written.

- The nature and limitations of historical knowledge.

It is recommended that teachers allocate about 24 hours to the taught element. The taught element can be taught in alignment with students' progress in their independent research to provide just in time support.

Investigating History Learning Outcomes and Content

Candidates will:

- discuss the nature of history

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

- acquire awareness of the methods and processes of historical research and apply relevant methods and processes to answer the research question

- understand the principles of good historical writing and apply these principles in the writing of the H3 History research essay.

Topic	Content	Learning Outcomes _(Students are able to:)_
What is history?	- **History as accounts of the past:** – Changing ideas about the nature of history: from empiricist to post-modernist paradigms	- discuss the relationship between history and truth

What makes a good history question?	- **How and why different historical accounts are constructed:**
	  – Understanding how history is constructed and contested in different fields of history
	  – Assessing existing narratives in history: from whose perspective history is written; challenges to dominant narratives
		- discuss how history is constructed and contested

	- **The nature of evidence in history:** – Using sources to construct historical knowledge	- discuss how historians use sources to construct interpretations about the past

	- **Asking good questions for research in history:**
	  – Conceptualising a history research question that is historically significant and feasible for exploration
	  – Developing a literature scan and understanding its relationship with a good research question
		- apply their understanding of accounts and evidence to identify possible topics for the research essays
		- develop a literature scan that critically assesses the existing state of knowledge on the topic
		- craft an effective history research question based on the literature scan

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

How is historical knowledge constructed?	• **Understanding research methodology in history through historical inquiry:**
	  – Gathering sources
	  – Exercising reasoning
	  – Presentation
	  – Reflection
		• apply their understandings of evidence and research methodology to answer the research question
		• reflect on the contributions and limitations of sources in constituting historical evidence
		• reflect on the contributions and limitations of the research.

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

SCHEME OF ASSESSMENT

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

Types of historical inquiry

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

Planning and writing the Research Proposal

1. **Identifying a research topic**

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

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

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

   2.2 The Proposal must include the following details:

   • the research topic
   • a rationale for the choice of research topic
   • the title of the Research Essay
   • a synopsis which states the following clearly:
     – the objectives of the research

  - how the scope of the research area enables candidates to demonstrate an understanding of broader historical issues (e.g., history as a construct, the nature of the historical method)
  - an indication of any potential problems or limitations of the research
- a literature scan giving an overview of the current state of research and knowledge in this area of study
- if applicable, a description of the qualitative or quantitative methodology to be used in gathering data.

The proposal should not exceed 500 words.

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

2.4   Proposal submissions will be sent electronically to Cambridge for approval by the examiner who will advise on the research proposals based on the following considerations:
- Is the title of the research paper expressed as a historical question?
- Are suitable resources available to answer the question?
- Will the research question lend itself to be tested against the assessment objectives?

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

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

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

3.   Notes for Coursework Supervisor on Research Essay

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

3.1   During Proposal Stage

3.1.1   At the Proposal Stage of the Research Essay, Coursework Supervisors are expected to:
- guide candidates on the selection of an appropriate research topic
- guide candidates in the formulation of their research proposal. This guidance includes discussion, with the candidates, of feedback given by the examiner on the proposal, as well as the formulation of a second proposal, if required
- advise candidates on work schedule
- advise candidates on research ethics
- guide candidates on research skills and techniques
- advise candidates on the suitability of resources/references selected
- draw candidates' attention to the importance of the declaration they will be required to make in the *Declaration and Submission Form* (provided by SEAB).

3.2   During Writing Stage

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

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

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

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

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

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

    There are two ways the third conference can be conducted:

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

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

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

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

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

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

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

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

3.3 Acknowledgement of External Guidance

3.3.1 Candidates are permitted to seek advice or information from people outside of the school environment who have expertise that is relevant to their research. However, as part of their guidance on the ethics of carrying out independent research, Coursework Supervisors should advise candidates that it is not acceptable for them to either seek or accept help from any outside agency, including family and friends, in the actual writing of their Research Essay. The responsible use of Artificial Intelligence (AI) is also permitted. Content produced by AI such as ChatGPT is not considered as candidates' own work, and therefore candidates are required to acknowledge sources used in their work.

3.3.2 Candidates must acknowledge guidance or information provided by people or generated by Artificial Intelligence (AI) other than their Coursework Supervisor. They may do this through the use of in-text citations, footnotes, or endnotes, or in their bibliography.

3.4 **Submission of Work and Suspicion of Plagiarism**

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

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

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

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

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

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

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

4. **Notes on the submission of the Research Essay**

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

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

5. **The Research Essay must be accompanied by:**

- Research Essay Proposal Form
- Declaration and Submission Form
- Record of Guidance
- Appendices (where necessary).

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

Framework of the Research Essay

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

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

APPENDICES

[APPENDIX A]

H3 HISTORY LEVEL DESCRIPTORS

Level 4

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

Level 3

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

Level 2

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

Level 1

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

[APPENDIX B]

RECOMMENDED READING LIST

The reading list is indicative and not exhaustive.

HISTORIOGRAPHY

History as Accounts of the Past

Black, Jeremy and Donald MacRaild	*Studying History* (4th ed.)	Palgrave Macmillan (2017)
Carr, Edward Hallett	*What Is History?*	Penguin Books (2018)
Collingwood, R. G.	*The Idea of History*	Read Books (2020)
Elton, Geoffrey R	*The Practice of History* (2nd ed.)	Wiley-Blackwell (2001)
Evans, Richard J	*In Defense of History* (2nd ed.)	Granta Books (2001)
Hobsbawm, Eric	*On History*	Abacus (2008)
Jenkins, Keith	*On 'What Is History?': From Carr and Elton to Rorty and White*	Routledge (1995)
Jenkins, Keith	*Re-thinking History* (3rd ed.)	Routledge (2015)
Tosh, John (ed.)	*Historians on History* (3rd ed.)	Routledge (2018)
Warren, John	*The Past and its Presenters: An Introduction to Issues in Historiography*	Hodder & Stoughton (1998)

Different Fields of History

Bentley, Michael (ed.)	*Companion to Historiography*	Routledge (2002)
Burke, Peter (ed.)	*New Perspectives on Historical Writing* (2nd ed.)	Polity (2001)
Ferro, Marc	*The Use and Abuse of History* (2nd ed.)	Routledge (2003)
Green, Anna and Kathleen Troup	*The Houses of History: A Critical Reader in History and Theory* (2nd ed.)	Manchester University Press (2016)
Kramer, Lloyd and Sarah Maza	*A Companion to Western Historical Thought*	Wiley-Blackwell (2006)
MacMillan, Margaret	*Dangerous Games: The Use and Abuses of History*	Modern Library (2010)
Tosh, John	*The Pursuit of History: Aims, Methods and New Directions in the Study of Modern History* (6th ed.)	Routledge (2015)

Cultural and Social History

Burke, Peter	*What Is Cultural History?* (3rd ed.)	Polity (2019)
Thompson, E P	*Making History: Writings on History and Culture*	The New Press (1994)

Diplomatic History

Elman, Colin and Miriam Fendius Elman	*Bridges and Boundaries: Historians, Political Scientists, and the Study of International Relations*	MIT Press (2001)
Gaddis, John L	*New Conceptual Approaches to the Study of American Foreign Relations: Interdisciplinary Perspectives*	Diplomatic History, Vol. 14, No. 3 (July 1990), Oxford University Press
Plummer, Brenda G	The Changing Face of Diplomatic History: A Literature Review	The History Teacher, Vol. 38, No. 3 (May 2005), Society for History Education
Zeiler, Thomas W	*The Diplomatic History Bandwagon: A State of the Field*	The Journal of American History, Vol. 95, No. 4 (March 2009), Organisation of American Historians

Gender History

Burton, Antoinette	*Dwelling in the Archive: Women Writing House, Home, and History in Late Colonial India*	Oxford University Press (2003)
Kelly, Joan	*Women, History, and Theory: The Essays of Joan Kelly*	University of Chicago Press (2014)
Scott, Joan W	*Gender and the Politics of History*	Columbia University Press (2018)
Smith, Bonnie G	*The Gender of History: Men, Women, and Historical Practice*	Harvard University Press (2000)

National and Southeast Asian History

Benda, Harry J	*The Structure of Southeast Asian History: Some Preliminary Observations*	Journal of Southeast Asian History, Vol. 3, No. 1 (March 1962), National University of Singapore
Burton, Antoinette (ed.)	*After the Imperial Turn: Thinking with and Through the Nation*	Duke University Press (2003)
Smail, John R W	*On the Possibility of an Autonomous History of Modern Southeast Asia*	Journal of Southeast Asian History, Vol. 2, No. 2 (July 1961), Cambridge University Press

Postcolonial/Subaltern Studies

Chaturvedi, Vinayak	*Mapping Subaltern Studies and the Postcolonial*	Verso Books (2012)
Cooper, Frederick	*Colonialism in Question: Theory, Knowledge, History*	University of California Press (2005)
Guha, Ranajit (ed.)	*A Subaltern Studies Reader, 1986–1995* (2nd ed.)	South Asia Books (2000)
Guilderhus, Mark T	*History and Historians: A Historiographical Introduction* (7th ed.)	Pearson (2009)
Ludden, David (ed.)	*Reading Subaltern Studies: Critical History, Contested Meaning, and the Globalization of South Asia*	Anthem Press (2002)
Lynd, Staughton	*Doing History from the Bottom Up: On E.P. Thompson, Howard Zinn, and Rebuilding the Labor Movement from Below*	Haymarket Books (2014)
Mignolo, Walter D.	*Local Histories/Global Designs: Coloniality, Subaltern Knowledge, and Border Thinking*	Princeton University Press (2012)
Morris, Rosalind C	*Can the Subaltern Speak?: Reflections on the History of an Idea*	Columbia University Press (2010)

Singapore's History

Hong, Lysa and Huang Jianli	'The Scripting of Singapore's National Heroes: Toying with Pandora's Box' in *New Terrains in Southeast Asian History,* Ahmad, Abu Talib and Tan Liok Ee (eds.)	Ohio University Press (2002)
Lau, Albert	'Nation-Building and the Singapore Story: Some Issues in the Study of Contemporary Singapore History' in *Nation-Building: Five Southeast Asian Histories*, Wang Gungwu (ed.)	Institute of Southeast Asian Studies (2005)
Loh, Kah Seng	*Within the Singapore Story: The Use and Narrative of History in Singapore*	Crossroads: An Interdisciplinary Journal of Southeast Asian Studies, Vol. 12, No. 2 (1998), Centre for Southeast Asian Studies, Northern Illinois University.

HISTORIAN'S CRAFT

General Reading

Black, Jeremy and Donald MacRaild	*Studying History* (4th ed.)	Palgrave Macmillan (2017)
Booth, Wayne C, Gregory G Colomb, Joseph M. Williams, Joseph Bizup and William T. FitzGerald	*The Craft of Research* (4th ed.)	University of Chicago Press (2016)
Cullen, Jim	*Essaying the Past: How to Read, Write and Think About History* (4th ed.)	Wiley-Blackwell (2020)
Galgano, Michael J, J Chris Arndt and Raymond M. Hyser	*Doing History: Research and Writing in the Digital Age* (2nd ed.)	Cengage Learning (2012)
McDowell, W H	*Historical Research: A Guide for Writers of Dissertations, Theses, Articles and Books*	Routledge (2002)
Schrag, Zachary M	*The Princeton Guide to Historical Research*	Princeton University Press (2021)

Asking Good Questions – Literature Scan

Onwuegbuzie, Anthony J. and Rebecca Frels	*Seven Steps to a Comprehensive Literature Review: A Multimodal and Cultural Approach*	SAGE (2016)

Gathering Sources

Barber, Sarah and Peniston-Bird, Corinna M	*History Beyond the Text: A Student's Guide to Approaching Alternative Sources*	Routledge (2009)
Bombaro, Christine	*Finding History: Research Methods and Resources for Students and Scholars*	Scarecrow Press (2012)
Brundage, Anthony	*Going to the Sources: A Guide to Historical Research and Writing* (6th ed.)	Wiley-Blackwell (2017)
Tosh, John	*The Pursuit of History: Aims, Methods and New Directions in the Study of Modern History* (6th ed.)	Routledge (2015)
Williams, Robert C	*The Historian's Toolbox: A Student's Guide to the Theory and Craft of History* (4th ed.)	Routledge (2019)

Exercising Reasoning, Presentation and Reflection

Ankersmit, Frank	*Meaning, Truth, and Reference in Historical Representation*	Cornell University Press (2012)
Antonova, Katherine Pickering	*The Essential Guide to Writing History Essays*	Oxford University Press (2020)
Lévesque, Stéphane	*Thinking Historically: Educating Students for the Twenty-First Century*	University of Toronto Press (2009)
Marius, Richard and Melvin Eugene Page	*A Short Guide to Writing about History (9th ed.)*	Pearson (2015)
Rampolla, Mary Lynn	*A Pocket Guide to Writing in History (10th ed.)*	Bedford (2020)