

# Provisional Reading List for History Advanced Extension Award

The purpose of the History Advanced Extension Award is *not* to enable you to learn more information about a particular historical period. Rather, the exam encourages you to build on what you already know and think more critically about the nature and practice of historical scholarship in general. Most students will prepare for this exam by reading a few scholarly articles and books, and then reflecting on their contents. This practice will help better prepare you for university studies and will enhance your understanding of the other exam units that you are being taught.

The list below is intended as a guide only. Students should not attempt to read everything and indeed they are encouraged to select a few key items only. Many items will be available in your school library, through interlibrary loan, on the internet, through online second-hand bookshops or in the local library near to your house.

## Hints for General Research on Unfamiliar Historical Topics

Basic information on historical terms, events and key individuals can be located in **historical dictionaries, dictionaries** and **encyclopaedias**. Try [www.historytoday.com](http://www.historytoday.com) for a useful online reference work. The *Encyclopaedia Britannica* is also a very good quick-access work of reference and it will probably be available in your school library or a local municipal library. **Historical atlases** are useful for brief overviews of a historical period, and provide historically accurate maps relevant to the period under study. An extensive bibliographical guide covering all periods of history from Palaeolithic times to the present is available on the Edexcel website ( [www.edexcel.org/uk](http://www.edexcel.org/uk))

## BOOKS

A brief selection only is given. Your teacher may recommend one to begin with. Through most of the items listed, other key works can be identified if necessary through bibliographies and footnotes. The Bentley or Jordanova are good places to start; they are available in paperback and don't cost too much (use [Amazon.co.uk](http://Amazon.co.uk) to acquire). If you are thinking of studying history at university, be brave and dip into one of these – especially if you are going to have an interview.

M. Bentley, *Modern Historiography. An Introduction* (London, 1998)

M. Bloch, *The Historian's Craft* (New York, 1953)

A. Brundage, *Going to the Sources: a Guide to Historical Research and Writing* (Wheeling Ill., 1989)

P. Burke, *Eyewitnessing: the Uses of Images as Historical Evidence* (2001)

- A. Callinicos, *Making History* (New York, 1988)
- D. Cannadine ed., *What is History Now?* (London, 2002)
- E. H. Carr, *What is History?* (London, 1990)
- W. Gordon East, *The Geography Behind History* (London, 1965)
- G. R. Elton, *The Practice of History*
- R. Evans, *In Defence of History* (London, 2002)
- N. Ferguson ed., *Virtual History: Alternatives and Counterfactuals* (1998)
- E. Hobsbawm, *On History* (London, 1997)
- K. Jenkins, *On 'What is History?' From Carr and Elton to Rorty and White* (London, 2001)
- , *Re-Thinking History* (London, 1991)
- L. Jordanova, *History in Practice* (New York, 2000)
- W. Lamont ed., *Historical Controversies and Historians* (London, 2001)
- A. Marwick, *The Nature of History* (London, 1989)
- J. McLennan, *Marxism and the Methodologies of History* (London, 1981)
- J. Tosh, *The Pursuit of History* (London, 1991)
- J. Tosh, *The Pursuit of History: Aims, Methods and New Directions in the Study of Modern History*
- J. Vincent, *An Intelligent Person's Guide to History* (London, 2001)

## **ARTICLES**

All these articles are available online through the *History Today* website ([www.historytoday.com](http://www.historytoday.com)). Some schools may purchase an institutional subscription to allow pupils to access them; other pupils may purchase individual articles on a pay-per-view system.

### **General – the nature of historical enquiry**

- R. [Mettam](#), 'What is History? The Great Debate', *History Today*, May (1984), 7-16
- R. J. Evans, 'Postmodernism and the Study of History', *History Review* (2001) [also in *History Today*, 32 (1998), 28-29]
- M. R. [Horowitz](#), 'Which Road to the Past?', *History Today*, Jan (1984), 5-10
- J. Black, 'History Now', *History Today*, (2002), 88
- P. [Burke](#), 'Wanted: a New Kind of Narrative', *History Today*, June, (1985), 4-5
- L. [Jordanova](#), 'Public History', *History Today*, (2000), 20-21 [History in the media etc]
- R. [Porter](#), 'Healthy History', *History Today*, 40 (1990), 8-11 [what should be taught in schools]
- S. [Sheridan](#), 'History Without Morality, History without Truth', *History Today*, May (1996), 11-13
- D. [Marquand](#), 'Big Ends or Little Ends?', *History Today*, 41:9 (1991), 38
- A. [Munslow](#), 'Where does History Come From?', *History Today*, 52:3 (2002), 18-20
- P. [Mandler](#), 'What is History For?', *History Today*, 52:7 (2002), 28-30
- A. [Seldon](#), 'Secret History (i)', *History Today*, 41:11 (1991), 29-31 [History and current affairs]
- J. Crossland, 'Secret History (ii)', *History Today*, 41:11 (1991), 31-33 [Historians and Journalists]
- B. Porter, 'Secret History (iii)', *History Today*, 41:11 (1991), 33-35 [how difficult is it for today's historians to uncover secret histories?]
- M. Burleigh, 'Secret History (iv)' *History Today*, 41:11 (1991), 35-36 [should historians be morally neutral about the subjects of their investigation?]

## **Approaches: Political, Social, Cultural, Religious, Economic History, Gender and History etc**

These articles examine the different types of history that historians write, and investigate some of the theories underpinning their work.

- R. [Samuel](#), 'What is Social History?', *History Today*, March (1985), 34-44.
- S. [Collini](#), 'What is Intellectual History?', *History Today*, Oct (1985), 46-54
- P. [Adelman](#), 'What is Economic History?', *History Today*, Feb (1985), 35-43
- R. Tomlinson, 'What is the History of Science?', *History Today*, April 1985
- A. Medelsohn, 'Why Study the History of Science Medicine and Technology?', *History Today*, Feb (2003), 56
- O. [Hufton](#), 'What is Women's History?', *History Today*, June (1985), 38-48
- T. Martin, 'Feminine Gender, Past Imperfect', *History Today* (April 1997), 12-14
- L. Davidoff, 'Gender, Class and Nation', *History Today*, Feb (1992), 49-53
- T. Judt, 'Chronicles of a Death Foretold', *History Today*, 41:10 (1991), 48-51 [about Marxism]
- H. [Michael](#), 'What is Military History?', *History Today*, 34:12 (1984)
- K. [Burk](#), 'What is Political History?', *History Today*, 35:1 (1985), 10-18.
- J. Roberts, 'Goodbye to all That?', *History Today*, 41:8 (1991), 40-46 [Marxism and the 'long duree']
- D. [Shaw](#), 'What is Religious History?', *History Today*, 35:8 (1985), 43-52

## **Historical Methodology**

These articles examine the methods by which historians collect and interpret historical data.

- R. [Perks](#), 'Listening to the Past', *History Today*, Nov (2000), 36-37
- R. [O'Day](#), 'Flexible History and CD-Roms', *History Today*, Aug (1997), 8-10
- R. [Mace](#), 'Invisible History', *History Today*, Dec (1982), 30-31
- P. [Cleveland-Peck](#), 'Archives of the People', *History Today*, Feb (1999), 34-35

**History and Heritage; History and the Media; History and Education/Teaching; History and Archives**

- H. Purcell, 'Broadcast History', *History Today*, 49 (1999), 40-42
- M. Smith, 'History and the Media: Are you Being Hoodwinked?', *History Today*, 53:3 (2003), 26-30
- P. [Keighron](#), 'Boxed History', *History Today*, (1990), 5-7 [History on TV]
- B. Winston, 'Documentary and History on Film', *History Today*, 56:1 (2006), 29-33.
- D. Snowman, 'On the Heritage Trail', *History Today*, 54 (2004), 20-28
- E. Burns, 'The Festival of History', *History Today*, 53:8 (2003)
- A. I. P. Smith, 'It's Magnificent but is it History', *History Today*, 51:5 (2001), 36-38
- 'Tomorrow's History: Made in the North East', *History Today* [www.tomorrows-history.com](http://www.tomorrows-history.com)
- C. Counsell, 'Teaching History', *History Today*, 49 (1999), 18-20
- P. Furtado, 'History in English Schools', *History Today*, 55 (2005), 28-29
- 'Undergraduate History 1999', *History Today*, 49:8 (1999), 54-60
- 'University History', *History Today*, 49:2 (1999), 54-56
- R. Peace, 'History at University', *History Today*, 52:8 (2002), 58-62
- 'History Tomorrow', *History Today*, 39 (1989), 7-15
- P. Mandler, 'What is History For?', *History Today*, 52 (2002)
- T. Aldous, 'Lost without Trace', *History Today*, 42:8 (1982), 2
- 'Imagining History', *History Today*, 83 (1988), 2-3
- G. Mawrey, 'Digging for History', *History Today*, 56:2 (2006), 4-6 [Historic gardens]
- R. Gardner, 'Unlocking the Archives', *History Today*, 54:6 (2004), 2-3
- F. Kisby, 'In Hortis Reginae: an Introduction to the Archives of Queenswood School', *Record Keeping Magazine*, Winter (2006), 20-23. [available free online through the *National Archives Website*]

'Black History is not Just for October: Northamptonshire Black History Project', *Record Keeping Magazine*, Winter (2006), 24-27. [available free online through the *National Archives Website*]

R. Hodges, 'When in Rome ...?', *History Today*, 43:4 (1993), 8-10

### **Archaeology**

D. Henson, 'People and Place', *History Today*, 51 (2001), 38-39

A. Aldous, 'Archaeology's Ill Wind', *History Today*, 43:6 (1993), 3-4

### **Interpretations and Examinations of Historiography on Specific Topics**

The following articles reinterpret events or the impact and role of individuals in history. Choose one or two of them to read and see how historians interpret evidence differently. It may facilitate your understanding if you choose an article about an area of history you know about. However, you can easily look up basic details about individuals and events in an encyclopaedia before reading the articles.

J. Claydon, 'How Much Historiography Should be Included in Essays?', *History Today*,

C. [Read](#), 'Reading History: Stalin's Russia', *History Today*, 33:4 (1983), 41-43

S. Sebag Montefiore, 'History and Biography', *History Today*, 54:3 (2004), 30-31 [Stalin]

P. Wingrove, 'The Mystery of Stalin', *History Today*, 53:3 (2003), 18-20

E. [Acton](#), 'Reading History: the Russian Revolution'. *History Today*, 32:7 (1982)

B. Bradshaw, 'Reading History: the Reformation and Counter Reformation', *History Today*, 33:11 (1983), 42-45

P. [Burke](#), 'Reading History: the Italian Renaissance', 34:6 (1984), 35-37

P. [Cartledge](#), 'Reading History: the Birth of Greek Civilisation', *History Today*, 33:7 (1983), 45-47

D. [Johnson](#), 'Reading History; the French Revolution', *History Today*, 32:1 (1982), 35-37

B. Kiernan, 'Coming to terms with the Past: Cambodia', *History Today*, 54:9 (2004), 16-19

J. Laynesmith, 'The King's Mother', *History Today*, 56:3 (2006), 38-44

J. S. Morrill, 'Reading History: the English Civil Wars 1642-1649'. *History Today*, 32:9 (1982), 51-52.

C. Haigh, 'Reading History: the Reign of Elizabeth I', *History Today*, 35:8 (1985), 53-55

A. [Gransden](#), '1066 and all that Revised', *History Today*, 38:9 (1988), 47-52

D. [Starkey](#), 'Reading History: Tudor Kingship', *History Today*, 32:6 (1982), 52-54

B. [Waller](#), 'Bismarck: a Reinterpretation', *History Today*, 30 (1998), 40-44.

### **History and Film**

Should movie makers produce historically accurate films, or excellent entertainment? Is it possible to combine both? Decide by watching the films and 'featurettes' of some of the following available on DVD: *Mona Lisa Smile* (history of women and education); *Good Night, and Good Luck* (America in the 1950s); *Downfall* [the last days of Hitler's life]