

Unit 3 & 4 History

Russian & Chinese Revolutions O-Week 2016

# Introduction

Revolutions are the great disjuncture of modern times and mark deliberate attempts at new directions. They share the common aim of breaking with the past by destroying the regimes and societies that engender them and embarking on a program of political and social transformation. As processes of dramatically accelerated social change, revolutions have a profound impact on the country in which they occur, as well as important international repercussions.

Because revolutions involve destruction and construction, dispossession and liberation, they polarize society and unleash civil war and counter-­‐revolution, making the survival and consolidation of the revolution the principal concern of the revolutionary state. In defense of the revolution, under attack from within and without, revolutionary governments often deploy armed force and institute policies of terror and repression. The process of revolution concludes when a point of stability has been reached and a viable revolutionary settlement made.

In History: Revolutions, students will study the Russian Revolution (Coronation of Tsar Nicholas 1896 – End of the NEP 1927) and the Chinese Revolution (The Chinese Republic 1912 – Death of Mao 1976). The meaning of particular revolutions has continually been reconsidered and debated. This study of revolutions will consider these debates and the reasons why different people have represented the history of the revolution differently. You will analyse each revolution in terms of the areas of study below.

# Areas of Study

* Revolutionary ideas, movements and leaders
	+ The causes of tensions and conflicts generated in the old regime that contributed to the outbreak of revolution
	+ Reasons why governments were unwilling or unable to change circumstances
	+ Ideas that were utilized in revolutionary struggle
	+ The role of revolutionary groups and parties in bringing about radical change, including sources of tension and division as well as unity
	+ The role and significance of individuals and revolutionary publications in the revolution
* Creating a new society
	+ The causes of the crisis of the revolution
	+ The key responses of the revolutionary parties or state to these crises
	+ Changes that the revolution brought about in the power structure and in the organization of economic activity
	+ Continuities with the old regime in power relations, distribution of wealth, social control and conditions in everyday life
	+ Historiography: the challenges Historians have in analysing events from particular viewpoints

# Outcomes

On completion of this unit, students can:

* Analyse and evaluate the role of movements, ideas, leaders and events, and
* Analyse the challenges faced by the emerging new order and evaluate the nature of the new society created by the revolution.

# Assessment Tasks

* Essay
* Analysis of Primary Sources (documents, cartoons, paintings, posters, speeches etc…)
* Historical Interpretation Task
* Research Task
* Final exam – 50% of your total History: Revolutions grade.

# Completion of work:

# Apart from the completion of Outcome Tasks, each week you will be asked to respond to a number of tasks. It is the responsibility of the student to ensure that all tasks be completed. Some tasks will be Self Assessment and will be not be collected by me, however these tasks must be still be completed in your workbook. The completion of classwork may be used in the decision to award a Satisfactory or Non-­‐Satisfactory result for Outcome Tasks. Inability to complete classwork may be grounds for a N being awarded for this subject.

***If you are absent for absent for any class it is the responsibility of YOU to catch up with work prior to your return to this class.***

Overdue work will also be noted to the Year Level Manager and students will be expected to catch up on any overdue work. Failure to do so may lead to an N being awarded for this subject

# Work Book & Notes:

# You are required to maintain a workbook throughout this Unit. It is recommended that you use a loose-­‐leaf folder in History. Subject Dividers/Tabs should be used to separate Areas of Study; practice tasks to be sent in for correction, including Graded Tasks, should be on separate sheets of paper and should not include any other work. You should also dedicate a section in your folders for collated quotes on each topic.

When you submit work, please be sure to use only one side of the paper and leave enough room for teacher comments. Also, be sure to write your name on each page. Handwriting must be legible.

# Attendance:

# It is a VCAA requirement that students must attend a *miniumum* of 90% of classes. Medical Certification should be provided to the Year Level Manager if you are absent and also to the teacher. Failure to acquire approved absence for outcome tasks may lead to N being awarded for this subject.

# Textbooks

* Malone, Richard. “Analysing the Russian Revolution.” (3rd Edition). Cambridge University Press
* Ryan, Tom. “China Rising.” (2nd Edition). HTAV

Students must purchase these textbooks to ensure they can complete all work set for completion in both the classroom and as revision at home.

# Useful Resources:

[www.thegreatcourses.com.au/courses/history-of-russia-from-peter-the-great-to-gorbachev.html](http://www.thegreatcourses.com.au/courses/history-of-russia-from-peter-the-great-to-gorbachev.html)

<http://www.vcaa.vic.edu.au/vce/studies/history/revolutions/revolutionindex.html>

http://www.atarnotes.com

[http://www.alphahistory.com](http://croydonhistory.wikispaces.com/)

[www.loc.gov/exhibits/empire/](http://www.loc.gov/exhibits/empire/)

<http://spartacus-educational.com/Russian-Revolution.htm>

[www.marxists.org](http://www.marxists.org)

[www.departments.bucknell.edu/russian/Site-prior-to-Easyweb-migration/history.html](http://www.departments.bucknell.edu/russian/Site-prior-to-Easyweb-migration/history.html)

# Provisional Course Timeline:

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| Week | **TOPIC** |
| **Orientation** | **INTRODUCTION TO UNIT, ASSESSMENT TASKS, HOLIDAY HOMEWORK**WHAT IS REVOLUTION?**CH 1: LIFE IN THE LAND OF THE TSARS** |
| 1 |  **1. Sergei Witte’s reforms, Tsar Nicholas II, Russo Japanese War**1. ***OPPOSITION TO TSARISM (IDEAS & LEADERS)***

*KEY CONCEPTS: Marxism, V.Lenin, K. Marx, etc.*1. ***OPPOSITION TO TSARISM (MOVEMENTS)***

*KEY CONCEPTS: SDWP split (Mensheviks & Bolsheviks) Socialist Revolutionaries. Also Kadets & Oktobrists***REVOLUTIONARY CRISIS BEGINS**KEY CONCEPTS: Bloody Sunday, Russo-­‐Japanese War, other crises, formation of St. Petersburg Soviet, October Manifesto |
| 2 |
| 3 |
| 4 |
| 5 | **ATTEMPTS AT SAVING TSARISM**KEY CONCEPTS: Fundamental State Laws, Duma’s, Stolypin (& his reforms)***KEY SKILLS: Document Analyses (especially type D style questions) and revision of structure*****WORLD AT WAR**KEY CONCEPTS: Problems in WWI (home and abroad – FUFI), Alexandria, Rasputin, |
| 6 |
| 7 | **THE FEBRUARY REVOLUTION**KEY CONCEPTS: Abdication of Nicholas**CRISIS OF DUAL AUTHORITY**KEY CONCEPTS: The Provisional Government, Soviet Order No. 1, Dual Government, April Theses, July Days, Kornilov Revolt (Affair), Bolshevik Majority in Soviets |
| 8 |
| 9 | **OCTOBER REVOLUTION**KEY CONCEPTS: Factors which allowed Bolsheviks to take control, the role of Lenin & Trotsky**HISTORIOGRAPHY & REVISION**KEY CONCEPTS: The role of Western/Liberal, Revisionist and Marxist/Soviet Historians in interpreting events |
| 10 |
| 11 | SAC 1**CH 12: CONSOLIDATING POWER**KEY CONCEPTS: 2nd Congress of Soviets, Sovnarkom, Cheka, Dismissal of Constituent Assembly, Peace Land Bread & Initial Reforms, State Capitalism (RR p 120-­‐121) |
| 12 | **CIVIL WAR**KEY CONCEPTS: Civil War (and main groups/leaders), Red Terror, Trotsky and the Red Army |
| 13 |  **1921**KEY CONCEPTS: War Communism, Kronstadt Uprising, NEP, Lenin**LENIN’S FINAL YEARS AND LEGACY, END OF NEP**KEY CONCEPTS: Increasing Centralisation and Control, Formation of USSR/Communist Party dictatorship, Lenin’s political will, death and the future of the USSR**REVISION & HISTORIOGRAPHY**KEY CONCEPTS: Historiography, Essay writing, revision of content |
| 14 |
| 151617 | SAC2 |
| **CH 1: BACKGROUND**KEY CONCEPTS: History of China and isolation from the world, Chinese culture, religion and traditions, Social order of the old regime**CH 2: FALL OF THE QING 1851-­1912**KEY CONCEPTS: (Tensions and Crises Facing the Qing), Tribute system, Opium Wars, Taiping Rebellion, Growing European influences, Economic Problems KEY CONCEPTS CONTINUED: (Ways of Maintaining the Old regime), Dowager Princess Cixi, Self-Strengthening Movement, Boxer Rebellion, Political Reform and Outcomes |
| 18 | EXAM PERIOD |
| 19(UNIT 4 WEEK 1) | **CH 3: FRAGILE REPUBLIC TO WARLORD ERA 1912-­1927**KEY CONCEPTS: (The Collapse of the Qing Dynasty): Sun Yatsen, Tongmenghui, San Min Zhuyi (3 People’s Principles: Nationalism, Democracy & The People’s Livelihood), The Wuhan Revolution, Political Structure of the New RepublicKEY SKILLS: Short answer Questions |
| 20(UNIT 4 WEEK 2) | **CH 3 con’t (FRAGILE REPUBLIC…)**-­‐ Formation of the GMD-­‐ Yuak Shikai as President-­‐ Era of the Warlords**CH 4: THE NEW MOVEMENTS** |