Introduction

Senior History is not the same as the kind of History you would have studied in junior levels where you were asked to read a section from a textbook then answer questions. At senior level you will need to THINK about not only WHAT happened but WHY it happened, WHO was responsible, HOW things happened, what was CHANGED as a result, what REMAINED the same, which GROUPS were involved and a variety of other questions.

Senior History is somewhat like a detective mystery or a jigsaw puzzle – all the clues are there but it takes a lot of problem solving and thinking to put it all together to come up with an answer. There are also different ways of looking at things so be prepared to justify why your answer is more convincing than someone else’s and why we should listen to your opinion.

What you should be aiming to do is gain some understanding of HOW PEOPLE, GROUPS and IDEAS come together to create a situation where a society is plunged into a revolution as well as the huge problems involved in reforming the society to create a ‘new order’ – or fail to do so.

Introduction to Revolutions

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, you will study the Russian revolution (Bloody Sunday 1905 – Death of Lenin 1924) and the Chinese Revolution (100 Days Reform of 1898 – Death of Mao 1976). Historians have debated different theories about the causes of revolution The study of revolutions will consider these debates and the reason 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

1. Revolutionary ideas, movements and leaders
   - The causes of tensions and conflicts that 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 the 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.
Consider a range of historians’ interpretations.

2. 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 analyzing events from articulate viewpoints.

**Outcomes**

On completion of this unit students can

- Analyse and evaluate the role of movements, ideas, leaders and events (MILE)
- Analyse the challenges faced by the emerging new order and evaluate the nature of the new society created by the revolution

**Assessment Tasks**

SAC marks make up 50% of your overall score; the exam makes up the other 50%.

In preparation for the end of year exam, all assessment tasks mirror a section of that exam. This course will prepare you to write on Russia in the first half of the exam and China in the second. With that in mind, the assessment tasks are:

<table>
<thead>
<tr>
<th>Russia AOS1</th>
<th>China AOS1</th>
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<tbody>
<tr>
<td>Research task</td>
<td>Document Analysis</td>
</tr>
<tr>
<td>Russia AOS2</td>
<td>China AOS2</td>
</tr>
<tr>
<td>Historiography</td>
<td>Essay</td>
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**Completion of work**

Apart from the Assessment Tasks, each week there will be weekly reading assignments and you will be asked to respond to a number of tasks. Some of these will be collected and graded for the five weekly reports; others will become a part of your workbook. All homework is to be written and completed on loose-leaf paper. Inability to complete classwork may be grounds for an N being awarded for this subject.

If you are absent, it is your responsibility to catch up on work missed.

**Workbook and notes**

You are required to maintain a workbook. As some workbook items will also be collected for assessment, it is recommended that you use a dedicated loose-leaf folder with subject divider tabs for each of the Areas of Study. Handouts will regularly be given out so you require plastic pockets. All tasks required for assessment should be written on separate sheets of paper and should not include any other work.
When you submit work, it is to be hand written on one side of the page only. Name is to be on the top right hand side of the page. Handwriting is to be neat and legible.

**Revision**

There is a great deal of information, facts, dates, names, places, events that you MUST have a detailed knowledge of & leaving the summary of everything for revision to the last minute is simply not possible.

Paragraphs  
Recall cards  
Key Dates  
Historian sheets  

These are the key elements to your revision pack. However, don’t forget practice makes perfect, so having the revision notes ready to go allows you to spend more time on practice exams as opposed to writing notes!

**Textbooks**

Many different texts will be used throughout the year.

Student owned texts are:

“Reinventing Russia “, Perfect, Ryan and Sweeney  

“China Rising “, Ryan  

Additional texts:

Reading historiographical sources and additional materials is the key to doing well. The school library and the Internet will supplement the information found in the texts. The VCAA website provides information on the exam and examiner’s reports for past papers.
| 0 | Introduction to course  
|   | Introduction to Russian Revolution  
|   | Setting holiday homework |
| 1 | Life in Russia up to 1905 |
| 2 | Sergei Witte’s reform, Russo-Japanese War |
| 3 | Opposition to Tsarism, Marxism vs. Leninism, SRs, Mensheviks, Bolsheviks |
| 4 | Bloody Sunday, St Petersburg Soviet, October manifesto |
| 5 | Fundamental Laws, Stolypin and the Dumas |
| 6 | WWI |
| 7 | February Revolution |
| 8 | Crisis of Dual Authority- Provisional Government, April Thesis , July Days, Kornilov Affair |
| 9 | October Revolution- |
| 10 | Consolidating power-Peace Bread Land, State Capitalism |
| 11 | Treaty of Brest-Litvosk, Beginning of Civil War |
| 12 | Civil War – Red terror, Trotsky and the Red Army |
| 13 | War Communism – The Kronstadt Rebellion |
| 14 | NEP |
| 15 | Death of Lenin |
| 16 | Background to China |
| 17 | The Qing Dynasty –opium wars, spheres of influence |
| 18 | Cixi , Boxer Rebellion |
| 19 | Collapse of the Qing |
| 20 | Yuan Shikai, Republican China, Warlord Era |
| 21 | May Fourth Movement, The CCP, The United Front and Northern Expedition |
| 22 | Shanghai Massacre, Jiangxi Soviet, |
| 23 | The Long March, the Encirclement Campaigns |
| 24 | The Second United front, Mao and the Yunan Period |
| 25 | The Civil War and Proclamation of the People’s Republic of China |
| 26 | Consolidating Power |
| 27 | Korean War, Five Year Plans |
| 28 | The Hundred Flowers Movement, The Great Leap Forward |
| 29 | The Great Proletariat Cultural Revolution |
| 30 | Death of Mao |
**Task 1**

Turn to the person next to you. Brainstorm the following and write your responses in the space provided

What makes something a revolution?

What causes a revolution?

What do you know about?

<table>
<thead>
<tr>
<th>Marxism</th>
<th>Communism</th>
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CONDITIONS FOR A REVOLUTION TO OCCUR

FOR A REVOLUTION TO BEGIN IT NEEDS the 5 A’s:

1. At least two opposing sides
2. Access to weapons
3. Aims expressed in one or more slogans
4. Accomplished leaders
5. Ailments present socially, economically & politically

CONDITIONS WHICH SEEM TO BE PRESENT AS CAUSES OF MAJOR REVOLUTIONS:

1. People from all social classes are discontented.
2. People feel restless and held down by unacceptable restrictions in society, religion, the economy or the government.
3. People are hopeful about the future, but they are being forced to accept less than they had hoped for.
4. People are beginning to think of themselves as belonging to a social class, and there is a growing bitterness between social classes. Conflict begins.
5. The social classes closest to one another are the most hostile. Conflict escalates.
6. The scholars and thinkers give up on the way their society operates. They start to talk/write about alternatives. Various individuals, groups, and movements take up these ideas.
7. The government does not respond to the needs of its society.
8. The leaders of the government and the ruling class begin to doubt themselves. Some join with the opposition groups. Society starts to fragment. Alternative movements become stronger & more organised.
9. The government is unable to get enough support from any group to save itself. It begins to panic.
10. The government cannot organize its finances correctly and is either going bankrupt or trying to tax heavily and unjustly. Alternative movements gain more support.

THE COURSE THAT REVOLUTIONS SEEM TO TAKE:

1. Impossible demands made of government which, if granted, would mean its end.
2. Unsuccessful government attempts to suppress revolutionaries.
3. Revolutionaries gain power and seem united.
4. Once in power, revolutionaries begin to quarrel among themselves, and unity begins to dissolve.
5. The moderates gain the leadership but fail to satisfy those who insist on further changes.
6. Power is gained by progressively more radical groups until finally a lunatic fringe gains almost complete control.
7. A strong man emerges and assumes great power.
8. The extremists try to create a "heaven on earth" by introducing their whole program and by punishing all their opponents.
9. A period of terror occurs.
10. Moderate groups regain power. The revolution is over!
FOR A REVOLUTION TO BE SUCCESSFUL

1. The **aims** of the Revolution need to be defined & spread through **propaganda**
2. The leaders must have a social & educational background that allows them to hold the new government together
3. **The leaders must be able to produce a framework & a coalition for a new government**
4. The degree of **opposition** can’t be too great, or too strong or the revolution will continue & too many of the systems will be destroyed beyond repair or replacement
5. The **problems** present for the Revolution to occur in the first place must be resolved by the new government

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**One way of looking at things**

- **SOCIALISM**
  - You have 2 cows.
  - You give one to your neighbour.

- **COMMUNISM**
  - You have 2 cows.
  - The State takes both and gives you some milk.

- **FASCISM**
  - You have 2 cows.
  - The State takes both and sells you some milk.

- **CAPITALISM**
  - You have two cows.
  - You sell one and buy a bull.
  - Your herd multiplies, and the economy grows.
  - You sell them and retire on the income.
Holiday Homework

Read chapter 1 of the textbook Reinventing Russia (pp. 1 – 29)

Complete:

Activity 1, questions 1, 2 & 3.
Activity 2, questions 1, 2, 3 & 4
Activity 5
Activity 6
Activity 7
Activity 10.