

Nottingham Trent University

Module Specification

Basic module information		
1	Module Title:	Revolutionary Transformations: Russia and China in the Nineteenth and Twentieth Centuries
2	Module Code:	HIST24015
3	Credit Points:	20
4	Duration:	Half year
5	School:	School of Arts and Humanities
6	Campus:	Clifton
7	Date:	September 2015

8	Pre, Post and Co-requisites:	
	These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session	
	<u>Pre, Co, Post</u>	<u>Module Code</u> <u>Module Title</u>
	Pre	60 credits History at Level 1

Courses containing the module				
Level	Core/Option	Mode	Code	Course Title
		FT	HIST001HIST001HIST001	History History History
		PT	HIST002HIST002HIST002	History History History
		FT	HEMA04HEMA04HEMA04	04 04 and History and History
		FT	HEMA04HEMA04HEMA04	12 12 12
		FT	HEMA04HEMA04HEMA04	20 20 20
		FT	HEMA04HEMA04HEMA04	25 25 25
		FT	HEMA04HEMA04HEMA04	29 29 29
		FT	HEMA04HEMA04HEMA04	35 35 Relations Relations
		FT	HEMA04HEMA04HEMA04	36 36 36
		FT	HEMA04HEMA04HEMA04	History and Media

10	Overview and Aims
	<p>In the nineteenth and twentieth centuries Russia and China were transformed both by the interlinked processes of modernisation and by revolution. Comparisons between Russia and China are frequently centred on the Revolutions of 1917 and 1949, and the sense of a parallel socialist/communist development. <i>Revolutionary Transformations</i> seeks to explore historical continuities and discontinuities between the histories of these two empires over a longer time period. In both cases political revolutions in the twentieth century drew on a revolutionary heritage which often dated back to the nineteenth century.</p> <p><i>Revolutionary Transformations</i> sets out to give second year undergraduates a solid knowledge and understanding of the revolutionary processes which transformed Russian and Chinese societies in the nineteenth and twentieth centuries. The module will help develop the technical skills, historiographical understanding and historical</p>

knowledge necessary for studying both Russian and Chinese history at a higher level.

The module takes a comparative approach, encouraging students to explore the similarities and differences between the revolutionary transformations that gripped Russian and Chinese societies in the modern period. In both instances, political revolution set in train other processes of social, economic and cultural change which had the same capacity to transform societies. The module asks students to move beyond the study of revolutions purely through the lens of high politics and the actions of political leaders, and encourages them to explore the transformative capacity of revolution in wider social, economic and cultural terms, broadening their knowledge and understanding of what revolution was and meant to the individuals and societies who experienced it.

The module is taught by weekly lectures and seminars, and is structured around five themes, each explored in the Russian and Chinese context: Transformative Ideologies; Transforming Rural Societies; Reconstructing Cultures; Redefining Gender and Family Life; Terror and Violence in Changing Societies. These themes provide starting points for drawing connections and comparisons between the two case studies. Lectures will introduce particular themes in a given national context, examine important historiographical trends, and establish a framework for understanding the subject. Seminars will complement the lectures and build students' knowledge by deepening understanding and generating debate. Students should engage fully with seminar discussion and be prepared to contribute using available documentary materials and guided secondary reading.

11 Module Content

Introduction

Week 1. Course Outline and National Contexts (CK and RD)

Theme 1: Transformative Ideologies

Week 2. Challenging Autocracy: The Revolutionary Ideologies of the Decembrists, the Revolutionary Populists (*narodniki*), Revolutionary Terrorists and the Social Democrats (Russia, RD)

Week 3. Challenging Empire: The Revolutionary Ideologies of the Taipings, the Nationalists, and the Communists (China, CK)

Theme 2. Transforming Rural Societies

Week 4. Confronting the Peasantry: The Abolition of Serfdom, the Rural Revolution, Collectivisation and Stalin's War on the Peasantry (Russia, RD)

Week 5. The Pursuit of Equality: Land Reform and Social Welfare under the Taipings and the Communists (China, CK)

Theme 3. Reconstructing Cultures

Week 6. Storming the Heavens: Soviet Anti-Religious Campaigns and the challenge to Orthodoxy (Russia, RD)

Week 7. Tradition in Modern China: Reinterpreting, Reapplying, and Rejecting Confucian Culture (China, CK)

Theme 4. Redefining Gender and Family Life

Week 8. Women at the Gates: Shifting Gender and Family Patterns in Russia (Russia, RD)

Week 9. Liberation and Mobilisation: Attacking Confucian Patriarchy and Redefining the Lives of Chinese Women (China, CK)

Theme 5. Terror and Violence in Changing Societies

Week 10. Terror and State Violence as Tools for Transforming Russian Society (Russia, RD)

Week 11. Eliminating Resistance: Strategic Violence in the Taiping Rebellion and Mao's Cultural Revolution (China, CK)

12 **Indicative Reading**

Comparative:

Steve A. Smith, *Revolution and the People in Russia and China: A Comparative History* (Cambridge: Cambridge University Press, 2008)

William G. Rosenberg and Marilyn B. Young, *Transforming Russia and China: Revolutionary Struggle in the Twentieth Century* (New York, Oxford: Oxford University Press, 1982)

Russia:

Sheila Fitzpatrick, *Everyday Stalinism: Ordinary Life in Extraordinary Times: Soviet Russia in the 1930s* (Oxford: Oxford University Press, 2000)

Gregory L. Freeze (ed.), *Russia: A History* 3rd Edition (Oxford: Oxford University Press, 2009)

Geoffrey Hosking, *Russia and the Russians: From the Earliest Times to the Present* (London: Penguin, 2012)

Ian D. Thatcher (ed.), *Late imperial Russia. Problems and Perspectives* (Manchester: Manchester University Press, 2005)

China:

Pamela Kyle Crossley, *The Wobbling Pivot, China since 1800: An Interpretive History* (Chichester: Wiley-Blackwell, 2010).

June Grasso, Jay Corrin, and Michael Kort, *Modernization and Revolution in China: From the Opium Wars to the Olympics*, 4th edn (Armonk, NY: M. E. Sharpe, 2009).

Jack Gray, *Rebellions and Revolutions: China from the 1800s to the 1980s* (Oxford: Oxford University Press, 1990).

Jonathan Spence, *The Search for Modern China*, 3rd edn (New York: W. W. Norton & Company, 2013).

13 **Learning outcomes**

Learning outcomes describe what you should know and be able to do by the end of the module

Knowledge and understanding. After studying this module you should be able to:

A1 Demonstrate a solid knowledge and understanding of the past and its interpretation, and of how societies and cultures perceive their own past and are influenced by it.

A2 Demonstrate awareness of the complexity of reconstructing and interpreting the past, and of the problematic and varied nature of historical evidence.

A3 Engage with and critically assess the historiographical development of core debates in history, together with a reflexive and critical awareness of the forces of historical change and the ways in which they are explained in historiographical debates.

A4 Demonstrate comparative understanding of the histories of different countries,

societies or cultures, and analyse historical processes through the assessment of continuity and change over extended time spans.

A6 Develop and sustain historical arguments, formulating appropriate questions and utilizing evidence in the presentation and communication of these arguments.

A7 Read, analyse, and reflect critically upon historical texts and other source materials.

Skills, qualities and attributes. After studying this module you should be able to:

B1 Assimilate material from a range of sources and use it to construct and sustain arguments orally, visually, in written exercises of varying length and under timed conditions in examination.

B2 Demonstrate effective written, oral, visual and electronic communication skills.

B5 Learn from and contribute to the learning experience of others through participation in group discussion and team work, recognising the value of working closely with others.

B6 Demonstrate some ability in the use of bibliographic and research skills in order to locate and evaluate sources of information, including online materials, reflecting an appreciation of the range of sources for historical study.

B9 Demonstrate skills in time management, including the ability to work productively alone and in groups.

B10 Demonstrate increasing independence, resourcefulness, flexibility and confidence in the organisation and completion of your work, and in the expression of your ideas.

14 **Teaching and Learning**

Range of modes of direct contact

This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars

Workshops

11 x 2 hour lectures = 22 hours

11 x 1 hour seminars – 11 hours

Total contact hours: 39

Range of other learning methods

This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research

Directed reading and research tasks for formative assessment

Small group work

Independent Study

Total non-contact hours: 161

15 **Assessment methods**

This indicates the type and weighting of assessment elements in the module

<u>Element number</u>	<u>Weighting</u>	<u>Type</u>	<u>Description</u>
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1	100%	Coursework	Long essay 3000-3500 words.
Diagnostic/ formative assessment This indicates if there are any assessments that do not contribute directly to the final module mark			
Participation and engagement in seminar work on a group and individual basis			

Document Management			
16	Module Title:	Revolutionary Transformations: Russia and China in the Nineteenth and Twentieth Centuries	
17	Module Code:	HIST24015	
18	Subject (JACS) Code	V225 and V241	
19	Cost Centre	139	
20	School:	AAH	
21	Academic Team	HLI	
22	Campus	2 (Clifton)	
23	Other institutions providing teaching	<i>Please complete in box 23 a-d - if applicable</i>	
		Institution	%
23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		
23b	Other public organisation in the UK- Percentage not taught by NTU		
23c	Other private organisation in the UK - Percentage not taught by NTU		
23d	Any other Non-UK organisation - Percentage not taught by NTU		

24 Date of approval:

