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| <b>Title</b>                   | : | COMPARATIVE MODERN REVOLUTIONS |
| <b>Course Code</b>             | : | HST4007                        |
| <b>No. of Credits/Term</b>     | : | 3                              |
| <b>Mode of Tuition</b>         | : | Sectional                      |
| <b>Class Contact Hours</b>     | : | 3 hours per week               |
| <b>Category in Major Prog.</b> | : | Elective Category 4            |
| <b>Pre-requisites</b>          | : | None                           |
| <b>Co-requisites</b>           | : | None                           |
| <b>Exclusions</b>              | : | None                           |

### **Brief Course Description**

The course is a writing-intensive seminar focused on the history of the French, Russian and Chinese revolutions. Students will closely read a selection of secondary and primary sources the topic of the course, both in English and in Chinese. The course will outline the different causes, dynamics, and outcomes of the three revolutions for the countries where they happened, and in global history. The main questions the course will focus on will be how cultural, economic, political and environmental factors can contribute to explain major social and political events; what is the relevance of transnational connections in the evolution of the revolutionary moment; how the history of political and social revolutions were embedded in issues about gender, race, and nationalism; how the knowledge about previous revolutions influenced the understanding of historical actors. Discussions about the readings will familiarize students with different historical methodologies and sub-disciplines (social history, economic history, cultural history, gender history, etc.).

### **Aims**

The objective of this course will be on the one hand to give students a fundamental understanding of three major modern revolutions, while placing developments in each country within global contexts; on the other hand, to familiarize students with the challenges and explanatory power of historical comparisons.

### **Learning Outcomes**

Students completing this course will be able to:

1. Explain different kinds of sources for historical research as pertains the modern revolutions, and identify and assess relevant secondary and primary source materials in libraries and in online databases;
2. Contextualize a historiographical text in the evolution of the historical profession, among history's sub-disciplines, in relation to methodological issues and challenges, and based on the primary and secondary sources historians of the field use to make their arguments;
3. Synthesize information from various sources in order to construct, and evaluate, complex arguments;

4. Demonstrate an understanding of the key historical events related to modern revolutions;
5. Write effective analytical papers, and present and articulate arguments orally.

### **Indicative Content**

- I. Comparisons and the Historical Method
- II. France: the French Absolute Monarchy and the International Dimension of the Crisis
- III. France: Agrarian Unrest, Governance and Economic Problems
- IV. France: the Political System, Urban and Rural Elites, Social and Cultural Change
- V. France: the Revolution and its Consequences
- VI. China: the Late Qing State and the International Dimension of the Crisis
- VII. China: the Late Qing State, Agrarian Unrest, Governance and Economic Problems
- VIII. China: the Political System, Urban and Rural Elites, Social and Cultural Change
- IX. China: the Revolution and its Consequences
- X. Russia: the Late Tsarist State and the International Dimension of the Crisis
- XI. Russia: the Late Tsarist State, Agrarian Unrest, Governance and Economic Problems
- XII. Russia: the Political System, Urban and Rural Elites, Social and Cultural Change
- XIII. Russia: the Revolution and its Consequences
- XIV. Comparing the three cases

### **Teaching Method**

Lectures putting historical primary and secondary sources in their context, as well as structured discussions about specific works, will comprise most of the course. Students will be asked to write different assignments during the course as a build-up towards the final paper.

### **Measurement of Learning Outcomes**

Students will:

1. Produce research questions on a chosen topic, with its relevant bibliography. This will assess the ability to frame historical question in a thoughtful and critical manner (assessing LOs 1, 2, 3, 5);
2. Actively participate in discussions about the required readings; write reaction papers based on the readings; this will measure appreciation of historical methodology and the students' critical interpretive skills (assessing LOs: 1, 2, 3, 4, 5);
3. Present orally historically sound arguments (assessing LOs 1, 3, 5);
4. Submit a term paper at the end of the course (4,000-word long) to measure analytical and writing skills. The paper will focus on the research topic of the course. The starting bibliography for the final paper will be provided by the course

reading list, to be expanded by independent research on primary and secondary sources (assessing LOs: 1, 2, 3, 4, 5).

### **Assessment**

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| Oral Presentation   | 10% |
| Research Question and Discussion of Historiography Assignment | 15% |
| Analysis of Primary Sources Assignment                        | 10% |
| Final Paper   | 30% |
| Structured class discussions                                  | 30% |
| Class Participation   | 5%  |

### **Readings**

- ATWILL David G. and Yurong Y. ATWILL (eds.), *Sources in Chinese History: Diverse Perspectives from 1644 to the Present*. Upper Saddle River, NJ: Prentice Hall, 2010.
- BERGÈRE Marie-Claire, *Sun Yat-sen*. Stanford, CA: Stanford University Press, 1998.
- BRENTON Tony (ed.), *Historically Inevitable? Turning Points of the Russian Revolution*. London: Profile, 2016.
- BROPHY David, "Five Races, One Parliament? Xinhai in Xinjiang and the Problem of Minority Representation in the Chinese Republic" *Inner Asia* 14 (2012): 343-64.
- BURKE Peter, *History and Social Theory*. Ithaca: Cornell University Press, 2005.
- DOYLE William, *The Oxford History of the French Revolution*. Oxford: Oxford University Press, 2002.
- ENGELSTEIN Laura. *Russia in Flames: War, Revolution, Civil War, 1914–1921*. Oxford: Oxford University Press, 2017.
- FIGES Orlando, *A People's Tragedy: The Russian Revolution 1891-1924*. London: Cape, 1996.
- FIGES, Orlando, *A People's Tragedy: the Russian Revolution, 1891-1924*. London: Jonathan Cape, 1996.
- FIGES, Orlando, *Natasha's Dance: A Cultural History of Russia*. London: Picador, 2003.
- FITZPATRICK Sheila, *The Russian Revolution*. Oxford: Oxford University Press, 2017.
- FITZPATRICK, Sheila, *The Cultural Front: Power and Culture in Revolutionary Russia*. Ithaca: Cornell University Press, 1992.
- FURET François. "The French Revolution Revisited" *Government and Opposition* 24/3 (1989): 264-282.
- FURET François. *Revolutionary France, 1770–1880*. Oxford: Oxford University Press, 1995.

- HARDMAN John (ed.), *The French Revolution Sourcebook*. London: Arnold, 2002.
- HAYDON Colin and William DOYLE (eds.), *Robespierre*. Cambridge: Cambridge University Press, 1999.
- HOSKING, Geoffrey, *Russia and the Russians: A History*, Cambridge, MA: The Belknap Press of Harvard University Press, 2001.
- HUNT Jocelyn, *The French Revolution*. London: Routledge, 1998.
- KATES Gary (ed.), *The French Revolution: Recent Debates and New Controversies*. London: Routledge, 1998.
- KENEZ, Peter, *The Birth of the Propaganda State: Soviet Methods of Mass Mobilization, 1917-1929*. Cambridge: Cambridge University Press, 1985.
- KRAMER Lloyd and Sarah MAZA (eds.), *A Companion to Western Historical Thought*, Oxford: Blackwell, 2006.
- LEFEBVRE Georges, *The French Revolution: From Its Origins to 1793*. London: Routledge, 1962.
- MCPHEE Peter (ed.), *A Companion to the French Revolution*. Chichester: Wiley-Blackwell, 2013.
- MITTER Rana, "1911: The Unanchored Chinese Revolution", *The China Quarterly* 208 (2011): 1009-1020.
- MOORE Barrington, Jr. *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*. Boston: Beacon Press, 1966.
- POPKIN Jeremy, *A Short History of the French Revolution*. Upper Saddle River: Pearson, 2010.
- ROWE William T. *China's Last Empire: The Great Qing*. Cambridge, MA: Harvard University Press, 2009.
- SHINKICHI Eto and Harold Z. SCHIFFRIN (eds.), *China's Republican Revolution*. Tokyo: University of Tokyo Press, 1994.
- SKOCPOL Theda. *States and Social Revolutions: A Comparative Analysis of France, Russia and China*. Cambridge: Cambridge University Press, 1979.
- SMITH, Stephen, *Russia in Revolution: An Empire in Crisis, 1890 to 1928*. Oxford: Oxford University Press, 2017.
- SNYDER, Timothy, *The Reconstruction of Nations: Poland, Ukraine, Lithuania, Belarus, 1569-1999*, New Haven: Yale University Press, 2003.
- SPENCE Jonathan, *The Search for Modern China*. New York: Norton, 1999.
- STEINBERG Mark D. (ed.), *Voices of Revolution, 1917*. New Haven: Yale University Press, 2001.
- STEINBERG Mark D., *The Russian Revolution, 1905-1921*. Oxford: Oxford University Press, 2016.
- STITES, Richard, *Revolutionary Dreams: Utopian Vision and Experimental Life in the Russian Revolution*. New York: Oxford University Press, 1989.

- TILLY Charles. *Big Structures, Large Processes, Huge Comparisons*. New York: Russell Sage Foundation, 1984.
- TOSH John. *The Pursuit of History*. Harlow: Longman, 2010.
- VON GELDERN, James and Richard STITES. *Mass culture in Soviet Russia: Tales, Poems, Songs, Movies, Plays, and Folklore, 1917-1953*. Bloomington: Indiana University Press, 1995.
- WADE Rex A. (ed.), *Revolutionary Russia: New Approaches*. London: Routledge, 2004.

Important Notes:

- (1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
- (3) Students are required to submit writing assignment(s) using Turnitin.
- (4) To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.