



EURR 4202B/5202B HIST 4201A: Special Topics in Russian and Eurasian Studies: Russia/Soviet-China Relations

Winter 2021

Instructor: Leigh Sarty

Office Hours: By appointment

Class Time and Location: Tuesdays, 1135-1425, on-line.

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COURSE DESCRIPTION

This course will examine the history of Russia-China relations. Though we will touch on the legacies of the Tsarist and Qing empires, and relate our discussions to the geopolitics of the present day, the primary focus will be the origins and evolution of bilateral relations in the Soviet era: the rise and fall of the “Sino-Soviet alliance”, its place in 20th-century world politics, and what it can teach us about the international policies of Moscow and Beijing. The course will be delivered in seminar format, with an emphasis on student participation in discussions based on completing the assigned readings. Depending on final enrolment, each student will be assigned at least one “sketch” presentation (up to 10 min) on a specific topic, and one longer (15-20 min) thematic presentation. Each student will also be required to undertake a research paper (2500-3000 words, plus endnotes and bibliography) on a topic agreed with the instructor.

Learning Outcomes

Successful participation in this course will enable students to hone the basic skills – critical thinking, teamwork, written and oral communication – essential both to further academic pursuits and to secure professional employment. It will deepen students’ understanding of the key drivers of 20th-century Russian and Chinese history, of how these two powers have interacted and shaped the international environment, and of the implications for world politics, past and present. Students will enhance their appreciation of how history can help to illuminate contemporary policy issues, thereby enriching both their academic studies and future vocational choices.

Expectations.

This is a combined 4th-year undergraduate/graduate-level seminar. Students will be expected to complete the required readings and to be prepared to participate actively in each week’s on-line discussions.

Early student decisions on choice of topics for their class presentations and term paper, in consultation with the instructor, will be essential. Each student will be responsible for delivering one “sketch” and one “presentation” during the course of the term. Students will be expected to submit to me via e-mail by **noon on Thursday, January 21** their top three choices among “sketch” topics listed under weeks 4 to 11 below, together with their top three choices among “presentation” topics listed under weeks 5 to 11 below. (The distinction between a “sketch” and a “presentation”, and the respective requirements for each, will be outlined in the next paragraph.) Every effort will be made to accommodate a first or second choice, but some flexibility may be required. Proposals for topics not listed here, but which demonstrably relate to the content and chronology of the course, will also be considered, but only/only following consultation with the instructor.

A “sketch” is a shorter presentation of no more than 10 minutes. A “presentation” is longer and more substantive, lasting a minimum of 15 minutes and no more than 20 minutes. Each is an opportunity to illuminate a specific subject and relate it to the broader theme under consideration in that week’s required readings and class discussion. In both cases, students will be expected to demonstrate how their topic sheds light on those broader themes, and prepare relevant questions (at least two for a “sketch”, 3-5 for a “presentation”) to stimulate class discussion.

All “sketches” will be undertaken on an individual basis, but some “presentation” topics – those marked with a “2” in the syllabus – can be undertaken by two students working together. In those cases, the two presenters will be expected to establish – in consultation with the instructor – a division of labour to cover the topic through two separate presentations of 15 to 20 minutes each.

Should any student have a strong interest in presenting a subject that pertains directly to Sino-Soviet relations and is within the chronology covered by the course, but is not listed as a “presentation” option in the syllabus, they are encouraged to reach out to the instructor **as soon as possible** to discuss and determine whether this interest can be accommodated.

Given restrictions associated with COVID, above all, the fact that the class will meet “virtually”, presentations and sketches will both have to be recorded in advance, and posted for viewing by all seminar participants via the EURR 4202/5202 course page in CULearn. These recordings can be undertaken by using “Big Blue Button” (“BBB”) (the video-conferencing software we will use); dedicated BBB sessions will be set up for this purpose, also on the EURR 4202/5202 course page in CULearn. (More on “Big Blue Button” below.). Students are also free to record using You Tube or any other software, provided that the resulting recording can easily be shared.

Students making “presentations” in a given week may wish to recommend supplemental readings to complement those listed in the syllabus, which should be provided to the full class no later than a week in advance. The total required readings in a given week should not exceed 4 or 5 articles or about 100-125 pages.

COURSE STRUCTURE/CLASS FORMAT

As outlined above under “expectations”, this course will unfold in seminar format. The instructor will lead the discussion through Week 3; after that, weeks 4 through 11 will have a mix of student leads (both “sketches” and “presentations”), framed by an introduction (and occasional interventions) by the instructor. Week 12 will be a group wrap-up session led by the instructor.

ON-LINE COURSE DELIVERY

Consistent with Carleton University policy to ensure health and safety amidst developments related to COVID-19, this course will be delivered **on-line**, using the university-supported video conferencing software “Big Blue Button” or “BBB” (please see the following link: <https://carleton.ca/culearnsupport/students/bigbluebutton/>). While no on-line delivery system is without its challenges, BBB is a user-friendly application that can facilitate live interaction comparable to that of an in-person seminar room while maintaining the social distancing necessary to ensure students’ and the instructor’s health and safety.

For many of us – the instructor included – on-line course delivery remains a relatively new experience, requiring patience and adaptability. While open to considering options for delivering course content asynchronously where that demonstrably makes sense, the default approach will be **synchronous** learning, that is, using BBB to replicate the “live” give-and-take of the classroom. This means **it is essential that students enrolled in the course have reliable access to an internet connection strong enough to support BBB**.

Timely and regular communication between instructor and students, always important, becomes even more so when a course is being delivered on-line. E-mail to your Carleton student e-mail addresses will be the primary means of contact; please check your in-boxes regularly. All course-related developments will also be flagged in the course page in CULearn. When communicating with the instructor, please copy your messages BOTH to my Carleton account – leigh.sarty@carleton.ca – AND to my Global Affairs Canada address – leigh.sarty@international.gc.ca.

Since “physical” office hours are precluded, all individual meetings with students, whether by telephone or by video, will be arranged by e-mail. Barring exceptional circumstances, an e-mail request for a meeting sent to BOTH my Carleton and GAC addresses before 1700 on a weekday will receive a reply the same day.

EVALUATION

Final grades will be determined as follows:

Term paper proposal (Outline and select bibliography):	10%
Due: 2359 (midnight) on Friday, February 5	
Student-led presentations (shorter “sketch” and longer “presentation”)	30%
Term Paper	35%
Due: 2359 (midnight) on Thursday, April 1	
Weekly class participation	25%

Students are expected to come to the weekly on-line class having done all the required readings so that they can actively participate in class discussions. They should also be ready to respond to questions or comments related to the readings. The participation mark will be based on regular attendance and the quality of your interventions in class.

For the weeks you are contributing either a “sketch” or a “presentation”, you will be expected to complete and make your recording available as far in advance of the relevant class as possible, ideally no later than the Friday evening before. As noted above, your recording should help to illuminate the issues/historical period under discussion, and the questions you pose in class should advance that discussion.

Each student will be required to submit a term paper of no more than 3000 words, plus endnotes and bibliography, by 2359 (midnight) on **Thursday, April 1, 2021**. The paper must be focused on a research question agreed in advance with the instructor, spelled out in a proposal of up to 350 words to be submitted, together with a preliminary bibliography, by 2359 (midnight) on **Friday, February 5, 2021**. All term papers must present a clear and carefully-researched argument, supported through proper use of footnotes or endnotes.

Late papers will be penalized one letter grade (i.e. A- to B+) per day late. No work will be accepted after the end of classes.

ACADEMIC ACCOMMODATION

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made.

carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

PLAGIARISM

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own”. This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;

- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

All suspicions of plagiarism will be dealt with according the Carleton's Academic Integrity Policy (<http://carleton.ca/studentaffairs/academic-integrity/>). The Associate Dean of the Faculty will conduct a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of F for the course.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

SUBMISSION, RETURN, AND GRADING OF TERM WORK

Written assignments must be submitted directly to the instructor electronically, copying both e-mail addresses provided above. They will be returned with comments electronically, also via e-mail.

Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

CARLETON E-MAIL ACCOUNTS

All email communication to students from the Institute of European, Russian and Eurasian Studies will be via official Carleton university e-mail accounts and/or cuLearn. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

OFFICIAL COURSE OUTLINE

The course outline posted to EURUS website is the official course outline.

LIST OF TOPICS AND REQUIRED READINGS

January 12

1. Introduction and course outline

January 19

2. Geopolitics I: Moscow, Beijing, and the West

Required Readings:

Bobo Lo, “Introduction” in Jo Inge Bekkevold and Bobo Lo, eds, *Sino-Russian Relations in the 21st Century*, E-book: Palgrave Macmillan, 2019, pp. 1-17. [E-book available in MacOdrum Library]

Alexander Gabuev, “Unwanted but Inevitable: Russia’s Deepening Partnership With China Post-Ukraine” in Bekkevold and Lo, *Sino-Russian Relations*, pp. 41-66.

Bobo Lo, “Global Order in the Shadow of the Coronavirus: China, Russia and the West”, *Lowy Institute Analysis*, July 2020.

<https://www.lowyinstitute.org/publications/global-order-shadow-coronavirus-china-russia-and-west>

Leigh Sarty, “The Fragile Authoritarians: China, Russia and Canadian Foreign Policy”, *International Journal* (on-line), <https://doi.org/10.1177/0020702020968941>

January 26

3. The Pre-revolutionary Legacy

Required Readings:

Odd Arne Westad, *Restless Empire: China and the World Since 1750*, New York: Basic Books, 2012, pp. 33-44, 49-58.

“Confrontation in the West Pacific” in O. Edmond Clubb, *Russia and China: The “Great Game”*, New York: Columbia University Press, 1971, pp. 76-90.

Mark D. Steinberg, “Russia’s *fin de siècle*, 1900-1914” in Ronald Grigor Suny, ed., *The Cambridge History of Russia: Volume III: The Twentieth Century*, Cambridge: Cambridge University Press, 2006, pp. 67-93.

“The Apogee of Tsarist Imperialism: The Chinese Eastern Railway” in S.C.M. Paine, *Imperial Rivals: China, Russia and Their Disputed Frontier*, Armonk, NY: M.E. Sharpe, 1996, pp. 178-208.

February 2

4. 20th Century Origins: The Bolshevik Revolution, Comintern, and the CCP

Required Readings:

Alexander Lukin, *The Bear Watches the Dragon: Russia's Perceptions of China and the Evolution of Russian-Chinese Relations Since the Eighteenth Century*, Armonk, NY: M.E. Sharpe, 2003, pp. 75-97.

“Forming a Tripartite Cooperation, 1920-1923” in C. Martin Wilbur and Julie Lien-ying How, *Missionaries of Revolution: Soviet Advisers and Nationalist China, 1920-1927*, Cambridge: Harvard University Press, 1989, pp. 18-78.

“The Abortiveness of Bourgeois and Proletarian Revolution” in Maurice Meisner, *Mao's China and After: A History of the People's Republic*, New York: The Free Press, 1986, pp. 20-30.

Jonathan Haslam, “Comintern and Soviet Foreign Policy, 1919-1941” in Suny, ed., *The Cambridge History of Russia, vol. III*, pp. 636-661.

Recommended:

Alexander Pantsov, *The Bolsheviks and the Chinese Revolution, 1919-1927*, Honolulu: University of Hawaii Press, 2000.

Dan N. Jacobs, *Borodin: Stalin's Man in China*. Cambridge MA: Harvard University Press, 1981.

Student leads:

Origins of the Comintern (Sketch)

Lenin (Sketch)

Mikhail Borodin (Sketch)

Sun Yat-sen (Sketch)

February 9

5. From “Stalin's Failure” to the United Front and the War with Japan

Required Readings:

Stephen Kotkin. *Stalin, Vol. 1: Paradoxes of Power, 1878-1928*. New York: Penguin Press, 2014, pp. 625-633, 638-640.

Alexander V. Pantsov with Steven I. Levine, *Mao: The Real Story*, New York: Simon and Schuster, 2012, pp. 161-184.

Robert C. Tucker, *Stalin in Power: The Revolution from Above, 1928-1941* (New York: W.W. Norton & Company, 1990), pp. 338-341.

Michael Sheng, "Mao, Stalin, and the Formation of the Anti-Japanese United Front, 1935-1937," *The China Quarterly*, No. 129, 1992, pp. 151-176.

Recommended:

Conrad Brandt, *Stalin's Failure in China*, New York: W.W.Norton and Company. 1966.

John W. Garver, *Chinese-Soviet Relations 1937-1945: The Diplomacy of Chinese Nationalism*, New York: Oxford University Press, 1988.

Student leads:

Stalin's "Failure" in China, 1927 (Presentation)

Mao Zedong (Sketch)

Leon Trotsky (Sketch)

Japan and China in the 1930s (Sketch)

Comintern and the United Front (Sketch)

February 16 - WINTER BREAK; NO CLASS

February 23

6. From Civil War to Cold War, 1944-1949

Required Readings:

"Conclusion: Revolt, Intervention, and Cold War" in Odd Arne Westad, *Cold War and Revolution: Soviet-American Rivalry and the Origins of the Chinese Civil War, 1944-1946*, New York: Columbia University Press, 1993, pp. 165-181.

Robert L. Messer, "Roosevelt, Truman, and China: An Overview" in Harry Harding and Yuan Ming, eds., *Sino-American Relations, 1945-1955: A Joint Reassessment of a Critical Decade*, Wilmington, Delaware: SR Books, 1989, 63-77.

Vladimir O. Pechatnov, "The Soviet Union and the World, 1944-1953" in Melvyn P. Leffler and Odd Arne Westad, eds., *The Cambridge History of the Cold War: Volume I: Origins*, Cambridge: Cambridge University Press, 2010, pp. 90-111.

Brian Murray, "Stalin, the Cold War, and the Division of China: A Multi-Archival Mystery", *Cold War International History Project Working Paper* No. 12, Washington, DC: Woodrow Wilson International Center for Scholars, June 1995.
<https://www.wilsoncenter.org/sites/default/files/media/documents/publication/ACFB69.PDF>

Niu Jun, "The Birth of the People's Republic of China and the Road to the Korean War" in Leffler and Westad, eds., *Cambridge History of the Cold War, Vol. I: Origins*, pp. 221-243.

Recommended:

Dieter Heinzig, *The Soviet Union and Communist China 1945-1950. The Arduous Road to the Alliance*, Armonk, New York: M.E.Sharpe, 2004.

Michael M. Sheng, *Battling Western Imperialism: Mao, Stalin and the United States*, Princeton: Princeton University Press, 1997.

John Lewis Gaddis, *We Now Know: Rethinking Cold War History*, Oxford: Clarendon Press, 1997.

Student leads:

Chiang Kai-shek (Jiang Jieshi) (Sketch)

Zhou Enlai (Sketch)

The Marshall Mission (Sketch)

The Origins of the Cold War: China (Presentation – 2)

March 2

7. Sino-Soviet Alliance I: The Korean War

Required Readings:

Chen Jian, "The Sino-Soviet Alliance and China's Entry into the Korean War", *Cold War International History Project Working Paper* No. 1, Washington, DC: Woodrow Wilson International Center for Scholars, June 1992.

<https://www.wilsoncenter.org/sites/default/files/media/documents/publication/ACFAE7.pdf>

Chen Jian, *Mao's China and the Cold War*, Chapel Hill: University of North Carolina Press, 2001, pp. 1-16 and 49-59.

Son Daekwon, "Domestic Instability as a Key Factor Shaping China's Decision to Enter the Korean War", *The China Journal* No. 83 (January 2020), pp. 34-57.

"Summing Up", Sergei N. Goncharov, John W. Lewis and Xue Litai, *Uncertain Partners: Stalin, Mao, and the Korean War*, Stanford: Stanford University Press, 1993, pp. 203-225.

Recommended:

Shen Zhihua, "Sino-Soviet Relations and the Origins of the Korean War: Stalin's Strategic Goals in the Far East", *Journal of Cold War Studies* 2, no. 2 (Spring 2000), 44-68.
<http://sites.fas.harvard.edu/~hpcws/2.2zhihua.pdf>

"NSC-68 and the Korean War" in John Lewis Gaddis, *Strategies of Containment: A Critical Appraisal of Postwar American National Security Policy*, New York: Oxford University Press, 1982, pp. 89-126.

Lynne Joiner, *Honorable Survivor: Mao's China, McCarthy's America, and the Persecution of John S. Service*, Annapolis: Naval Institute Press, 2009.

Student leads:

Who "Lost" China? (Presentation)

Mao in Moscow, 1949-1950 (Sketch)

The Korean War (Presentation -2)

March 9

8. Sino-Soviet Alliance II: Cooperation and "De-Stalinization"

"Thaw and Backlash" in Andrew G. Walder, *China under Mao: A Revolution Derailed*, Cambridge, MA: Harvard University Press, 2015, pp. 123-151.

William Taubman, *Khrushchev: The Man and his Era*, New York: W.W. Norton and Co., 2003, pp. 270-299, 335-342.

Chen Jian, *Mao's China and the Cold War*, pp. 60-84 and 145-162.

Pantsov, *Mao*, pp. 424-448.

Recommended:

Austin Jersild. *The Sino-Soviet Alliance: An International History*. Chapel Hill: The University of North Carolina Press, 2014.

Odd Arne Westad, ed. *Brothers in Arms: The Rise and Fall of the Sino-Soviet Alliance 1945-1963*. Washington and Stanford: Woodrow Wilson Press and Stanford University Press, 1998.

Mark Kramer, "The Soviet Union and the 1956 Crises in Hungary and Poland: Reassessments and New Findings", *Journal of Contemporary History*, Vol. 33, No. 2 (April 1998), pp. 163-214.

"Revolutions" in Anne Applebaum, *Iron Curtain: The Crushing of Eastern Europe, 1944-1956*, New York: Signal, 2012, pp. 435-461.

Student leads:

Nikita Khrushchev (Sketch)

Khrushchev's Secret Speech (Presentation)

Hungary 1956 (Presentation)

Poland 1956 (Presentation)

March 16

9. Sino-Soviet Alliance III: Decline and Fall

Required Reading:

Sergey Radchenko, “The Sino-Soviet Split” in Melvyn P. Leffler and Odd Arne Westad, eds., *The Cambridge History of the Cold War, Vol. II: Crises and Détente*, Cambridge: Cambridge University Press, 2010, pp. 349-372.

Wang Dong, “The Quarrelling Brothers: New Chinese Archives and Reappraisal of the Sino-Soviet Split”, *Cold War International History Project Working Paper* 49 (Washington, DC: Woodrow Wilson International Center for Scholars, 2005).

https://www.wilsoncenter.org/sites/default/files/media/documents/publication/WP49DW_rev.pdf

Lukin, *Bear Watches the Dragon*, pp. 125-143.

Recommended:

Sergey Radchenko. *Two Suns in the Heavens: The Sino-Soviet Struggle for Supremacy, 1962-1967*. Washington, DC: Woodrow Wilson Center Press, 2009.

Niu Jun, “1962: The Eve of the Left Turn in China’s Foreign Policy”, *Cold War International History Project Working Paper* No. 48, (Washington: Woodrow Wilson International Center for Scholars, October 2005)

<https://www.wilsoncenter.org/sites/default/files/media/documents/publication/NiuJunWP481.pdf>

Mikhail Prozumenshchikov, “The Sino-Indian Conflict, the Cuban Missile Crisis, and the Sino-Soviet Split, October 1962: New Evidence from the Russian Archives,” *Cold War International History Project Bulletin*, nos.8-9 (Winter 1996-1997), pp. 251-257.

https://www.wilsoncenter.org/sites/default/files/media/documents/publication/CWIHP_Bulletin_8-9.pdf

Zhihua Shen and Yafeng Xia, “Between Aid and Restriction: The Soviet Union’s Changing Policies on China’s Nuclear Weapons Program, 1954-1960”, *Asian Perspective* 36 (2012), 95-122.

<https://www.jstor.org/stable/42704782>

Student leads:

The Great Leap Forward (Sketch)

Sino-Soviet Relations and the Cuban Missile Crisis (Presentation -2)

“The Bomb” and Sino-Soviet Relations (Presentation)

March 23

10. From Cultural Revolution to Cold War

Required Reading:

Roderick MacFarquhar and Michael Schoenhals, *Mao’s Last Revolution*, Cambridge, MA: The Belknap Press of Harvard University, 2006, pp. 1-13.

Elizabeth Wishnick, *Mending Fences: The Evolution of Moscow’s China Policy from Brezhnev to Yeltsin*, Seattle and London: Washington University Press, 2001, pp. 29-69.

Michael S. Gerson, “The Sino-Soviet Border Conflict: Deterrence, Escalation, and the Threat of Nuclear War in 1969”, *Center for Naval Analyses* (November 2010), pp. 3-52.

https://www.cna.org/CNA_files/PDF/D0022974.A2.pdf

Recommended:

Margaret MacMillan, *Nixon in China: The Week that Changed the World* (Toronto: Viking Canada, 2006).

Student leads:

The Sino-Soviet Border War, 1969 (Sketch)

Lin Biao (Sketch)

Soviet “Revisionism” and the Origins of the Cultural Revolution (Presentation)

Triangular Diplomacy: Nixon and China (Presentation -2)

March 30

11. Gorbachev, Deng, and the Dilemmas of Reform

Required Reading:

“1989: Triumph and Trouble at Home” in William Taubman, *Gorbachev: His Life and Times*, New York: W.W. Norton and Co., 2017, pp. 427-461.

“Beijing Spring: April 15-May 17, 1989” in Ezra Vogel, *Deng Xiaoping and the Transformation of China*, Cambridge, MA: Harvard University Press, 2011, pp. 595-615.

Lukin, *Bear Watches the Dragon*, pp. 143-163.

Sergei Guriev, “Gorbachev versus Deng: A Review of Chris Miller’s *The Struggle to Save the Soviet Economy*”, *Journal of Economic Literature* 2019, 57(1), 120–146.

<https://spire.sciencespo.fr/hdl/2441/50oojv2kpq972a1928dqj0v6at/resources/2019-guriev-gorbachev-versus-deng-a-review-of-chris-miller-s-the-struggle-to-save-the-soviet-economy.pdf>

Recommended:

Minxin Pei, *From Reform to Revolution: The Demise of Communism in China and the Soviet Union*, Cambridge, MA: Harvard University Press, 1994.

Student leads:

Deng Xiaoping (Sketch)

Mikhail Gorbachev (Sketch)

Tiananmen 1989 and Sino-Soviet Relations (Presentation)

Gorbachev’s “New Thinking” and Sino-Soviet Relations (Presentation -2)

April 6

12. Geopolitics II: 20th Century Legacies and 21st Century Challenges

We will review the latest pieces on Russia-China relations in Foreign Affairs, and/or Foreign Policy, and/or Radio Free Europe/Radio Liberty, and/or the Jamestown Eurasia Daily Monitor through the lens of the principal themes addressed during the term.