

China, the Third World and the Cold War

Department: Fudan International Summer Session 2025

Course Code	HIST170007						
Course Title	China, the Third World and the Cold War						
Credit	2	Experiment (including Computer) Credit		Practice Credit		Aesthetic Education Credit	
Credit Hours Per Week	9 credit hours per week, 36+3 tutorial hours in total (one credit hour is 45 minutes)	Education on The Hard- Working Spirit Credit Hours		Language of Instruction	Engli sh	Honors Course	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Type	<input type="checkbox"/> Core General Education Course <input type="checkbox"/> Specific General Education Course <input type="checkbox"/> Basic Course in General Discipline <input checked="" type="checkbox"/> Others			2+X Major :			
				<input type="checkbox"/> Professional Core Course <input type="checkbox"/> Professional Advanced Course Non 2+X Major : <input type="checkbox"/> Professional Compulsory Course <input type="checkbox"/> Professional Elective Course			
Course Objectives	<p>This course introduces students to the basic knowledge and understanding of the People's Republic of China's foreign relations with Asia, Africa and Latin America during the Cold War. After completing the course students are expected to:</p> <ol style="list-style-type: none"> 1. Know and comprehend the most significant ideas and events in the Cold War in the Third World; 2. Understand the framework in which the People's Republic of China has interacted with the Third World throughout the 1950s until 1991; 3. Detailed knowledge of the histories of selected bilateral relations after assignment; 4. A way to approach contemporary issues in Chinese politics, society and culture through a historical lens; 5. Experience in interpreting sources, engaging in historical debates, delivering analytical arguments both orally and in written form. 						

<p>Course Description</p>	<p>This course will examine the foreign relations between the People’s Republic of China’s and the Third World during the Cold War. Asia, Africa and Latin America were pivotal in the global struggle for influence between the United States, the Soviet Union and the People’s Republic of China. Moreover, the competition between capitalism and communism in the Third World contributed to the evolution of many of the states, ideologies and movements that shape international politics today. The course will place a particular emphasis on the following topics: China’s position in the Cold War, the role of ideology, decolonization and the response of the Cold War powers, and the political economy of the Third World during the Cold War. We will look at several of the most prominent examples of each of these phenomena.</p> <p>Although this course is global in its scope, it of course cannot cover all aspects of the topic. The particular emphasis will be placed on Sino-African relations and less so on Latin America.</p> <p>The format of the course is, for the most part, a discussion-based seminar. It will introduce students to historical research and writing methods. It will also give them the opportunity to think creatively through writing their own policy memoranda. Students should come away from this course with a greater understanding of a region of the world that will become increasingly important over the course of the twenty-first century.</p>
<p>Course Requirements:</p> <p>Prerequisites: There is no requirement for pre-requisite courses, but students are expected to familiarise themselves with the essential reading materials listed below. Assessment of this course is composed of the following elements:</p> <ol style="list-style-type: none"> 1. Class participation: 10% <p>Participation in discussion is absolutely critical to this class and will have a very significant impact on the final grade. Students should come prepared for each class by doing the assigned readings before class. Students should bring all primary source documents listed in the reading to class either in either paper or electronic form. Effective participation means not only attendance in class, however, but also willingness to contribute to class discussion and exchange ideas with fellow students.</p> <ol style="list-style-type: none"> 2. Student-led seminar: 30% <p>For individual group-led discussion, it shall be consisted of two sessions: the first session shall be formal presentation of 30-45 minutes; the second session is student activity based – the responsible group shall be in touch with the TA to decide the format of the discussion, e.g. focus question discussion, role play, debate etc. The responsible group shall lead the activities of ALL students. The following criteria is to be considered: a) structure; b) content; c) delivery; d) organisation and innovation.</p> <ol style="list-style-type: none"> 3. Assignment (3 * 4 pages): 60% <p>Every four classes, each student will write a four-page policy memorandum based on the readings. In</p>	

writing the memorandums students will attempt to take on the roles of critical historical actors in the developments described in the readings. The memoranda should be to the point and cogently argued. They should make the case for pursuing a particular kind of policy by carefully analysing the assigned readings and the available primary source texts. Successful memoranda will demonstrate a thorough mastery of the readings and the issues involved and explain why particular choices need to be made. All of the memoranda topics can be found under the individual class sessions below.

Teaching Methods:
45m lecture and 90m seminar discussion (including student-led discussion)

Course Director's Academic Background:
Dr Jodie Yuzhou Sun is Associate Professor in Modern African and Global History at the Department of History, Fudan University, China. She is also a Non-resident Research Fellow of Fudan Development Institute and Research Fellow of the International Studies Group, University of the Free State, South Africa. She holds an MSc in African Studies and a DPhil in History from the University of Oxford. Her research interests are modern African history, Cold War history and China-Africa relations. She is the author of [*Kenya's and Zambia's Relations with China 1949-2019*](#) (James Currey, 2023) a finalist for the African Studies Association's 2024 Bethwell A. Ogot Book Prize. She has published in *Cold War History*, *International Journal of African Historical Studies*, *Journal of Southern African Studies*, and *Interventions: International Journal of Postcolonial Studies*. She is an elected Fellow of the Royal Historical Society and an Executive Board member of the Chinese in Africa/Africans in China Research Network. Between 2023-24, she is a Visiting Scholar at the Center for African Studies, Stanford University.
Besides Fudan, she has previously taught in the University Oxford and Stanford University. In 2024, China, the course 'Third World and the Cold War' has been awarded the Municipal First-Class Undergraduate Programs in Shanghai Universities.

Instructor's Academic Background:
Same above.

Members of Teaching Team

Name	Gender	Professional Title	Department	Responsibility

Course Schedule (Please supply the details about each lesson):

Course Schedule:

Lecture 1: Chinese Foreign Policy and the Origins of the Cold War

- Westad, Odd Arne. 'The New International History of the Cold War', *Diplomatic History* 24 (2000): 551–65.
- Chen, Jian. *Mao's China and the Cold War* (Chapel Hill: University of North Carolina Press, 2001): 1-48.
- Engerman, David. 'Ideology and the Origins of the Cold War, 1917-1962,' in Melvyn P. Leffler and Odd Arne Westad (eds.), *Cambridge History of the Cold War*, vol I (Cambridge: Cambridge University Press, 2010): 20-43 **(Available on e-books)**.

Lecture 2: The Korean War, 1950-53

- Chen, Jian. *Mao's China and the Cold War* (Chapel Hill: University of North Carolina Press, 2001): 85-117.
- Stueck, William, 'The Korean War', in Melvyn P. Leffler and Odd Arne Westad (eds.), *Cambridge History of the Cold War*, vol I (Cambridge: Cambridge University Press, 2010): 266-87 **(Available on e-books)**.

Lecture 3: The Bandung Conference and Non-Aligned Movement, 1955-61

- Westad, Odd Arne. *The Global Cold War: Third World Interventions and the Making of Our Times* (Cambridge: CUP, 2005): 97-109.
- Lawrence, Mark Atwood. 'The Rise and Fall of Non-Alignment', in Robert J. McMahon (ed.), *The Cold War in the Third World* (Oxford: OUP, 2013): 139-155 **(excerpts available)**.
- Vijay Prashad. *The Darker Nations: A People's History of the Third World* (New Delhi: The New Press, 2008): 31-51.

Online sources:

- *Afro-Asian Networks: Transitions in the Global South*, available at: [<https://afroasiannetworks.com/>].
- Afro-Asian Visions: New Perspectives on Decolonisation, the Cold War, and Asian-African Connections, available at: [<https://medium.com/afro-asian-visions>].

Lecture 4: The Rise and Demise of the Sino-Soviet Alliance, 1949-63

- Chen, Jian. *Mao's China and the Cold War* (University of North Carolina Press, 2001): 49-84.
- Jeremy Friedman, *Shadow Cold War: The Sino-Soviet Competition for the Third World* (Chapel Hill: University of North Carolina Press, 2015): 25-59.
- Lüthi, Lorenz M. *The Sino-Soviet Split: Cold War in the Communist World* (Princeton: Princeton University Press, 2008) **(Available on e-books)**.

Lecture 5: Third World Socialism

- Sun, Jodie Yuzhou, 'Historicizing African Socialisms: Kenyan African Socialism, Zambian

Humanism, and Communist China's Entanglements', *International Journal of African Historical Studies* 52, 3 (2019): 349-374.

- Cook, Alexander, "Introduction: The Spiritual Atom Bomb and its Global Fallout", in Alexander Cook, ed., *Mao's Little Red Book: A Global History* (New York: Cambridge University Press, 2014): 1-22.
- Lal, Priya. "Maoism in Tanzania: Material Connections and Shared Imaginaries," in Alexander Cook, ed., *Mao's Little Red Book: A Global History* (New York: Cambridge University Press, 2014): 96-116.

Lecture 6: Insurgency and Counterinsurgency: The Congo Crisis, 1959-65

- Sun, Jodie Yuzhou, 'Supplied cash and arms but losing anyway: Chinese support of the Lumumbist insurgencies in the Congo Crisis (1959-65)', *Cold War History* (2022).
- Cook, Alexander C. "Chinese Uhuru: Maoism and the Congo Crisis." *positions: asia critique* 27, 4 (2019): 569-595.
- Namikas, Lise A. *Battleground Africa: Cold War in the Congo 1960-65* (Washington, D.C.: Woodrow Wilson Center Press, 2013), chapters 2-7.

Lecture 7: The Vietnam War, 1964-69

- Chen, Jian. *Mao's China and the Cold War* (Chapel Hill: University of North Carolina Press, 2001): 205-237.
- Westad, Odd Arne. *The Global Cold War: Third World Interventions and the Making of Our Times* (Cambridge: CUP, 2005): 158-206.
- Zhai, Qiang. "Beijing and the Vietnam Peace Talks, 1965-68: New Evidence from Chinese Sources." *Cold War International History Project Working Paper No. 18* (1997).
- Mao, Lin. "China and the Escalation of the Vietnam War," *Journal of Cold War Studies* 11, 2 (2009): 35- 69.

Lecture 8: The Cultural Cold War

- Rotter, Andrew J. 'Culture, the Cold War, and the Third World', in Robert J. McMahon, ed., *The Cold War in the Third World* (Oxford: OUP, 2013): 156-77.
- Brazinsky, Gregg A. *Winning the Third World: Sino-American Rivalry during the Cold War* (Chapel Hill: University of North Carolina Press, 2017): 132-165.
- Matusевич, Maxim. 'Journeys of Hope: African diaspora and the Soviet society', *African Diaspora* 1 (2008): 53-85.
- Branch, Daniel. 'Political Traffic: Kenyan Students in Eastern and Central Europe, 1958-1969', *Journal of Contemporary History* 53, 4 (2018): 811-831.

Lecture 9: Competitive Approaches to Economic Development

- Sun, Jodie Yuzhou. "Now the cry was Communism': The Cold War and Kenya's relations with China, 1964-70". *Cold War History* 20, 1(2020): 39-58.

- Brazinsky, Gregg A. *Winning the Third World: Sino-American Rivalry during the Cold War* (Chapel Hill: University of North Carolina Press, 2017): 270-303.
- Iandolo, Alessandro. 'The rise and fall of the "Soviet Model of Development" in West Africa, 1957-1964', *Cold War History* 12, iv (2012): 683-704.

Lecture 10: The Sino-American Rapprochement, 1969-72

- Chen, Jian. *Mao's China and the Cold War* (Chapel Hill: University of North Carolina Press, 2001): 238-276.
- Brazinsky, Gregg A. *Winning the Third World: Sino-American Rivalry during the Cold War* (Chapel Hill: University of North Carolina Press, 2017): 304-346.
- Xia, Yafeng. "China's Elite Politics and Sino-American Rapprochement, January 1969–February 1972", *Journal of Cold War Studies*, 8, 4 (2006): 3-28.

Lecture 11: The Crisis of Decolonisation: Angolan Liberation and the Civil War, 1974-89

- Schmidt, Elizabeth. *Foreign Intervention in Africa: from the Cold War to the War on Terror* (Cambridge: CUP, 2013): 103-142.
- Jackson, S.F. "China's Third World Foreign Policy: The Case of Angola and Mozambique, 1961–1993." *China Quarterly*, 142 (1995): 388-422.
- Shubin, Vladimir and A. Tokarev, 'War in Angola: a Soviet dimension', *Review of African Political Economy* 90 (2001): 607-18
- Gleijeses, Piero. 'Moscow's proxy? Cuba and Africa 1975-1988', *Journal of Cold War Studies*, 8, ii (2006): 3-51.

Lecture 12: How to conduct hands-on historical research

The last class will allow students to have hands-on experience of conducting historical research. We plan to take our students to the Shanghai Municipal Archives located in Pudong. It features a main reference room as well as other exhibitions.

For primary sources collections:

- Chinese Foreign Policy Database. Wilson Center Digital Archive. History and Public Policy Program. Washington, DC: Woodrow Wilson International Center for Scholars, available at: [<https://digitalarchive.wilsoncenter.org/theme/chinese-foreign-policy-database>].
- Adam Matthew, Marlborough, Archives Direct, available at: [<https://www.amdigital.co.uk/login>].

The design of class discussion or exercise, practice, experience and so on:

The instructor will divide the class into several groups, each of which will lead designated class discussions every two weeks. All students are expected to read and bring the readings (including the primary sources) to the class. The discussion itself can take the shape of presentation, debate, or role play.

If you need a TA, please indicate the assignment of assistant:
 The selected TA will contribute to the class by preparing teaching materials, guiding student-led seminars, addressing student concerns and marking regular and final assignments.

Grading & Evaluation (Provide a final grade that reflects the formative evaluation process):

- 1) Class participation: 10%
- 2) Student-led seminar: 30%
- 3) Assignment: 60%

Usage of Textbook: Yes (complete textbook information form below) No

Textbook Information (No more than two textbooks) :

Title	Author	ISBN N	Publishing Time	Publisher	Type I	Type II
					<input type="checkbox"/> Self-compiled Textbook (Published) <input type="checkbox"/> Non-mainland Textbook <input type="checkbox"/> Other Textbook (Published)	<input type="checkbox"/> National Planning Textbook <input type="checkbox"/> Provincial and Ministerial Planning Textbook <input type="checkbox"/> School Level Planning Textbook <input type="checkbox"/> Others
					<input type="checkbox"/> Self-compiled Textbook (Published) <input type="checkbox"/> Non-mainland Textbook <input type="checkbox"/> Other Textbook (Published)	<input type="checkbox"/> National Planning Textbook <input type="checkbox"/> Provincial and Ministerial Planning Textbook <input type="checkbox"/> School Level Planning Textbook <input type="checkbox"/> Others

Teaching References (Including author, title, publisher, publishing time, ISBN):

Chen, Jian. *Mao's China and the Cold War* (University of North Carolina Press, 2001).
 Westad, Odd Arne. *The Global Cold War: Third World Interventions and the Making of Our Times* (Cambridge: CUP, 2005).
 Leffler, Melvyn P. and Westad, Odd Arne (eds.). *Cambridge History of the Cold War*, vol I, II, III (Cambridge: Cambridge University Press, 2010).

Table column size can be adjusted according to the content.