

Course Syllabus

HUMA 1430

History of the Foreign Relations of the People's Republic of China, 1949–1989

Spring 2025

WED 3:00–5:50, Room 2407

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OFFICE HOURS:

Tuesday, 5–6 PM

COURSE DESCRIPTION

This course studies the history of the foreign relations of the People's Republic of China. To provide the context, it first examines key events leading up to the Communist victory in 1949, including WWII and the Chinese Civil War. We will study major events and periods during the Cold War, including, among others, the Korean War, the Sino-Indian conflict, the Sino-Soviet split, the Cultural Revolution, China's role in the two Indo-China Wars, and the U.S.-China rapprochement. Newly declassified archival materials will be presented, and critical examination and rethinking of PRC history will be introduced for discussion.

REQUIRED TEXTS

1. John Pomfret, *The Beautiful Country and the Middle Kingdom: America and China, 1776 to the Present* (New York: Henry Holt and Company, 2016)
2. 呂迅, 《大棋局中的國共關係》(北京: 社會科學文獻出版社, 2015)
3. 沈志華主編, 《中蘇關係史綱: 1917–1991 年中蘇關係若干問題再探討》(北京: 社會科學文獻出版社, 2011/2016)

* All three books are available for purchase at the university bookstore.

* One copy of each book has been placed on 2-hour reserve in the library.

* All additional documents in PDF are available under “course content” on CANVAS.

* Pomfret’s book can be bought at Amazon.com.

RECOMMENDED TEXTS

- David Cheng Chang, *The Hijacked War: The Story of Chinese POWs in the Korean War* (Stanford University Press, 2020)
- CHEN Jian, *Mao’s China and the Cold War* (University of North Carolina Press, 2001)

COURSE REQUIREMENTS

Before each session, you are expected to have completed all of the readings assigned for the session and watched the films if they are available online (most are). Attendance is required, as the lectures and films include materials not covered in the textbook or readings.

Please be forewarned: This course requires a substantial amount of reading and other assignments. If you are not committed to consistently performing the following tasks, don’t take this class.

ASSESSMENTS

1	Attendance and participation	5%
2	Timeline, biographies, and notes for book, document, and films x 10 (weekly)	20%
3	Book/film reviews x2	30%
4a	Research paper outline & timeline	10%
4b	Final research paper	25%
5a	Short film: rough cut or PPT	5%
5b	Short film based on research paper	5%

1. **Attendance and Participation.** If you can't attend all lectures and tutorials, don't take the course.
2. **Ten weekly biographies, timeline/chronology, and chapter & document summaries.** Before each class session, you should have completed all the readings assigned for the week and watched the film. You should submit a timeline with at least TEN events and short biographies of THREE individuals covered in the readings/film (other than Chiang Kai-shek, Mao Zedong, Zhou Enlai). You can draw from the readings, films, Wikipedia, and other sources. The timeline can help bring some order to the complex sequence of events addressed in the course. By the end of the semester, you should combine all timelines into one single timeline. (Language: English or/and Chinese).
3. **Two book/film reviews.** Choose one of the books/films listed in the syllabus and write a short review essay of 800-1000 words. Your review should summarize the main message of the book/film, discuss the background and process of its writing or production, analyze its use of historical sources, and offer your critical analysis.
 - Use page numbers (of books and articles) or timestamps (of films) to make specific references, for example:
 - John Pomfret, *The Beautiful Country and the Middle Kingdom: America and China, 1776 to the Present* (New York: Henry Holt and Company, 2016), pp. 1-10.
 - Pomfret, *The Beautiful Country*, p. 5.
 - Ge Peiqi, a former Nationalist general turned professor, was severely criticized by students in a struggle session during the Anti-Rightists Campaign (*The Mao Years*, 00:24:45)
4. **Final research paper.**
 - You first identify an issue, a puzzle, a theme, an interesting person, or an event in history that has been poorly understood, misunderstood, or understudied.
 - You ask a question, explain why it is important or interesting, and develop a thesis or make an argument.
 - You will search for primary and secondary sources that will support your thesis/argument.
 - **Primary sources** are records left by people (or groups/organizations) who participated in or witnessed the

events you are studying or who provided a contemporary expression of the ideas or values of the period under examination. Examples of primary sources include letters, autobiographies, diaries, government documents, minutes of meetings, newspapers, or books written about your topic at that time. Non-written sources include interviews, films, photos, recordings of music, clothing, buildings, or tools from the period.

- **Oral history interview as a primary source.**

- You may conduct oral history interviews on one topic of your choice. You are responsible for locating the interviewee and conducting the interview.
- Audio or video-record the interview with the interviewee's consent, as you may need the video recording for film production (Assignment #5).
- The final oral history interview report should situate your interviewee's story into a larger historical context, and you should explain how it sheds light on the history of twentieth-century China or the broader world.

- **Secondary Sources** are accounts written by people who were not themselves involved in the events or in the original expression of the ideas under study. Written after the events, they are based on primary sources and/or other secondary works.

- You will use both primary and secondary sources to analyze how our (or your) understanding of this historical person, issue, theme, event, and period evolved.
- Demonstrate how your thesis or new understanding helps you better understand the issue at hand.
- Draw a conclusion.

5. **A short documentary film based on your research paper.**

You will work individually or in teams (with a maximum of three members) to produce a 5–8-minute film, based on a team member's research paper and/or oral history interviews. You are required to use the following components to create the film:

1. Oral history interview footage and/or historical documentary film footage downloaded from the Internet.
2. Historical photographs, letters, writings, and other primary sources obtained from the Internet and your interviewee.
3. Original archival documents.
4. Historical maps and/or Google Map/Earth.

ACADEMIC INTEGRITY: A WARNING ON PLAGIARISM

Plagiarism is the act of using someone else's words, ideas, or research results without proper attribution, and passing them off as your own. The most common forms of plagiarism include the following^[1]:

- Verbatim copying of words, sentences, paragraphs or entire sections or chapter without quotation and proper attribution. This is the most obvious form of plagiarism. You must use quotation marks even if you only borrow several words in sequence from a source. If you cite a specific term that encapsulates an author's original idea, you must use quotation marks even if you only cite one word.
- Paraphrasing (i.e. changing some of the wording) of a passage without acknowledging the source. Even if you change all of the words but retain the author's basic idea, you must cite the original source.
- Properly citing a source in an earlier note and then continuing to use the source without citing. You must **cite the source every time** you adopt an idea or a specific wording. This may mean a footnote at the end of every sentence, or if the other author's ideas are uninterrupted by yours for a whole paragraph (generally not a good idea for a paper), you may have a footnote at the end of the paragraph.
- Citing a primary source as if you have looked at it yourself, when you simply **found the primary source quoted or cited in a secondary work**. If you have not seen the primary source yourself or if you found the source only because you saw it referenced elsewhere, you also must cite the secondary work in which it was originally cited. Example: Julius Caesar, *The Gallic Wars*, p. 12, **cited in** Gerbil Munchkin, *Caesar's Life and Times*, p. 2345. (轉引|自)
- Common knowledge: You do not need to cite information that is part of common knowledge, i.e. information that an educated person can be reasonably expected to know before engaging in research. If you are in

doubt about what qualifies as common knowledge, consult your instructor.

You must use **quotation marks** even if you only borrow **several words in sequence** from a source. Plagiarism is a serious academic offense and is covered by university policy on academic dishonesty. If I suspect that you have used another person's (including another book, article, or website's) words without proper footnoting, we will notify you and require that you submit an electronic copy of your paper to turnitin.com, so that we can use available electronic means to check for plagiarism. Just as the Web makes plagiarism easier, it also makes the detection of plagiarism easy. Students found guilty of plagiarism will at the least get a failing grade on the paper, and at worst fail the course and be taken to the University for disciplinary action. Consider this fair warning. **DO NOT PLAGIARIZE**. It's just not worth it. **The consequences can be extremely serious**. Refer to the university web site: <http://www.ust.hk/provost/integrity/student-4.html> Links for definitions and university procedures in dealing with plagiarism.

GUIDELINES ON GENERATIVE AI TOOLS:

While AI tools like ChatGPT, DeepSeek, DeepL, and Perplexity can be valuable resources for research and writing support, they are not substitutes for your own critical thinking, research, and writing. When utilizing AI tools:

- Use them to improve grammar, enhance writing clarity, and aid in research.
- Do not use AI tools to generate entire pieces of writing, including papers, essays, or reports.
- Always clearly acknowledge content generated by AI tools in your work.

LECTURES AND READING SCHEDULE:

Week 1 (2/5)

教學目的、內容與方法

Week 2 (2/12)

珍珠港事件前的中美、中蘇關係

學術文獻：

- 杨奎松, <从历史的眼光来看待中国的民族主义问题>, 《国际政治研究》, 2006 年 01 期, 頁 88–95.
- 《中蘇關係史綱》, pp. 3–76 (2011 版)/3–102 (2016 版) [難以確定的對手 1917–1949].
- Pomfret, Ch. 16, A Red Star; Ch. 18, Bloody Saturday.
- Edgar Snow, *Red Star Over China* (New York: Grove Press, 1968)
 - 11–18 (Fairbank's introduction, Preface)
 - 68–76 (The Insurrectionist)
 - *89–105 (Soviet Strong Man, Basic Communist Policies)
 - *443–444 (On the Comintern, China, and Outer Mongolia)

Week 3 (2/19)

太平洋戰爭爆發、史迪威使華、中緬印戰區、開羅會議、中共與美國接觸

學術文獻：

- 呂迅, 《大棋局中的國共關係》, 1–76.
- Pomfret, Ch. 20, Burmese Days; Ch. 21, Dangerous Liaisons (pp. 280–305)
- *齊錫生, 《劍拔弩張的盟友：太平洋戰爭期間的中美軍事合作關係 (1941–1945)》(台北：中央研究院-聯經出版社, 2011), 352–373 (開羅會議).

雅爾塔密約、中蘇條約、東北

學術文獻：

- 《中蘇關係史綱》, pp. 77–90 (2011)/103–120 (2016) [新疆、雅爾塔密約、《中蘇友好同盟條約》、東北]
- 呂迅, pp. 77–149.

- Pomfret, Ch. 23, The East is Red; Ch. 24, Key to the Kingdom; Ch. 25, The Beginning of the End (pp. 320–355)

Documents:

- Yalta Secret Agreement regarding Japan, in “Protocol of Proceedings at the Crimean Conference,” 4-11 February 1945. <http://avalon.law.yale.edu/wwii/yalta.asp> [Links to an external site.](#)
- The U.S. Department of State, *The China White Paper*, August 1949.
 - *Van Slyke’s Introduction
 - Dean Acheson, Letter of Transmittal (III–XVII)
- John S. Service and Joseph Esherick, *Lost Chance in China: The World War II Despatches of John S. Service* (New York: Random House, 1974).
 - xiii–xxiii, 387–399 (Intro & Epilogue by Esherick);
 - 93–96 (“domestic troubles”), 177–182 (“first impressions”), 288–309 (Mao interview with John S. Service, August 23, 1944; “Communist policy toward the U.S.”)

Week 4 (2/26)

馬歇爾使華、國共內戰與美蘇冷戰的起源

學術文獻：

- 《中蘇關係史綱》，pp. 90–107 (2011)/121–148 (2016) (中國內戰與中蘇國共關係).
- 楊奎松, “關於解放戰爭中的蘇聯軍事援助問題——兼談治學態度並答劉統先生,” 《近代史研究》, 2001 年 01 期, pp. 285–306.
- 楊奎松, “美蘇冷戰的起源及對中國革命的影響”, 《歷史研究》, 1999 年第 5 期, pp. 5–22.
- 呂迅, pp. 150–210.
- Pomfret, Ch. 26 Mission Impossible (pp. 356–363)

“Lost Chance in China” or the “Loss of China”?

學術文獻：

- John S. Service and Joseph Esherick, *Lost Chance in China: The World War II Despatches of John S. Service* (New York: Random House, 1974), 178–182, 303, 308–313.
- Chen Jian, pp. 38–48 (The Myth of America’s Lost Chance in China).
- Pomfret, Ch. 27 A Third Force (pp. 364–378)
- 吕迅, pp. 211–286.

檔案文獻 Documents:

- John S. Service and Joseph Esherick, *Lost Chance in China: The World War II Despatches of John S. Service* (New York: Random House, 1974).
 - *xiii–xxiii, 387–399 (Intro & Epilogue by Esherick)
 - 93–96 (“domestic troubles”), 177–182 (“first impressions”), 288–309 (Mao interview with John S. Service, August 23, 1944; “Communist policy toward the U.S.”)

Week 5 (3/5)

美國「袖手政策」，中共「一邊倒」與《中蘇友好同盟互助條約》

學術文獻：

- 《中蘇關係史綱》，pp. 111–126 (2011)/149–169 (2016) (同盟條約的簽訂及中蘇利益衝突).
- 吕迅, pp. 287–371.
- Pomfret, Ch. 28 Hate America (379–388)

檔案文獻 Documents:

- United States Department of State, *The China White Paper, August 1949* (Stanford, CA: Stanford University Press, 1967).
 - Lyman Van Slyke’s Introduction
 - Dean Acheson, “Letter of Transmittal” (pp. III–XVII)

朝鮮戰爭與「台灣地位未定論」

學術文獻：

- 沈志華,《最後的天朝》, pp. 189–276 (朝鮮戰爭：朝鮮問題主動權轉移)
- 《中蘇關係史綱》, pp. 127–138 (2011)/170–186 (2016) (朝鮮戰爭與中蘇同盟的實質性進展).

檔案文獻 Documents:

- Truman's news conference remarks, January 5, 1950.

<http://www.presidency.ucsb.edu/ws/?pid=13678#axzz1r3mU8S3>Links to an external site.

- Truman's statement on the situation in Korea, June 27, 1950.

<http://www.presidency.ucsb.edu/ws/index.php?pid=13538&st=&st1=#axzz1r3mU8S23>Links to an external site.

Week 6 (3/12)

朝鮮戰爭停戰談判與戰俘問題

學術文獻：

- David C. Chang, *The Hijacked War: The Story of Chinese POWs in the Korean War*
- 常成, <「新中國」的叛逃者：韓戰反共戰俘的生死逃亡路, 1950–1954>, 《漢學研究》2016 年第 34 卷第 2 期, pp. 245–280.
- 楊奎松, 「中國對朝鮮停戰問題態度的變化」, (韓)《6•25 戰爭 50 週年學術研討會論文集》, 2002.
(<http://www.usc.cuhk.edu.hk/PaperCollection/Details.aspx?id=3008>Links to an external site.)

3/18 First Book Review due

Week 7 (3/19)

1954 年日內瓦會議、第一次印度支那戰爭、1956 蘇共二十大、赫魯曉夫「秘密報告」、波匈事件、1957 年莫斯科會議

學術文獻：

- Chen Jian, pp. 118–144. (China and the First Indochina War, 1950–1954)
- 《中蘇關係史綱》，pp. 139–205 (2011) /187–273 (2016) (蘇共二十大及其對中蘇關係的影響, 蘇聯經濟援助與中共的政治支持; 蘇聯對中國核武器研制的援助和限制; 毛澤東在莫斯科會議獨領風騷).
- Pomfret, Ch. 31, Dead Flowers (415–425); Ch. 32 Bloody Marys (425–451); Ch. 33 Pictures of Chairman Mao

Week 8 (3/26)

第一、第二次台海危機期間的中美蘇三邊互動

學術文獻：

- 楊奎松, "毛澤東與兩次台海危機——20 世紀 50 年代中後期中國對美政策變動原因及趨向, " 《史學月刊》, 2003 年第 11, 12 期.
- 《中蘇關係史綱》，pp. 206—251 (2011)/274–335 (2016) (「大躍進」、人民公社與中蘇對內政策分歧；軍事合作、炮擊金門與中蘇對外政策分歧).

中印邊界衝突與中蘇關係惡化

學術文獻：

- 《中蘇關係史綱》，pp. 252–275 (2011)/336–368 (2016) (中蘇兩黨在理念和政策上難以彌合的裂痕); pp. 361–365 (在中印邊界衝突問題上的鬥爭).
- 戴超武, 「關於 1962 年中印邊界衝突和中蘇分裂研究的若干問題, " 《當代世界與社會主義》, 2010 年第 4 期, pp. 180–185.
- Amit R. Das Gupta and Lorenz M. Lüthi, eds, *The Sino-Indian War of 1962: New Perspective* (Taylor & Francis, 2016), pp. 29–47 (Lüthi), 68–84 (Dai Chaowu).

Week 9 (4/9)

中蘇分裂、對抗與珍寶島事件

學術文獻：

- 《中蘇關係史綱》，pp. 278–374 (2011)/ 371–501 (2016) (3.1 中蘇分歧公開化與短暫的緩和; 3.2 兩黨關係破裂與兩國關係惡化).
- 《中蘇關係史綱》，pp. 375–447 (2011) / 502–604 (2016) (3 中蘇同盟的徹底瓦解; 3.4 國際共運分裂與中蘇走向對抗); pp. 531–540/714–727 (中蘇同盟破裂的內在原因).
- 程映虹, <向世界輸出革命: “文革”在亞非拉的影響初探 >, 《當代中國研究》2006 年第 3 期 (總第 94 期)

Week 10 (4/16)

中美在印度支那的對抗；印尼

學術文獻：

- Chen Jian, *Mao's China and the Cold War*, pp. 205–237 (Ch 8, “China’s involvement in the Vietnam War, 1964–1969)
- Taomo Zhou, *Migration in the Time of Revolution: China, Indonesia, and the Cold War* (Cornell University Press, 2019), Intro, Chs. 8, 10, Conclusion. <http://www.jstor.org/stable/10.7591/j.ctvfc51sh>Links to an external site. .
- *Lovell, *Maoism*, Ch. 5 (Years of Living Dangerously – The Indonesian Connection)

Week 11 (4/23)

乒乓外交、基辛格密訪、聯合國席位、尼克松訪華、中美關係正常化與《台灣關係法》

學術文獻：

- Chen Jian, Ch. 9 “Sino-American rapprochement, 1969–1972” (pp. 238–276)
- Pomfret, *The Beautiful Country and the Middle Kingdom*, 35, Not Because We Love Them (452–461); Ch. 36, Tacit Allies (462–476); Ch. 37, We Are Very Sexy People (477–499)

紀錄片 Documentary Film

- *Assignment: China - The Week that Changed the World*

Week 12 (4/30)

1980s. 中美關係「蜜月期」、中蘇關係正常化

學術文獻：

- Pomfret, Ch. 39 Nobody Is Afraid of Anybody (500–509); Ch. 40 Deathsong (510–520).
- 《中蘇關係史綱》，pp. 504–530 (2011)/677–713 (2016).
- 陶文釗，「中美《八一七公報》-艱難的妥協，」《社會科學戰線》，2009 年第 8 期, pp. 1–11.

紀錄片 Documentary Film

- Carma Hinton, *Tiananmen: The Gate of Heavenly Peace* (1995).

Week 13 (5/7)

思考與展望

學術文獻：

- Chen Jian, pp. 1–15 (Introduction).
- 楊奎松，「新中國的革命外交思想與實踐，」《史學月刊》，2010 年第 02 期, pp. 62–74.
- Kurt M. Campbell and Ely Ratner, “The China Reckoning: How Beijing Defied American Expectations,” *Foreign Affairs* 97, no. 2 (2018): 60–70.