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Center for East Asian Studies Lesson
Plan August 31, 2022

Understanding U.S. China Relations: Politics, Trade, and COVID

ABOUT THIS LESSON

After attending the Center for East Asian Studies workshops on "Understanding U.S. China Relations: Politics, Trade, and COVID" and receiving the books, my biggest take-aways are that the world is a closed system. The politics of the US China relationships might have deterred trade by setting up bilateral tariffs, however, humans and disease won't stop interacting and transmitting; climate crisis impact won't discriminate against any country, of which the more intricacies we understand, the more common ground we can establish to engage in proper diplomacy and communication from an individual to the national level. Bilateral and international trade and market mechanisms sustain global economic growth and standards of living. When tackling world health crises and pandemics like Covid-19, we might have to put aside nation-states constraints but work towards the sustainable health development goals like the World Health Organization's Triple Billion targets to improve the health of billions of people by 2023. Are there any alternatives to all types of wars (trade, intellectual, human rights, financial, technology, and public health) between China and the United States? This series of lessons will address this most important question and tension throughout history.

GRADE LEVEL

9-12

CLASSROOM TIME

2 periods of 45 minutes

RESOURCES

Global Trade in the Nineteenth Century: The House of Houqua and the Canton System
Book by John D. Wong

Modern Chinese History
Book by David L. Kenley

The Age of Ambition: Chasing Fortune, Truth, and Faith in the New China
Book by Evan Osnos

The Beautiful Country and the Middle Kingdom: America and China, 1776 to the Present
Book by John Pomfret

The Wuhan Lockdown
Book by Guobin Yang

Association for Asian Studies

China's Sports Diplomacy during the Cold War - Friendship First

Full Opening Ceremony from Beijing 2008 | Throwback Thursday

Pride & Shame: The Roots Of US-China Tensions | When Titans Clash | Ep 1/4 | CNA Documentary

The Real Losers Of The US-China Trade War | When Titans Clash | Ep 2/4 | CNA Documentary

A US-China Tech War: The True Costs | When Titans Clash | Ep 3/4 | CNA Documentary

Thirteenth general programme of work 2019-2023

http://www.projectaero.org/aero_standards/socialstudies/socialstudies.pdf

BACKGROUND

*In the spring of 1882, the Chinese Exclusion Act was passed by Congress and signed by President Chester A. Arthur. This act provided an absolute 10-year ban on Chinese laborers immigrating to the United States.

*The GI & Jeep girl narratives in 1945 (WWII) gave voice to paternalistic outrage over sexual relations, while the liberty spot demonstrations implied that security forces would look the other way if men lashed out at GIs or their female companions in China. On June 8, 1942, in move undertaken explicitly to prevent interracial marriage, the US War Department issued Circular 179, which stated that no military personnel on duty outside the United States could marry without his commanding officer's approval.

*The War Department updated its policy after Congress passed the Chinese Exclusion Repeal Act of 1943 to repeal the discriminatory exclusion laws against Chinese immigrants and to establish an immigration quota for China of around 105 visas per year.

*In 1949, Chiang's government and army retreated to Taiwan, where Chiang imposed martial law and persecuted critics during the White Terror.

*On October 1, 1949, Chinese Communist leader Mao Zedong declared the creation of the People's Republic of China (PRC).

*The US and China fought in an intense but localized undeclared war 1950-1953 in the Korean War.

*President Nixon's trip to China in 1972 ended twenty-five years of isolation between the United States and the People's Republic of China (PRC) and resulted in establishment of diplomatic relations between the two countries in 1979.

This lesson looks at the types of wars that China and the United States have been engaging in, namely trade, financial, intellectual property, technology, and real war like the Korean War. Throughout the years, there are also human interactions, diplomacy, and friendship established between the two countries.

OBJECTIVES

Students will:
1.12.e. Analyze how ideals and institutions of freedom, equality, justice, and citizenship have changed over time and from one society to another.
2.12.b. Analyze how cooperation and conflict influence political, economic, and social conditions.
2.12.c. Evaluate efforts to resolve conflict within and among nations
2.12.d. Analyze how trade has contributed to cooperation and conflict.
2.12.f. Analyze effects of differing national foreign policy positions on international competition and cooperation
2.12.h. Explain how powerful entities, such as countries, corporations, and religious institutions, have influenced conflicts and cooperation in the world
6.12.h. Examine the wide range of influences on policy makers.

STANDARDS

AERO, International Baccalaureate Diploma Programme, and Advanced Placement Grades 9-12 Standards and Learning Progressions

Standard 1 (Time, Continuity, and Change) Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.

Standard 2 (Connections and Conflict) Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.

Standard 6 (Government) Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.

LESSON

1. Opening Activity

Students will identify the types of tariffs that the US and China have imposed on each other. Students will then discuss their findings briefly in a think-pair-share activity.
https://taxfoundation.org/tariffs-trump-trade-war/#timeline

In a large group discussion, students will answer three questions:

- What is a tariff & protectionism?
- How well does the United States and China engage in trade war?
- What are some impacts on each country because of the trade war?

2. Intentions in declaring all types of wars between countries
Assign an article to each student or let students pick the choice of higher interest. Students will read their article, write their biggest take-aways, and be ready to share out in the whole class. Students who have the same article will form groups to discuss their takeaways before the whole class share-out.

Financial/digital currency war: Digital Currency Wars? US-China Competition and Economic Statecraft

Trade war: US-China trade war timeline: key dates and events since July 2018

Technology war: Everything you need to know about the US-China tech war and its impact

Intellectual property war: U.S.-China Intellectual Property Issues in a Post-Phase-One Era - The National Bureau of Asian Research (NBR)

Human rights war: Human Rights in China
Conflicts over Human Rights between China and the US

Public health/Covid-19 war: The U.S., China, and the futility of the narrative battle over COVID-19

3. Alternative exchanges/diplomacy instead of wars
China's President, Xi Jinping, says the Chinese people are ready to promote exchanges with the American people.
Xi Jinping's friend from Iowa on cultural exchanges

Students can form partner groups from 2-4 and research on the exchanges/interactions of China and the US in the areas below:

- education
- trade and investment
- food
- marriage
- travel
- youth exchange
- any other areas not mentioned

Number of Chinese students in the U.S. 2010/11-2020/21
The People's Republic of China | United States Trade Representative
Marriage - U.S. Embassy & Consulates in China
• Visitors to the U.S. from China | Statista
China Travel Restrictions 2022, When Will China Open Its Borders
China's Interests in U.S. Agriculture: Augmenting Food Security through Investment Abroad | U.S.

Student groups can choose to present the purpose and impact of wars and/or alternatives. (Presentation format: poster/visual display, essay, slide-deck, video clip, and speech.)

Student groups can also choose to engage in a debate format: War vs. alternative (e.g., financial war). This part will occupy 50% of students' assessment grade.

POST LESSON ACTIVITIES

The post-lesson activities to extend student engagement in this topic have to be related to posting or publishing through social media or prints. For example, students may submit their speech and/or essay to the following youth or school magazine/newsletter:

youthcomm.org

ASSESSMENT OPTIONS

Group presentation will occupy 50% of the summative assessment. Student groups can choose to present the purpose and impact of wars and/or alternatives. (Presentation format: poster/visual display, essay, slide-deck, video clip, and speech.)

Student groups can also choose to engage in a debate format: War vs. alternative (eg., financial war).

The other 50% will come from individual work. Students can choose the following format.

Essay

Students can write a 3-5 paragraph essay evaluating their area of interest:

1. Evaluate the aspect of tension between China and the United States.
2. What are their recommended action steps to collaborate, compete, and/or keep the status quo?
3. What is their role in affecting policy making? How can they make it relevant to their generation?

Speech

Students can develop a short persuasive speech justifying what action plan to ease the tension between China and the United States.