

China on the World Stage: Weighing the U.S. Response

Student Text



THE
CHOICES
PROGRAM
BROWN UNIVERSITY

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PREVIEW
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Introduction: China in the Twenty-First Century

In the late 1970s, China emerged from three decades of economic isolation imposed by Mao Zedong, the leader of China's communist revolution. Mao's policies had produced a society that valued equality and uniformity. China was able to feed and clothe its population, the largest in the world, but there were few opportunities for individual advancement.

At the time of Mao's death in 1976, Li Xiaohua was a peasant working on a state-run wheat farm in northern China. Like millions of his countrymen, Li closely followed the struggle for power among China's political elite that followed Mao's death. He was pleased when Deng Xiaoping emerged as the head of China's Communist Party, and he supported Deng's program of economic reform.

Today, Li is one symbol of China's transformation. He has become a multi-millionaire businessman and became the first person in China to own a Ferrari. Under Mao, private cars were unheard of. As late as 1981, only twenty people in Beijing owned their own vehicles. China now has annual auto sales of over twenty-eight million vehicles, compared to seventeen million in the United States.

Today's China offers some citizens opportunities for huge financial success, but many others are struggling. Although wealth is not distributed equally among China's population of nearly 1.4 billion people, the pace of economic reform has turned China into an economic giant. Since 1979, China's economic growth has averaged nearly 10 percent annually. No



The town of Yangshuo, alongside the Li River in southeastern China.

major country in modern times has grown so fast for such a long period.

By some measurements, China's economy recently surpassed the United States' and became the largest in the world. (The U.S. economy had been the world's largest for over 140 years.) Just as the 1900s have been referred to as the "American century," the year 2001 may have marked the beginning of the "Chinese century."

China's speedy growth has brought hundreds of millions out of poverty, but threatens environmental destruction. China, like the United States, is a major contributor to climate change. Together, the two countries are responsible for roughly 42 percent of global greenhouse gas emissions. Gov-

	China	United States
Area	3.7 million square miles	3.8 million square miles
Population	1.38 billion	329 million
Life Expectancy	76 years	80 years
Per Capita GDP	\$16,700	\$59,800
Urban Population	60% of population	82% of population
Internet Users	730 million 53% of population	247 million 76% of population
Cell Phones	1.5 billion	395 million

Ericbalz, Public Domain.

Data from CIA World Factbook.

China on the World Stage: Weighing the U.S. Response

Teacher Resource Book

TEACHER RESOURCE BOOK

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Cross-Strait Relations

Objectives:

Students will: Understand the basics of the conflict across the Taiwan Strait.

Use multiple sources and media to develop comprehension.

Work in groups to create effective visual representations of their knowledge.

Required Reading:

Students should have read Part III of the student text and completed “Study Guide—Part III” (TRB 24-25) or the “Advanced Study Guide—Part III” (TRB-26).

Handouts:

“China-Taiwan-U.S. Relations” (TRB-29) for all groups

One additional handout for each group (TRB 30-43)

Videos:

“What is the history of China’s relationship with Taiwan?” answered by Edward Steinfeld, Brown University

Videos are available at <www.choices.edu/china>.

In the Classroom:

1. Preparing for Group Work—Divide students into seven groups. Distribute “China-Taiwan-U.S. Relations” and one additional handout to each group. Tell students that each handout looks at a different element of cross-strait relations and U.S. involvement. Show the video, “What is the history of China’s relationship with Taiwan?” answered by Edward Steinfeld, Brown University. Students should read “China-Taiwan-U.S. Relations” and then read and answer questions on their group’s additional handout. Alternatively, you may choose to read the “China-Taiwan-U.S. Relations” handout as a class before students break into smaller groups.

Each student should be prepared to share what he/she has learned with the rest of the class. Students should work with these groups for about half the class period.

2. Jigsaw Groups—Reassign students to new groups, ensuring that each new group has representation from each of the old groups.

3. Creating a Visual—Students should follow the “China-Taiwan-U.S. Relations” handout to develop a strategy for explaining their new knowledge. Students should then create a poster with their new group.

4. Large Group Discussion—After groups have completed their posters, call on groups to present their work. What symbols did they use? How did they represent the views of different actors in the conflict? Do their posters convey a point of view?

Suggestions:

You may wish to assign initial groups based on students’ strengths; for instance, more mathematically inclined students could work with the statistics, while more visual learners could work with the cartoons.

If time permits, students could hang the posters around school or could design short presentations to give to students in younger classes. Students could also write letters to their representatives explaining how they think the United States should (or should not) be involved in the issue of cross-strait relations.

Note:

Cross-strait tensions are deep and complex. It is not possible to understand them fully in one class period. A college student-run symposium for Chinese, Taiwanese, and U.S. students, called Strait Talk, runs every year. Information can be found at <<http://www.straittalk.org>>.

Homework:

Students should read “Options in Brief.”

China-Taiwan-U.S. Relations

General Directions:

Your group has been assigned one element of China-Taiwan-U.S. relations. In your group, read the background below and then answer the questions on your handout. Once your group has completed the handout, you will be split into new groups. Your new group will design a poster that conveys your understanding of the Taiwan Strait conflict. Each of you will need to be prepared to share the findings of your first group with your second group, so that you can design and create an effective poster together.

Poster Directions:

In your new group, design a poster that conveys your knowledge of the Taiwan Strait conflict from each side: China, Taiwan, and the United States. A person looking at your poster should be able to understand the conflict, though you should minimize the number of words you use. Design, symbols, colors, and shapes can be used to convey your message. Be sure to consider whether your group has a point of view on the conflict and whether you wish to convey that or try to be as neutral as possible.

Background on the Conflict:

The conflict across the Taiwan Strait has a long history. Today, mainland China seeks to exert its regional influence, to celebrate its heritage, and to provide a counterweight to U.S. leadership in East Asia. Communist China (also called the People's Republic of China) sees Taiwan (also called the Republic of China) as rightfully part of China, and seeks to bring the island back under mainland Chinese control. Before Japan took over Taiwan in 1895, the island and its inhabitants—a mix of indigenous people and mainland Chinese settlers—had been loosely controlled by the Manchu dynasty for centuries. When the end of World War II forced Japan to relinquish its occupation of Chinese territory, the question of who would permanently control Taiwan became important. Following the Chinese civil war in 1949, two million Nationalist Party refugees escaped to Taiwan, declaring Taipei as the new capital of China.

The communist government of mainland China has never recognized the government of Taiwan as legitimate. For its part, the government of Taiwan, a free-market democracy, does not wish to be controlled by communist China. U.S. support for Taiwan has complicated the issue. Continued U.S. arms shipments to Taiwan, as mandated under the Taiwan Relations Act of 1979, coupled with U.S. assertions of support for the "One China Policy" can be difficult for Chinese and Taiwanese officials to interpret. Misunderstandings between China and the United States have flared to dangerous levels in the past.

The conflict between China and Taiwan is unlike many other regional conflicts in the world, such as Israel/Palestine, Northern Ireland, or Cyprus. One hundred miles of water separate Taiwan and China. The two populations are not living close enough to each other so that neighborhood tensions become violent, as is often the case in other regional conflicts. The people of China and Taiwan share a common written language, they are ethnically similar, and there are no major religious differences separating the two populations. The two populations are culturally very similar as well. Trade between the island and the mainland is high; the two benefit each other economically. The only major difference between the two is political. China would like political control of the island, while Taiwan wants to preserve its sovereignty.

Group One: Policy Statements

Taiwan Relations Act, 1979 Enacted by U.S. Congress

It is the policy of the United States

(1) to preserve and promote extensive, close, and friendly commercial, cultural, and other relations between the people of the United States and the people on Taiwan, as well as the people on the China mainland and all other peoples of the Western Pacific area;

(2) to declare that peace and stability in the area are in the political, security, and economic interests of the United States, and are matters of international concern;

(3) to make clear that the United States decision to establish diplomatic relations with the People's Republic of China rests upon the expectation that the future of Taiwan will be determined by peaceful means;

(4) to consider any effort to determine the future of Taiwan by other than peaceful means, including by boycotts or embargoes, a threat to the peace and security of the Western Pacific area and of grave concern to the United States;

(5) to provide Taiwan with arms of a defensive character; and

(6) to maintain the capacity of the United States to resist any resort to force or other forms of coercion that would jeopardize the security, or the social or economic system, of the people on Taiwan.

Constitution of Taiwan Article 141

The foreign policy of the Republic of China shall, in a spirit of independence and initiative and on the basis of the principles of equality and reciprocity, cultivate good-neighborliness with other nations, and respect treaties and the interests of Chinese citizens residing abroad, promote international cooperation, advance international justice and ensure world peace.

Anti-Secession Law, 2005 The Government of China

Article 2. There is only one China in the world. Both the mainland and Taiwan belong to one China. China's sovereignty and territorial integrity brook no division. Safeguarding China's sovereignty and territorial integrity is the common obligation of all Chinese people, the Taiwan compatriots included. Taiwan is part of China. The state shall never allow the "Taiwan independence" secessionist forces to make Taiwan secede from China under any name or by any means.

Article 8. In the event that the "Taiwan independence" secessionist forces should act under any name or by any means to cause the fact of Taiwan's secession from China, or that major incidents entailing Taiwan's secession from China should occur, or that possibilities for a peaceful re-unification should be completely exhausted, the state shall employ non-peaceful means and other necessary measures to protect China's sovereignty and territorial integrity.

Name: _____

Questions:

1. What kind of sources are these?
2. From whose perspective are the different documents written?
3. What do you think are the most important sentences or phrases in each document? Highlight or underline them.
4. How do these documents explain current tensions in the Taiwan Strait and the perspectives of different countries?
5. How do the documents explain current U.S.-China relations?

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Group Two: News Report on U.S.-China-Taiwan Relations

Trump Administration Approves F-16 Fighter Jet Sales to Taiwan

Aug. 16, 2019 in *The New York Times*

By Ed Wong

The Trump administration is moving forward with an \$8 billion sale of F-16 fighter jets to Taiwan, American officials said Friday. The move is certain to further anger China at a time when a long-running trade war between Washington and Beijing has upended relations between the world's two largest economies and contributed to stock market turmoil.

The sale of 66 jets to Taiwan would be the largest or one of the largest single arms package transactions between the United States and the democratic, self-governing island. The State Department told Congress Thursday night, right after Secretary of State Mike Pompeo had signed a memo approving the sale, officials said. Congress is not expected to object to the move.

For weeks, lawmakers from both parties had accused the administration of delaying the sale to avoid jeopardizing trade negotiations or to use it as a bargaining chip.

But trade talks in Shanghai at the end of July led nowhere, and President Trump said earlier this month that the United States would impose a 10 percent tariff on an additional \$300 billion worth of Chinese imports on Sept. 1. He then partly reversed himself over concerns about the impact on Americans. He decided on Aug. 13 that he would hold back on tariffs on consumer goods until after the start of the Christmas shopping season.

Mr. Trump's national security adviser, John R. Bolton, a foreign policy hawk, has been a longtime advocate of arms sales to Taiwan and has pushed for greater United States support for its government. Some analysts suggest China could retaliate by punishing American companies with sanctions, which it did last month.

On Friday, a Chinese Foreign Ministry spokeswoman, Hua Chunying, was asked at a news conference in Beijing about the potential sale of

fighter jets, hours before the news emerged of Mr. Trump's final decision. She said the United States was violating China's sovereignty and interfering in its internal affairs with arms sales to Taiwan.

She said that Beijing would take unspecified "countermeasures" and stressed that the United States would be responsible for the consequences.

The decision to proceed was first reported Friday by *The Washington Post*. Communist Party officials in Beijing have strongly objected for months to the package, which has been a long-standing request from Taiwan.

Chinese leaders have insisted for decades that they will reunify Taiwan with China. Taiwan has had de facto independence since 1949 and is supported by the United States.

As American administrations normalized diplomatic relations with China, Congress passed the Taiwan Relations Act of 1979 to set legal guidelines for ties with Taiwan. The act says the United States government must "provide Taiwan with arms of a defensive character."

The department gave informal notification of the sale on Thursday to the Senate Foreign Relations Committee and the House Foreign Affairs Committee. Once those committees tell the department to move ahead, which would probably happen within days or weeks, the agency would give formal notification to Congress and await any objections within 30 days.

Senator Jim Risch, Republican of Idaho and the chairman of the Senate Foreign Relations Committee, said he welcomed the proposed sale. "These fighters are critical to improving Taiwan's ability to defend its sovereign airspace, which is under increasing pressure from the People's Republic of China," Mr. Risch said.

The State Department said Friday that it did not comment on arms sales before formal notification to Congress.

Members of Congress expect the entire process to take place without hitches because there is strong bipartisan support for Taiwan and for the United States to take a forceful stand against China.

Name: _____

Congressional officials told The New York Times in late July that trade negotiators had persuaded Mr. Trump to delay the F-16 jet sale. Lawmakers had expected Mr. Pompeo to give the congressional committees at least informal notification by mid-July, before Congress went into recess, but that did not happen.

The jets would be the fourth package of arms sales to Taiwan from the Trump administration. The first two packages totaled less than \$2 billion. On July 8, the Trump administration told Congress it was moving ahead with a \$2.2 billion package that consisted mainly of 108 M1A2 Abrams tanks.

In his first term, President Barack Obama approved two large packages worth a total of \$12 billion, then moved on sales of less than \$2 billion in 2015. President George W. Bush approved packages worth less than \$5 billion total in his first term, then pushed through sales worth more than \$10 billion in his second term.

All recent administrations have taken into account the timing of arms sales to Taiwan in order to avoid upsetting Beijing at critical moments.

“There is never a good time to sell arms to Taiwan, but this timing is probably the worst possible choice,” said Evan S. Medeiros, professor in Asian studies at Georgetown University and senior Asia director on Mr. Obama’s National Security Council. “Trade talks will stall, China will try to hit American companies hard and Chinese will see a conspiratorial link between U.S. support for Taiwan and Hong Kong.”

The Chinese government has blamed the United States for the pro-democracy protests in Hong Kong, though Mr. Trump has not made any strong statements in support of the protesters. Mr. Bolton has forcefully warned Beijing against any potential crackdown. He and other senior foreign policy advisers have urged Mr. Trump to declare a similar position on humanitarian grounds. Lawmakers from both parties and policy experts have also called for the president to advocate human rights.

“President Trump should not be equivocating on this,” said Kelly Magsamen, a senior Asia policy official in the Pentagon during the Obama administration. “He should be using the power of his office

to press Xi Jinping to avoid a violent escalation. Instead, he’s sending all the opposite signals and pretending he has no influence.”

Mr. Trump’s top foreign policy aides generally see China as the greatest strategic rival to the United States and advocate aggressive positions. Mr. Trump has a transactional view of China and is focused almost entirely on narrowing the trade deficit. He has said China and the United States are “strategic partners” and expresses admiration for Mr. Xi, saying they “will always be friends.”

At the urging of officials concerned about the trade talks, the administration has refrained from enacting sanctions against Chinese officials deemed responsible for the detention of one million or more Muslims. Human rights advocates are pressing the administration to move ahead with those.

Some analysts said despite the growing acrimony, Washington and Beijing might be able to keep the dispute over the Taiwan arms sales separate from the difficult trade negotiations.

“China will condemn the sale, of course,” said Bonnie S. Glaser, senior Asia adviser at the Center for Strategic and International Studies. “But Beijing’s objections are primarily political, not military. This will not likely derail the trade talks unless China is looking for an excuse to not hold them.”

Questions:

1. What kind of source is this?
2. From whose perspective is the source written?
3. When was this written?
4. What do you think are the most important sentences or phrases in the source? Highlight or underline them.
5. How does the source explain the current situation in Taiwan?
6. How does the source explain current U.S.-China relations?

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Name: _____

Group Three: Statistics

China and Taiwan at a Glance

	China	Taiwan
population	1.38 billion	23.5 million
largest ethnic group	Han (91.6%)	Han (98%)
major religions	Daoism, Buddhism	Daoism, Buddhism
major languages	Mandarin, Cantonese	Mandarin, Taiwanese
literacy rate	96.4%	98.5%
GDP	\$23.21 trillion	\$1.18 trillion
GDP per capita	\$16,700	\$50,500
internet users	730 million	120.6 million
military expenditures per GDP	1.9%	1.8%
government	authoritarian state	multiparty democracy

Data from CIA Factbook, State Department Background Notes, Taiwan Network Information Center, and SIPRI. GDP based on purchasing power parity.

Questions:

1. What kinds of information can you learn from these charts?
2. What do you think are the most important pieces of information in the charts? What makes them important?

Cross-Strait Trade in Millions of U.S. Dollars

	Exports from China to Taiwan	Exports from Taiwan to China	Total
1998	4,113.9	914.9	5,028.8
2000	6,229.3	4,391.5	10,620.8
2002	8,041.3	10,690.0	18,731.3
2004	16,891.5	36,722.8	53,614.3
2006	24,909.0	52,377.1	77,286.1
2008	31,579.7	67,515.8	99,095.5
2010	36,255.2	77,949.5	114,204.7
2012	41,431.4	82,666.2	124,097.6
2014	49,254.3	84,738.1	133,992.4
2016	3,990.8	73,878.9	117,869.7
2018	53,783.5	96,756.4	150,539.9

Data from Cross Strait Economic Statistics Monthly.

3. How do the charts explain current tensions in the Taiwan Strait?
4. How do the charts explain current U.S.-China relations?

Group Four: Public Opinion

Questions:

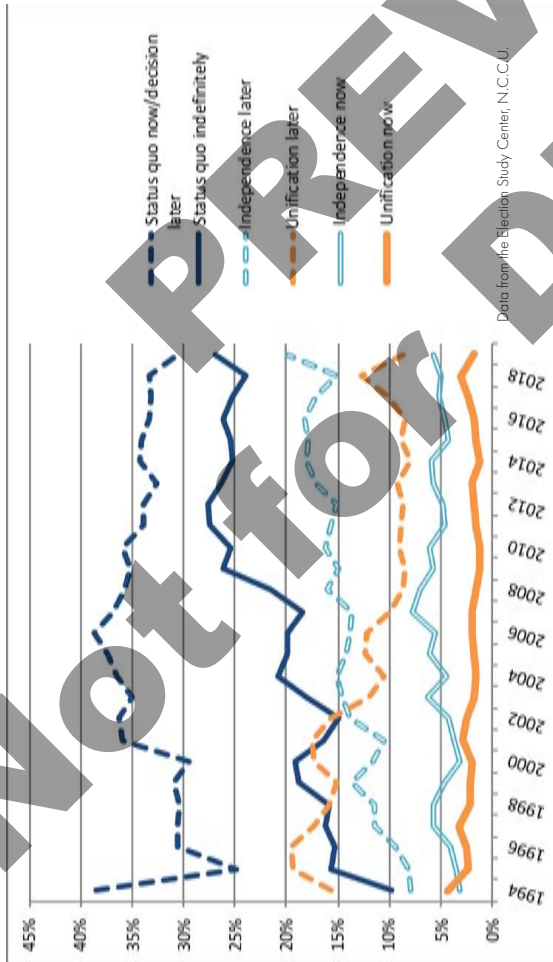
1. What kinds of information can you learn from these graphs?

2. What do you think are the most important pieces of information in the graphs? What makes them important?

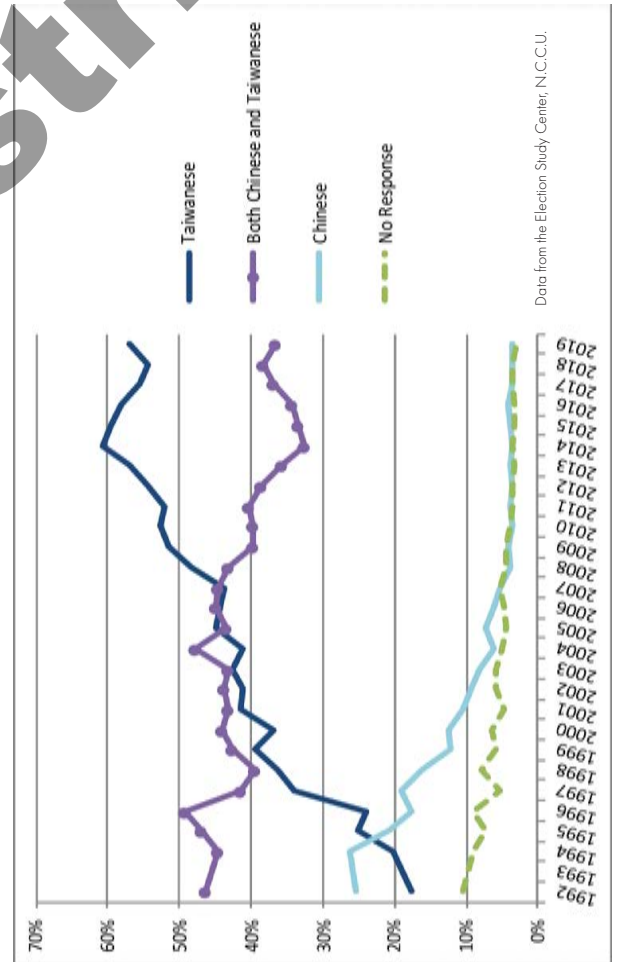
3. How do the graphs explain current tensions in the Taiwan Strait?

4. How do the graphs explain current U.S.-China relations?

Unification or Independence?
Every year a university in Taiwan conducts a survey asking respondents from the island if they think Taiwan should become independent or join China, and whether to do that soon or later.



Chinese or Taiwanese?
Every year a university in Taiwan conducts a survey asking respondents from the island whether they identify as Chinese, Taiwanese, or both.



Group Five: Timeline

pre-1600s

Taiwan is settled by Malay and Polynesian groups.

1624-1662

The Dutch East India Company occupies the island. It imports laborers from China to work in sugar and rice fields as temporary, migrant workers. Many laborers eventually settle in Taiwan.

1663

The Manchu Dynasty from China takes nominal control of the island. Clashes between Chinese officials and island inhabitants occur frequently.

1887

Manchu rulers declare Taiwan a province of China.

1895

Japan takes control of Taiwan as a result of war between China and Japan.

1945

Japan is forced to give up control of Taiwan at the conclusion of World War II. According to the peace treaty ending World War II, "...the future status of Taiwan will be decided in accord with the purposes and principles of the Charter of the United Nations." Chiang Kai-Shek and the Kuomintang (KMT, or Nationalists) are given temporary control of Taiwan.

1947

February 28

As many as 28,000 Taiwanese inhabitants, calling for democracy, are massacred by corrupt KMT forces.

1949

People's Republic of China is declared on the mainland after Mao's communist forces declare victory over the KMT. Two million KMT refugees flee to Taiwan, and the KMT establishes martial law on Taiwan.

1950

U.S. begins supporting Taiwan during the Korean War.

1954

Violence erupts in the Taiwan Strait: First Taiwan Strait crisis. The United States and Taiwan sign a mutual defense treaty.

1958

Second Taiwan Strait crisis. China bombs islands near Taiwan; United States send a naval contingent to the area.

October 23

U.S. and Taiwan officials sign a joint communiqué that reaffirms U.S.-Taiwan friendship.

1971

U.S. ping pong team is invited to visit China. The visit, and the Chinese team's visit to the United States the following year, marks the beginning of warming relations between China and the United States.

1972

President Nixon visits China. The United States and China jointly issue the Shanghai Communiqué, a document that expresses the two countries' interest in normalizing relations.

1979

January 1

United States and China normalize relations and issue second joint communiqué. The United States recognizes the People's Republic of China as the sole legitimate Chinese government (instead of Taiwan, as was previous policy).

April 10

U.S. Congress passes the Taiwan Relations Act to define the U.S.-Taiwanese relationship in light of the recent change in diplomatic recognition.

1982

August 17

U.S. and China issue a third joint communiqué addressing U.S. arms sales to Taiwan.

1996

Third Taiwan Strait crisis occurs after U.S. government allows Taiwanese president to visit the United States. China begins military testing in the strait, threatening Taiwan and the United States.

2000

March 18

Democratic Progressive Party (DPP) candidate Chen Shui-bian wins Taiwan presidency. The DPP more actively supports independence for Taiwan than the KMT.

2001

Chinese military exercise simulates attack on Taiwan.

2004

March 24

Chen Shui-bian narrowly wins reelection in Taiwan.

2005

March

China passes an "anti-secession law" indicating that China will use force if necessary to prevent Taiwan from becoming independent.

Name: _____

2008

May 20

Ma Ying-jeou, chairman of the KMT, is sworn in as president of Taiwan.

2009

For the first time in seventeen years, Taiwan does not apply for UN membership.

2012

Ma Ying-jeou is reelected as president of Taiwan. Xi Jinping becomes the leader of China.

2015

November 7

Taiwanese President Ma Ying-jeou meets with Chinese President Xi Jinping. It is the first meeting of its kind in sixty-six years.

2016

January 16

Tsai Ing-wen is elected president of Taiwan. She is a member of the Democratic Progressive Party which supports human rights and preserving Taiwanese independence.

2019

January 2

In a speech President Xi Jinping of China calls for China to work towards reunification under the principle of “one country, two systems.” In a response on the same day, Taiwan’s President Tsai Ing-wen rejects the principle.

Questions:

1. What kinds of information can you learn from the timeline?
2. What do you think are the most important pieces of information in the timeline? Highlight the important events. What makes them important?
3. How does the timeline explain current tensions in the Taiwan Strait?
4. How does the timeline explain current U.S.-China relations?
5. How can you determine if a timeline is neutral or has a bias?

Group Six: Leaders' Statements

From the Chinese Perspective

“Reunification is the historical trend and the right path, while Taiwan’s independence is ...a dead end. We make no promise to renounce the use of force and reserve the option of taking all necessary means. This does not target compatriots in Taiwan, but the interference of external forces and the very small number of ‘Taiwan independence’ separatists and their activities.....The introduction of one country, two systems is originally for taking care of the conditions of Taiwan and protecting the interests and benefits of Taiwan compatriots.”

— President Xi Jinping, January 2, 2019

“It is the shared aspiration of all Chinese people and in the fundamental interests of the Chinese nation to safeguard China’s sovereignty and territorial integrity and realize China’s complete reunification. In front of the great national interests and the tide of history, any actions and tricks to split China are doomed to fail. They are certain to meet with the people’s condemnation and the punishment by the history. The Chinese people have the resolve, the confidence, and the ability to defeat secessionist attempts in any form! The Chinese people and the Chinese nation share a common belief that it is never allowed and it is absolutely impossible to separate any inch of territory of our great country from China!

—Chinese President Xi Jinping, March 22, 2018

From the Taiwanese Perspective

“We do not oppose normal cross-strait interaction. Even more, we do not oppose cross-strait municipal exchanges. But cross-strait exchanges must be healthy and normal. They cannot depend on vague political preconditions, or forced submission to “passwords” or acceptable phrases. What the two sides of the strait really need is a pragmatic understanding of the fundamental differences in the values we espouse, our lifestyles, and our political systems. So here, I am calling on China that it must face the reality of the existence of the Republic of China (Taiwan); it must respect the commitment of the 23 million people of Taiwan to freedom and democracy; it must handle cross-strait differences peacefully, on a basis of equality; and it must be governments or government-authorized agencies that engage in negotiations. These “four musts” are the most basic and crucial foundations that will determine whether cross-strait relations develop in a positive direction.”

—Taiwanese President-elect Tsai Ing-wen, January 1, 2019

“Following the will and consensus of the Taiwanese people, we will work to maintain the status quo for peace and stability across the Taiwan Strait, in order to bring the greatest benefits and well-being to the Taiwanese people. I also want to emphasize that both sides of the strait have a responsibility to find mutually acceptable means of interaction that are based on dignity and reciprocity. We must ensure that no provocations or accidents take place. The results of today’s election showcases the will of the Taiwanese people.

It is the shared resolve of Taiwan's 23 million people that the Republic of China is a democratic country. Our democratic system, national identity, and international space must be respected. Any forms of suppression will harm the stability of cross-strait relations."

—Taiwanese President-elect Tsai Ing-wen, January 16, 2016

From the U.S. Perspective

“And since last year alone, the Chinese Communist Party has convinced three Latin American nations to sever ties with Taipei and recognize Beijing. These actions threaten the stability of the Taiwan Strait, and the United States of America condemns these actions. And while our administration will continue to respect our One China Policy, as reflected in the three joint communiqués and the Taiwan Relations Act, America will always believe that Taiwan's embrace of democracy shows a better path for all the Chinese people.”

—Vice President Mike Pence, October, 2018

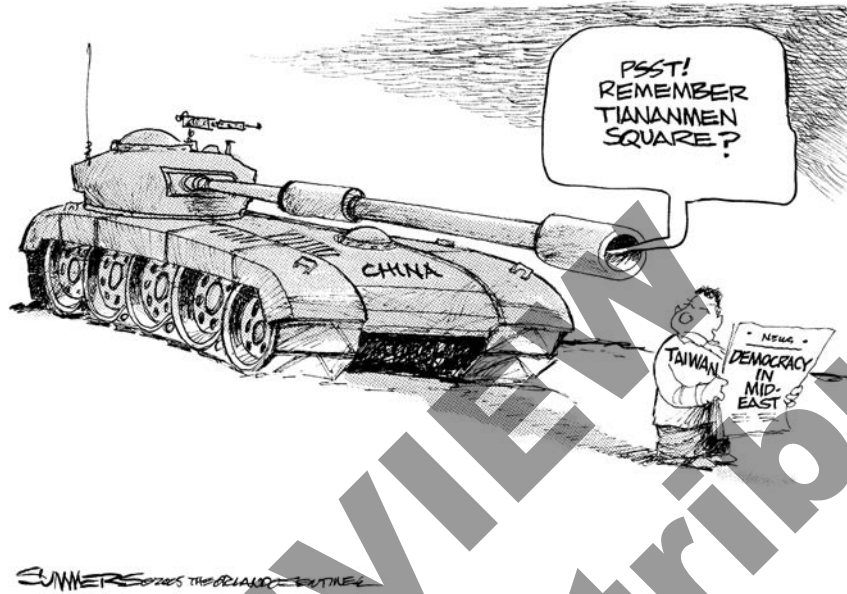
“For more than thirty years, the United States' 'one China' policy based on the three U.S.-China Joint Communiqués and the Taiwan Relations Act has guided our relations with Taiwan and the People's Republic of China. We do not support Taiwan independence. We are opposed to unilateral attempts by either side to change the status quo. We insist that cross-Strait differences be resolved peacefully and according to the wishes of the people on both sides of the Strait. We also welcome active efforts on both sides to engage in a dialogue that reduces tensions and increases contacts of all kinds across the Strait.”

—Deputy Assistant Secretary of State David B. Shear,
Bureau of East Asian Affairs, March 18, 2010

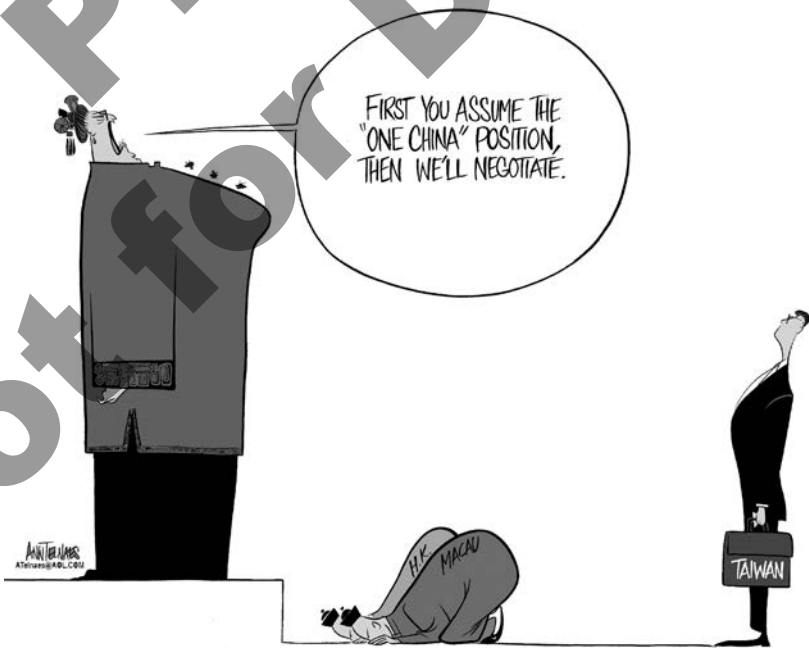
Questions:

1. What kinds of sources are these?
2. What are the most important sentences or phrases in the sources? Highlight or underline them. What makes them important?
3. How do the sources explain current tensions in the Taiwan Strait?
4. How do the sources explain current U.S.-China relations?

Group Seven: Political Cartoons



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Name: _____



Questions:

1. What kinds of sources are these?
2. Which perspectives do the cartoons represent?
3. How do the cartoons explain current tensions in the Taiwan Strait?
4. How do the cartoons explain current U.S.-China relations?