



EC297 CHINA'S ECONOMIC DEVELOPMENT AND ENVIRONMENTAL GOVERNANCE
IES Abroad Shanghai

DESCRIPTION:

This course offers an analysis of China's economic development since the reforms began in the late 1970s and its environmental impacts, and consists of four inter-related parts: the first part (week 1-3) is an overview of China's economic development and environmental governance, analyzing key concepts and theories of sustainable development, the interplay between economic development and environmental condition in China, Chinese environmental history and China's policy on climate change with the focus on the country's involvement and implementation of the 2015 Paris Climate Change Agreement. The second part (week 4-6) examines China's economic modernization efforts since the reforms and opening starting in the late 1970s and their environmental impacts, including topics on economic modernization with Chinese characteristics, environmental costs of China's manufacturing development, economic restructuring as a necessity for sustainable development. The third part (week 7-11) covers major aspects of China's environmental governance, i.e. Xi Jinping's vision of "ecological civilization" and China's environmental governance, environmental pressure of China's urbanization, air pollution and management, water pollution and management, and energy security and policy. The fourth part (week 12) provides scenarios for China's economic development and environmental governance in the future, and their domestic and international implications.

We start our introduction to China's economic development and environmental governance on topics such as "Will China become the leader for the global fight against climate change?" (a hot topic internationally after the US withdrawal from the Paris Agreement on Climate Change). These will be followed by analyses on the key concepts and theories of sustainable development, the interplay of economic development and environmental condition in China, and China's involvement and implementation of the 2015 Paris Agreement on Climate Change (a crucial driving force in shaping the current environmental policy reform of the country). In addition, we will discuss China's economic modernization efforts in the framework of the dichotomy between modernity (emphasizing human centric view on economic development and environmental concerns) and post-modernity (stressing harmony between human activities and environmental logic). Based on the discussions on the theories and Chinese practices of sustainable/unsustainable development, we will then analyze the different aspects of China's current environmental governance targeting urbanization pressure, air pollution, water pollution, and energy security. In the end, we conclude the course by offering scenarios for China's economic development and environmental governance in the future and their domestic and international implications.

The course offers an insider's view on the newest development in China's environmental governance, as the instructor has been engaging in policy relevant research for two decades in China.

The course encourages very much active discussions and debates in the classroom. The reading materials for the course include sources from analysts inside and outside China.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

INSTRUCTOR: Dr. Tiejun Zhang

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:

The course is to be conducted with a mixture of lectures, PowerPoint presentations and discussions, role plays, quizzes, and writing assignments. Frequently, we will use video clips to illustrate further key concepts and issues in different sessions of the course.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course Participation - 10%
- Presentation - 20%
- Role Play - 10%
- Quizzes - 10%
- Midterm Exam - 20%
- Final Essay - 30%

Course Participation

Since this is a discussion-based course, students’ active participation in classroom activities is essential.

Approximately 60 pages of academic works are assigned every week, although this workload will be reduced during preparation for midterm and final exams. Since this course stresses the importance of your interpretation and analysis of the textual data, you will find beneficial to: 1) read the texts carefully; 2) underline the passages, sentences and words that you think are significant; 3) select several quotes that you believe are central to the works; 4) raise important ideas and/or questions in the seminar that have occurred during your reading.

A rubric on student participation is provided below:

A	<p>Excellent Participation</p> <p>The student’s contributions reflect an active reading of the assigned bibliography. Skillfully synthesizes the main ideas of the readings and raises questions about the applications and implications of the material. Demonstrates, through questions and comments, that he or she has been capable of relating the main ideas in the readings to the other information discussed in the course, and with his or her own life experience. The student makes informed judgments about the readings and other ideas discussed in class, providing evidence and reasons. He/she respectfully states his/her reactions about other classmates’ opinions and can contribute to the inquiry spiral with other questions. The student gets fully involved in the completion of the class activities.</p>
B	<p>Very Good Participation</p> <p>The student’s contributions show that the assigned materials are usually read. Most of the time the main ideas are identified, even though sometimes it seems that applications and implications of the information read were not properly reflected upon. The student can construct over others’ contributions, but sometimes seems to interrupt the shared construction to go over tangents. He/she is respectful of others’ ideas. Regularly involved in the activities but occasionally loses concentration or energy.</p>
C	<p>Regular Participation</p> <p>The participant evidences a regular reading of the bibliography, but in a superficial way. He/she tries to construct over others’ ideas, but commonly provides comments that indicate lack of preparation about the material. Frequently, contributions are shallow or unarticulated with the discussion in hand.</p>
F	<p>Insufficient Participation</p> <p>Consistently, the participant reads in a shallow way or does not read at all. Does not participate in an informed way and shows lack of interest in constructing over others’ ideas.</p>

Presentation

Each student is required to make one oral presentation.

Presentation consists of: 1) presentation summary handout (one page), including list of works consulted, to be distributed to the instructor and other students before the presentation takes place; 2) oral presentation of about 15 minutes, with questions to the audience in the end; and 3) comments from other students and the instructor, and response from the presenter.

The ABC criteria for being a good presentation: 1) your alytical skills shown in the presentation, referring to the logic and nuance of your arguments, as well as your ability to get others involved (an effective way of achieving so is presenting questions in the end of your presentation) (40%); 2) your build-up for the presentation, which can be seen from the data you carefully selected (they need to be significant and up-to-date) (40%); and c) the coherence of your presentation (20%)



Presentations could either be a review on the week's reading or a self-selected topic relating to the week's topic. Students should sign up for the presentation in the first two weeks of the course.

Role Play

Two role plays will be assigned in the course, designed to help the students better understand the readings and the relevant issue(s) while interacting with other students and the instructor. The first role play is an international debate on climate change after the signing (and US withdrawal) of the 2015 Paris Agreement on Climate Change, with the division between developed and developing countries interests taken into consideration. Close reference will also be given to the facts of China being the largest emitter of CO₂ and the second largest economy in the world (and the government still defines the country as a developing one), and the prospects of US withdrawal from the Paris Agreement. The second role play is a virtual debate about the construction and feasibility of the Three Gorges Dam on the Yangtze River, with environmental, socio-cultural, economic and political factors taken into consideration.

Your performance in the role play is judged on the following factors: 1) Speech is clear with appropriate volume (20%); 2) Role is played in a convincing and consistent manner (20%); 3) Arguments and viewpoints expressed fit the role played (20%); 4) Role-play is well prepared and organized (20%); 5) Role-play captures and maintains audience interest (20%).

You should sign up for role play within the first two weeks of the course.

Quizzes

Four quizzes are administered in the course. Each quiz consists of three parts as follows: reading an article about 5 pages (10 minutes), oral Q & A focusing on the content of the article (10 minutes), and discussion (10 minutes). You will get the article in the beginning of each respective class. All the articles are chosen to reflect the latest development in China's environmental governance.

Midterm Exam

For the mid-term evaluation, each student is required to submit an essay of at least 1500 words. The topics of the essay could be chosen from the following three: 1) "China's climate change policy-a driving force in shaping the environmental governance of the country"; 2) "The environmental costs of China's economic modernization;" and 3) "China's economic restructuring and sustainable development". After choosing the topic, you might need to narrow down the exact title of your essay (though it should be closely related to your chosen topic), for the reasons spelt out in the "Criteria for being a good essay" below.

Final Essay

Final essay should be at least 2000 words. The topics of the essay could be chosen from the following three: 1) "The role of environmental NGOs in China's environmental governance"; 2) "Environmental effects of Shanghai's urbanization"; and 3) "China's energy security and policy". After choosing the topic, you might need to narrow down the exact title of your essay (though it should be closely related to your chosen topic), for the reasons spelt out in the "Criteria for being a good essay" below.

Criteria for being a good essay: you need to keep in mind the following criteria. 1) Your analytical skills, referring to how deep your analysis can reach (normally we do not encourage students to write on a very broad topic, for that would under most circumstances sacrifice the depth of your analysis) (40%); 2) originality of your views (20%); 3) your application of data, which could include the course reader, online sources, and (for some topics) interviewing Chinese people and IES faculty, etc. (40%).

LEARNING OUTCOMES:

By the end of the course, students will be able to:

- Develop a critical understanding of China's environmental governance, as well as the interaction between the country's economic development and environmental condition in different policy areas.
- Compare and contrast, on the one hand, between the Chinese (including the instructor's) and Western interpretations of China's environmental changes and governance; on the other, between various Western analyses.
- Analyze critically how the differences in interpretations and perspectives might reflect comprehensively China's environmental changes and governance.
- Present (both vocally and in written form) their views on those issues of China's environmental governance, by means of classroom activities (discussions, quizzes, presentations, and role plays), and written assignments.

ATTENDANCE:

Class attendance is mandatory. Students are expected to have completed each week’s required reading assignments before the class. Participation in discussions is an essential part of the class. Attendance will be taken by the professor in the beginning of each class. Any unexcused absence will result in students’ grade being lowered one half-grade (i.e. from a B+ to a B). Proper documentation MUST be provided for all absences.

CONTENT:

Week	Content	Assignments
<p>Week 1</p>	<p>Introduction to China’s economic development and environmental governance</p> <ul style="list-style-type: none"> • Session one: Key concepts and theories of sustainable development • Session two: Introduction to China geography and environment • Session three: Introduction to China’s economic development and environment • Session four: Introduction to the international dimensions of China’s sustainable development <ul style="list-style-type: none"> ○ Implementing the UN 2030 Agenda on Sustainable Development ○ China and Paris Climate Change Agreement 	<p>Required readings:</p> <ul style="list-style-type: none"> • Kuhn, <u>Sustainable Development Discourse in China</u>, pp. 158-167 • Neuweg, et al, <u>China’s 14th Plan, Sustainable Development and the New Era</u>, pp. 1-16 • Strange, et al, <u>Sustainable Development: Linking Economy, Society and Environment</u>, pp. 20-35 & 114-133
<p>Week 2</p>	<p>China’s climate change policy</p> <ul style="list-style-type: none"> • Session one: China-villain or hero for climate change? • Session two: The COP (Conference of Parties for UN Climate Change Convention) process • Session three: China’s governmental policies on fighting climate change • Session four: Role of Chinese civil society and environmental NGOs in the fight against global warming 	<ul style="list-style-type: none"> • <u>Quiz 1</u>: article to be selected before class begins <p>Required readings:</p> <ul style="list-style-type: none"> • Fan, et al, <u>What drives policy attention to climate change in China? An empirical analysis through the lens of People’s Daily</u>, pp. 1-20 • Li, <u>Hopes of limiting global warming? China and the Paris Agreement on Climate Change</u>, pp. 1-6 • Williams, <u>China’s climate change policies: actors and drivers</u>, pp.1-31

Week 3

China's environmental history

- Session one: Environmental discourse in ancient China
- Session two: Environmental changes in ancient China
- Session three: Environmental changes in early modern China
- Session four: Mao Zedong's Great Leap Forward and environmental tragedy
- Session five: Environmental degradation in the reform era

- Role play 1: International debate on climate change after the signing (and US. withdrawal) of Paris Agreement. It is a virtual debate on global climate change after the signing (and US withdrawal) of Paris Agreement. There will be four roles in the role play. They will debate on the CO2 reducing targets for developing and developed countries, and climate change aid from developed countries to developing ones. The first role is a representative from the UNEP (United Nations Environmental Program), who insists the shared responsibilities of developed and developing countries for coping with global warming, and especially those of G20 countries (contributing 78% of CO2 emission in the world). The second role is a representative from the US government. The country is the second largest emitter of CO2 (next to China) and recently started its formal process of withdrawal from the Paris Agreement in November 2019. The US is one of the biggest sources of green technologies with great capacity of reducing CO2 and has the ability to help others (like China) to do so. The third role is a representative from China. China is the largest emitter of CO2 in the world, largely as a result of its heavy dependence on coal consumption. In the recent years, however, the country has started its massive campaign on promoting the use of renewable energy and other environmental protection projects, though the dependence on coal has still not substantially decreased. The fourth role is a representative from the European Union. The EU has been a strong leader in promoting the ideas and policies for combating global warming, and some members of the EU (such as Germany and Nordic countries) are among the greenest economies in the world

Required readings:

- Lin, et al, On the causes of China's agricultural crisis and the great leap famine, pp. 125-140
- Ross, et al, Post-Mao China and environmental protection: the effect of legal and politic-economic reform, pp. 63-89
- Ruf, Gregory, Review on 'Mao's war against nature', pp. 4-10

Week	Content	Assignments
Week 4	Economic modernization with Chinese characteristics <ul style="list-style-type: none"> • Session one: History of China’s modernization efforts • Session two: Deng Xiaoping’s “Socialism with Chinese characteristics” (a model of “pollute first manage later” among others) • Session three: Modernism vs. post-modernism-a critique of China’s GDP centered growth model 	Required readings: <ul style="list-style-type: none"> • Ross, et al (eds), <u>China’s forty years of reform and development: 1978-2018</u>, pp. 5-74
Week 5	Environmental impacts of China’s manufacturing development <ul style="list-style-type: none"> • Session one: Domestic debates on policy options for industrialization in the early reform era (esp. import substitution vs. export promotion in the early 1980s, and coastal development strategy in the late 1980s) • Session two: Rural industrialization-the heavy polluters of village and township enterprises (VTEs) • Session three: Inflow of FDI (foreign direct investment) and environmental impacts • Session four: Expansion of exports and environmental impacts • Session five: “Made-in-China” and pollution of the country-environmental impacts of China’s industrialization 	<ul style="list-style-type: none"> • <u>Quiz 2</u>: article to be selected before class begin Required readings: <ul style="list-style-type: none"> • Ross, et al (eds), <u>China’s forty years of reform and development: 1978-2018</u>, pp. 575-636
Week 6	Economic restructuring as a necessity for sustainable development <ul style="list-style-type: none"> • Session one: Arthur Lewis’ dual economy (or dual sector) model and its application in the Chinese case-the economic rationale for restructuring (esp. fast increase of labor cost and over-capacity of manufacturing) • Session two: External driver for economic restructuring-BRI (One Belt One Road Initiative) • Session three: Internal push for economic restructuring- “Made-in-China 2025” • Session four: Evolution and current status of the three sectors (primary, manufacturing and service) of the economy • Session five: Economic restructuring as a necessity for sustainable development 	Required readings: <ul style="list-style-type: none"> • Ross, et al (eds), <u>China’s forty years of reform and development: 1978-2018</u>, pp. 75-116 • <u>Deadline</u>: Mid-term essay to be e-mailed to the instructor

Week	Content	Assignments
Week 7	<p>Xi Jinping’s vision of “ecological civilization” and China’s environmental governance</p> <ul style="list-style-type: none"> • Session one: Xi’s ‘ecological civilization’- vision, realities and outcomes • Session two: China’s environmental institutions and policies • Session three: Environmental policy implementation in China • Session four: Environmental public opinion • Session six: The nature of China’s environmental NGOs and “Green” civil society • Session seven: the role of the media in environmental governance 	<ul style="list-style-type: none"> • <u>Quiz 3</u>: article to be selected before the class begins <p>Required readings:</p> <ul style="list-style-type: none"> • Goran, <u>Ecological civilization and the political limits of a Chinese concept of sustainability</u>, pp. 39-52 • Economy, <u>China’s environmental governance crisis</u>, pp. 1-5 • Man (ed), <u>China’s environmental policy and urban development</u>, pp. 3-40 <p><u>Course-related trip</u> (2-5 PM, Friday): Visiting Shanghai Urban Planning Exhibition Hall, which features the theme of “city, human, environment and development,” and is a key site for environmental protection education and internship in Shanghai</p>
Week 8	<p>China’s urbanization</p> <ul style="list-style-type: none"> • Session one: Reflection on the course-related trip (to Shanghai Urban Planning Exhibition Hall) • Session two: Short history of urbanization in China • Session three: Urbanization and rural development • Session four: urbanization and sustainable development • Session five: ecological cities 	<p>Required readings:</p> <ul style="list-style-type: none"> • Chen, et al, <u>Evolution and assessment on China’s urbanization 1960-2010</u>, pp. 25-33 • Chen, et al, <u>Urbanization and rural development in the People’s Republic of China</u>, pp. 1-29 • Ghiglione, et al, <u>Eco-cities in China: ecological urban reality or political nightmare?</u> pp. 101-114
Week 9	<p>China’s energy security and policy</p> <ul style="list-style-type: none"> • Session one: Energy demand and supply • Session two: Energy security and outsourcing for energy • Session three: Energy efficiency • Session four: Renewable energy and sustainable development 	<ul style="list-style-type: none"> • <u>Quiz 4</u>: article to be selected before class begins <p>Required readings:</p> <ul style="list-style-type: none"> • Voita, <u>The power of China’s energy efficiency policies</u>, pp. 1-54

Week	Content	Assignments
Week 10	Water resources and management in China <ul style="list-style-type: none"> • Session one: Water scarcity and pollution in China • Session two: Water management in China-An overview • Session three: Health of aquatic system and societal vulnerability • Session four: protecting the eco system in river basins • Session five: Managing water pollution • Session six: Three Gorges Dam 	Required readings: <ul style="list-style-type: none"> • Udimal, et al, <u>China’s water situation: the supply of water and the pattern of its usage</u>, pp. 491-500 • Xia, <u>Science and technology for sustainable water in China</u>, pp. 1-9 • Yu, et al, <u>A review of China’s rural water management</u>, pp. 5773-5792 • Zhang, et al, <u>Impacts of the Three Gorges Dam on the hydrology and ecology of the Yangtze River</u>, pp. 1-18

Week 11

Air pollution and management in China

- Session one: Main sources and current situation of air pollution in China
- Session two: Laws and policies managing air pollution
- Session three: Air pollution as a top environmental concern in the Chinese society
- Session four: Roles of civil society and environmental NGOs in managing air pollution

- **Role play 2:** Construction, long-term feasibility and effects of the Three Gorges Dam on the Yangtze River (detailed description of the Three Gorges Dam can be seen from the readings for this session). It is a virtual dialog on the construction, long-term feasibility and effects of the Three Gorges Dam on the Yangtze River. There will be four roles in this role play. The first role is the minister for the Ministry of Water Resources in the central government. The main concern of the ministry is to ensure the safety of the dam, and the steady supply of electricity from the Dam to the nation through the China National Grid. The second role is the provincial governor of Hubei Province where the Three Gorges Dam is. While having identical concern as the Ministry of Water Resources, the governor has additional interests in promoting local economic development with regard to the Dam. The third role is the head of a local environmental NGO. The major concerns of the NGO are about the environmental and sociocultural effects of the Dam, and the NGO has certain capacity to mobilize the media both domestically and internationally. However, the local NGO is reluctant to harshly criticize the central government due to the consequences it might face in the Chinese political conditions. The final role is the head of Green Peace China Program. Green Peace is well known for its NVDA (non-violent direct action) approach and actively mobilizing and participating in protests for environmental protection. The purpose of the role play is for students to better understand the complex environmental governance structure in China where environmental, economic, political and sociocultural factors are so closely intertwined. The situation of the dialog becomes more complicated when, in the Chinese administrative system, a minister (the 1st role) and a provincial governor (the 2nd role) are in the same ranking, meaning neither can dictate each other. The inclusion of Green Peace in the activity is to show that domestic environmental issues in China has their international effects, and thus

Week	Content	Assignments
		<p>international actors are increasing concerned about environmental changes in China.</p> <p>Required readings:</p> <ul style="list-style-type: none"> Hernandez, Prevention and control of air pollution in China: A research agenda for science and technology studies, pp. 1-9 Liu, et al, Health effects of air pollution in China, pp. 1-15 Morris, et al, Sustainability insights: Air pollution in China, pp. 1-15 Yang, et al, Economic growth and pollution emission in China: Structural path analysis, pp. 1-15
<p>Week 12</p>	<p>Future of China’s economic development and environmental governance</p> <ul style="list-style-type: none"> Session one: Scenarios of China’s future economic development and environmental governance Session two: Domestic and international implications 	<ul style="list-style-type: none"> Deadline: final essay to be e-mailed to the instructor KFF, Gap between sustainable development goals and circumstances in China: Can China achieve the 2030 Agenda, pp. 1-8

COURSE-RELATED TRIPS:

- Visit to Shanghai Urban Planning Exhibition Hall, which features the theme of “city, human, environment and development,” and is a key site for environmental protection education and internship in Shanghai.

REQUIRED READINGS:

- Chen, Mingxing, et al, “Evolution and assessment on China’s urbanization 1960-2010,” *Habitat International* 38 (2013), 25-33
- Chen, Zhao, et al, “Urbanization and rural development in the People’s Republic of China,” *ADB Working Paper Series*, No. 596, September 2016, 1-29
- Economy, Elizabeth, “China’s environmental governance crisis,” *Congressional Hearing on Food and Drug Safety, Public Health and the Environment in China*, May 21, 2013, 1-5
- Fan, Shiwei, et al, “What drives policy attention to climate change in China? An empirical analysis through the lens of People’s Daily,” *Sustainability* 2018, 10, 2977, 1-20
- Ghiglione, Silvio, et al, “Eco-cities in China: ecological urban reality or political nightmare?” *Journal of Management and Sustainability*, Vol. 5, No. 1, 2015, 101-114
- Goran, Caroline, “Ecological civilization and the political limits of a Chinese concept of sustainability,” *China Perspectives*, 2018-4, 39-52
- Hernandez, Rodolfo, “Prevention and control of air pollution in China: A research agenda for science and technology studies,” *Surveys and Perspectives Integrating Environment and Society*, 8-1/2015, Vol. 8, No.1, 1-9
- KFF (Kamakura Fellowship Foundation), “Gap between sustainable development goals and circumstances in China: Can China achieve the 2030 Agenda”, KFF, Tokyo, 2017, 1-8
- Kuhn, Berthold, “Sustainable development discourse in China,” *Journal of Sustainable Development*, Vol. 9, No. 6: 2016, 158-167

- Li, Anthony, "Hopes of limiting global warming? China and the Paris Agreement on Climate Change," *China Perspectives*, No. 2016/1, 1-6
- Lin, Yifu, et al, "On the causes of China's agricultural crisis and the great leap famine," *China Economic Review*, Vol. 9, No. 2, 1998, 125-140
- Liu, Weiling, et al, "Health effects of air pollution in China," *International Journal of Environmental Research and Public Health*, 2018, 15, 1471, 1-15
- Man, Joyce (ed), "China's environmental policy and urban development," Lincoln Institute of Land Policy, Cambridge, Massachusetts, 2013, 3-40
- Morris, Williams, et al, "Sustainability insights: Air pollution in China," *Sustainability Insights: Air Pollution*, Collective Responsibility, 2016, 1-15
- Neuweg, et al, "China's 14th Plan, sustainable development and the new era," *Paper for the 20th China Development Forum*, University of Leeds, May 2019, 1-16
- Ross, Lester, et al, "Post-Mao China and environmental protection: the effect of legal and politic-economic reform," *Pacific Basin Law Journal*, 4 (1-2), 1985, 63-89
- Ruf, Gregory, "Review on 'Mao's war against nature'," *Journal of Political Ecology*, Vol. 8, 2001, 4-10
- Strange, et al, "Sustainable development: Linking economy, society and environment," *OECD Insights*, 2008, www.oecd.org/publishing/corrigenda, 20-35 & 114-133
- Udimal, Thomas, et al, "China's water situation: the supply of water and the pattern of its usage," *International Journal of Sustainable Built Environment* (2017) 6, 491-500
- Voita, Thibaud, "The power of China's energy efficiency policies," IFRI Centre for Energy, September 2018, 1-54
- Williams, Lisa, "China's climate change policies: actors and drivers," *Lowy Institute Analysis*, July 2014, pp.1-31
- Xia, Jun, "Science and technology for sustainable water in China," *Bulletin of the Chinese Academy of Sciences*, Vol. 26, No.1, 2012, 1-9
- Yang, Na, et al, "Economic growth and pollution emission in China: Structural path analysis," *Sustainability* 2018, 10, 2590, 1-15
- Yu, Xiaoming, et al, "A review of China's rural water management," *Sustainability* 2015, 7, 5773-5792
- Zhang, Xiao, et al, "Impacts of the Three Gorges Dam on the Hydrology and ecology of the Yangtze River," *Water* 2016, 8, www.mdpi.com/journal/water, 1-18

INSTRUCTOR BIOGRAPHY:

Professor Tiejun Zhang received his Ph.D., Licentiate Degree and MSS in the Department of Peace and Development Research at Göteborg University in Sweden. Dr. Zhang is head of a consulting firm on overseas investment risk assessment in economic, environmental, political and socio-cultural dimensions. He was (1996-2003) lecturer and associate professor in the Department of International Economics at Zhejiang University, a leading university in China, where he taught courses such as Survey of World Economy and Sustainable Development and conducted research projects in sustainable development and poverty issues. After that, he served as head of the Department of European Studies (2004-2009) at the Shanghai Institute for International Studies (SIIS), a premier domestic policy institute influential in advising the national government on international policy.

Dr. Zhang is an associate researcher at the Institute of Security and Development Policy in Stockholm, Sweden, and at the China Program of Torino University in Italy. He serves as a member of the Advisory Board for the Asia-Europe Network of Peace and Conflict Studies, an institution under the Asia-Europe Meeting (ASEM), based in Copenhagen, Denmark.

Dr. Zhang has worked as a visiting scholar and researcher at Policy Research and Planning Division of Finnish Foreign Ministry (2007—2008), Silk Road Program of Conflict Studies at Uppsala University in Sweden (2006), the German Institute of International and Security Studies in Berlin (2005); the Department of Security and Strategic Studies at the National University of Malaysia (2001) with funding from the Ford Foundation; and at the World Institute for Development Economics Research (WIDER) of United Nations University in Helsinki, Finland (1995-1996).

Dr. Zhang is well published in Chinese and English, including three books (one in Chinese and two in English), a number of book chapters and articles in international journals, such as the *Stockholm Journal of East Asian Studies*, and *Comparative Strategy*. His research interests include Chinese foreign and security policies, Sino-US relations and China's energy and climate change policies.