

A nighttime photograph of a canal in Suzhou, China. The water is dark, reflecting the warm lights of the traditional Chinese buildings lining the banks. Several boats, some with lights, are visible on the water. The sky is dark, and modern buildings are visible in the background.

Faculty Lead Study Abroad Programs in China

Kevin Duerfeldt

Assistant Teaching Professor

Global Resource Systems and Department of Horticulture

Outline

- Our programs
 - Courses
 - Learning Outcomes
 - Student works
- Considerations
- Steps for leading travel programs





Global Food and Agriculture: China

- Offered 2016 and 2017
- Globe 495 pre departure orientation
 - Spring semester
- Globe 496 travel course
 - Spring or summer for May travel depending on travel dates
- Globe 290 Independent study reflection course
 - Fall semester



Learning Outcomes

- Describe aspects of Chinese culture including Chinese values and perspectives
- Compare resource systems in China and the U.S.
- Analyze resource systems related to agriculture and food production and processing in China
- Apply knowledge and skills learned about and while in China to other countries and cross-cultural situations
- Demonstrate ability to travel abroad and represent Iowa State University effectively
- List examples of resources/resource systems in China and describe how they might impact food and agriculture industries in China and the U.S.
- Analyze complex issues surrounding food and agriculture systems in China and their impact on the student's life
- Discuss the influence of culture and values on individual's perceptions
- Develop personal skills from visiting another culture, including self confidence, flexibility, tolerance, and empathy



Site Visits



Assessed Student Works

- Participation/professionalism
- Research topic predeparture
- Journaling in country and/or final cumulative reflection
 - Prompts are important
 - Moving past rote memorization to relevance is difficult
- Poster post reflection

Introduction

Land tenure in China is much different than in the United States. All land in China is publically owned. Land is then dispersed by the government to the villages, who lend the land to individuals on a fixed term lease with the times indicated in Figure 1. While under contract the land can be transferred, swapped, or sub-let, but not used for any purpose other than what is indicated.

Table 1: Duration of fixed term leases by land use

Purpose of Land Use	Term
Residential	70 years
Industrial	50 years
Educational, scientific, cultural, healthcare or sports	50 years
Commercial, tourism or recreation	40 years
Combined or other	50 years

Pros

- All rural residents have equal access to land
- No proven correlation between land ownership and investing in agriculture
- Prevents a large increase in urbanization

Cons

- Less incentive to take care of the land
- Small plots of land make mechanization difficult
- Cuts down on farm transition within families
- Privatization could slow the price rise in urban settings

Materials and Methods

Information from personal experiences in China as well as peer reviewed articles.



Figure 1: Grape co-op in rural China



Figure 2: Man working on the land in China



Figure 3: Intercropping at Chinese co-op

Discussion

Because of the land tenure policy, many farmers in China have chosen to collaborate with local cooperatives (co-ops). In addition to providing fertilizer and pesticides, the co-ops also provides the land for farmers to use. The co-ops rent land from neighboring individuals and then hire farmers to work the land. The co-op, shown in Figure 3, markets all of the produce.

Land ownership leads to better care of the land. Since individuals in China lease land on a fixed term contract, they are not willing to invest in the land if they are not going to reap the benefits. This can even be seen in the United States with farmers and rented land. Furthermore, since they do not own the land, they have no land to pass onto the next generation. Farmer's children have reduced incentive for becoming involved in the farming operation. Many of the farmers we visited were nearing retirement age, but had difficulty finding a younger person to fill their job.

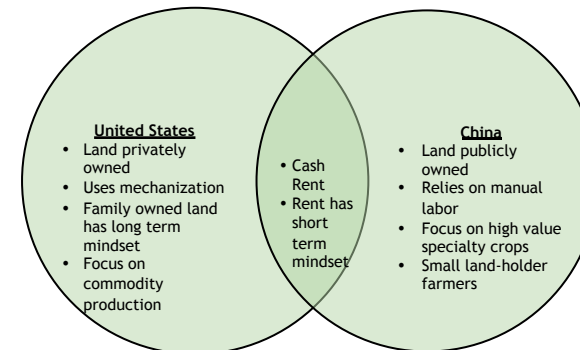


Figure 4: Comparison of land tenure in China and U.S.

References

Ping Li, J.D. 2003. Rural land tenure reforms in China: Issues, regulations and prospects for additional reform. Land Reform. 3: 59-72
 Zhang, X. 2012. Contemplating privatization of China's rural land ownership. Amicus Curiae. 92: 9-10.

Cultural Considerations

- Guanxi



Risk Management



Risk Management



The header features the Department of State seal on the left, followed by the text "Travel.State.Gov" and "U.S. DEPARTMENT of STATE — BUREAU of CONSULAR AFFAIRS". Below this is a dark blue navigation bar with white text for "U.S. Passports", "International Travel", "U.S. Visas", "Intercountry Adoption", "International Parental Child Abduction", and "Records and Authentications".

[Travel.State.Gov](#) > [Travel Advisories](#) > [China Travel Advisory](#)



China Travel Advisory

Travel Advisory August 30, 2022 | China - Level 3: Reconsider Travel | H D O

Last Update: Reissued with updates on COVID-19 restrictions.

Reconsider travel to the People's Republic of China (PRC) and the PRC's Hong Kong Special Administrative Region (SAR) due to **arbitrary enforcement of local laws and COVID-19-related restrictions**. Exercise increased caution in the PRC due to **wrongful detentions**.

Read the Department of State's [COVID-19](#) page before you plan any international travel.

The Centers for Disease Control and Prevention (CDC) has determined the PRC has a low level of COVID-19 and Hong Kong has a high level of COVID-19. Visit the CDC page for the latest [Travel Health Information](#)[↗] related to your travel.

Quarantine and Testing

Travel Advisory Levels

- 1 Exercise normal precautions
- 2 Exercise increased caution
- 3 Reconsider travel
- 4 Do not travel

Students' and Parents' Perceptions



Yes - travel courses are fun

AND

They are a learning and professional development experience

Help students see the professional value of travel courses

Planning Process

- Determine purpose for program and location
- Identify in country partners
- Work with CALS Study Abroad Office on proposal and budget
- Recruit students
- Offer program
- Debrief/reflect for next time

Leading Travel Programs

- Contact CALS Study abroad for assistance with program planning
 - Jodi Cornell
 - jcornell@iastate.edu

- **EAC Deadlines Proposal Review**
 - October 1 summer programs
 - January 1 fall and academic year programs
 - May 1 spring, spring break, and winter break programs



Questions