



---

# The University of Georgia

---

School of Public and International Affairs  
*Office of the Dean*

February 27, 2015

**To:** Experiential Learning Committee

**Subject:** Experiential Learning Plan for the School of Public and International Affairs (SPIA)

Dear Committee:

I have reviewed the SPIA Curriculum Committee Report on Undergraduate Experiential Learning Opportunities and approve of the recommendation as set forth in the attached implementation plan for our school.

Sincerely,

Stefanie A. Lindquist  
Dean and Arch Professor of Public and International Affairs

# SPIA Curriculum Committee Report on Undergraduate Experiential Learning Opportunities

January 23, 2015

Submitted by:

Keith Dougherty (POLs)

Rob Greer (PADP)

Susan Haire (POLs), Chair

Danny Hill (IA)

Tima Moldogaziev (PADP)

Brock Tessman (IA)

Nancy Thompson – Dean’s Office

Paul Welch – SPIA Undergraduate Student Services

## **PART I - BACKGROUND**

In anticipation of a University initiative to require experiential learning in the undergraduate curriculum, the Dean charged this committee with investigating academic programming and curriculum in SPIA that would potentially meet this requirement. Members of the committee met “virtually” in November to gather information before convening for a formal discussion in early December. The committee has continued to meet virtually, in response to the University draft proposal (see Part II below). In Part III, this report provides general recommendations on how SPIA students can fulfill this requirement. We do note, however, that in order to implement an experiential learning requirement, undergraduate departments will also need to develop plans that take into account their instructional capacity, unmet demand, and the goals of the degree program. In the last section of this report, we offer specifics on existing courses that offer experiential learning opportunities for SPIA students and discuss potential curricular issues to be addressed by the departments.

## **PART II- THE UNIVERSITY TASK FORCE**

On January 21<sup>st</sup>, the University task force charged with developing a policy agreed on the following draft to be submitted for consideration by the University Council. The UC-Curriculum Committee provided feedback on the draft when it was presented as an informational item. It is expected that it will be submitted for consideration at its March meeting.

### **Proposed policy:**

To succeed, students in the 21<sup>st</sup> century must be able to tackle real-world problems and use critical thinking and problem solving skills to solve multifaceted problems that do not have simple solutions. Thus, the University of Georgia will require all undergraduate students to engage in hands-on, experiential learning within a domestic or global setting as a graduation requirement. The university defines experiential learning as the development of knowledge, skills, abilities, values, behaviors, and attitudes via first-hand experiences outside of traditional classroom structures.. Recognizing the diversity of academic programs across the university, the experiential learning requirement may be met in a variety of ways, including through the Center for Undergraduate Research

Opportunities (CURO) and other supervised research courses; study-abroad and field school programs; service-learning; internships; and other unique credit or noncredit options.

Each school and college will determine which courses and/or experiences will fulfill the requirement within its academic context, without increasing the hours required for graduation beyond the approved limit. Having once satisfied the Experiential Learning requirement, the student will not have to fulfill it again. (A student in a major that requires experiential coursework may fulfill the Experiential Learning Requirement through his or her major program of study; if the student has fulfilled the requirement prior to declaring the major, the program of study for the major must still be completed.) Each school and college will be responsible for monitoring the compliance of its students to the requirement. The Experiential Learning Requirement will start with students matriculating Fall 2016 and later.

### **Proposed Learning Outcomes for University-wide Experiential Learning Requirement**

Courses or extracurricular activities that fulfill the requirement should be structured and coordinated with the curriculum; hone the student's understanding, attitude, behavior, confidence, and sense of responsibility; and challenge the student to engage reflectively with their academic experience. The following learning outcomes are anticipated through the various contexts of the Experiential Learning requirement

- A. Graduates who fulfill the requirement through undergraduate research will demonstrate and describe how systematic and in-depth inquiry into a problem contributes to the discovery or interpretation of knowledge significant to their field of study.
- B. Graduates who fulfill the requirement through study abroad or field school will demonstrate an awareness of a culture and/or region distinct from their own and an appreciation of the possibilities for academic inquiry and application afforded by the specific off-campus setting.
- C. Graduates who fulfill the requirement through service-learning will demonstrate the ability to identify a community need and strategies for addressing it through mutual learning, critical analysis, reflection, and collaboration with a community partner.
- D. Graduates who fulfill the requirement through an internship will have practiced skills or methods related to their field of study through supervised work in a professional or organizational setting.
- E. Graduates who fulfill the requirement through other approved experiences will have articulated, implemented, and reflected on a substantive application of their academic foundations to a real-world setting and/or challenge.

### **Proposed Process for school and college implementation plans**

- A. Using the learning outcomes stated above, each school and college shall submit an implementation plan detailing how students will satisfy the experiential learning requirement.
  - 1. When courses are used to satisfy the requirement, a list of the specific courses must be included in the implementation plan.
  - 2. When extracurricular activities are used to satisfy the requirement, students will be required to provide a substantive written document reflecting on how their experiences fulfill the learning outcomes. This document must be reviewed and passed as satisfactory by the Experiential Learning Certification Officer for the unit (see below), or by an appropriate faculty member designated by the Certification Officer.
- B. Each school and college will designate a person who will function as the Experiential Learning Certification Officer and will have responsibility for certifying that students have satisfied the requirement prior to graduation. The Banner system will facilitate documentation and certification of the fulfillment of the requirement at the time it is fulfilled, such that the record of completion will follow the student regardless of any subsequent change of major.
- C. Deans of schools and colleges shall have authority to approve exceptions for students who make a compelling case for having met the spirit of the requirement through means other than those specified in the school or college's implementation plan.

- D. Proposals to establish or change implementation plans should be submitted by each undergraduate-serving school and college to the Office of the Senior Vice President for Academic Affairs and Provost for consideration by the University Curriculum Committee. The proposal will be sent to the University Curriculum Committee for information and reviewed by a standing subcommittee of the University Curriculum Committee. The subcommittee will evaluate the proposal to ensure that it conforms to this policy and is consistent with Board of Regents policy. The subcommittee will have the authority to approve proposals on behalf of the University Curriculum Committee. Any issues unresolved by the subcommittee will be reviewed by the University Curriculum Committee.
- E. Affirmative recommendations of the University Curriculum Committee will be forwarded to the Senior Vice President for Academic Affairs and Provost for final review.
- F. All approved new or revised implementation plans will become effective subsequent to appearing in the Bulletin.

### **III. – SPIA CURRICULUM COMMITTEE – RECOMMENDATIONS**

While we do not have precise figures, it is likely that many SPIA majors meet this requirement through the courses that are identified in the section below. Based on the results of surveys conducted of political science majors in 2013 and 2014, approximately 30 percent participated, or will participate, in an internship program and approximately 40 percent participated, or intend to participate, in a study abroad program. Faculty in SPIA anecdotally report increased student interest in undergraduate research opportunities. Because enrollment figures may “double count” participation by students, members of the Committee suggested that a survey conducted in conjunction with advising and registration clearance be used to gather more accurate student level data.

In discussing how SPIA will meet this requirement, members of the Committee unanimously concluded that the School be encouraged to develop an implementation plan based on coursework and academic programming associated with experiential learning. The committee explicitly rejected the premise that extra-curricular activities should be used to meet this academic requirement for two reasons. One, variation in the nature, type, and extent of extracurricular activities raise substantial obstacles in establishing standards and determining compliance with those standards. More importantly, we believe that the goals and learning outcomes identified by the task force argue for a curricular-based approach because such an approach will ensure students do not simply participate/join an activity but that they also engage in a process of learning from that activity. Once implementation begins, if students, faculty, and staff in SPIA identify curricular gaps in experiential learning opportunities, departments can respond with developing courses to address those gaps.

In November of 2014, the Committee catalogued the following types of experiential learning opportunities that are currently associated with SPIA academic programming: internships, simulations courses, undergraduate research projects, study abroad, the Joint AB (honors)/MPA program and “miscellaneous.” Below, the report summarizes the results of our information gathering efforts and offers specific suggestions on curricular needs as the School moves forward in developing a plan for meeting this expected requirement. Before shifting to a discussion of the curriculum, the Committee offers one additional recommendation related to the University’s

draft proposal—that the Director of Undergraduate Student Services for SPIA serve as the School Certification Officer for this requirement.

**IV. EXPERIENTIAL LEARNING OPPORTUNITIES IN SPIA: INTERNSHIPS, SIMULATIONS COURSES, RESEARCH PROJECTS, STUDY ABROAD, THE JOINT AB (HONORS)/MPA PROGRAM, AND “MISCELLANEOUS.”**

*Internships*

The Committee identified the following internship related courses in International Affairs and Political Science. Parallel offerings are provided by these departments with credit hours available for performance/participation, a research project, and analytical essays. Students cannot enroll in the performance/participation course without also enrolling in the research project and/or analytical essays course. Individual faculty supervise the academic components of the internship.

INTL:

INTL 4720

Course Title: International Affairs Internship

Internships for public or private sector organizations engaged in international affairs.

INTL 4721

Course Title: International Affairs Internship Research

Research project completed as part of internship related to international affairs.

INTL 4722

Course Title: International Affairs Internship Analytical Essays

Weekly analytical essays completed as part of internship related to international affairs.

POLS:

Students work full time over the course of the academic term in legislative affairs, lobbying/issue advocacy, or on a campaign. S/U performance course (4 hours), original research project and paper (4 hours), and analytical essays (4 hours). Students must have taken a specific “foundational” course in order to enroll. For example, the legislative internship requires that the student has taken a course on the legislative process, Southern politics, or congressional elections.

Legislative Internship – POLS 5100, POLS 5101, POLS 5102

Foundational course: POLS 4600, POLS 4605, or POLS 4660

Lobbying/Issue Advocacy Internship – POLS 5110, POLS 5111, POLS 5112

Foundational course: POLS 4510 or POLS 4530 or POLS 4540 or POLS 4550 or POLS 4600 or POLS 4650 or POLS 4520/6520

Campaigns Internship – POLS 5120, POLS 5121, POLS 5122

Foundational course: POLS 4510 or POLS 4515 or POLS 4530 or POLS 4550 or POLS 4600 or POLS 4605 or POLS 4660 or POLS 4520/6520

Other internship courses:

POLS 5010 – Georgia Legislative Internship (hours are variable) – selection administered by CVIOG; students are supervised by Dr. Bullock, may enroll in this course or POLS 5100 sequence

POLS 5020 – Governor’s internship program (hours are variable) – this course has not been used recently; opportunities under this program have waxed and waned over time

### *Simulations courses*

Listed below are SPIA courses that offer students an opportunity to engage in “hands-on” experiential learning outside of the traditional classroom. The Committee included only those courses where simulations define the pedagogical approach.

INTL 4710

United Nations Practicum (Andy Owsiak currently serving as faculty advisor)

Issues coming before the United Nations organization in the upcoming session from the standpoint of assigned countries, culminating in participation in the national Model United Nations in New York in early spring. Research papers and practicum at United Nations headquarters in New York.

INTL 4265 (Jeff Berejikian)

Global Simulation

Students create, implement, and evaluate various foreign and domestic policy strategies by working as teams, managing governments in a complex multiplayer computer simulation.

INTL/POLS 4207H – Advanced Political Simulations - American domestic politics and the role of the United States in the world, focusing on specific policy areas. The course also contains an advanced simulation in which students are assigned to play various individuals in the government. The purpose of the simulation is to provide a “real world” feel for policymaking in Washington, D.C.

### *Undergraduate research*

The Committee identified the following SPIA courses that are used by students to earn research credit hours. Although this does not include CURO courses that are offered by the Honors Program, the Committee believes that CURO coursework supervised by SPIA faculty should count against the school requirement.

Our committee recommends that the departments develop separate courses that are designed to provide undergraduate research opportunities because, as indicated below, the 4960 number is

also used for directed readings. Our review also found that the 4960 numbers are occasionally used in study abroad programs with UGA faculty members and encourage that a separate course be developed and identified for study abroad “special topics” courses.

INTL/POLS 4960/4960H – Directed readings. Individual study, reading, or projects under the supervision of a project director.

INTL/POLS 4990H – Honors thesis – Individual research in the major

As part of the Committee review, we learned more about ongoing efforts by faculty who work with undergraduate students on research (and there are many in INTL and POLS) As one illustration, Tony Madonna has been working with other political science faculty on an APD research project involving undergraduate students. During the fall of 2014, he had 14 students working on congresses from 1951-2012 and expected 5-7 students spring 2015. Over the past four years (starting in Fall 2010), seven graduate students working with 56 undergraduates, two high school students and three faculty members have collected data on 26,616 amendments offered from the 45th Congress (1877-1878) to the 112th Congresses (2011-2012). In the past, some students went on to co-author and present a research paper to a political science conference after the semester ended. One of those papers was recently accepted for publication by a political science journal.

As Tony noted in an email, informally, this project has fostered an active learning process. Students are tasked with reading the *Congressional Record* and actually observing what legislators did on the floor of both the House and Senate on a day to day basis—something that is not a clean, textbook view of lawmaking. It is messy, confusing and sometimes downright disturbing or comical. When the group meets, they pull a number of each student’s cases out, dissect what was happening and contrast it with contemporary lawmaking. On several occasions, these meetings have led to a new research project. Additional information about the broader research project is available at [http://spia.uga.edu/faculty\\_pages/ajmadonn/amendments.htm](http://spia.uga.edu/faculty_pages/ajmadonn/amendments.htm) (although the web site does not note this, their project has expanded to include amendments from 1865 to 2012).

### *Study Abroad Programs*

SPIA faculty and units are affiliated with several study abroad programs. A brief description of each is provided below. In addition to these programs, the members of the Committee unanimously expressed the view that student participation in any UGA sponsored study abroad program could be used by SPIA students to fulfill the requirement.

#### MAYMESTER IN CHINA

This program will provide an opportunity for students to learn first-hand about a society very different from our own, but in many ways very familiar. China is a dictatorship that does not tolerate political dissent. At the same time, it has allowed a market economy to develop in many parts of the country, it is attempting to develop a more modern legal system, and, based on its size and economic growth, it is now a regional military power and a major economic force in the world. Customers line up at McDonald’s and military police suppress protest. This remarkable

society raises truly profound questions. Is modern life compatible with dictatorship? Is dictatorship an aid to a country's development, a hindrance, or is it irrelevant? Can a society and very diverse population successfully absorb rapid social, economic, and cultural change?

- POLS 4190: China's Gov't. & Economy (special topics course number)
- POLS 4960: Chinese Society and Culture (directed readings course number)

#### SPIA AT OXFORD

SPIA at Oxford is an intensive spring term program in political science and international affairs that concentrates on Anglo-American politics. Students become associate members of Keble College and study with Oxford tutors in small tutorials, the system of individualized instruction that is traditional at Oxford, while taking 12 hours of political science and/or international affairs courses.

POLS/INTL 4325 – British Politics course taught in SPIA at Oxford Program. Introduces students to the British political system, with an emphasis on political institutions (such as Parliament, prime minister, cabinet, and courts) and the role of interest groups, political parties, and the media.

#### GLOBIS STUDY ABROAD COURSES – STELLENBOSCH (SCHEDULED FOR 2015)

Program Details: The Stellenbosch program in South Africa is directed by UGA's Center for the Study of Global Issues (Globis) and is hosted by Stellenbosch University. The program offers two classes taught by UGA department heads, allowing students to earn six hours of UGA credit. Students will have the opportunity to interact with South African university students by living on campus. As part of the program, students will get the chance to fully engage with the South African community by participating in a four-week service-learning project in the nearby communities of Kayamandi and Lynedoch. Students will volunteer with an after school program and in an elementary school, allowing for a first-hand glimpse into the realities facing the average child in South Africa. Weekend trips are planned to experience some of the Western Cape's most well renowned sites including, Table Mountain, Robben Island, and Cape Point. In addition to the planned tours, there are abundant opportunities to explore and experience Stellenbosch and Cape Town, including rugby games, open-air markets, wildlife interaction, restaurants, shopping, and lively Stellenbosch night life. The program will conclude with a six-day tour that will include an overnight stay in Johannesburg and a visit to the Apartheid Museum, followed by an unforgettable trip to the world-famous Victoria Falls in Zimbabwe and a safari in beautiful Chobe National Park in Botswana. From classroom curriculum to rewarding community engagement to the development of a renewed worldview, the Stellenbosch program provides an unforgettable, invaluable experience.

#### INTL/SOCI 4570S - South African Society

Social problems and issues in post-apartheid South Africa and how these have been addressed by government and civil society.

#### INTL/SOCI 4320S - Politics of Development (3 hours)

How democracy, free markets, and other competing political and economic models can be applied to the specific development needs of South Africa.



### **GLOBIS STUDY ABROAD COURSES – ASIA (SCHEDULED FOR 2015)**

Program Details: The Globis Asia Study Abroad Program offers students a tremendous opportunity to experience the unique culture, politics, and historical sites of Japan, China, and the Korean Peninsula.

Through both classroom learning and extensive field study, students will develop a "global literacy" that cannot be matched by most traditional study abroad programs. During the six-week program, students will visit some of the most important cities, monuments and cultural sites in the world: The Great Wall of China, Tiananmen Square, The Forbidden City, the ancient Japanese capital of Kyoto, the atomic bomb peace memorial in Hiroshima, breathtaking Buddhist temples and Zen gardens, the bustling mega-city of Seoul, and the Demilitarized Zone (DMZ). These wonderful cultural opportunities couple with intensive interaction with Globis faculty in order to give participants an unforgettable experience. Throughout the program, coursework, discussions, and field studies will emphasize the principle of empathy as the best path toward true conflict resolution and the achievement of global peace and social enrichment. In this way, the Asian Study Abroad Program epitomizes the Globis mission by allowing students to apply classroom experiences to their day-to-day experiences during the trip. Toward the end of the program, participants will have the once-in-a-lifetime opportunity to visit the Korean DMZ, which is one of the most important political flashpoints in the world. Visiting the DMZ will not just remind students of the tension that exists on the Korean Peninsula; it should inspire them to help work toward solutions that can lead to peace and stability in the future. While the nature of the visit depends on political circumstances, students may even have the chance to enter a building used for negotiations and briefly cross the border into North Korea.

CMLT(ANTH) 3180 - Introduction to East Asian Cultures – Dr. Hyangsoon Yi. Cultures of China, Japan, Korea, and Vietnam, with emphasis on the formation of Chinese culture and its diffusion and variation within the other national groups.

INTL 4360 - East Asian Political Systems – Dr. Han S. Park. The social, cultural, economic, and political processes in Asia Pacific systems, including Japan, China, and Korea.

### **GLOBIS STUDY ABROAD COURSES – VERONA (SCHEDULED FOR 2015)**

Program Details: The Verona Study Abroad program introduces students to the study of global issues by exposing them to diverse topics in an international setting in which their perspectives may be broadened. To accomplish this goal, courses are offered in a number of disciplines. Subjects of study include globalization, the international economy, legislative systems, conflict, and socio-cultural, economic, and political development.

Course Details (Verona Spring): Classes are taught on the block system (2 1/2 hours per day, Monday-Thursday) for three weeks. You must register for a minimum of one class per block (9 credit hours). In most instances, the prerequisites will be waived for students in our program.

GPST 3000 - Contemporary Global Issues (3 hours). The causes and consequences of cultural, economic, environmental, military, and political issues from a global perspective.

HIST 3340 - The Age of Renaissance and Reformation (3 hours).

INTB 5100 - Special Topics in International Business (3 hours)

INTL 3200 – Introduction to International Relations (3 hours)

INTL 4240 – International Organization (3 hours).

INTL 4630 – Population, Immigration, and Politics (3 hours).

INTL 4640 – European Union (3 hours).

INTL 4770 - Special Topics in International Relations (3 hours).

Course Details (Verona Summer): Classes are taught Monday-Thursday for four weeks. You must register for two classes (6 credit hours). In most instances, the prerequisites will be waived for students in our program.

HIST 3340 - Renaissance and Reformation.

GPST 3000 - Contemporary Global Issues.

INTL 4320 - Politics of Development.

INTL 4780 - Comparative Legislative Systems

INTL 4300 - Comparative Political Institutions.

INTB 5100 - Special Topics in International Business

#### **GLOBIS STUDY ABROAD COURSES – ECUADOR (GENERIC SCHEDULE)**

Program Details: The UGA Center for the Study of Global Issues (Globis) works with the Center for Mediation, Peace, and Resolution of Conflict (CEMPROC) to coordinate the International Conflict Resolution Study Abroad Program in Ecuador. Join us for this exciting program nestled in the beautiful Andes Mountains of Quito, Ecuador. Students will study local, national, and international conflict from theoretical and practical perspectives, learning the root causes of conflict and tools for engaging in effective peacemaking. In addition to regular course seminars, in Quito, students will enjoy site visits and guest lectures from prominent scholars and community leaders, trips to the Amazon cloud forest in Otavalo (internationally famous for its vibrant and colorful indigenous market), and the opportunity to gain practical experience working on a project for CEMPROC in Ecuador.

INTL 4680: Peace Studies; and INTL 4320: Political Development. Both courses will incorporate assigned reading, individual research, lecture, class discussion, films, in-class exercises, field trips, and service-learning projects. In addition to their classroom professors,

students will learn from people who are actively engaged in peacemaking activities and addressing poverty in Ecuador.

### *Joint AB/MPA degree program*

This is a partnership between our MPA program and the UGA Honors Program that allows undergraduate honors students to simultaneously complete the MPA and their undergraduate degree. As such, they participate in classes that meet the experiential learning criteria, including internships. These courses include: PADP 6980 Socialization Seminar – service learning; PADP 8560 Seoul Course– study abroad; PADP 7580 Local Government Practicum– service learning

### *Miscellaneous:*

In this section, the Committee identified experiential learning by SPIA students that did not fall under one of the above categories. While most offer curricular based experiential learning opportunities, one did not: the *Georgia Political Review*. The Committee suggests that faculty in political science consider how to address this specific gap in the experiential learning curriculum. The Committee also noted that with the exception of three INTL courses offered in conjunction with study abroad, there were no undergraduate courses in SPIA that are designated as serving learning courses. Finally, the Committee noted an existing certificate in global studies and a proposed certificate in applied politics and media as providing additional SPIA-led opportunities for students to full this requirement.

*Richard B. Russell Security Leadership Program (SLP)* is a year-long fellowship focused on nonproliferation and national security. The first semester is spent in an intensive research-oriented course taught by CITS staff and guest lecturers from the policymaking and national security communities. In the second semester, students work on projects ranging from country assessments to international workshops and seminars for strategic trade control practitioners. SLP participants have gone on to positions in the US government, the UN, the International Atomic Energy Agency, large high-technology manufacturers, trade-oriented consulting firms, & academic institutions.

Courses: INTL 4415 Practicum--Methods and Issues in Security Studies (3 hours), INTL 4425 Advanced Research in International Security Policy (3 hours)

### *Mock Trial Strategy and Practice*

This proposed course, currently under review, will be used to supplement the UGA undergraduate Mock Trial student organization. Students will gain a deeper understanding of trial procedure, rules of evidence, and other aspects of the legal system.

Course (S/U): POLS 4795 (1 hour)

*Roosevelt Institute*

is a non-partisan student think-tank that is part of the larger Roosevelt Institute Campus Network. Students meet weekly to discuss important issues occurring in our community and to craft policy solutions to solve these issues. They also hold events like Roosevelt Issues Forums and Voter Registration drives in addition to our regular meetings.

The Honors Program works with students and faculty through the Roosevelt Scholars program so that undergraduates can obtain course credit for this experience.

Course: HONS 4960

*Georgia Political Review* seeks to publish quality original content from University of Georgia undergraduates in the fields of political science, international affairs, history, and economics. Published each semester in print and online, GPR is the only publication of its kind in the state university system, and seeks to become a nationwide model for articulate, timely commentary on politics and foreign affairs. <http://georgiapoliticalreview.com>