

# PROPOSAL FOR A CERTIFICATE PROGRAM

## Undergraduate Certificate in Applied History

**Date:** October 16, 2024

**School/College/Unit:** Franklin College of Arts and Science & School of Public & International Affairs

**Department/Division:** History, Political Science, and International Affairs

**Certificate Title:** Applied History

**Effective Term:** Fall 2025

**Which campus(es) will offer this certificate?** Athens

**Level (Undergraduate, Graduate, or Post-Baccalaureate):** Undergraduate

### **Program Abstract:**

The **Applied History** certificate program will train future students to harness historical knowledge and thinking to shape politics and public policy by “thinking in time.” The program’s curriculum will teach students to examine contemporary political and policy issues through the analysis of historical precedent and historical parallels. This rigorous applied history approach will prepare students as informed citizens and responsible policymakers by showing them how historical knowledge and historical thinking can produce better decisions.

The certificate program will enlist the faculty of three core departments: History (Franklin College of Arts and Sciences) and Political Science and International Affairs (School of Public and International Affairs). Faculty from other units on campus (such as the Law School and Terry College of Business and the Department of Public Administration and Policy in the School of Public and International Affairs) will also be invited to offer courses that count toward the certificate. The certificate program will prepare students for a diverse range of future careers in the policy world, including government, military, corporate, and nonprofit sectors.

The certificate requires students to complete one three-credit introductory course (Introduction to Applied History), four three-credit elective courses, and one variable-credit internship (minimum 18 total credit hours). Students enrolled in the certificate program will also participate in an annual cohort planning, networking, and assessment seminar led by the certificate coordinator. The seminar will assist students in using the academic and professional skills and experiences they learn in the certificate program to thrive in a competitive job market and allow the certificate coordinator to properly assess and improve the program’s ability to achieve specific student learning outcomes.

## Certificates Offered By Multiple Academic Units

### 1. Purpose and Educational Objectives

The **Applied History** certificate program will prepare students for a variety of careers in the world of politics and policy by offering a range of courses in several different departments that train them in the art of “thinking in time.” This central mission of the certificate program will train students in critical thinking and analytical thinking competencies that enable them to analyze politics and policy through historical precedent and historical parallel. Certificate coursework will train students to apply their “thinking in time” skills to specific policy issues in written and oral projects and presentations, strengthening their communication and social awareness and responsibility competencies. Cohort activities and the applied history internship will prepare students for a competitive job market for careers in government and private institutions (think tanks, NGOs, foundations, and others) that play a role in shaping public policy and public affairs. The program will fulfill the broader mission of the University of Georgia in providing effective experiential learning and professional development training.

### 2. Need for the Program

In recent decades, the ability and willingness to “think in time” has atrophied in many policymaking circles. During the same period, the historical profession has ceded much of its traditional role as a training ground for students destined for careers in government and public policy institutions. This partnership between History, Political Science, and International Affairs will harness the unique theoretical, methodological, and thematic concerns of the associated academic units to train a future generation of leaders and policymakers to apply historical lessons to contemporary policy issues and to “think in time” to make responsible decisions.

Prominent alumni and friends of the University of Georgia have praised the benefits of the program and articulated their need for employees trained in Applied History skills. These individuals include Saxby Chambliss (former United States Senator), Grant Thomas (Director of the Georgia Governor’s Office of Health Strategy and Coordination), Dr. Carolyn Boudreaux (former United States Representative), Adam Howard (Historian of the U.S. Department of State and Director of the Department’s Office of the Historian), Sean Powers (Director of Strategy, Programs, and Communications at the U.S. Department of State’s Bureau of Cyberspace and Digital Policy), Derek Mitchell (former U.S. Ambassador to Myanmar), and Houston Gaines (Deputy Whip in the Georgia House of Representatives).

A search of current job opportunities in policy and government reveals a number of openings that explicitly seek out graduates who have a background in History, Public Policy, Political Science, and International Relations – and ideally, all of the above. Applied History touches upon all of these disciplines, and students at the University of Georgia who obtain the Applied History Certificate can make a powerful case that they are uniquely qualified to thrive in these sorts of positions.

- a. Semester/Year of Program Initiation: Fall 2025
- b. Semester/Year of Full Implementation of Program: Fall 2025

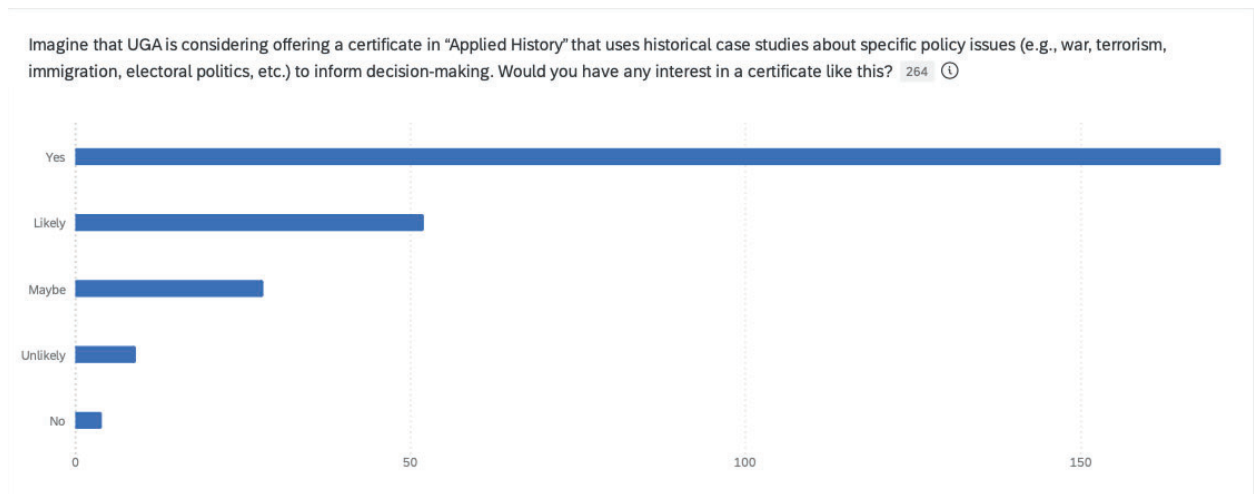
- c. Semester/Year First Certificates will be awarded: Spring 2026
- d. Annual Number of Graduates expected (once the program is established): Based on a very conservative reading of the student survey data, we anticipate the annual number of certificate graduates to be 30-40 students once the program has been established.
- e. Projected Future Trends for number of students enrolled in the program: Based on a very conservative reading of the student survey data, in which we roughly project that only 40% of the “yes” responses and 20% of the “likely” responses will actually enroll in the certificate during the first year, with moderate annual growth, we project the following enrollment trends over the next five years:

	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Enrollment	35	50	70	90	100

### 3. Student Demand

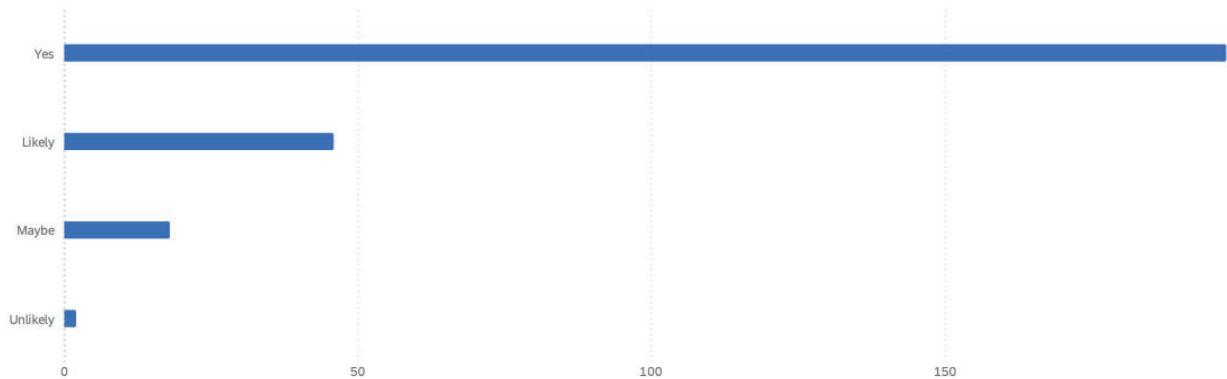
- a. Provide documentation of evidence of student demand for this program, including a student survey.

A survey of students pursuing a combination of academic training within History and Political Science, History and International Affairs, and History, Political Science, and International Affairs was administered in September 2024. 264 responses were received. Of these responses, 64% of students stated that they would definitely have interest in the certificate and 20% of students stated that they would likely have interest in the certificate. Even ignoring the “maybe” responses entirely, a grand total of 223 students (84% of respondents) expressed some level of interest.





Would you be interested in taking courses designed around historical case studies of specific policy issues like the ones listed above? 264 ⓘ



b. Provide evidence that demand will be sufficient to sustain reasonable enrollment.

As of Spring 2024, the three core units associated with the Applied History certificate collectively claimed almost two thousand A.B. majors: History (262), Political Science (893), and International Affairs (669). This is a very large pool of potential program participants. The overwhelming level of interest expressed by students who responded to our survey suggests that demand will be robust. Our very conservative projection of enrollment figures above assumes that 25% of the students who actively expressed interest in the certificate program will enroll in the first year. Even if demand exceeds our conservative expectations, we believe the program coordinator and associated faculty will have adequate time to adapt to their new responsibilities, create and implement core and elected courses (in fact, multiple course redesigns are already taking place in 2024-25), help facilitate internship arrangements, and build the capacity of the program. Documented student demand indicates that the number of students who apply to the certificate program could be in excess of our projected enrollment figures, but if necessary, we can limit acceptance to avoid exceeding the program's capacity, e.g., ability to place interns.

We may see students in other units and colleges across campus express interest in the program as we place students in internship positions and careers. The most likely pools of additional student demand outside of the History, Political Science, and International Affairs majors are likely to be in the Minor in Law, Jurisprudence, and the State at the School of Law and various majors in the Terry College of Business. We anticipate adding courses from qualified and interested faculty in both the School of Law and Terry College of Business to our list of elective courses in the future.

c. To what extent will minority student enrollments be greater than, less than, or equivalent to the proportion of minority students in the total student body?

Minority student enrollments are expected to be roughly equivalent to the proportion of minority students in the total student body at the University of Georgia. We anticipate that the professional development and career placement opportunities offered by the Applied History Certificate program may appeal to minority students in a variety of majors across campus.

#### 4. Program of Study

The Applied History certificate is a minimum 18-hour curriculum, including one required introductory three-credit course, four three-credit electives, and one required variable-credit internship:

1) **Students must take one introductory course (3 hours):**

HIST(POLS)(INTL) 2800 Introduction to Applied History

2) **Students must take four elective courses (12 hours):**

HIST 3015 Humanitarianism and Human Rights in U.S. History

HIST(LACS) 3224 NAFTA to El Chapo: Mexico and the U.S.

HIST 3754 Guerrillas, Insurgents, and Terrorists

INTL 3800 Introduction to Historical International Relations

INTL 4860 Foreign Policy Decision

INTL 4875 Chinese Foreign Policy

INTL 4885 Crisis Diplomacy: An Applied History Approach

POLS 4800 Constitutional Law: Institutional Power in Historical Perspective

POLS 4805H American Electoral Development Honors

POLS 4815 Presidential Power: Lessons from History

POLS 4820 Voting and Elections in Time

3) **Students must take one internship (variable hours – minimum 3):**

HIST(POLS)(INTL) 5800 Applied History Internship

The two required courses – HIST(POLS)(INTL) 2800 and HIST(POLS)(INTL) 5800 – are both new. The three History elective courses – HIST 3015, HIST(LACS) 3224, and HIST 3754 are all new. One of the International Affairs elective courses – INTL 4875 – is new. Two of the Political Science elective courses – POLS 4805H and POLS 4820 – are new. The remaining three elective courses in International Affairs and two elective courses in Political Science have all been substantively revised to conform to Applied History principles. We anticipate adding more elective courses in the future from all three major units (History, International Affairs, and Political Science). We will also encourage interested and qualified faculty members in the School of Law and Terry College of Business to submit appropriate elective courses for consideration.

## 5. Model Program and Accreditation

a. Identify any model programs, accepted disciplinary standards, and accepted curricular practices against which the proposed program could be judged. Evaluate the extent to which the proposed curriculum is consistent with these external points of reference and provide a rationale for significant inconsistencies and differences that may exist.

The term “Applied History” is used in two distinct ways in the United States today: the first considers the application of lessons from the past to contemporary policy issues, while the second is more clearly grounded in Public History, Museum Studies, and Historical Preservation. While this Applied History certificate is clearly inspired by the former meaning, many of the existing Applied History majors, minors, and certificate programs in the United States are inspired by the latter meaning.

Our Applied History certificate proposal draws heavily from the two key models of Applied History and public policy:

Harvard University, John F. Kennedy School of Government, Belfer Center for Science and International Affairs, Applied History Project

(<https://www.belfercenter.org/programs/applied-history-project>)

Stanton Foundation, Applied History Course Development Program

(<https://thestantonfoundation.org/informed-citizens>)

Neither of these models is associated with a major or certificate at a particular university, which would make the University of Georgia’s Applied History certificate the first of its kind in the United States. The certificate will position the university as a leading institution at the forefront of a movement to address serious political and policy concerns. As the program grows, it will help to raise the university’s regional and national profile in the policymaking world.

b. If program accreditation is available, provide an analysis of the ability of the program to satisfy the curricular standards of such specialized accreditation.

Not applicable.

## **6. Student Learning Outcomes**

1. Students will learn the fundamental methods of “thinking in time” to apply the lessons of history to contemporary policy issues.
2. Students will acquire critical thinking abilities to comprehensively summarize, interpret, and synthesize historical evidence to illuminate political and policy decisions and outcomes.
3. Students will acquire analytical thinking abilities to use analogical reasoning from the past to decide when particular historical examples are appropriate contemporary models.
4. Students will learn appropriate verbal and written communication skills and strategies to apply and share their applied history skills with broader public audiences.
5. Students will acquire knowledge of how cognitive biases and presumptions clouds decision-making abilities and learn to understand diverse social and cultural worldviews.
6. Students will acquire key leadership and collaboration abilities by working with classmates, colleagues, and employers to demonstrate the practical application of their coursework.

## **7. Assessment**

Learning Outcome	Program Assessment
<p>1. Students will learn the fundamental methods of “thinking in time” to apply the lessons of history to contemporary policy issues.</p>	<p>Longitudinal surveys of students in various stages of the program (initial enrollment to exit survey).</p> <p>Review of randomized required and elective course syllabi.</p> <p>Review of randomized collection of final projects and/or exams.</p>
<p>2. Students will acquire critical thinking abilities to comprehensively summarize, interpret, and synthesize historical evidence to illuminate political and policy decisions and outcomes.</p>	<p>Longitudinal surveys of students in various stages of the program (initial enrollment to exit survey).</p> <p>Review of randomized required and elective course syllabi.</p> <p>Review of randomized collection of final projects and/or exams.</p>
<p>3. Students will acquire analytical thinking abilities to use analogical reasoning from the past to decide when particular historical examples are appropriate contemporary models.</p>	<p>Longitudinal surveys of students in various stages of the program (initial enrollment to exit survey).</p> <p>Review of randomized required and elective course syllabi.</p> <p>Review of randomized collection of final projects and/or exams.</p>
<p>4. Students will learn appropriate verbal and written communication skills and strategies to apply and share their applied history skills with broader public audiences.</p>	<p>Longitudinal surveys of students in various stages of the program (initial enrollment to exit survey).</p> <p>Review of randomized required and elective course syllabi.</p> <p>Review of randomized collection of final projects and/or exams.</p>
<p>5. Students will acquire knowledge of how cognitive biases and presumptions clouds decision-making abilities and learn to understand diverse social and cultural worldviews.</p>	<p>Longitudinal surveys of students in various stages of the program (initial enrollment to exit survey).</p> <p>Review of randomized required and elective course syllabi.</p>



	Review of randomized collection of final projects and/or exams.
6. Students will acquire key leadership and collaboration abilities by working with classmates, colleagues, and employers to demonstrate the practical application of their coursework.	Longitudinal surveys of students in various stages of the program (initial enrollment to exit survey).  Post-internship self-reflection and interviews.

## 8. Faculty Resources

The Applied History certificate will require one program coordinator to teach the core introductory course and oversee the required internship. We anticipate that each of the three core units (History, International Affairs, and Political Science) can supply at least 4-5 faculty members capable of regularly offering elective courses. The core elective courses will all remain open to students not enrolled in the certificate program and will therefore not require additional teaching commitments or redistributions.

- a. Identify the extent to which such faculty resources currently exist at the institution

Aside from the program coordinator (discussed below), sufficient faculty expertise already exists at UGA to implement the proposed certificate program.

- b. Identify the extent to which additions to the faculty will be needed to fully implement the program.

We anticipate one new addition to the History Department to coordinate the Applied History program. The search authorization for this position is subject to the final approval of MOUs, but we anticipate running a national search this academic year (2024-2025) and having the new hire in place to lead the program in Fall 2025.

- c. Where it is deemed necessary to add faculty in order to fully develop the program, give the desired qualifications of the persons to be added.

The new hire will be an Associate Professor or Professor with a strong background in Applied History and a demonstrated ability to coordinate and oversee academic programs.

## 9. Faculty Members

An initial list of faculty members from History, Political Science, and International Affairs already involved in the program includes:

Unit	Name	Degree	Rank	Academic Specialty
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History	Oscar Chamosa	Ph.D.	Associate Professor	Latin America
History	Cindy Hahamovitch	Ph.D.	Professor	Immigration & Labor
History	Kevin Jones	Ph.D.	Associate Professor	Middle East
History	Jospeh Kellner	Ph.D.	Assistant Professor	Russia
History	Steven Soper	Ph.D.	Associate Professor	Europe
International Affairs	Jeffrey Berejikian	Ph.D.	Associate Professor	Foreign Policy
International Affairs	Rongbin Han	Ph.D.	Associate Professor	East Asian and Chinese Politics
International Affairs	Andrew Owsiak	Ph.D.	Professor	Conflict and Crisis Diplomacy
International Affairs	Joowin Yi	Ph.D.	Assistant Professor	State Formation and Colonialism
Political Science	Jamie Carson	Ph.D.	Professor	Electoral Politics and Institutions
Political Science	Michael Lynch	Ph.D.	Associate Professor	Congress and the Presidency
Political Science	Stephen Nicholson	Ph.D.	Professor	Political Behavior and Political Psychology
Political Science	Teena Wilhelm	Ph.D.	Associate Professor	Constitutional Law/Judicial Politics

All of the designated faculty members have a strong background in Applied History methods and teaching expectations. Collectively, the faculty associated with the proposed certificate program have maintained active research and teaching programs appropriate to their professional rank, including publishing numerous peer-reviewed books and journal articles. The designated faculty members will teach certificate coursework as part of their regular teaching assignments in their home units. Administrative responsibility for the certificate program will reside in the Department of History. Aside from the new hire, who will take on most of the programming and administrative responsibility for the certificate, we do not anticipate any adjustments in current teaching assignments for any other faculty members.

## 10. Facilities and Resources

- a. Describe the building, classroom, laboratory, and office space that will be available for this program and evaluate their adequacy to fully support an effective program. Plans for allocating, remodeling, or acquiring additional space to support the program's full implementation should also be identified.

No additional building, classroom, laboratory, or office space will be required, aside from an office for the new hire in the Department of History (which will be covered under the terms of the search authorization for that position).

b. Describe the available library resources for this program and the degree to which they are adequate to support an effective program. Identify the ways and the extent to which library resources need to be improved to adequately support this program.

The UGA Library has sufficient resources for the program. No additional resources will be required.

d. Document the extent to which there is sufficient computer equipment, instructional equipment, laboratory equipment, research support resources, etc., available to adequately support this program. Specify improvements needed in these support areas.

Existing computer equipment and research support resources are sufficient. No additional resources will be required.

## 11. Budget

Generous funding for the Applied History program has been provided by the Stanton Foundation. These funds will facilitate the new hire described above, course development and revision grants, internship funding, and other initial program outlays. The certificate program will not require additional funding from either Franklin College of Arts & Sciences, the School of Public & International Affairs, or the University of Georgia.

	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>
<b>Personnel</b>	N/A	N/A	N/A
<b>Operating Costs</b>	N/A	N/A	N/A
<b>Capital Outlays</b>	N/A	N/A	N/A
<b>Library Acquisitions</b>	N/A	N/A	N/A
<b>TOTAL</b>	N/A	N/A	N/A

## 12. Administration

While we anticipate that the initial certificate director will be a new hire set to begin in the Department of History in Fall 2025, Dr. Kevin Jones in the Department of History will serve as director until that hire is formalized. The Director will administer the Applied History program in collaboration with the Faculty Advisory Board, which will be composed of one representative member of each department, school, or college participating in the certificate program. In the initial stage, the Faculty Advisory Board will consist of three members, one each from History,

International Affairs, and Political Science. Other units may be invited to appoint their own representative as participation in the certificate program expands. The Applied History Director will coordinate annual course offerings, review student applications, advise enrolled students, maintain student records, promote program activities, and oversee the evaluation of the program learning outcomes. The director will also chair the Faculty Advisory Board and consult with the board as needed on matters of policy, planning, and evaluation. The director and board will receive administrative support and assistance as needed from staff and interns in the participating schools and colleges.

Student admission to the certificate program will take place on a rolling basis. Interested students will submit an online application managed by the Department of History in collaboration with International Affairs and Political Science. Students must be in good academic standing and must have received credit for at least 24 hours of instruction at the time they apply. Admission levels will initially be capped to ensure the availability of appropriate and effective support for the Applied History internship. If student interest exceeded certificate capacity, admissions decisions will be based on the Applied History Director's assessment of student grades and personal statement.

The Applied History certificate will support retention by organizing regular cohort events that engage student interest, prepare students for internship applications, and allow veteran students to share their experiences with newer students. These events will build cohort camaraderie and facilitate peer mentorship opportunities.

**Please submit documentation of the following approvals with the proposal:**

- Department Heads/Directors of all units involved in the program
- Deans/Vice Presidents of all units involved in the program
- Heads of any academic units which offer courses used in the program of study
- Heads of any academic units which offer similar programs



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# The University of Georgia

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Franklin College of Arts and Sciences  
*Department of History*

October 21, 2024

Dear Curriculum Committee:

On behalf of the Department of History, I write in enthusiastic support of the Applied History Certificate proposal. This undergraduate certificate proposal is the product of extensive conversations between the Department of History and the School of Public and International Affairs about integrating historical study and public policy to train undergraduate students as informed citizens, responsible policymakers, and effective decisionmakers. We look forward to implementing the new certificate in Fall 2025.

The certificate proposal documents robust support among both undergraduate students and faculty in the Department of History and the School of Public and International Affairs. Faculty in both schools have already begun redesigning and developing new courses for the Applied History Certificate program and plan to offer these courses in the 2025-2026 academic year. Faculty and administrative staff have likewise begun working to develop Applied History internships for students, set to begin in Summer 2025 (even before the certificate is fully launched).

The Applied History certificate will unquestionably serve the interests of both students and faculty in the Department of History, and we are equally convinced that our multidisciplinary approach will serve the interests of the School of Public and International Affairs and contribute to the broader instructional mission of the University of Georgia.

Sincerely,

Kevin M. Jones  
Associate Professor  
Head, Department of History  
[kevjoness@uga.edu](mailto:kevjoness@uga.edu)



**UNIVERSITY OF  
GEORGIA**

School of Public and International Affairs  
*Department of Political Science*

October 21, 2024

Dear Dean Auer,

On behalf of the Department of Political Science, I am writing to support the proposal for an Applied History Undergraduate Certificate. After receiving an enthusiastic endorsement from the members of the Undergraduate Committee, the Department's FEC reviewed the proposal and unanimously support it. Several faculty in the department are excited about the opportunity to re-design and teach political science courses that will contribute to the certificate's curriculum. Please don't hesitate to contact me at [cmshaire@uga.edu](mailto:cmshaire@uga.edu) if you need additional information.

Regards,

Susan Brodie Haire  
Professor and Head, Department of Political Science



UNIVERSITY OF  
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School of Public and International Affairs

*Department of International Affairs*

*Amanda Murdie, Ph.D.*

*Regents' & Georgia Athletic Association Professor and Department Head*

October 18, 2024

Dean Matthew Auer

School of Public and International Affairs

Sent via email: [matthew.auer@uga.edu](mailto:matthew.auer@uga.edu)

Dear Dean Auer,

My department met today to discuss the Applied History Certificate proposal. We all agreed that it looks like a fantastic opportunity for our students. If it had been around when many of us were undergrads, we would have no doubt jumped at the chance to take the courses ourselves. We look forward to working jointly on the curriculum.

Best regards,

Dr. Amanda Murdie

Department Head, Department of International Affairs

School of Public and International Affairs

University of Georgia

[murdie@uga.edu](mailto:murdie@uga.edu)



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October 12, 2024

Dr. Kevin Jones  
Associate Professor  
Department of History  
University of Georgia  
Leconte Hall  
Athens, GA 30602

Dear Prof. Jones,

In the spring of 2023, I began collaborating with History Prof. Stephen Mihm on a concept to integrate the study of history, politics, and public policy at the undergraduate level. Those conversations inform the present Applied History Certificate proposal. Of course, I support this proposal and look forward to welcoming the first cohort of students to the new certificate.

Whether the theme is U.S. counterterrorism and nation-building efforts in Afghanistan, federal vs. state rights in American legal doctrine, or any number of other topics we teach at SPIA, the benefits of integrating an historical perspective are obvious. Already, SPIA courses contain historical content. We often invoke history as a starting point, a staging ground, or as case material to support or refute a hypothesis or argument. There is much more to learn from historical study. Stephen Mihm and I are persuaded by the value of a particular pedagogical approach: Ernest May's and Richard Neustadt's "thinking in time." Their book, *Thinking in Time: The Uses of History for Decision Makers*, offers a suite of tools and concepts to strengthen students' decision-making abilities. Historical study is at the heart of this approach. We are excited to integrate "thinking in time" and related historical study strategies into our undergraduate coursework in Political Science and International Affairs.

For SPIA, a prospective Applied History Certificate Program promises the same mental cross-training I enjoyed as an undergraduate in one of Prof. May's courses. Multiple faculty will design or redesign courses, and that process is already underway. Eight faculty at SPIA are redesigning their courses in Fall 2024, using May/Neustadt's tools and concepts as guides.

I am excited at the prospect of establishing the Applied History Certificate Program at the University of Georgia. It will be a distinctive approach to how we teach history, political



science, international affairs, and public policy at UGA. The program will also advance our broader, campus-wide, cross-disciplinary instructional efforts. And finally, it will prove vital to our preparation of public leaders at SPIA and elsewhere at UGA.

Thank you for considering our proposal.

Sincerely,

A handwritten signature in black ink, appearing to read "Matthew A. Auer". The signature is fluid and cursive, with a long horizontal stroke at the end.

Matthew A. Auer  
Dean and Arch Professor of Public and International Affairs  
School of Public and International Affairs