



University Council

January 10, 2025

UNIVERSITY CURRICULUM COMMITTEE – 2024-2025

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Dear Colleagues:

The attached proposal from the Franklin College of Arts and Sciences and the School of Public and International Affairs for an Undergraduate Certificate in Applied History will be an agenda item for the January 17, 2025, Full University Curriculum Committee meeting.

Sincerely,

Susan Sanchez, Chair

cc: Provost S. Jack Hu

Dr. Marisa Pagnattaro

## PROPOSAL FOR A CERTIFICATE PROGRAM

**Date:** October 16, 2024

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

**Department/Division:** History; International Affairs; Political Science

**Certificate Title:** Applied History

**CIP:** 54010500

**Effective Term:** Fall 2025

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

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

### Program Abstract

The Undergraduate Certificate in Applied History 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 will enlist the faculty of three core departments: the Department of History in the Franklin College of Arts and Sciences; and the Department of Political Science and Department of International Affairs in the School of Public and International Affairs. The certificate 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 hour introductory course, four three-credit hour elective courses, and one internship course for a minimum of three credit hours, for 18 total credit hours. Students enrolled in the certificate will also be invited to participate in an annual cohort planning, networking, and assessment meeting led by the certificate director. The event will assist students in using the academic and professional skills and experiences they learn in the certificate to thrive in a competitive job market and allow the certificate director to properly assess and improve the program’s ability to achieve specific student learning outcomes.

## **1. Purpose and Educational Objectives**

**State the purpose and educational objectives of the program. How does this program complement the mission of the institution?**

The Undergraduate Certificate in Applied History 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 which will train students in the art of “thinking in time.” This central mission of the certificate 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, such as think tanks, NGOs, and foundations, which 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**

**Explain why this program is necessary.**

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

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. Applied history touches upon all of these disciplines, and students who obtain the Undergraduate Certificate in Applied History can make a powerful case that they are uniquely qualified to thrive in these sorts of positions.

**In addition, provide the following information:**

- 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, the faculty 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 the faculty 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, the faculty project the following enrollment trends over the next five years:

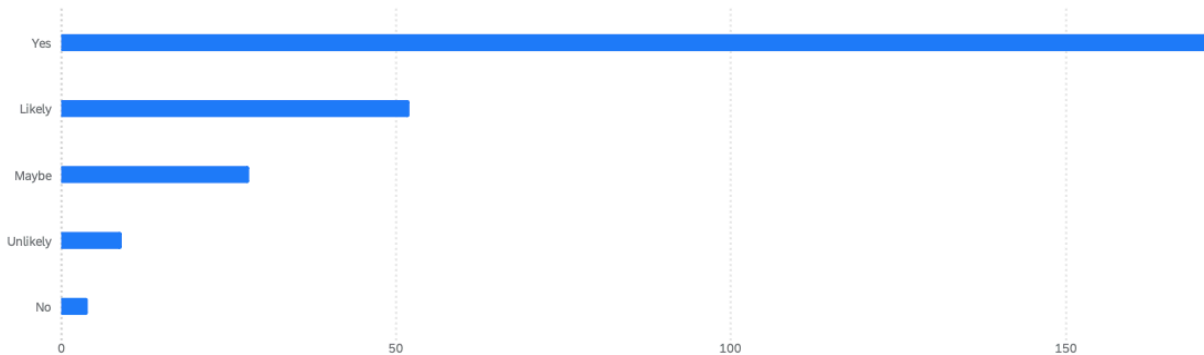
	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Enrollment	35	50	70	90	100

**3. Student Demand**

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

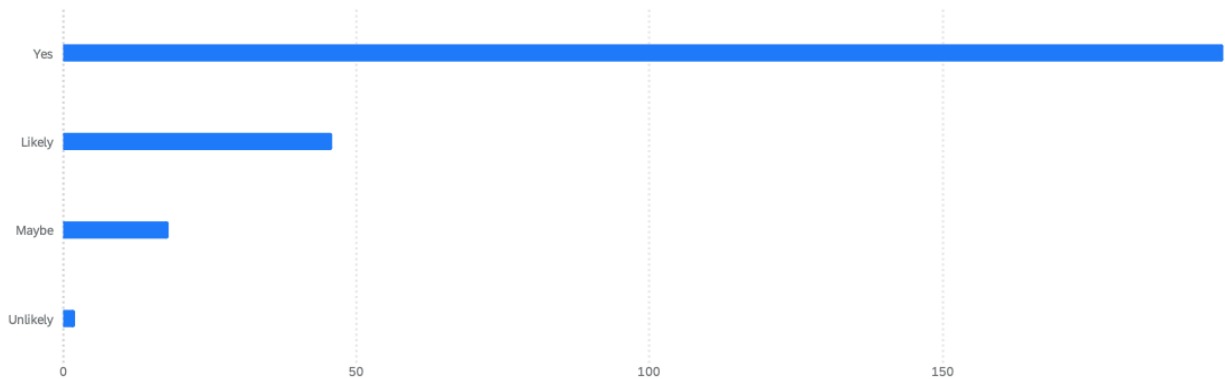
A survey of student majors from History, Political Science, and International Affairs was administered in September 2024. 264 responses were received. Of these responses, 64% of students stated that they would definitely have interest in the proposed certificate and 20% of students stated that they would likely have interest in the certificate. In total, 223 students (84% of respondents) expressed some level of interest.

Imagine that UGA is considering offering a certificate in "Applied History" that uses historical case studies about specific policy issues (e.g., war, terrorism, immigration, electoral politics, etc.) to inform decision-making. Would you have any interest in a certificate like this? 264





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 proposed Undergraduate Certificate in Applied History collectively claimed almost two thousand students pursuing their respective 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 the student survey suggests that demand will be robust. The very conservative projection of enrollment figures above assumes that 25% of the students who actively expressed interest in the certificate will enroll in the first year. Even if demand exceeds expectations, the faculty believe the certificate director and associated faculty will have adequate time to adapt to their new responsibilities, create and implement core and elective courses, facilitate internship arrangements, and build the capacity of the program.

Students in other units and colleges across campus may express interest in the program as students are placed 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 within the School of Law and various majors in the Terry College of Business.

**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. The faculty anticipate that the professional development and career placement opportunities offered by the proposed certificate may appeal to minority students in a variety of majors across campus.

**4. Program of Study**

**Required Course (3 hours)**

HIST(POLS)(INTL) 2800, Introduction to Applied History (3 hours) – **NEW**

**Elective Courses (12 hours)**

*Choose four of the following courses:*

HIST 3015, Humanitarianism and Human Rights in U.S. History (3 hours) – **NEW**

HIST(LACS) 3224, NAFTA to El Chapo: Mexico and the U.S. (3 hours) – **NEW**

HIST 3754, Guerrillas, Insurgents, and Terrorists (3 hours) – **NEW**

INTL 3800, Introduction to Historical International Relations (3 hours) – **NEW**

INTL 4860, Foreign Policy Decision (3 hours) – **NEW**

INTL 4875, Chinese Foreign Policy (3 hours) – **NEW**

INTL 4885, Crisis Diplomacy: An Applied History Approach (3 hours) – **NEW**

POLS 4800, Constitutional Law: Institutional Power in Historical Perspective (3 hours) – **NEW**

POLS 4805, American Electoral Development (3 hours) – **NEW**

POLS 4815, Presidential Power: Lessons from History (3 hours) – **NEW**

POLS 4820, Voting and Elections in Time (3 hours) – **NEW**

**Internship Course (3-9 hours; minimum of 3)**

HIST(POLS)(INTL) 5800, Applied History Internship (minimum of 3 hours) – **NEW**

**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 the proposed Undergraduate Certificate in Applied History is inspired by the former meaning, many of the existing majors, minors, and certificates in applied history in the United States are inspired by the latter meaning.

The proposed certificate draws heavily from 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 Undergraduate Certificate in Applied History 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**

**Describe the proposed learning outcomes for the certificate.**

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**

**Describe how the learning outcomes for the program will be assessed.**

<b>Learning Outcome</b>	<b>Program Assessment</b>
1. Students will learn the fundamental methods of “thinking in time” to apply the lessons of history to contemporary policy issues.	Longitudinal surveys of students in various stages of the program (initial enrollment to exit survey).  Review of randomized required and elective course syllabi.  Review of randomized collection of final projects and/or exams.



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

## 8. Faculty Resources

The Undergraduate Certificate in Applied History will require a certificate director to teach HIST(POLS)(INTL) 2800 and oversee HIST(POLS)(INTL) 5800. The three departments are confident that there is sufficient faculty to regularly offer the electives within the certificate.. The elective courses will not be restricted to students enrolled in the certificate and will therefore not require additional teaching commitments or redistributions.

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

Sufficient faculty expertise already exists at UGA to implement the proposed certificate courses. Administration of the certificate will require one new position, a certificate director.

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

The faculty anticipate one new position in the History department to coordinate the Applied History certificate. The faculty anticipate running a national search this academic year (2024-2025) and having the new hire in place to lead the program by 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

For each faculty member directly involved in this program, please provide:

- a. Name, rank, degree(s), academic specialty, and educational background
- b. Special qualifications related to this program
- c. Relevant professional and scholarly activity for the past five years
- d. Projected responsibility in this program and required adjustments in current assignments

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	Course(s) Taught
History	Oscar Chamosa	Ph.D.	Associate Professor	Latin America	HIST(LACS) 3224
History	Cindy Hahamovitch	Ph.D.	Professor	Immigration & Labor	New Course (2026-2027)

History	Kevin Jones	Ph.D.	Associate Professor	Middle East	HIST 3754
History	Joseph Kellner	Ph.D.	Assistant Professor	Russia	New Course (2026-2027)
History	Steven Soper	Ph.D.	Associate Professor	Europe	HIST 3015
International Affairs	Jeffrey Berejikian	Ph.D.	Associate Professor	Foreign Policy	INTL 4860
International Affairs	Rongbin Han	Ph.D.	Associate Professor	East Asian and Chinese Politics	INTL 4875
International Affairs	Andrew Owsiak	Ph.D.	Professor	Conflict and Crisis Diplomacy	INTL 4885
International Affairs	Joowin Yi	Ph.D.	Assistant Professor	State Formation and Colonialism	INTL 3800
Political Science	Jamie Carson	Ph.D.	Professor	Electoral Politics and Institutions	POLS 4805 POLS 4805H
Political Science	Michael Lynch	Ph.D.	Associate Professor	Congress and the Presidency	POLS 4815
Political Science	Stephen Nicholson	Ph.D.	Professor	Political Behavior and Political Psychology	POLS 4820
Political Science	Teena Wilhelm	Ph.D.	Associate Professor	Constitutional Law/Judicial Politics	POLS 4800

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 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 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, the faculty 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.

- 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.

- c. 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**

- a. Detailed funding to initiate the program and subsequent annual additions required to fully implement the program are needed below. Estimates should be based upon funding needed to develop an effective and successful program and not the minimum investment required to mount and sustain a potentially marginal program.**
- b. Indicate the extent of student support (fellowships, assistantships, scholarships, etc.) available for this program, and evaluate the adequacy of this support. Assistantships funded from institutional (as opposed to sponsored) funds should be included in this funding analysis as well.**
- c. Identify sources of additional funds needed to support the program and the probability of their availability.**
- d. Identify long-range plans for additional or expanded facilities necessary to support an effective program. Evaluate the timing and likelihood of such capital funding.**

Generous funding for the Undergraduate Certificate in Applied History has been provided by the Stanton Foundation and Franklin College, defined according to a Memorandum of Understanding. These funds will facilitate the new hire described above, course development and revision grants, internship funding, and other initial program outlays. The certificate will not require additional funding beyond what has already been promised from either Franklin College of Arts and Sciences or the School of Public and International Affairs.

The Memorandum of Understanding between the Stanton Foundation and the University of Georgia Foundation outlines the following spending commitments:

	<b>UGA</b>	<b>Stanton Foundation</b>
<b>FY 25</b>	\$165,000	\$109,000
<b>FY 26</b>	\$221,600	\$271,000
<b>FY 27</b>	\$230,464	\$275,600
<b>FY 28</b>	\$239,683	\$248,424
<b>FY 29</b>	\$361,027	\$94,000
<b>TOTAL</b>	<b>\$1,217,774</b>	<b>\$998,024</b>

## **12. Administration**

**Describe and evaluate the structure for the administration of the program. Describe the process and criteria for how students will be admitted to and retained in the program.**

While the faculty anticipate that the initial certificate director will be a new hire set to begin in the Department of History in Fall 2025, a faculty member in the Department of History will serve as director until that hire is formalized. The Director will administer the Undergraduate Certificate in Applied History 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. In the initial stage, the Faculty Advisory Board will consist of three members, one each from the departments of History, International Affairs, and Political Science. The 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 will take place on a rolling basis. Interested students will submit an online application managed by the Department of History in collaboration with the departments of 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.

The Undergraduate Certificate in Applied History 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.

## Documentation of Approval and Notification

**Proposal:** Undergraduate Certificate in Applied History

**College:** Franklin College of Arts and Sciences; School of Public and International Affairs

**Departments:** History; International Affairs; Political Science

**Proposed Effective Term:** Fall 2025

School/College:

- Department of History Head, Dr. Kevin Jones, 10/21/2024
- Department of International Affairs Head, Dr. Amanda Murdie, 10/18/2024
- Department of Political Science Head, Dr. Susan Haire, 10/21/2024
- Franklin College of Arts and Sciences Associate Dean, Dr. Paula Lemons, 11/19/2024
- School of Public and International Affairs Dean, Dr. Matthew Auer, 10/12/2024