Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.
COURSE SYLLABUS
HIST 501
HISTORICAL METHODS AND INTERPRETATIONS

COURSE DESCRIPTION
This course will introduce the methodological, historiographical, and theoretical approaches to the discipline of history. The course reviews archival collections, digital resources, research methodologies, and citation standards. The course covers the history of historical writing, classic works of historiography, and methodological and interpretive approaches, with a special focus on a Christian philosophy of history.

RATIONALE
This course introduces students to the mechanics of studying history. The course will give ample consideration to methodology, starting with simple, basic skills like writing proper footnotes and graduating to more refined interpretive skills like conducting an oral history interview. Students of history should also understand how historians have understood and constructed the past, based upon their own cultural assumptions, epistemic presuppositions, and methodological limitations. This course emphasizes historiography and interpretations of history from the ancient world to the present. The student will also explore Christian perspectives on history and be challenged to develop a consistently Christian and biblical approach to researching, writing, and teaching history.

I. PREREQUISITE
Graduate Standing

II. REQUIRED RESOURCE PURCHASES


Disclaimer: The above resources provide information consistent with the latest research regarding the subject area. Liberty University does not necessarily endorse specific personal, religious, philosophical, or political positions found in these resources.
III. **ADDITIONAL MATERIALS FOR LEARNING**
   A. Computer with basic audio/video output equipment
   B. Internet access (broadband recommended)
   C. Microsoft Office

IV. **MEASURABLE LEARNING OUTCOMES**
   Upon successful completion of this course, the student will be able to:
   A. Identify classic authors and works of historiographical significance.
   B. Describe the work and perspective of significant western historians.
   C. Evaluate modern theoretical approaches in history from a biblical perspective.
   D. Demonstrate graduate-level competency in historical research and analysis.
   E. Demonstrate graduate-level competency in applying historical analysis in writing.
   F. Prepare for writing a Master’s thesis in history.
   G. Demonstrate college-level competencies in reading comprehension, documentary analysis, research and historical writing, and oral communication on topics relevant to American Economic History.

V. **COURSE REQUIREMENTS AND ASSIGNMENTS**
   A. Textbook readings and lecture presentations
   B. Course Requirements Checklist
      After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.
   C. Discussion Board Forums (2)
      Discussion boards are collaborative learning experiences. Therefore, the student is required to provide a thread in response to the provided prompt for each forum. Each thread must be at least 400 words and demonstrate course-related knowledge. In addition to the thread, the student is required to reply to 1 other classmate’s thread. Each reply must be at least 200 words.
   D. Research Topic Selection
      The student will devise a research topic suitable for a graduate-level history course. The topic must relate to American history, modern European history, or the modern world prior to 1950. The research topic must answer a specific question of historical interest. The student will write a 1-paragraph statement of the research topic and explain the key historical questions to be answered or resolved.
E. Research Design
The research proposal is a detailed explanation of the topic to be studied, the process by which the student answers a question of historical significance, and the principal sources for research. It must include a: 1) thesis statement 2) explanation of historical significance 3) preliminary bibliography and 4) a research plan that explains the location of the major primary sources needed to complete the project (archives, digital libraries, museums, etc.) The student will write a 1-page Research Design in current Turabian format.

F. Bibliography
The student will form a basic list of the key documents, historical objects, works of art, books, and articles related to the research topic. The sources will be divided into primary and secondary sources. At least 20 entries, divided between primary and secondary sources, must be annotated. The student must use proper Turabian formatting for the bibliography. Of the 20 entries: (a) 3 must be primary sources, (b) 3 must be books, (c) 3 must be articles, and (d) 1 must be an archived, primary source.

G. Book Review
The student must choose a leading book related to his or her research topic, review the book in no more than 500 words, and consult no fewer than 3 other scholarly reviews of the same book. In addition to proper Turabian citation of the book reviewed, the student will attach a bibliography of the 3 or more additional scholarly reviews consulted.

H. Historiographical Essay
The student will locate and summarize a historiographical essay pertaining to their chosen research topic. The submitted assignment should be 500-750 words, use proper Turabian citation, and focus on why and how historians change their interpretations about the specific topic over time. Historiographical essays are available in scholarly journals and even on scholarly websites and discussion boards. In some instances, there may not be an essay directly applicable to the chosen research topic. In this case, students should consult with the instructor for further guidance.

I. Primary Source Assignment
The student will list, summarize, and analyze primary sources pertaining to their chosen research topic. The student will choose 10 primary sources and 1) describe and summarize the source and 2) analyze the source as it supports the thesis statement. This assignment is 10 paragraphs in length, 1 paragraph for each primary source. The submitted assignment will average 750-1250 words in length.

J. Secondary Source Assignment
The student will analyze 10 secondary sources pertaining to their chosen research topic. The student will choose 10 secondary sources (5 books and 5 journal articles) and analyze in terms of the major schools of thought. This assignment is...
10 paragraphs in length, 1 paragraph for each secondary source. The submitted assignment will average 750-1250 words in length.

K. Final Research Paper

The student will compile information from the historiographical essay, primary source, and secondary source assignments into an 8–12-page final research essay related to the scholarship of his or her chosen research topic.

L. Quizzes (2)

Each quiz will cover the Reading & Study material for the module/week in which it is assigned. Each quiz will be open-book/open-notes, contain 10 multiple-choice questions, and have a 20-minute time limit.

VI. COURSE GRADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board Forums (2 at 80 pts ea)</td>
<td>160</td>
</tr>
<tr>
<td>Research Topic Selection</td>
<td>100</td>
</tr>
<tr>
<td>Research Design</td>
<td>100</td>
</tr>
<tr>
<td>Bibliography</td>
<td>100</td>
</tr>
<tr>
<td>Book Review</td>
<td>100</td>
</tr>
<tr>
<td>Historiographical Essay</td>
<td>100</td>
</tr>
<tr>
<td>Primary Source Assignment</td>
<td>100</td>
</tr>
<tr>
<td>Secondary Source Assignment</td>
<td>100</td>
</tr>
<tr>
<td>Final Historiographical Essay</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes (2 at 20 pts ea)</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1010</strong></td>
</tr>
</tbody>
</table>

B. Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>940–1010</td>
</tr>
<tr>
<td>A-</td>
<td>920–939</td>
</tr>
<tr>
<td>B+</td>
<td>900–919</td>
</tr>
<tr>
<td>B</td>
<td>860–899</td>
</tr>
<tr>
<td>B-</td>
<td>840–859</td>
</tr>
<tr>
<td>C+</td>
<td>820–839</td>
</tr>
<tr>
<td>C</td>
<td>780–819</td>
</tr>
<tr>
<td>C-</td>
<td>760–779</td>
</tr>
<tr>
<td>D+</td>
<td>740–759</td>
</tr>
<tr>
<td>D</td>
<td>700–739</td>
</tr>
<tr>
<td>D-</td>
<td>680–699</td>
</tr>
<tr>
<td>F</td>
<td>0–679</td>
</tr>
</tbody>
</table>

C. Late Assignment Policy

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted.
4. Late Discussion Board threads or replies will not be accepted. Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

D. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.