

**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***

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### **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**

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

#### **II. REQUIRED RESOURCE PURCHASE**

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

#### **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

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

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859  
C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739  
D- = 680–699 F = 0–679

C. Disability Assistance

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

# COURSE SCHEDULE

## HIST 501

Textbooks: Hoefflerle, *The Essential Historiography Reader* (2011).  
 Trueman, *Histories and Fallacies: Problems Faced in the Writing of History* (2010).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Trueman: chs. 1–2 2 presentations	Course Requirements Checklist Class Introductions Research Topic Selection Quiz 1	10 0 100 20
2	Trueman: chs. 3–4 3 presentations	DB Forum 1 Research Design Quiz 2	80 100 20
3	2 presentations 1 website	Historiographical Essay	100
4	Hoefflerle: chs. 1–2 3 presentations	Book Review Bibliography	100 100
5	Hoefflerle: chs. 3–4 3 presentations	Primary Source Research Assignment	100
6	Hoefflerle: chs. 7–9 3 presentations	Secondary Source Research Assignment	100
7	Trueman: Postscript 2 presentations 5 websites	DB Forum 2	80
8	1 presentation 2 videos 3 websites	Final Paper	100
<b>TOTAL</b>			<b>1010</b>

DB = Discussion Board

**NOTE:** Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.