

**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 300**

#### **HISTORICAL METHODOLOGY**

#### **COURSE DESCRIPTION**

An invitation to explore the historical discipline. Students will be grounded in the meaning and interpretation of history, methodology, research techniques and career opportunities. Should be taken no later than the first semester of the junior year.

#### **RATIONALE**

This course will introduce students to what it means to be an historian. The student will not only learn the specifics of how to write a research paper but also the process of studying history. The student will also be introduced to the biblical foundation for the study of history, career opportunities in history, and the value of the studying 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. Blackboard [recommended browsers](#)
- D. Microsoft Office

#### **IV. MEASURABLE LEARNING OUTCOMES**

Upon successful completion of this course, the student will be able to:

- A. Examine different philosophies of history.
- B. Relate historiography to the study of an historical topic.
- C. Differentiate between primary and secondary sources.
- D. Demonstrate college level competencies in reading comprehension, documentary analysis, research, and historical writing.

- E. Apply a Christian worldview to the problems and issues relevant to the study of 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 demonstrate course-related knowledge. In addition to the thread, the student is required to reply to 2 other classmates' threads. For Discussion Board Forum 1, the student is required to submit video posts for both the original thread and replies. The thread must be 60–120 seconds of student audio and 30–60 seconds for replies. For Discussion Board Forum 2, the thread must be at least 300 words, and each reply must be at least 150 words.

- D. Research Proposal

The student will write a 1-page research proposal in current Turabian format that focuses on a topic he or she may wish to research in a future course. The student is not required to write a research paper; rather, this assignment is meant to equip him or her with the skills to write research papers in later courses. In addition to the proposal, the student must include a properly cited bibliography of at least 5 references.

- E. Oral History Interview

The student will conduct an oral history interview with a parent, grandparent, aunt, or uncle about his or her family. The student will create a set of at least 10 questions based on a group of topics provided in the course and will write a 300-word summary of the interview in current Turabian format. The student will also video record the interview and submit the recording with the written part of the assignment.

- F. Family Tree Exercise

Using the Ancestry.com subscription, the student will complete his or her family tree as far back as possible but at least back to a generation living in 1880. The student will also submit a 400-word summary in current Turabian format about his or her genealogical research. The summary must focus on what sources were used (minimum of 3), research issues that arose due to poor or absent sources, and what new things he or she learned about his or her family.

G. Chronicling America Research Assignment

Using a provided website and evidence gleaned from the Family Tree Exercise, the student will examine the events in the state (or adjacent state) during the week 1 of his or her ancestors was born, prior to 1922. Once located, the student will write a 150–175-word description of the local events and their significance for the area in which his or her ancestor was born.

H. Book Review

The student will select a book of based on some aspect of his/her family history. The student will write a 600-700 word analysis of this selection. This is NOT a book report. This paper should NOT simply summarize the book. Rather, a book review should assess the argument of the book, its strenghts and weaknesses, its sources, and it contribution to the literature in the field.

I. Devotional Analysis

To integrate biblical worldview and history, the student will use a key event in the history of his or her family to highlight an important biblical passage of his or her choosing. The student will submit the Bible passage (a maximum of 4 verses) as a 250-word “devotional” connecting the passage’s meaning to his or her family history event. The assignment must be in current Turabian format.

J. Bibliography Assignment

The student will submit a bibliography of 5 primary sources (diaries, newspapers, letters, political debates, speeches, etc.), 5 secondary sources (books), and 5 secondary sources (articles) using current Turabian format citation methods. The sources must directly relate to a subject important to the student’s family history.

K. Digital Presentation

The Digital Presentation constitutes the culmination of the student’s genealogical research. The student must create a narrated presentation using Adobe Spark Web that focuses on important historical events directly related to his or her family history. The presentation must have at least 15 minutes of student-spoken audio. The presentation must also include a video introduction stating a thesis, an analysis of primary source evidence, references to secondary sources, and a concluding slide listing a complete bibliography of at least 10 sources.

L. Textbook Quizzes (6)

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

**VI. COURSE GRADING AND POLICIES**

A. Points

Course Requirements Checklist	10
Discussion Board Forums (2 at 60 pts ea)	120
Research Proposal	100
Oral History Interview	80
Family Tree Exercise	100
Chronicling America Research Assignment	50
Book Review	50
Devotional Analysis	80
Bibliography Assignment	100
Digital Presentation	200
Textbook Quizzes (6 at 20 pts ea)	120
<b>Total</b>	<b>1010</b>

B. Scale

A = 900–1010 B = 800–899 C = 700–799 D = 600–699 F = 0–599

C. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Accommodation 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).

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at [equityandcompliance@liberty.edu](mailto:equityandcompliance@liberty.edu). Click to see a full copy of Liberty’s [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

## ***COURSE SCHEDULE***

### **HIST 300**

Textbook: Benjamin, *A Student's Guide to History* (2013).

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Benjamin: ch. 1 3 presentations	Course Requirements Checklist Class Introductions DB Forum 1 Textbook Quiz 1	10 0 60 20
<b>2</b>	Benjamin: ch. 2 2 presentations	Research Proposal Textbook Quiz 2	100 20
<b>3</b>	Benjamin: chs. 3–4 2 presentations	Book Review Textbook Quiz 3	50 20
<b>4</b>	2 presentations 1 website	Oral History Interview	80
<b>5</b>	Benjamin: ch. 5 2 presentations	Family Tree Exercise Textbook Quiz 4	100 20
<b>6</b>	Benjamin: chs. 6–9 2 presentations 1 website	Chronicling America Bibliography Assignment Textbook Quiz 5	50 100 20
<b>7</b>	Benjamin: ch. 10 3 presentations	Devotional Analysis DB Forum 2 Textbook Quiz 6	80 60 20
<b>8</b>	2 presentations 2 Documents	Digital Presentation	200
<b>TOTAL</b>			<b>1010</b>

DB = Discussion Board

**NOTE:** Each course module/week (except Module/Week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.