This course of study outlines the sequence of learning activities that will help you demonstrate competence in the subject area of History and Civics. Your competence will be assessed through a proctored competency exam (HCC1). Depending on your educational background, work experience, and the time that you are able to dedicate to your studies, this course of study can take up to six weeks to complete and represents three competency units. Following this document sequentially is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than outlined in the course of study as determined in consultation with your mentor.

Introduction

Overview

Welcome to the History and Civics domain at Western Governors University! How did the American colonies become the United States of America? How did the social and technological developments of the ancient world influence contemporary society? What were primary causes of the Civil War? These are just a few of the questions that will be addressed as you progress through this domain. This course of study will provide you with a broad contextual understanding of major events and themes in American and world history, basic macroeconomic concepts, and the history and nature of American government and citizenship.

The aim of this course of study is to develop knowledge that can be applied to problems in the context of an educational institution while providing a framework for understanding many of the themes that will arise for a teacher in the classroom. This course of study will facilitate an understanding of how modern institutions have shaped the lives of students.

As you progress through this course of study, you may encounter skill sets and knowledge you already possess. The nature of this course of study is to allow you to recognize where you already have competence (prior skill sets and knowledge) and what competencies you need to gain. Keep in mind ways to apply these competencies to your personal, professional, and WGU student life. For a more detailed explanation of the concepts of which you will be expected to demonstrate your competence, please see the competency list below.

Competencies

**Competency: American History Before 1900**
The graduate examines the major themes, events, developments, cultures, and individuals involved in shaping the history of the United States before 1900.

**Competency: Twentieth-Century United States History**
The graduate examines the major themes, events, developments, and individuals involved in shaping the history of the United States after 1900.

**Competency: World History Before 1800**
The graduate examines major events, cultures, and civilizations that shaped world history from
prehistoric times to the early modern period.

**Competency: Modern World History**
The graduate examines major events and civilizations that shaped the history of the modern world.

**Competency: Economic Concepts**
The graduate analyzes economic concepts in the context of the free enterprise system and international trade.

**Competency: U.S. Constitution, Government, and Citizenship**
The graduate examines the nature and historical development of major institutions in American government and explains how American citizens participate in a representative democracy.

**HCC1 Assessment**
The History and Civics assessment (HCC1) is a scheduled proctored objective exam at a secure testing center. There are multiple forms of the History and Civics assessment. Each form contains a total of 53 objective items. The test consists of multiple choice, multiple selection, and matching questions on American history, world history, economics, and civics concepts. You will have four (4) hours to complete the assessment. When you go to the proctored site, you should not bring any texts or study materials with you, but you do need to bring some identification. Be sure you are rested, and wear comfortable clothes. You will take the assessment online. Read each question carefully to make sure you understand what you are being asked to do. Reread the question if needed. The passing score on the entire test is 55% or better.

**Required Learning Resources**
Pearson's Course Compass: History and Civics is an online interactive resource that contains electronic versions of these textbooks:


**Preparing for Success**
To successfully complete this course of study, you need the appropriate resources to help with your learning. You should also prepare a calendar to schedule time devoted to your studies. Share your calendar with family and friends so they are aware of your obligations.

**Course Instructor Assistance**
As you prepare to successfully demonstrate competence in this subject, remember that course instructors stand ready to help you. Their job is to aid your understanding in the areas where you must focus in order to improve, and to guide you to the learning resources that will help you do so. Please request their assistance as necessary in preparing for second attempts at objective assessments, or when you must revise assessment performance tasks.

Generally speaking, course instructors are not able to provide reviews of entire assessments, so please start by first reviewing the feedback that comes to you about the assessment. Try to identify the areas of difficulty and then ask the course instructors specific questions about what you can do to meet the competency standard. While they are not evaluators, and thus cannot guarantee you will pass an assessment, they will respond to your questions and provide the assistance and advice necessary to help you succeed.

Please review this presentation on the benefits of collaborating with course instructors.

**Acquire Learning Resources**

Arrange to obtain the required learning resources so there will be no delay in your studies. These items will be essential for you, as this document guides you sequentially in the use of these materials.

**Enroll in Pearson History and Civics (Course Compass)**

The learning resources for this course of study contain both an e-text version of the textbooks and interactive learning modules. To use these resources, you must enroll in them through your Degree Plan. They can be found under the "Learning Resources" tab for the objective assessment.

1. Click on the "Learning Resources" tab and click "Show Sections." A new window will open.
2. Click "Enroll Now" next to the resource "History and Civics." Your mentor will need to approve your enrollment.
3. Once your mentor approves the enrollment, you will receive a registration e-mail within 30 minutes of approval.
4. Within your registration e-mail, you will receive a unique access code, your course ID, and detailed instructions on how to create and access your Pearson account.
5. Follow the instructions carefully and document the username and password you create (this is what you will need to log in once your account is created).

Work with your mentor to complete your enrollment if you have questions. Within the Pearson History and Civics resources are two e-texts and their associated interactive learning modules: *America Past and Present and Heritage of World Civilizations*. If you would prefer a hard copy of the texts, you may purchase them at your expense. Please retain all e-mails and materials you receive regarding your learning resources. The information contained in these materials is very helpful.

**Enroll in Thinkwell**

Thinkwell Economics and Civics is another online learning resource. It communicates the
fundamentals of economics and civics to students by using engaging, interactive media. You will enroll in this resource through your Degree Plan. This web-based resource includes multimedia video lectures, review notes, interactive animations, and sample exercises. Enroll in this resource from the "Learning Resources" tab. You will receive an orientation e-mail 24 to 48 hours from the time your enrollment is approved. This e-mail will contain your log-in information and instructions for the Thinkwell site.

Note: If you do not redeem the user code found in this e-mail, you will not be able to see this course as an option (even if you already have a Thinkwell account).

Take Self-Assessment for History and Civics Domain

Before you begin your preparations for the objective assessment, you should complete the student self-assessment (SSA) for this area. This student self-assessment can be completed on your computer at home or any other convenient location. Do not use your notes or texts when completing the student self-assessment. This will help indicate areas where you will need to focus your study before taking the pre-assessment (PCC1) and objective examination. Depending on how you scored on the self-assessment, you may be able to take the pre-assessment sooner. This should only be done in consultation with your mentor.

You can access the SSA by following these instructions:

1. Look at your Degree Plan.
2. Find HCC1 and click on the "Learning Resources" tab.
4. Follow the directions to complete the Student Self-Assessment.
5. Forward your results to your mentor.

Take Study Notes

As you engage in the activities throughout this course of study, you will be answering questions, completing exercises, sketching out concepts, and so forth. You have the ability to take these notes online through the web-enabled course of study. A notebook or study journal (either paper or electronic) makes your learning more active. It also provides an excellent source of important materials (vocabulary, guiding questions, activities, etc.) to review prior to demonstrating your competencies through the assessment. For ideas on how to divide up your study materials, see the message board or contact the course instructors.

Use the Message Board

The message boards are an important part of the WGU experience. In the lower right-hand corner of the course of study screen there is a message board area. Throughout your studies, you will want to follow the questions, observations, and responses of the other students and the expert advice of the course instructor. If you have questions of your own, do not hesitate to use this resource to get those answered as you develop your competencies.

Reference FAQs

This course of study contains a frequently asked questions (FAQ) feature. For each topic there
are several questions and their answers that clarify concepts and address dimensions of the topic that are often difficult for students. You can use the FAQs to preview the topic's content and determine your initial understanding of it. Check out the FAQ section of this course of study before contacting your mentor about the questions you may have.

**Whiteboards**

**Whiteboards**

Whiteboards may be used to assist you as you complete the assessment for this course. Paper, or other note taking resources, may not be used during the assessment. For math assessments only, scratch paper can be used only when taking the assessment at an on-site testing center. Please view the following video for more information on how to use a whiteboard:

*Note: To download this video, right-click the following link and choose "Save as...": [download video].*

**Pre-Modern World History**

In this section, you will look at the characteristics and contributions of ancient civilizations in Africa, North and South America, Greece, Rome, and China. In particular, you should consider how developments (such as writing or gunpowder) in these ancient societies had significant influence on the civilizations that followed.

**Competencies covered by this subject**

115.2.1 - World History Before 1800

The graduate examines major events, cultures, and civilizations that shaped world history from prehistoric times to the early modern period.

**Pre-Colonial American Societies**

While Europeans would characterize their first contacts in the American continents as "discoveries," significant civilizations had developed long before the voyages of exploration in the fifteenth century and beyond.

**Read Chapters 1 and 14 in Heritage of World Civilizations**

Read the following chapters in *Heritage of World Civilizations*:

- Chapter 1 ("Birth of Civilization"), pages 2-31
- Chapter 14 ("Ancient Civilizations of the Americas"), pages 334-59

Pay close attention to and take notes on the following questions as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions in your notebook with help from the message board.

- What were the common elements of the transition from nomadic hunter-gather cultures to sedentary agriculture?
What were the social, political, and religious characteristics of native empires in pre-colonial North and South America?

Ancient Societies in Greece, Rome, and China
The civilizations that existed in Greece, Rome, and China more than two thousand years ago had a profound influence on the development of the modern world. The political, social, technological, religious, and cultural innovations of the ancient world served as inspirations for intellectual revolutions such as the Italian Renaissance.

Read Chapters 1, 3, 6, 7, and 8 in Heritage of World Civilizations

Review and read the following chapters in *Heritage of World Civilizations*:

- Chapter 1 ("Birth of Civilization: Early Chinese Civilization"), pages 24-27
- Chapter 3 ("Greek and Hellenistic Civilization"), pages 60-87
- Chapter 6 ("Republican and Imperial Rome: Rise of Christianity"), pages 160-69
- Chapter 7 ("China's First Empire: Qin Unification of China"), pages 173-81
- Chapter 8 ("Imperial China: Transition to Late Imperial China: The Song Dynasty"), pages 202-208

Pay close attention to and take notes on the following questions as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions in your notebook with help from the message board.

- What was the theory of the Mandate of Heaven? How did that shape the perception of dynastic rule in ancient China?
- How did Confucian scholarship influence the traditional curriculum in Chinese education? How did it influence the concept of bureaucracy in the imperial government?
- How did Greek philosophers (such as Socrates, Aristotle, Plato, Xenophanes, Thales, etc.) attempt to use reason to explain the natural world and describe human behavior? What were some of their conclusions?
- How did the rise of Christianity affect the social characteristics of the Roman Empire under Emperor Constantine?
- What were the causes of the decline and collapse of the Roman Empire? How did the empire's collapse determine the characteristics of European society in the Middle Ages?

Take Topic Quizzes

Complete the quizzes for these topics in the "Topic Quizzes" section of the Course Compass website. Once you have completed the quiz and received your results, compare your lower-scoring areas with your study journal. Does your journal address these questions, or are there information holes in your notes? Discuss any questions you may have with a course instructor or on the message board.

World and American History Before 1800

In this section, you will look at the events and theories surrounding the development of the early modern world, culminating with the intellectual movements that contributed to the American Revolution. These events include the Atlantic slave trade and slavery in the American colonies;
intellectual developments, including the Renaissance, Reformation, and the Enlightenment; and the series of mutual provocations that led to the outbreak of the American Revolution.

Competencies covered by this subject
115.1.1 - American History Before 1900
The graduate examines the major themes, events, developments, cultures, and individuals involved in shaping the history of the United States before 1900.

115.2.1 - World History Before 1800
The graduate examines major events, cultures, and civilizations that shaped world history from prehistoric times to the early modern period.

Feudalism and the Atlantic Slave Trade
The social, political, religious, and economic development of Western Europe during the Middle Ages was profoundly shaped by the institution of feudalism. The social hierarchy imposed by small monarchical states and reinforced by the prevailing religious dogma accorded sweeping prerogatives for the upper classes while limiting the lower classes to subsistence agriculture. Following the creation of overseas colonies in North and South America, European nations engaged in the shipment of African slaves to American possessions to provide physical labor in the production of cash crops (such as sugar).

Read Chapters 12 and 18 in Heritage of World Civilizations

Read the following chapters in Heritage of World Civilizations:

- Chapter 12 ("Byzantine Empire and Western Europe to 1000: The Developing Roman Church"), pages 298-313
- Chapter 18 ("Conquest and Exploitation: Slavery in the Americas"), pages 444-55

Pay close attention to and take notes on the following questions as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions in your notebook with help from the message board.

- How did the Catholic Church function as a social control for the feudal system?
- What were the social and political characteristics of life in European society under feudalism?
- How did the economic needs of plantation economies make slavery attractive to European colonial powers? Why did the production of sugar in the Caribbean require substantial physical labor?
- How did European slave traders acquire slaves from local African tribes? What kinds of goods and products did the traders provide in exchange?

The Slave System in the American Colonies
The establishment of a system of slave labor in the British colonies had significant economic roots—in some cases, a literal transplant of plantation owners and their slaves from Caribbean sugar plantations and other British possessions. Slave labor was integral in the production of several cash crops, including cotton, tobacco, and sugar. The institution of slavery had a profound influence on the Southern colonies, where slavery was practiced in the greatest numbers.

Read Chapters 2 and 3 in America Past and Present
Read the following chapters in *America Past and Present*:

- Chapter 2 ("Planting the Carolinas"), pages 36-38
- Chapter 3 ("The Challenge of the Chesapeake Environment"), pages 45-50

Pay close attention to and take notes on the following questions as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions in your notebook with help from the message board.

- How did the cultural ties to previous slave-owning societies (such as the Caribbean and Barbados) influence the establishment of a North American slave trade?
- Why was indentured servitude increasingly unpopular as a way to provide labor for agriculture?
- Why did the British colonists not attempt to enslave the native populations of North America?
- How did the high mortality rates of European settlers in the Southern colonies affect the production of cash crops?
- How did colonists who were not slave owners profit from the slave trade?

**Intellectual Developments in Early Modern Europe**

The economic transition from the Middle Ages to early modern Europe was accomplished as exploration and trade networks broke down traditional networks of authority. This transition was accompanied by a series of substantial intellectual developments, beginning with the rediscovery of classical science, literature, and culture in the Italian Renaissance. European society experienced a religious upheaval in the sixteenth century as the Protestant Reformation broke the hegemonic authority of the Catholic Church. Finally, the eighteenth-century Enlightenment emphasized rational and scientific pursuits as a means to understand the physical world.

**Read Chapters 16, 17, and 22 in Heritage of World Civilizations**

Read the following chapters in *Heritage of World Civilizations*:

- Chapter 16 ("Europe to the Early 1500s: The Renaissance in Italy (1375-1527)"), pages 397-99
- Chapter 17 ("Europe 1500-1650"), pages 404-29
- Chapter 22 ("The Age of European Enlightenment"), pages 536-59

Pay close attention to and take notes on the following questions as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions in your notebook with help from the message board.

- How did Renaissance artists encourage humanistic and realistic representation of artistic subjects?
- How did the rediscovery of Greek and Roman philosophical texts lead to criticism of the Catholic Church?
- What were Martin Luther's primary complaints regarding the doctrines of the Catholic
Church? How did the Catholic Church engage in a counter-reformation to address the Protestant criticism?

- How was deist religious belief a product of the Enlightenment's emphasis on rational belief systems?
- How did Enlightenment reformers encourage the standardization of the English language and the secularization of education?

**The American Revolution**

After the 1750s, legislation designed to pay off debts incurred on the American front of the Seven Years' War caused conflicts that touched off a series of mutual provocations. These mutual provocations brought about the American Revolution.

**Read Chapters 2 and 5 in America Past and Present**

Read the following chapters in *America Past and Present*:

- Chapter 5 ("The American Revolution"), pages 81-100

Pay close attention to and take notes on the following questions as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions in your notebook with help from the message board.

- Why did the British Parliament attempt to raise taxes on American colonists to pay for part of the costs of the Seven Years' War?
- How did British provocations (such as the stamp and sugar acts, Townsend duties, Boston Massacre, Intolerable Acts, etc.) lead to the American Revolution?
- Why did American revolutionaries feel that Parliament had no legitimate authority over them?
- What arguments for revolution did Thomas Paine provide in Common Sense?

**Take Topic Quizzes**

Complete the quizzes for these topics in the "Topic Quizzes" section of the Course Compass website. Once you have completed the quiz and received your results, compare your lower-scoring areas with your study journal. Does your journal address these questions, or are there information holes in your notes? Discuss any questions you may have with a course instructor or on the message board.

**World and American History in the Nineteenth Century**

In this section, you will examine the United States in the nineteenth century, including the political debates in the early republic, the territorial expansion of the United States from the original thirteen states to its present geographic boundaries, the sectional crisis over slavery, the Civil War and Reconstruction, and the national process of industrialization and urbanization. You will also study the significance of European industrialization, imperialism, and colonization and the importance of national revolution as a challenge to monarchies.

Competencies covered by this subject:

115.1.1 - American History Before 1900

The graduate examines the major themes, events, developments, cultures, and individuals
involved in shaping the history of the United States before 1900.

115.2.2 - Modern World History
The graduate examines major events and civilizations that shaped the history of the modern world.

**Antebellum Society and Territorial Expansion in the United States**

Between 1792 and 1860, the United States expanded from the original thirteen states to encompass almost the entirety of its present boundaries. Territorial expansion was achieved through substantial acquisitions, such as the Louisiana Purchase and the Mexican-American War. The institution of slavery had a profound influence on the process of creating new states from territory acquired in this period.

**Read Chapters 11, 13, and 14 in America Past and Present**

Read the following chapters in *America Past and Present*:

- Chapter 11 ("Slaves and Masters"), pages 204-24
- Chapter 13 ("An Age of Expansionism"), pages 244-61
- Chapter 14 ("The Sectional Crisis"), pages 265-81

Pay close attention to and take notes on the following questions as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions in your notebook with help from the message board.

- What were some of the paternalistic arguments offered by plantation owners in defense of the slave system?
- What legal and religious principles did abolitionists cite in their opposition to the expansion of slavery?
- Why did the Supreme Court rule the Missouri Compromise unconstitutional?
- How was the Compromise of 1850 designed to balance the political concern of admitting California as a "free" state? Was it successful?
- How did the policy of popular sovereignty in territories seeking statehood result in the border dispute known as "Bleeding Kansas" following the Kansas-Nebraska Act of 1854?

**Reconstruction and the Gilded Age in the United States**

Following the Civil War, sectional reconciliation between the Union and the former Confederacy was a subject of intense debate-Andrew Johnson was even impeached by the House for impeding the Reconstruction plans of the Republican Congress. Alongside the political changes in the country after 1865, the nation experienced a dramatic increase in industrial manufacturing and urban development, which had profound consequences for American society.

**Read Chapters 16, 18, and 19 in America Past and Present**

Read the following chapters in *America Past and Present*:

- Chapter 16 ("The Agony of Reconstruction"), pages 309-28
- Chapter 18 ("The Industrial Society"), pages 352-66
- Chapter 19 ("Toward an Urban Society, 1877-1900"), pages 369-86
Pay close attention to and take notes on the following questions as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions in your notebook with help from the message board.

- Why was the reintegration of the Southern states such an immediate priority after the end of the Civil War?
- How did the creation of the transcontinental railroad facilitate the expansion of the United States?
- What were the predominant nationalities of European immigrants who arrived before the Civil War?
- Why were anti-immigration political parties (such as the "Know-Nothings") so successful in tapping into nativist sentiment in the 1850s?
- How did Asian immigrants contribute to the creation of the railroads in the United States? Why did Congress pass the Chinese Exclusion Act in 1882?
- How did the creation of factory jobs affect the workday and working environment for Americans?
- How did the creation of labor unions influence the political and social development of the United States in the 1880s and 1890s?

**European Industrialization**

Over the course of the nineteenth century, European society experienced a transformation from agrarian or mercantile nations into industrialized, urban nation-states. The result was a massive migration of population towards urban centers, the discovery and exploitation of natural resources (such as coal or iron), and the social and environmental effects of rapid technological advance.

**Read Chapter 25 in Heritage of World Civilizations**

Read the following chapter in *Heritage of World Civilizations*:

- Chapter 25 ("Northern Transatlantic Economy and Society, 1815-1914"), pages 612-39

Pay close attention to and take notes on the following questions as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions in your notebook with help from the message board.

- How did the Industrial Revolution change the value of natural resources such as iron and coal?
- Why were those resources in particular valuable in the creation of railroads and heavy industry?
- How did the change to industrial production methods affect the trade of skilled artisans in Europe?
- How did the Industrial Revolution eliminate small-scale home craft of consumer goods?
- How did agricultural laborers transition into industrial laborers?
- Why were factories located in (or near to) urban centers? How did this influence the creation of new cities in industrialized nations?

**European Imperialism and Decolonization**
Following the period of colonization of North and South America in the seventeenth and eighteenth centuries, European oversea empires began to acquire political and economic dominance of territories in Africa and Asia during the nineteenth century. Examples of this dominance include the British colonization of India, the scramble to explore and divide up the interior of the African continent, and the multinational economic control of the Chinese government. The privations of the two world wars, and the ideology of national self-determination, significantly eroded the ability of European empires to exert control over their possessions, and after 1945 they gradually collapsed.

Read Chapters 27 and 29 in Heritage of World Civilizations

Read the following chapters in *Heritage of World Civilizations*:

- Chapter 27 ("India, the Islamic Heartlands, and Africa: The Indian Experience"), pages 667-73
- Chapter 29 ("Imperialism and World War I: Expansion of European Power and the 'New Imperialism"), pages 726-36

Pay close attention to and take notes on the following questions as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions in your notebook with help from the message board.

- How did being part of the British Empire shape the education and cultural development of Indian social elites?
- How did the British political agenda affect the Indian economy?

**Taiping Rebellion**

Beginning with the French Revolution in 1789, a series of nationalist revolutions around the world challenged the legitimacy of monarchical systems of government and sought to establish democratic institutions and enact social reforms. One example of this was the Taiping Rebellion in China. While the Taiping Rebellion was unsuccessful, it laid the foundations for future challenges to traditional authority and contributed to European dominance of Chinese political systems.

Read Chapter 28 in Heritage of World Civilizations

Read the following chapter in *Heritage of World Civilizations*:

- Chapter 28 ("Modern East Asia: Close of Manchu Rule"), pages 697-702

Pay close attention to and take notes on the following questions as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions in your notebook with help from the message board.

- What were the events surrounding the Taiping Rebellion?
- What reforms were the revolutionaries looking to enact in Chinese society?
- How did the Taiping Rebellion undermine the authority of the Qing Dynasty?

**Progressive Era**
Backlash against the economic inequalities of the Gilded Age and the environmental and social consequences of urbanization and industrialization formed populist political movements such as the Progressive Party into successful shapers of public policy. Read Chapters 22 and 23 in America Past and Present

Read the following chapters in America Past and Present:

- Chapter 22 ("The Progressive Era"), pages 423-36
- Chapter 23 ("From Roosevelt to Wilson in the Age of Progressivism: The Spirit of Progressivism"), pages 440-52

Pay close attention to and take notes on the following questions as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions in your notebook with help from the message board.

- What were muckraking journalists?
- How did projects like Upton Sinclair's The Jungle expose the social and environmental consequences of industrial society?
- Why did Progressive Era reforms attempt to break apart large corporate trusts? Were they successful?
- Why was the creation of child labor and uniform workday laws important for Progressive reformers? How did those laws change the nature of industrial production? What was the theory of social Darwinism?

**Topic Quizzes**

Complete the quizzes for these topics in the "Topic Quizzes" section of the Course Compass website. Once you have completed the quiz and received your results, compare your lower-scoring areas with your study journal. Does your journal address these questions, or are there information holes in your notes? Discuss any questions you may have with a course instructor or on the message board.

**American and World History from 1915-1945**

In this section, you will study the World Wars of the twentieth century, including the causes of World War I, American intervention, the effects of the global depression in the 1920s and 1930s, the causes of World War II, and the settlement that ended the war.

Competencies covered by this subject

115.1.2 - Twentieth-Century United States History
The graduate examines the major themes, events, developments, and individuals involved in shaping the history of the United States after 1900.

115.2.2 - Modern World History
The graduate examines major events and civilizations that shaped the history of the modern world.

**World Wars in Europe**

World War I (1914-1918) was characterized by the stalemate of trench warfare, the introduction of substantial technological advances (including submarines, tanks, and chemical weapons), the mobilization of whole industrial populations for the war effort, and the social repercussions of
millions of civilian and military casualties. The punitive settlement and the failure of the League of Nations, combined with a global depression in the late 1920s, facilitated the rise of authoritarian regimes. The outbreak of World War II in 1939 resulted in even greater casualties to civilian populations, the destruction of the industrial capacity of entire nations, and a transformation of European society.

**Read Chapters 29-32 in Heritage of World Civilizations**

Read the following chapters in *Heritage of World Civilizations*:

- Chapter 29 ("Imperialism and World War I"), pages 724-49
- Chapter 30 ("Depression, European Dictators, and the American New Deal: After Versailles"), pages 752-55
- Chapter 30 ("Depression, European Dictators, and the American New Deal: The Fascist Experiment in Italy"), pages 760-69
- Chapter 31 ("World War II"), pages 774-801
- Chapter 32 ("The West Since World War II: The Cold War Era"), pages 805-11

Pay close attention to and take notes on the following questions as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions in your notebook with help from the message board.

- How did the spread of nationalism in Europe and its colonial possessions lay the groundwork for World War I?
- Why did the assassination of the Austrian archduke Franz Ferdinand in 1914 lead to the start of a European war?
- Who were the primary belligerents in World War I? Which nations belonged to the Triple Entente? Which nations were part of the Triple Alliance?
- How did the victorious nations draft the Treaty of Versailles? How did this treaty assign blame to Germany for World War I?
- How did the destruction of European economies during World War I lead to the European depression in the 1920s?
- How did authoritarian governments emerge in Italy, Germany, and Spain in the 1930s? What were the social, political, and economic conditions that facilitated totalitarian states?
- How was Germany divided among France, Great Britain, the United States, and the Soviet Union as part of the settlement of World War II? How did this lead to the creation of East and West Germany?

**The United States and the World Wars**

Though the American deployment in World War I lasted only a year, the horrific casualties of the war and the change in the European balance of power had profound consequences for American politics and society after 1918. Overproduction and the capital boom were central characteristics of the 1920s, and their subsequent crash brought about the Great Depression and the creation of the New Deal. The United States played a significant role in the outcome of World War II, and the post-war settlement saw the United States emerge as one of the two industrial (and nuclear) superpowers.
Read Chapters 24-27 and 29 in *America Past and Present*

Read the following chapters in *America Past and Present*:

- Chapter 24 ("The Nation at War"), pages 461-80
- Chapter 25 ("Transition to Modern America"), pages 483-98
- Chapter 26 ("Franklin D. Roosevelt and the New Deal"), pages 500-16
- Chapter 27 ("America and the World, 1921-1945: Isolationism"), pages 522-38
- Chapter 29 ("Affluence and Anxiety"), pages 562-66

Pay close attention to and take notes on the following questions as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions in your notebook with help from the message board.

- How did the use of unrestricted submarine warfare by the German navy (including attacks on civilian vessels) prompt the United States join what American politician had characterized as European war in 1917?
- Why was a policy of isolation politically attractive after World War I?
- How did overproduction and a weak consumer market contribute to the economic collapse in 1929? How did the inflated stock market and loose monetary policy exacerbate the problem?
- How did New Deal programs such as the Civilian Conservation Corps and the Works Progress Administration attempt to alleviate the problem of unemployment during the Depression?
- How did Japanese imperialism (including the invasion of Manchuria) and European fascism (such as the Nazi conquest of Poland) contribute to the American affection for the Allied powers before 1941?
- How did programs such as cash-and-carry and lend-lease involve the United States in World War II while it was still officially neutral?
- How did the attack on Pearl Harbor determine the American experience in World War II?
- How did the baby boom and the G.I. Bill contribute to the expansion of consumer culture and higher education in the years following the end of World War II?

**Topic Quizzes**

Complete the quizzes for these topics in the "Topic Quizzes" section of the Course Compass website. Once you have completed the quiz and received your results, compare your lower-scoring areas with your study journal. Does your journal address these questions, or are there information holes in your notes? Discuss any questions you may have with a course instructor or on the message board.

**The United States and the World After World War II**

In this section, you will consider the major historical developments in the United States and the world after the end of World War II, including the Cold War (and subordinate conflicts including the Korean and Vietnam wars) and the civil rights movement in the United States, and the development of communist governments in China and the Soviet Union.

Competencies covered by this subject
115.1.2 - Twentieth-Century United States History
The graduate examines the major themes, events, developments, and individuals involved in shaping the history of the United States after 1900.

115.2.2 - Modern World History
The graduate examines major events and civilizations that shaped the history of the modern world.

**The Soviet Union**
Catalyzed by the horrific conditions of World War I and the social and economic inequalities of the autocratic government of Russia, the populist revolutions of 1917 toppled Tsar Nicholas II and resulted in a civil war that ended with the ascension of Lenin's Bolshevik party and the creation of a socialist state. Following Lenin's death and the emergence of Josef Stalin as the Soviet premier, the Soviet Union embarked on a period of rapid (though tremendously costly) industrialization through collective agriculture, a rigidly planned economy, and the imposition of ideological orthodoxy through propaganda and overt force. The Soviet Union suffered horrific losses during World War II, and it emerged as one of the two industrial superpowers, which led to the decades-long Cold War with the United States.

**Read Chapters 30 and 32 in Heritage of World Civilizations**

Read and review the following chapters in *Heritage of World Civilizations*:

- Chapter 30 ("Depression, European Dictators, and the American New Deal: The Soviet Experiment"), pages 755-60
- Chapter 32 ("The West Since World War II: The Cold War Era"), pages 805-11
- Chapter 32 ("The West Since World War II: The Soviet Union to 1989"), pages 820-28

Pay close attention to and take notes on the following questions as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions in your notebook with help from the message board.

- What were the intellectual and political justifications for the creation of the Soviet Union?
- How did Josef Stalin rationalize the adoption of "socialism in one country" after Lenin's death? Why was this adoption necessary given the agrarian composition of the former Russian empire?
- How did Stalin attempt to industrialize the Soviet Union in the 1930s? What were the Five Year Plans? Were they successful?
- Why did collective farming on large government farms result in productivity reductions? What were the consequences for Soviet citizens?
- Why did Josef Stalin encourage a cult of personality with him as the center? How did this cult contribute to Stalin's attempts to assert ideological control over Soviet society?

**The Cold War**
Following World War II, the United States and the Soviet Union emerged as the two strongest industrial nations in the world. In order to achieve their conceptions of national security (goals shaped by their experiences in WWII), the two superpowers reshaped the international balance of power into two hostile blocs of alliances and an unaligned "third world." Faced with the threat of nuclear annihilation in the event of a full-scale war, the superpowers engaged in a series of proxy wars, diplomatic confrontations, and an escalating arms buildup from 1945 to 1991.
Read Chapters 28 and 30-32 in America Past and Present

Read the following chapters in *America Past and Present*:

- Chapter 28 ("The Onset of the Cold War"), pages 540-59
- Chapter 30 ("The Turbulent Sixties"), pages 575-602
- Chapter 32 ("To the Twenty-First Century, 1989-2006"), pages 631-55

Pay close attention to and take notes on the following questions as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions in your notebook with help from the message board.

- How did the Cold War begin from the settlement of World War II?
- Why did the Soviet development of an atomic bomb in 1947 trigger an arms race?
- How did the policies of massive retaliation and mutually assured destruction contribute to a system of deterrence regarding the use of nuclear weapons during the Cold War?
- How did the Berlin Blockade and the Cuban Missile Crisis represent periods of particular tension between the superpowers during the Cold War?
- Why did the United States enlist the auspices of the United Nations to authorize intervention in the civil war in Korea?
- How did the Korean War demonstrate that the superpowers could fight proxy wars to achieve their national goals?
- Why did the United States intervene in the war between communist North Vietnam and the democratic South?
- How did Mikhail Gorbachev's policies of glasnost and perestroika contribute to the end of the Cold War?

Communist China

In 1949, the Chinese Civil War ended after more than twenty years of intermittent warfare, and Mao Zedong's communist guerillas toppled the nationalist Kuomintang government and established the People's Republic of China. Mao Zedong's leadership in the Great Leap Forward and the Cultural Revolution had a profound influence on Chinese society.

Read Chapter 33 in *Heritage of World Civilizations*

Read the following chapter in *Heritage of World Civilizations*

- Chapter 33 ("East Asia: China"), pages 843-49

Pay close attention to and take notes on the following questions as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions in your notebook with help from the message board.

- How did Chinese communists attempt to enforce political orthodoxy among intellectuals during the 1950s?
Why did Mao Zedong pattern the Great Leap Forward on the collective agriculture and industry plans practiced by the Soviet Union in the 1930s?

Why was the Great Leap Forward such a colossal failure and why did its failure damage relations between China and the Soviet Union in the 1930s?

What were Mao Zedong's goals in calling for a "cultural revolution" in 1965?

Why did Mao Zedong believe that a popular ideological uprising was important to the development of Chinese communism?

Civil Rights in the Twentieth Century

During the second half of the nineteenth century, the Supreme Court and local legislatures systematically eroded equal protection provisions of the Reconstruction amendments to the Constitution. This resulted in the persistence of significant social, economic, and political inequalities in the United States, including institutionalized segregation of African Americans throughout the country and the subordinate status of women. A number of domestic reform movements in the twentieth century, including the civil rights movement of the 1950s and 1960s, were eventually successful in removing legalized forms of social inequality (though not without significant resistance).

Read Chapters 12, 23, and 29-31 in America Past and Present

Read and review the following chapters in America Past and Present:

- Chapter 12 ("The Pursuit of Perfection: Domesticity and Changes in the American Family"), pages 231-42
- Chapter 23 ("The Purity Crusade"), pages 442-46
- Chapter 29 ("Affluence and Anxiety: The Struggle Over Civil Rights"), pages 569-72
- Chapter 30 ("The Turbulent Sixties: The New Frontier at Home"), pages 580-86
- Chapter 30 ("The Turbulent Sixties: Years of Turmoil"), pages 590-596

Pay close attention to and take notes on the following questions as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions in your notebook with help from the message board.

- How did employment in industrial jobs during the world wars affect the social and political status of women after 1917 and 1945?
- What were flappers in the 1920s? How did they represent a challenge to traditional social and sexual roles for women?
- How did legislative actions regarding control over family life, divorce, and private property have a significant effect on the legal rights of both married and single women?
- What were "Jim Crow" laws? How were they applied after the end of the Civil War?
- Why does the 1954 decision in Brown v. Board of Education stand out as such a significant reversal of precedent?
- How did nonviolent leaders such as Cesar Chavez and Martin Luther King, Jr., shape the character of the movements they led? How did these movements contrast with more violent civil rights movements?
**Topic Quizzes**
Complete the quizzes for these topics in the "Topic Quizzes" section of the Course Compass website. Once you have completed the quiz and received your results, compare your lower-scoring areas with your study journal. Does your journal address these questions, or are there information holes in your notes? Discuss any questions you may have with a course instructor or on the message board.

**Economics**

In this section, you will examine fundamental macroeconomic concepts, including specialization, comparative advantage, and substitutability, as well as economic systems, including capitalism, socialism, and communism.

Competencies covered by this subject

115.3.1 - Economic Concepts
The graduate analyzes economic concepts in the context of the free enterprise system and international trade.

**Macroeconomic Concepts**
In this section, you will examine fundamental macroeconomic concepts, including comparative advantage, specialization, and national production. How does the law of supply and demand affect the price and availability of goods? How does opening a national labor market to international competition affect domestic wages? How do unethical trade practices undermine the business model of ethical actors? How does the establishment of a monopoly affect the prices of goods under its control?

**Read Modules in Thinkwell**

Read the following modules in Thinkwell Economics and Civics:

- Module 1 ("Introduction to Economic Thinking")
- Module 2 ("Understanding Markets")
- Module 6 ("Other Market Models")

Pay close attention to and take notes on the following questions as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions in your notebook with help from the message board.

- How does gross domestic product measure the output of an industrialized nation?
- Why do nations engage in specialization of their productive capacity?
- How can the scarcity and the substitutability of a natural resource affect its price and availability?
- What is comparative advantage?
- How does comparative advantage account for the opportunity costs of producing goods?
- What are monopolies and oligopolies?
- How do restrictions on market competition affect the prices of consumer products?

**Economic Systems**
In this section, you will consider the differences between economic systems such as socialism, capitalism, and communism, and their relationship to government action. Which industries function under state control in a socialist economy? What are some of the assumptions of rational actors that inform a free-market system?

**Review Module in Thinkwell**

Review the following module in Thinkwell Economics and Civics:

- Module 1 ("Introduction to Economic Thinking")

Pay close attention to and take notes on the following questions as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions in your notebook with help from the message board.

- What are the goals of centralized planning in a socialist economic system?
- Why are rational economic actions important for the operation of free-market capitalism?
- How does government regulation affect free markets?
- What are the functions of an entrepreneur in creating and managing a business in free-market capitalism?
- How do communist governments control productive industries?

**The Constitution of the United States**

In this section, you will examine the documents and events that shaped the institutions of the federal government of the United States, including the government under the Articles of Confederation, the drafting of the Constitution and its subsequent amendments, and the debate over ratification and the role of the federal government.

**Competencies covered by this subject**

115.3.2 - U.S. Constitution, Government, and Citizenship

The graduate examines the nature and historical development of major institutions in American government and explains how American citizens participate in a representative democracy.

**The Constitution and Its Amendments**

The U.S. Constitution serves as the framework for the federal government of the United States. It has been amended twenty-seven times since 1787, with the first ten amendments drafted as a concession to Anti-Federalist concerns regarding the power of the central government.

**Read Sections in Thinkwell**

**URL:**

Thinkwell

http://www.thinkwell.com

Read the following sections in Thinkwell Economics and Civics at the URL shown above:

- Section 1.19: The Purposes of Government Listed in the Preamble
- Section 2.20: The Constitution, Articles 1-5
- Section 1.21: The Bill of Rights
Section 1.23: Key Concepts in Amendments 11-27 of the U.S. Constitution

Pay close attention to and take notes on the following questions as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions in your notebook with help from the message board.

- What are the purposes of government described in the Preamble of the Constitution?
- How is the Constitution organized? How do the five articles function as a complete document?
- Why did the framers choose to require ratification by the majority of state legislatures to amend the Constitution?
- How was the Bill of Rights designed to limit the authority of the federal government?
- Why are provisions such as having a set voting age or a procedure to inaugurate the president required to be constitutional amendments?

Constitutional Convention and Ratification

The Articles of Confederation, drafted by the Second Continental Congress during the American Revolution, organized the original thirteen states into a loose confederation with a weak central government. The realities of foreign policy and taxation, and the crises of domestic insurrection, soon demonstrated the limitations of the Articles of Confederation. Rather than amend the articles, an entirely new constitution was drafted in 1787 and submitted to the states for debate and ratification.

Read Sections in Thinkwell

URL:
Thinkwell
http://www.thinkwell.com

Read the following sections in Thinkwell Economics and Civics at the URL shown above:

- Section 1.6: The History of the Constitution
- Section 1.15: The Shortcomings of Government Under the Articles of Confederation
- Section 1.16: The Constitutional Convention
- Section 1.18: Federalist and Anti-Federalist Positions of Ratification

Pay close attention to and take notes on the following questions as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions in your notebook with help from the message board.

- Why did the framers feel that the Articles of Confederation could not be amended as originally intended?
- What were some of the compromises reached during the Constitutional Convention? How did the interests of populous and sparsely-populated states come into conflict?
- What were the political and philosophical motivations for James Madison, Alexander Hamilton, and John Jay to author the Federalist Papers?
- Why did the Federalists believe that a strong central government was a necessity for
competing with European monarchies?

- Why were Anti-Federalists opposed to the adoption of the U.S. Constitution? Who were some of the prominent Anti-Federalists?

**Federal Government of the United States**

In this section, you will consider how the institutions of the federal government of the United States create and implement policy, including the system of checks and balances, the relationship between the states and the federal government (federalism), and the operation of the American judicial system.

Competencies covered by this subject

115.3.2 - U.S. Constitution, Government, and Citizenship

The graduate examines the nature and historical development of major institutions in American government and explains how American citizens participate in a representative democracy.

**Branches of the Federal Government**

The federal government operates through three discrete branches that function together in a system of checks and balances.

**Read Sections in Thinkwell**

**URL:**
Thinkwell
http://www.thinkwell.com

Read the sections below in Thinkwell Economic and Civics at the URL shown above:

- Section 1.1: The Three Branches of Government
- Section 1.24: Becoming a U.S. Citizen

Pay close attention to and take notes on the following questions as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions in your notebook with help from the message board.

- How did the framers intend the division of the federal government into three co-equal branches to provide limitations on government action?
- What is the theory of separation of powers?
- What are the implications of having every part of the federal government belong to one of three branches of government?
- How do both the executive and legislative branches contribute to the creation of laws?
- How does the judicial branch provide checks on the legislative and executive branches?
- What are the consequences if a government action is deemed to be unconstitutional?

**Federalism**

Federalism describes the relationship between the 50 state governments and the federal government of the United States, as well as the relationship of the states to each other. Like many political theories and government institutions, this relationship has evolved during the last 200 years, often through large social transitions, such as the Civil War and the New Deal.

**Read Section in Thinkwell**
Read the following section in Thinkwell Economics and Civics at the URL shown above:

- Section 1.2: The American Federal System

Pay close attention to and take notes on the following questions as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions in your notebook with help from the message board.

- What are some of the advantages and disadvantages of the American federal system?
- How have historical developments such as the Civil War and the New Deal changed the relationship between state governments and the federal government?
- What are the limitations placed on state action by the federal system?
- Are there advantages to having a federal law that supersedes individual state legislation?

**American Legal System**

At the federal level, the American judicial system is designed to interpret laws and adjudicate disputes that transcend state boundaries. Decisions by the Supreme Court and the federal courts of appeals also have significant influence on the day-to-day operations of inferior courts.

**Read Sections in Thinkwell**

Read the following sections in Thinkwell Economics and Civics at the URL shown above:

- Section 1.7: Fundamental Rights of American Citizens
- Section 1.8: Due Process
- Section 1.10: Important Supreme Court Cases in American History
- Section 1.11: Civil Liberties and Rights
- Section 1.12: Rules, Rights, and Responsibilities

Pay close attention to and take notes on the following questions as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions in your notebook with help from the message board.

- What is the process of judicial review?
- What is due process? How do police officers and court officials abide by due process restrictions during arrests and criminal trials?
- How does the Supreme Court apply balancing tests when two or more rights come into conflict (such as the interaction between the establishment clause and the free exercise
clause in the First Amendment)?
- How does the Supreme Court balance rights against compelling government necessities (such as matters of national defense)?
- Where has the Supreme Court recognized limitations on the right to free speech in the First Amendment? Why is public safety a compelling balance to free speech?

Public Office and Political Parties

In this section, you will examine how the two-party system shapes the political institutions of the United States, including the consideration of legislation, establishment of national political agendas, and campaigns for national office. You should also consider the mechanics of election to public office, including the House, Senate, and the executive branch.

Competencies covered by this subject
115.3.2 - U.S. Constitution, Government, and Citizenship
The graduate examines the nature and historical development of major institutions in American government and explains how American citizens participate in a representative democracy.

American Two-Party System

The tradition of organizing into regional and national political parties in the United States dates back to the debates between Federalists and Anti-Federalists over the ratification of the U.S. Constitution. During the last two centuries, political parties have risen and fallen in influence, though in that fluctuation of influence the political process has been organized between two dominant national parties. How do the institutions of the federal government encourage the establishment of two (and only two) dominant political parties? What are some of the platforms and goals of the current national parties? What role do minor (or "third") parties play in a two-party system?

Read Section in Thinkwell

URL:
Thinkwell
http://www.thinkwell.com

Read the following section in Thinkwell Economics and Civics at the URL shown above:

- Section 1.4: The American Two-Party System

Pay close attention to and take notes on the following questions as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions in your notebook with help from the message board.

- Why are national political parties important in shaping political platforms? How does having a coherent message improve their chances for election?
- How do winner-takes-all elections contribute to the endurance of the two-party system in the United States?
- How does the current operation of the Electoral College virtually guarantee a major-party candidate will be elected president?
- How do minor political parties participate in the two-party system?
- Is the influence of minor political parties different during election years compared to "off" years?
- How do the "big tent" characteristics of the major parties limit the appeal of third-party candidates?

**Elections**

Guidelines for election to public office at the national level are outlined in the U.S. Constitution. Elected office in the federal government is notable for having fixed terms and constitutionally-mandated election days.

**Read Sections in Thinkwell**

**URL:**

Thinkwell  
http://www.thinkwell.com

Read the following sections in Thinkwell Economics and Civics at the URL shown above:

- Section 1.3: Election Cycles
- Section 1.13: Getting Elected: The House, the Senate, and the President
- Section 1.14: The Electoral College

Pay close attention to and take notes on the following questions as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions in your notebook with help from the message board.

- Why is there a "lame duck" period between the election to federal office in November and the seating of delegates to Congress or the inauguration of a president?
- What are the qualifications for a person to serve as president of the United States?
- What are the qualifications for a person to serve in the House of Representatives? How does reapportionment work following the census?
- What are the qualifications for a person to serve in the Senate? Why are they different than those in the House?
- Are there examples of states where each senator is from a different political party?
- Why is incumbency such a powerful force in electoral politics?

**Conclusion**

Congratulations on completing the History and Civics domain at Western Governors University! As you progress through your program, remember the information you have learned here and how it can be applied to your WGU student career, as well as to your personal and professional life.

**Final Preparation and Pre-Assessment**

These last activities will guide you through the final steps leading up to your completion of the objective assessment.

**Review of Concepts**

Pick a question from an activity in each topic. Try to answer these questions without your study
Read through each competency statement (found just after the introduction of this course of study). Write a brief summary of the content each statement asks you to know. Review these with your mentor and the course instructors.

**Transfer and Application**

The competencies you have developed by working through this course of study provide you with content knowledge related to important events in American and world history, the Constitution of the United States, and the meaning of citizenship that is of both intellectual and practical value. The knowledge you have gained increases your ability to participate as a citizen in the ongoing American experiment of democracy and self-government.

**Complete the Pre-Assessment**

Take the pre-assessment before taking the proctored objective assessment. Follow the directions below to complete the PCC1.

1. Log in to your MyWGU Student Portal.
2. Go to the "My Degree Plan" tab.
3. In the list below "Course Details," find the assessment you are working on.
4. In the "Assessment Preparation" column, click "Pre-assessment."
5. In the window that pops up, click "Click here to refer for this pre-assessment." A request will be sent to your mentor for approval.
6. Once your mentor has approved your request, return to the "My Degree Plan" tab and click "Pre-assessment" in the "Assessment Preparation" column.
7. In the window that pops up, click "Click here to take this pre-assessment." You will then begin the pre-assessment.

This pre-assessment can be taken on your computer at home or at any other convenient location. Do not use your notes or texts when taking the pre-assessment. This will better indicate areas you will need to review before taking the objective assessment.

The pre-assessment takes approximately two hours to complete and consists of 54 questions. A passing score on the PCC1 is 55% or better. You can request this pre-assessment through your Degree Plan.

**Additional Review**

Based on your score of the pre-assessment, additional review may be needed. Please contact the course instructors for History and Civics and your mentor to review your scores.

**Next Steps: Take the Assessment**

Once you have obtained a satisfactory score on the pre-assessment, you are ready to demonstrate your competency in the History and Civics domain by taking the proctored objective assessment. During a call with your mentor you will request and schedule your objective assessment.

**Request the HCC1 Assessment**
To request the objective assessment, follow these steps:

1. Log in to your MyWGU Student Portal.
2. Go to the "My Degree Plan" tab.
3. In the list below "Course Details," find the assessment you are working on.
4. In the "Assessment Scheduled Date" column, click "Schedule Now."
5. In the window that pops up, click "Search."
6. A new window will come up. In this window, you can either select a previously-used site or search for a different site approved by WGU. Select the site(s) by clicking on the box beside the name. This will move your selection(s) to the "Selected Sites" box.
7. Once you have selected at least one site, click "Update."
8. You will be returned to the previous window, and the site information will now be filled in.
   Click "Continue."
9. Enter three different potential dates with the times you can take the assessment. Note: The dates must be at least two weeks from the day you request the assessment.
10. Click "Continue" once your potential dates and times are filled in.
11. If there are other considerations you would like to inform the Assessment Delivery Team about, discuss them in the "Other Considerations" box that appears, and then click "Continue." If not, simply click "Continue."
12. A request will be sent to your mentor for approval.
13. Once your mentor has approved your request, our Assessment Delivery Team will begin scheduling your assessment at the proctor site that you submitted. Once your assessment has been scheduled, you will receive a confirmation e-mail with the date, time, and proctor site. The status on your Degree Plan will then change to "Scheduled."

**ADA Policy**

Western Governors University recognizes and fulfills its obligations under the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973 and similar state laws. Western Governors University is committed to provide reasonable accommodation(s) to qualified disabled learners in University programs and activities as is required by applicable law(s). ADA Support Services serves as the principal point of contact for students seeking accommodations and can be contacted at ADASupport@wgu.edu.