This course of study outlines the sequence of learning activities to 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 and work experience, this course of study can take up to six weeks. 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 shown below as determined in consultation with your mentor.

**Introduction**

Welcome to the History and Civics domain at Western Governors University! How did the American colonies become the United States of America? How and why was slavery institutionalized? What were key 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 for History and Civics will provide you with a broad contextual understanding of major events and themes in U.S. 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. As you encounter new skill sets and knowledge, and refresh and redefine old ones, keep in mind ways in which you can apply these to your personal, professional, and WGU student life. For a more detailed explanation of the concepts you will be expected to demonstrate your competence in, please see the competency list below.

**Competencies Covered:**

**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, & 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 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 89 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 hours to complete the assessment. When you go to the proctored site, do not bring any texts or study materials with you, but do 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 53% or better.

Required Learning Resources:

- Pearson's Course Compass: History and Civics
- Thinkwell: Economics and Civics

Preparing for Success

In this subject you will be introduced to the Learning Resources that you will need in order to achieve success in this area of study. Below you will find instructions on how to order and access the resources that are available to you.

The Learning Resources
The following activities will guide you through acquiring and accessing the Learning Resources required for this area of study.

Course Compass: Obtain Learning Resources and Textbooks

URL: http://www.coursecompass.com

The learning resources for this course of study contain both an e-text version of the textbook and interactive learning modules. To use these resources, you must enroll in them through your AAP. They can be found under the Learning Resources tab for the HCC1 assessment. Work
with your mentor to complete your enrollment in these tools.

Once you have enrolled, you will receive an email from Learning Resources with specific instructions on how to access the resources at Course Compass. The textbooks included are listed in the introduction to this course of study.

Electronic versions of the texts aligned to this course of study are included in the Course Compass resource. If you would like hard copies of the texts, you may purchase them at your convenience.

Course Compass online e-texts:


Note: Please retain all emails and materials you receive regarding your learning resources. The information contained in these materials is very helpful.

Enroll in Thinkwell

URL: http://www.thinkwell.com

Thinkwell's Economics and Civics is the first next-generation text for online learners. It communicates the fundamentals of economics and civics to students using engaging, interactive media.

You will enroll in this resource through your AAP. Once you have enrolled, you will receive a confirmation email from Thinkwell with your username and password (usually within 24 hours). You can access the material by going to http://www.thinkwell.com and entering your login information.

Take the Student Self-Assessment for the History and Civics Domain

Before you begin your preparations for the HCC1 assessment, you should complete the Student Self-Assessment (SSA) for this area. You can access the SSA by following the instructions below.

Take the Student Self-Assessment:

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

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 (HCC1).

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.

Create a Study Notebook or Journal

Create an area or document (electronic or manual) where you can take notes on the readings, vocabulary, guiding questions, and activities throughout this course of study. For ideas on how to divide this journal into sections, see the message board or contact the course of studies mentor.

Use the Message Board

If after using all of these learning resources you need further assistance, please feel free to post a question on the message board or contact the academic mentors.

American History Before 1800

In this section, you will look at the events surrounding European exploration during the seventeenth and eighteenth centuries and the creation of the United States. These events include the first encounters between European explorers and native peoples, the characteristics of the European settlements (especially the British colonies), the series of mutual provocations that led to the outbreak of the American Revolution, and slavery in the colonies.

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.

European Exploration and Conquest

The period of the European "discovery" of North and South America and the conquest of their indigenous populations was characterized by first encounters that did not conform to European expectations. What were the nationalities of the European explorers? What sort of expectations did they have regarding the indigenous civilizations in North and South America? How did the indigenous populations respond to the Europeans? As you work through the following activities, think of how you can relate the information back to the rest of your program at WGU.

Read Selected Chapters in America Past and Present

- Chapter 1: "New World Encounters" (pages 1-20)

Pay close attention to and take notes on the following questions, concepts, and ideas as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) in your notebook with help from the message board.
What nations participated in the exploration and conquest of the Americas?

Who were the European explorers (such as Cartier, Cortez, Raleigh, Cabot, Columbus, D'Onate, Champlain, etc), where were they from, and what areas of the New World did they explore?

How did the European explorers arrive at their expectations for the civilizations in North and South America?

Why did Italians like Columbus and John Cabot sail under the patronage of other nations instead of Italy?

What were the cultural characteristics of North American native societies (such as the Eastern Woodland cultures, Southeastern tribes, Algonquin, etc.)?

What were the cultural characteristics of South American native empires (such as the Aztec, Inca, Mayan, etc.)?

How did native societies react to the arrival of European explorers?

What were the consequences of the European conquest for native societies in North and South America?

Read Selected Chapters in The Heritage of World Civilizations

Chapter 14: "The Post-Classic Period" (pages 348-359)

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

What were some of the ceremonial practices of the Aztec and Inca civilizations?

Why did native rulers treat the European explorers like Cortez and de Soto with such respect?

British Colonies in North America and the American Revolution

Though British settlers in North America set out to replicate British society, they eventually developed culturally and politically distinct institutions. 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.

Let's pause for a minute. Think about how you would feel if your neighbor started taxing all of your purchases to pay off the reconstruction he did to his home. Apply this mindset to the activities that follow.

Were there shared characteristics among the British colonies? What were some of the ideological justifications for the American Revolution? How did American colonists break from the British Empire?

Read Selected Chapters in America Past and Present


Chapter 5: "The American Revolution: From Elite Protest to Popular Revolt 1763-1783"
(pages 81-100)

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

- How did religious dissent affect the formation of civil government in New England?
- What were the political and social characteristics of the New England colonies (Massachusetts, Rhode Island, Connecticut, etc.)? Did their geographic proximity result in similar colonial experiences?
- What were the political and social characteristics of the southern colonies (Georgia, Virginia, the Carolinas, etc.)? Did their similar climate and social structures produce similar colonial institutions?
- Where were significant religious traditions (Catholicism, Anglicanism, Puritanism, Quakers/Society of Friends, etc.) concentrated in the thirteen colonies?
- How were religious theories such as predestination, congregationalism, separatism, antinomianism, etc., represented in the American colonies?
- 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 up to the American Revolution?
- Why did American revolutionaries feel that Parliament had no legitimate authority over them?
- What did Thomas Pain argue in Common Sense as a reason for rebellion against the British?

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, and the institution of slavery had a profound influence on the southern colonies, where slavery was practiced in the greatest numbers. Why was slave labor necessary in the cultivation of crops like sugar and cotton? How did Americans participate in the Atlantic slave trade? How did the slave system influence the development of colonial institutions?

Read Selected Chapters in America Past and Present

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

Pay close attention to and take notes on the following questions, concepts, and ideas as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) 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?

Read Selected Chapters in The Heritage of World Civilizations

- Chapter 18: "Slavery in the Americas" (pages 444-448)

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

- Why did European colonists believe that African slaves would be better-suited to the climate of the southern colonies of North America?

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 U.S. 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.

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.

Antebellum Society and Territorial Expansion

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. How did events such as the Louisiana Purchase and Mexican-American War expand the territory controlled by the United States? Why was the balance of slave states and free states in the Senate so important?

Read Selected Chapters in America Past and Present

- Chapter 8: "Regional Identities in a New Republic" (pages 147-152)
- Chapter 10: "The Triumph of White Men's Democracy" (pages 184-202)
- Chapter 11: "Slaves and Masters" (pages 204-224)
- Chapter 13: "An Age of Expansion" (pages 244-261)
- Chapter 14: "The Sectional Crisis" (pages 265-281)
Chapter 17: "Conclusion: The Meaning of the West" (page 347)

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

- Why did the disputed election of 1824 increase calls for popular election to the presidency?
- What were the social and political characteristics of Andrew Jackson’s two terms as president?
- How did the existence of plantation slavery (and a specialization in cash crops) in the South affect Southern willingness to engage in an industrialized economy?
- 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?
- How did Frederick Jackson Turner explain the importance of westward expansion and "the frontier"?
- How did the United States expand territorially through the Louisiana Purchase, the Texas Revolution, and the Mexican-American War?
- How did John O'Sullivan's formulation of "Manifest Destiny" describe the American impulse for territorial expansion?
- Why was Jefferson reluctant to complete the Louisiana Purchase? How did he balance expediency with the enumerated powers of the president?
- Why did religious groups like the Mormons take a leading role in the settlement of the western territories?
- 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

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. How did the Radical Republicans attempt to force concessions on the defeated Confederacy? How were former slaves integrated into political and social life in the country? How did industrialization lead to significant social inequality?

Read Selected Chapters in America Past and Present

- Chapter 16: "The Agony of Reconstruction" (pages 309-328)
Chapter 18: "The Industrial Society" (pages 352-366)
Chapter 19: "Toward an Urban Society" (pages 369-386)
Chapter 20: "Political Realignments in the 1890s" (pages 388-404)

Pay close attention to and take notes on the following questions, concepts, and ideas as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) 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 Fourteenth Amendment to the Constitution extend the franchise to former slaves? Was it successful?
- How did the Republican Congress mandate that Southern states integrate their representatives at the national level?
- How did the creation of political and religious institutions by communities of former slaves affect the social characteristics of the Southern states?
- 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 in the period before the Civil War?
- How did changing immigrant demographics (such as the "new immigrants" from Eastern Europe) change public opinion of immigrants?
- 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 work day and working environment for Americans?
- What were some of the consequences of increased rural migration to urban centers?
- How did the creation of labor unions influence the political and social development of the United States in the 1880s and 1890s?

Topic Quizzes

Complete the quizzes in the "Topic Quizzes" section of the Course Compass website.

The quizzes found in the provided learning resources can be very helpful to progressing through this area. They are designed to help you identify areas you may be struggling with. It is important to take these quizzes to assess your own progress.

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 "holes" in your notes? Discuss any questions you may have with an academic mentor or on the message board.

American History from 1890 to 1945
In this section you will examine the United States from the end of the nineteenth century until the middle decades of the twentieth century, including the expansion of American influence beyond the territorial borders of the United States, American intervention in the First World War, the inter-war years (including the Great Depression and the New Deal), and the American role in the Second World War.

Competencies covered by this subject
115.1.2 - American History after 1900

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

**Progressivism and the American Empire**

Backlash against the economic inequalities of the Gilded Age and the environmental and social consequences of urbanization and industrialization made populist political movements such as the Progressive Party into successful shapers of public policy. At the same time, the United States had reached the limits of its territorial capability for expansion, and began to challenge European overseas empires for economic and political control of former colonial possessions. How did Progressive Era reformers seek to increase democratic participation in government? How were politicians such as Teddy Roosevelt part of the Progressive reforms? How did the Spanish-American War and the American occupation of the Philippines constitute a break with previous American policy?

**Read Selected Chapters in America Past and Present**

- Chapter 19: "The Stirrings of Reform" (pages 380-386)
- Chapter 21: "Toward Empire" (pages 405-421)
- Chapter 22: "The Progressive Era" (pages 423-436)
- Chapter 23: "The Spirit of Progressivism" (pages 440-452)
- Chapter 24: "A New World Power" (pages 462-465)

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

- How did the United States challenge Spanish influence in Latin America? Why was Cuba a particular interest for American expansionists?
- Why did the United States go to war with Spain in 1898? How did "yellow journalism" serve as propaganda for the war effort?
- How did the American experience in the protracted Philippine insurrection contrast with the brief duration of the Spanish-American War?
- How did public displays such as Teddy Roosevelt's "Rough Riders" magnify domestic support for the war?
- How did the United States gain control over the Hawaiian Islands?
- Why was President Roosevelt insistent on the creation of the Panama Canal? How did the new route across South America affect American shipping and military interests?
- How did John Hay's Open Door Notes propose to resolve the European struggle over control of Chinese trade cities? How did the principle of free trade influence American
foreign policy in Asia?
- 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? How did some policymakers attempt to reconcile Herbert Spencer's notion of "survival of the fittest" to the operation of industrial society?

The World Wars and the Interwar Years
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. Why did the United States choose to intervene in the First World War? How did social developments such as Prohibition emerge during the Roaring Twenties? Why was the American experience qualitatively different in the Second World War?

Read Selected Chapters in America Past and Present

- Chapter 24: "The Nation at War" (pages 461-480)
- Chapter 25: "Transition to Modern America" (pages 483-498)
- Chapter 26: "Franklin D. Roosevelt and the New Deal" (pages 500-516)
- Chapter 27: "Isolationism" (pages 522-538)
- Chapter 29: "Affluence and Anxiety" (pages 562-566)

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

- Why did the United States choose to join what American politicians had characterized as a "European" war in 1917?
- How did the use of unrestricted submarine warfare by the German navy (including attacks on civilian vessels) prompt the United States to authorize the armament of its shipping fleet?
- Why did the revelation of the Zimmerman Telegram to the Mexican government enflame public opinion to join the war against Germany?
- How did cultural ties between the United States and Europe affect the American decision to join the war effort?
- Why was a policy of isolation politically attractive after World War I?
- How did nationalist sentiment after World War I manifest against immigrants? What was the Espionage Act?
How did the geographic distribution of racial minority groups in the United States change in the interwar period?

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?

What were the goals of the creation of the federal Social Security Administration?

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?

The United States after World War II

In this section you will consider the major historical developments in the United States after the end of the Second World War, including the Cold War (and subordinate conflicts including the Korean and Vietnam wars) and the civil rights movement. You will also examine the concept of a "significant" American presidency, and examples of presidents who had a lasting effect on American history.

Competencies covered by this subject
115.1.2 - American History after 1900

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

The Cold War

Following the Second World War, 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. How did the United States conceive of "security" following World War II? How did American policies such as containment and mutually assured destruction shape the Cold War? What brought about the end of the Cold War? What were the consequences of the Cold War after 1991?

Read Selected Chapters in America Past and Present

- Chapter 28: "The Onset of the Cold War" (pages 540-559)
- Chapter 30: "The Turbulent Sixties" (pages 575-602)
- Chapter 31: "The Reagan Revolution" (pages 621-628)
- Chapter 32: "To the Twenty-first Century, 1989-2006" (pages 631-655)
Pay close attention to and take notes on the following questions, concepts, and ideas as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) in your notebook with help from the message board.

- How did the Cold War begin from the settlement of World War II?
- Why did military planners give special consideration to the circumstances that warranted the use of nuclear weapons?
- Why did the Soviet development of an atomic bomb in 1947 trigger an arms race? What were the superpowers' concerns regarding nuclear proliferation?
- 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?
- Why did agreements such as the Strategic Arms Limitation Treaty (SALT I and II) and nuclear test-ban treaties accompany thaws in the tension of the Cold War?
- What were the underlying assumptions regarding the nature of Soviet expansionism that shaped George Kennan's recommendations for a policy of containment?
- How did the creation of NATO and the Warsaw Pact constitute a new alliance system centered around the United States and the Soviet Union?
- 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 view the collapse of the French colonial empire in Indochina as a collapse of containment policy?
- Why did American leaders insist on staunch anti-communists such as Ngo Dinh Diem to serve as presidents of South Vietnam? How popular were they compared to Ho Chi Minh's nationalist communism?
- How did the election of Ronald Reagan signal the end of Richard Nixon's policy of détente? How did projects such as SDI represent a new emphasis on military spending?
- How did Mikhail Gorbachev's policies of glasnost and perestroika contribute to the end of the Cold War?
- Why does the collapse of the Berlin Wall serve as such an effective symbol for the end of the Cold War?
- How did the election of Bill Clinton demonstrate a new interest in domestic affairs after the Cold War? How did the "Republican Revolution" and "Contract with America" in 1994 tap into that same impulse?
- What were the reasons offered by George W. Bush's Department of Education for the creation of the No Child Left Behind Act in 2001?

Civil Rights in the Twentieth Century

During the second half of the nineteenth century, equal protection provisions of the Reconstruction amendments to the Constitution were systematically eroded by the Supreme Court and local legislatures. 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). How did advocates for racial equality bring public attention to their efforts? How did the status of women develop during the twentieth century? What were some of the political and social obstacles that reformers faced, and how did they overcome them?

**Read Selected Chapters in America Past and Present**

- Chapter 12: "Domesticity and Changes in the American Family" (pages 231-242)
- Chapter 23: "American Life" (pages 442-446)
- Chapter 25: "Women in the Family" (pages 487-488)
- Chapter 29: "The Struggle over Civil Rights" (pages 569-572)
- Chapter 30: "The New Frontier at Home" (pages 580-586)
- Chapter 30: "Years of Turmoil" (pages 590-596)
- Chapter 31: "Private Lives, Public Issues" (pages 612-617)

Pay close attention to and take notes on the following questions, concepts, and ideas as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) 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 married and single women?
- What were some of the underlying legal and social arguments for the 1973 decision in Roe v. Wade?
- How did legislative action and Supreme Court decisions such as the Slaughterhouse Cases undermine the equal protection provisions of the Fourteenth Amendment? What were "Jim Crow" laws?
- Why was the cultivation of a sympathetic press and judiciary integral to the fight against legalized discrimination? Why does the 1954 decision in Brown v. Board of Education stand out as such a significant reversal of precedent?
- How did civil rights protestors raise awareness of their message? Why were actions such as the Montgomery Bus Boycott and the March on Washington so effective?
- Who were the leaders of the civil rights movements during the 1950s and 1960s? How did nonviolent leaders such as Cesar Chavez and Martin Luther King, Jr., shape the character of the movements they led? How did these contrast with more violent civil rights movements?
- How did government officials such as Kennedy, Johnson, Nixon, and Warren contribute to civil rights legislation? How did officials such as George Wallace resist integration?

**Twentieth-Century American Presidents**
While the explicit powers and responsibilities of the president of the United States are described in Article Two of the Constitution, the duties of the office and the boundaries of its authority have expanded substantially in the last two hundred years. What makes a presidency "significant"? Are there similarities in the careers of "significant" American presidents? How did the elevation of the president of the United States to the rhetorical position of "leader of the free world" during the Cold War shape public perception of the office?

Read Selected Chapters in America Past and Present

- Chapter 23: "The Republican Roosevelt" (pages 448-450)
- Chapter 23: "Woodrow Wilson's New Freedom" (pages 455-458)
- Chapter 25: "Politics of the 1920s" (pages 494-498)
- Chapter 26: "Fighting the Depression" (pages 503-509)
- Chapter 28: "The Cold War at Home" (pages 551-560)
- Chapter 29: "Kennedy Intensifies the Cold War" (pages 576-580)
- Chapter 29: "Let Us Continue" (pages 584-587)
- Chapter 31: "The Tempting of Richard Nixon" (pages 605-609)
- Chapter 31: "The Reagan Revolution" (pages 621-628)

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

- How did the Cold War transform the role of the presidency in shaping national and international policy? Does a president need to be "successful" in order to be historically significant?
- How did Theodore Roosevelt consider himself a reformer? What were his foreign policy goals regarding the projection of American influence?
- Why did Woodrow Wilson advocate for the creation of a League of Nations after World War I? Why was he unsuccessful in securing Senate approval for his planned institution?
- Were there limitations to the types of reforms Franklin Roosevelt employed in the New Deal? Were all of FDR's "alphabet soup" programs successful in their intended goals?
- How did Harry Truman's decision to use atomic bombs to end the war with Japan change the post-war settlement involving the Soviet Union? Why did Truman decide to intervene in Korea?
- How did John F. Kennedy change Dwight Eisenhower's Cold War strategy? How did Kennedy achieve a diplomatic solution to the Cuban Missile Crisis?
- Why did Lyndon Johnson commit to an escalation of the American involvement in Vietnam? How did this affect his desire to work as a domestic reformer for poverty and civil rights?
- How did Richard Nixon's "Southern Strategy" appeal to the "Silent Majority" of voters? Why did Nixon seek to establish a thaw in the Cold War and achieve more normal relations with communist China?
- Why did Ronald Reagan choose to end the decade of détente with the Soviet Union? Did Reagan's election in 1980 indicate a conservative shift in American public opinion?
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 in these ancient societies (such as writing or gunpowder) had significant influence on the civilizations that followed.

Competencies covered by this subject
115.2.1 - World History before 1750

The graduate examines major events and civilizations that shaped world history from the ancient world to the early modern period.

Pre-Colonial African and American Societies

While Europeans would characterize their first contacts as "discoveries" of the American and African continents, significant civilizations had developed long before the voyages of exploration in the fifteenth century and beyond. In North and South America, cultures such as the Aztec, Maya, and Inca had developed sophisticated tributary empires. In Africa, hereditary monarchies and substantial empires (such as Mali) dominated the continent. Were there similar characteristics among native cultures in the Americas? How did societies in Africa organize themselves? What were some of the consequences of the first encounters these societies had with European exploration?

Read Selected Chapters in The Heritage of World Civilizations

- Chapter 1: "The Birth of Civilization" (pages 2-31)
- Chapter 14: "Ancient Civilizations of the Americas" (pages 334-359)
- Chapter 15: "Africa, ca. 1000-1800" (pages 360-379)

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

- What were the characteristics of the Paleolithic Age, the Neolithic Age, and the Bronze Age in the development of human civilization?
- 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 (Inca, Maya, Toltec, Aztec, etc.)?
- What were the social, political, and religious characteristics of native societies in
pre-colonial Africa (Swahili, Kongo, Ghana, Mali, Benin, etc.)?

- How did influences from the Arab language and Muslim culture affect the development of the Swahili language as a trade language in Africa near the Indian Ocean?

**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. How did the city-states of Greece provide a model for public participation in civil government? What were the boundaries of the Roman Empire, and how did its collapse determine the make-up of Europe in the Middle Ages? How were Chinese technological innovations (such as gunpowder) disseminated through the process of exploration and trade?

**Read Selected Chapters in The Heritage of World Civilizations**

- Chapter 1: "Early Chinese Civilization" (pages 24-27)
- Chapter 3: "Greek and Hellenistic Civilization" (pages 60-87)
- Chapter 6: "The Rise of Christianity" (pages 160-169)
- Chapter 7: "Qin Unification of China" (pages 173-181)
- Chapter 8: "Transition to Late Imperial China: The Song Dynasty" (pages 202-208)

Pay close attention to and take notes on the following questions, concepts, and ideas as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) 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 Chinese imperial government?
- What were ancient Chinese cosmological beliefs? What were their cultural and religious implications?
- What were the principles of Stoic philosophy?
- What were the contributions of Sophists to the body of philosophical knowledge in Ancient Greece?
- 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?

**Early Modern World History**

In this section you will examine developments in the early modern period, including the feudal
system in Europe and the Atlantic slave trade, as well as intellectual revolutions such as the Italian Renaissance, the Protestant Reformation, and the eighteenth-century Enlightenment. Competencies covered by this subject

115.2.1 - World History before 1750

The graduate examines major events and civilizations that shaped world history from the ancient world 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 allowed 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 possession to provide physical labor in the production of cash crops (such as sugar). Why did the feudal system eventually collapse in Europe? How did European traders exploit the characteristics of African tribal society to facilitate the slave trade?

**Read Selected Chapters in The Heritage of World Civilizations**

- Chapter 12: "Developing the Roman Church" (pages 298-313)
- Chapter 18: "Slavery in the Americas" (pages 444-455)

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

- How did the institution of 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 bonds of fealty between vassals (serfs) and nobility function?
- 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? Why did Europeans consider slavery economically beneficial?
- How did European slave traders acquire slaves from local African tribes? What kinds of goods and products did they provide in exchange?

**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, scientific pursuits as a means to understand the physical world. How did the revival of classical culture in the Renaissance affect European social elites?
Why did the Reformation trigger a series of religious wars? How did the democratic principles of the Enlightenment influence the revolutions in America and France?

**Read Selected Chapters in The Heritage of World Civilizations**

- Chapter 16: "The Renaissance in Italy (1375-1527)" (pages 397-399)
- Chapter 17: "Europe 1500-1650: Expansion, Reformation and Religious Wars" (pages 404-429)
- Chapter 22: "The Age of European Enlightenment" (pages 536-559)

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

- How did the rise of rich merchant families (such as the Medici) and the imposition of patronage network influence the intellectual developments of the Italian Renaissance?
- How did Renaissance artists encourage humanistic and realistic representation of artistic subjects? What were the broader implications of humanistic depictions in European art?
- How did the rediscovery of Greek and Roman philosophical texts lead to criticism of the Catholic Church?
- What were Martin Luther's main complaints regarding the doctrines of the Catholic Church? How did the Catholic Church engage in a counter-reformation to address Protestant criticism?
- How did the Protestant Reformation facilitate the creation of the Church of England? How did the establishment of the Anglican Church affect the religious composition of England?
- How was deist religious belief a product of the Enlightenment emphasis on rational belief systems? How did Enlightenment reformers encourage the standardization of the English language and the secularization of education?
- What did Immanuel Kant argue regarding the inherent humanity of all people? How was this contrary to the ideological justification for the creation of overseas European empires?
- What were Adam Smith's observations regarding the nature of rational economic actors in *The Wealth of Nations*?

**Topic Quizzes**

Complete the quizzes 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 "holes" in your notes? Discuss any questions you may have with an academic mentor or on the message board.

**World History between 1750 and 1900**
In this section you will consider the developments and significant events in world history between the Seven Years' War and the end of the nineteenth century, including the French Revolution, nationalist revolutions in Latin America and China, the transition of European nations into industrialized, urban populations, and the creation of European overseas empires. Competencies covered by this subject

115.2.2 - World History after 1750

The graduate examines major events and civilizations that shaped the history of the modern world.

**National Revolutions**

Beginning with the French Revolution in 1789, a series of nationalist revolutions in Europe, Latin America, and China challenged the legitimacy of monarchical systems of government and sought to establish democratic institutions and enact social reforms. In Latin America, nationalist movements overthrew the colonial governments and established independent nations. While the Taiping Rebellion was unsuccessful, it laid the foundations for future challenges to traditional authority. How did the French Revolution change the political, social, and religious composition of France? Why were Latin American nationalist movements successful in supplanting colonial rule? Though the Taiping Rebellion failed, how did it serve to undermine the Qing Dynasty?

**Read Selected Chapters in The Heritage of World Civilizations**

- Chapter 23: "Revolution in France" (pages 565-585)
- Chapter 28: "Close of Manchu Rule" (pages 697-702)

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

- What were the Three Estates of the ancient regime in France? Why did Louis XVI call the Estates General when he knew it would enfranchise merchants, artisans, and craftsmen in France?
- Why did the successful revolutionaries in France attempt to force Catholic priests to operate as employees of the government? How did the Catholic Church respond to this provocation?
- How did the Enlightenment influence on the French Revolution lead to the establishment of a "cult of reason" as a national religion in France?
- How did the radical Sans-Culottes influence the policies developed by the National Convention during the French Revolution?
- What were the characteristics of Latin American revolutions in the nineteenth century (such as Argentina, Mexico, New Spain, Granada, Haiti, etc.)? Were there similarities in the social classes that were most resistant to European colonial occupation? Why were these resistance movements successful?
- 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?
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. What technologies were crucial components of European industrialization? How did the possession of overseas colonies facilitate the transition to an industrial European society? What were some of the social consequences of the rapid demographic shift to urban centers? Read Selected Chapters in The Heritage of World Civilizations

- Chapter 25: "Northern Transatlantic Economy and Society, 1815-1914" (pages 612-639)

Pay close attention to and take notes on the following questions, concepts, and ideas as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) 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 labors 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?
- What were Karl Marx's primary observations regarding the nature of capital and labor in The Communist Manifesto? What did he predict would be the consequence of continued industrialization and urbanization for European nations? What were some of the limitations of his theory?

European Imperialism and Decolonization
Following the period of colonization of North and South America in the seventeenth and eighteenth centuries, European overseas 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 First and Second 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. Why did European nations seek to acquire overseas colonial possessions? How did they exert control over distant populations? How did the Cold War between the Eastern and Western blocs affect the process of decolonization? Read Selected Chapters in The Heritage of World Civilizations

- Chapter 27: "The Indian Experience" (pages 667-673)
Chapter 29: "Expansion of European Power and the 'New Imperialism'" (pages 726-736)
Chapter 32: "The Cold War Era" (pages 805-811)
Chapter 33: "Vietnam" (pages 854-859)
Chapter 34: "Postcolonial Africa" (pages 870-887)

Pay close attention to and take notes on the following questions, concepts, and ideas as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) 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?
- How did the bipolar world of the Cold War shape the process of decolonization? How did the Soviet Union and the United States court client states in the developing world?
- How did the arbitrary boundaries imposed by colonial powers encourage a nationalist backlash during the period of decolonization? Why did some Muslim countries embrace theories of Islamic nationalism?
- Why did Great Britain and France react with hostility to President Nasser's decision to nationalize the Suez Canal? What were the consequences of this international tension?
- Why did French colonial rule collapse in Indochina in the 1950s? Why did the Cold War policy of Containment compel the United States to intervene in the war against the Vietnamese communists?
- How did the collapse of the British Empire encourage nationalism in developing African states?

**World History in the Twentieth Century**

In this section, you will examine events and developments in world history during the twentieth century, including the European experience in the First and Second World Wars, the Russian Revolution and the establishment of the Soviet Union, and the industrialization of the Soviet Union under Josef Stalin and his successors.

Competencies covered by this subject

115.2.2 - World History after 1750

The graduate examines major events and civilizations that shaped the history of the modern world.

**The World Wars in Europe**

The First World War (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. What were the causes of the First World War? How did the settlement of World War I lead to the outbreak of World War II? What were the social and political consequences of the World Wars for European nations and European society?
Read Selected Chapters in The Heritage of World Civilizations

- Chapter 29: "Imperialism and World War I" (pages 724-749)
- Chapter 30: "After Versailles: Demands for Revision and Enforcement" (pages 752-755)
- Chapter 30: "The Fascist Experiment in Italy" (pages 760-769)
- Chapter 31: "World War II" (pages 774-801)
- Chapter 32: "The Cold War Era" (pages 805-811)

Pay close attention to and take notes on the following questions, concepts, and ideas as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) 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 the First World War? How did events such as the Moroccan Crises and wars in the Balkans reveal cracks in the European balance of power before 1914?
- Why did the assassination of the Austrian archduke Franz Ferdinand in 1914 lead to the start of a European war?
- How did the existence of overseas European empires transform the 1914 offensive by the Central powers into a global 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 it assign blame for World War I to Germany? Why did Woodrow Wilson's proposal for a League of Nations fail? How did the destruction of European economies during World War I lead to the European depression in the 1920s?
- How did Germany react to the punitive nature of the Treaty of Versailles? Why did the Weimar Republic suffer from hyperinflation in the 1920s? How did the Nazi Party come to power in Germany in 1933? Why was Hitler's repudiation of the Treaty of Versailles so popular?
- How did authoritarian government emerge in Italy, Germany, and Spain in the 1930s? What social, political, and economic conditions were they a reaction to?
- Why did the Soviet Union agree to a non-aggression pact with Nazi Germany in 1939? Why did the United States and the League of Nations fail to intercede during the German annexation of Czechoslovakia? Why did the German invasion of Poland trigger outright war in Europe?
- 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 the merger of Allied recovery zones lead to the partition of Germany into East and West Germany? How did the post-war settlement affect the characteristics of the Cold War in the 1940s?
- Why did the United States propose the Marshall Plan to assist in the economic recovery in Western Europe? How did the Soviet Union react to offers of American assistance?

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 the Second World War, and it emerged as one of the two industrial superpowers,
which led to the decades-long Cold War with the United States. Why was a socialist state
considered preferable to the autocratic Tsarist government? How did the leadership of Josef
Stalin shape the political and ideological institutions of the Soviet Union? How did Stalin's
successors wage the Cold War after the 1950s?

**Read Selected Chapters in The Heritage of World Civilizations**

- Chapter 25: "Russia: Industrial Development and the Birth of Bolshevism" (pages 626-628)
- Chapter 29: "The Russian Revolution" (pages 742-743)
- Chapter 30: "The Soviet Experiment" (pages 755-760)
- Chapter 32: "The Cold War Era" (pages 805-811)
- Chapter 32: "The Soviet Union to 1989" (pages 820-828)

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

- What were the causes of the Russian Revolution in 1917? How did this result in a civil
  war? Why did nations such as the United States attempt to intervene? Why were the
  Bolsheviks successful in establishing themselves as the dominant party in Russia?
- What were the intellectual and political justifications for the creation of the Soviet Union?
  How were institutions such as Cominform designed to advocate Lenin's theories of
  international communist revolt?
- How did Josef Stalin rationalize the adoption of "socialism in one country" after Lenin's
death? Why was this 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 reductions in
  productivity? What were the consequences for Soviet citizens?
- Why did Josef Stalin encourage a cult of personality centered on himself? How did this
  contribute to Stalin's attempts to assert ideological control over Soviet society?
- Did Stalin's successors (such as Khrushchev, Brezhnev, etc.) continue his industrial and
  political policies? How did the changing environment of the Cold War affect Russian
  foreign policy?

**Non-Western History after World War II**

In this section you will examine events and developments in the non-Western world after the
conclusion of the Second World War in 1945, including the re-establishment and growth of the Japanese economy, the Chinese Civil War, the Great Leap Forward and Cultural Revolution, and political and social upheavals in the Middle East.

Competencies covered by this subject
115.2.2 - World History after 1750

The graduate examines major events and civilizations that shaped the history of the modern world.

**Japanese Development after World War II**

The Japanese economy had suffered tremendous damage at the hands of the United States during the Second World War, and the post-war settlement had demolished the imperial system of government. During the American occupation, from 1945 to 1952, the United States emphasized democratic, educational, and economic reforms. Following the end of the American occupation, the Japanese economy rebounded, most notably through the production of electronics, cars, and other high-tech devices. How were the American political and economic reforms received by the Japanese public? How did the emphasis on education enable the Japanese participation in high-tech industries? How did the recession of the 1990s affect the Japanese economy?

**Read Selected Chapters in The Heritage of World Civilizations**

- Chapter 33: "Japan" (pages 837-843)

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

- Why did the American government view the occupation of Japan as an opportunity to remake Japanese society in a democratic image?
- How did the injection of American investment capital assist in the recovery of the Japanese economy? Why did Japanese investment increase as well?
- How did the depressed raw materials markets following World War II contribute to the development of Japanese industrial production?
- What role did educational reforms play in the program to modernize Japan? Were they culturally accepted? Were these reforms successful?

**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. Beginning in 1958, Mao Zedong attempted to catalyze the transition of China from an agrarian to an industrialized nation with the catastrophic Great Leap Forward-collective agriculture, urbanization, and steel production-that resulted in millions of deaths due to famine. In 1966, Mao attempted to regain control of the communist party's intellectual orthodoxy by ordering a Cultural Revolution-instigating purges of Western-trained intellectuals and "counter-revolutionaries"-that quickly grew into nation-wide chaos. Why did the Great Leap Forward fail so catastrophically? How did the ideological elements of the Cultural Revolution so rapidly escape Mao Zedong's control? What were the
consequences of the Cultural Revolution for China in the 1970s and beyond?

Read Selected Chapters in The Heritage of World Civilizations

- Chapter 33: "China" (pages 843-849)

Pay close attention to and take notes on the following questions, concepts, and ideas as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) 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? How did the Great Leap Forward change the composition of agricultural regions in China from villages to huge communes?
- Why was the Great Leap Forward such a colossal failure?
- How did Mao Zedong's lack of understanding of steel manufacturing contribute to his advocacy of a program of peasant steel production that produced useless lumps of pig iron?
- Why did the failure of the Great Leap Forward damage relations between China and the Soviet Union?
- What were Mao Zedong's goals in calling for a "Cultural Revolution" in 1965? Why did he believe that a popular ideological uprising was important to the development of Chinese communism?
- Why did the Cultural Revolution grow beyond Mao's control? How did the Red Guards and mass participation lead to a climate of paranoia and mass, ideologically driven purges of intellectuals and government officials?
- How did the Cultural Revolution change the leadership of the Chinese Communist Party? Why did Mao's death in 1976 lead to another round of purges and ideological reorganization?

The Middle East

With the gradual collapse of the European empires at the end of World War II (notably the British Empire), the newly independent nations of the Middle East faced tremendous difficulties, first in the context of the Cold War, and then with the international balance of power after the collapse of the Cold War in 1991. Interventions during the Cold War, such as the Suez crisis and the support of the Shah of Iran fostered substantial anti-Western sentiment. The combination of arbitrary political boundaries (a legacy of colonial rule) and the ever-increasing global demand for petroleum has led to nations with the substantial contrast of extreme wealth and extreme poverty. Why has the ongoing conflict between Israel and Palestine had broader implications for ethnic and religious tensions in the Middle East? How did the 1979 Islamic Revolution in Iran result in deteriorated relations with the United States?

Read Selected Chapters in The Heritage of World Civilizations

- Chapter 34: "The Islamic Heartlands from North Africa to Indonesia" (pages 875-887)
Pay close attention to and take notes on the following questions, concepts, and ideas as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) in your notebook with help from the message board.

- How has the exploitation of oil reserves in the Middle East affected those nations' process of decolonization and modernization?
- How have the creation of Israel and the collapse of British control in the Middle East created generations of violence in the region?
- What was the Palestinian Intifada that began in 1987? Why did the Palestinians reject Israeli rule? What were the Intifada's goals? Was it successful?
- How have programs of Islamist reformism changed the political, social, and religious characteristics of the Middle East since the 1950s?
- How did American support of the Shah of Iran lead to anti-American sentiment during the Islamic Revolution of 1979? Why did this result in the capture of the American embassy in Iran in November of 1979?
- What were the causes of the Iran-Iraq War? Why did it last for eight years? What was the overall result?

**Topic Quizzes**

Complete the quizzes 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 "holes" in your notes? Discuss any questions you may have with an academic mentor 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 - Economics

The graduate analyzes economic concepts in the contexts 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 selected sections in Thinkwell's Economics and Civics**

- Economics Module 1, "Introduction to Economic Thinking"
Economics, Module 2, "Understanding Markets"
Economics, Module 6, "Other Market Models"

Pay close attention to and take notes on the following questions, concepts, and ideas as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) 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 it 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 different economic systems such as socialism, capitalism, communism, etc., 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?

*Read selected sections in Thinkwell's Economics and Civics*

- Economics Module 1, "Introduction to Economic Thinking"

Pay close attention to and take notes on the following questions, concepts, and ideas as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) 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?
- How has the creation of an interstate highway system and the development of more reliable air and rail transportation affected the economic development of the United States?

**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, Law, 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 10 amendments drafted as a
concession to Anti-Federalist concerns regarding the power of the central government. What
are the provisions of the U.S. Constitution? How does it assign power to the federal
government, and what are the government's limitations? How do the amendments to the
Constitution change or limit the powers of government? Are there amendments that are
products of their historical context?

Read selected sections in The Struggle for Democracy

- Appendix A-4: The Constitution of the United States

Read selected sections in Thinkwell's Economics and Civics

URL: http://www.thinkwell.com

- Section 2.19 - The Purposes of Government listed in the Preamble
- Section 2.20 - The Constitution, Articles 1-5
- Section 2.21 - The Bill of Rights
- Section 2.23 - Key Concepts in Amendments 11-27 of the U.S. Constitution

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

- What are the purposes of government described in the Preamble to 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 setting the voting age or the inauguration of the president
  required to be constitutional amendments?
- What were the social circumstances surrounding the creation of Prohibition? Why did it
  prove to be unpopular and unenforceable?

The 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. What were some of the limitations of the Articles of Confederation government?
What were the competing goals of representatives to the Constitutional Convention, and how did they compromise? What form did debates over ratification take in the individual states?

Read Selected Chapters in *The Struggle for Democracy*

- Chapter 2: "The Constitution" (pages 24-50)
- Appendix A-13: The Federalist Papers, Nos. 10, 51, 78

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

- Why did the American colonists intentionally establish a weak central government for the Articles of Confederation?
- How did domestic resistance to taxation to pay for the American Revolution undermine the government established by the Articles of Confederation?
- What powers were assigned to the federal government under the Articles, and which were reserved for the states?
- 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 role did James Madison play in drafting the Constitution?
- What were the political and philosophical motivations for James Madison, Alexander Hamilton, and John Jay to author the Federalist Papers?

Read selected sections in *Thinkwell's Economics and Civics*

URL: [http://www.thinkwell.com](http://www.thinkwell.com)

- Section 2.6 - The History of the Constitution
- Section 2.15 - The Shortcomings of Government Under the Articles of Confederation
- Section 2.16 - The Constitutional Convention
- Section 2.18 - Federalist and Anti-Federalist Positions of Ratification

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

- Why did the Federalists believe that a strong central government was a necessity for competing with European monarchies?
- How did Alexander Hamilton argue that a federal government would serve as a check on narrow interests contrary to the public good?
- Why were Anti-Federalists opposed to the adoption of the U.S. Constitution? Who were some of the prominent Anti-Federalists?

**Topic Quizzes**
Complete the quizzes in 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 "holes" in your notes? Discuss any questions you may have with an academic mentor or in the learning space.

The 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, Law, 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. What are the characteristics of the legislative branch, and how does it draft legislation? What are the implications of the executive branch being the largest component of the federal government? How does the judicial branch serve as a check for the actions of the government? Are there ways that the branches of the government come into conflict with each other?

Read Selected Chapters in The Struggle for Democracy

- Chapter 11: "Congress" (pages 308-346)
- Chapter 12: "The Presidency" (pages 348-380)
- Chapter 14: "The Courts" (pages 411-441)

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

- Why does the Constitution divide the authority of the federal government into three discrete branches? 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 the two chambers of the legislative branch work together to create legislation? How do the House and Senate exercise checks on the judicial and executive branches? Do the two chambers of Congress serve as checks on each other?
- What are the powers of the executive branch? How does the executive branch provide checks for the legislative and judicial branches? Why is the executive branch the largest component of the federal government?
- What are the powers assigned to the legislative branch? How does the legislative branch provide checks on the legislative and executive branches? What are the
consequences if a government action is deemed to be unconstitutional?

**Read selected sections in Thinkwell's Economics and Civics**

**URL:** [http://www.thinkwell.com](http://www.thinkwell.com)

- Section 2.1 - The Three Branches of Government
- Section 2.24 - Becoming a U.S. Citizen

Pay close attention to and take notes on the following questions, concepts, and ideas as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) 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?
- Why has the United States adopted such rigid requirements for becoming a naturalized citizen?

**Visit the following website for additional information regarding naturalization**

**URL:** [http://www.uscis.gov/naturalization](http://www.uscis.gov/naturalization)

Visit the above website for additional information regarding naturalization. You will find the U.S. Citizenship and Immigration Services division of the U.S. Department of Homeland Security outlining the requirements for naturalization.

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

- How does the federal government determine abstract characteristics such as "good moral character"? Why would legislators setting these guidelines include these abstract concepts?

**Federalism**

Federalism describes the relationship between the fifty 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 two hundred years, often through large social transitions, such as the Civil War and the New Deal. What is the relationship between the states and the federal government today? Is one subordinate to the other? How are conflicts between individual states resolved?

**Read Selected Chapters in The Struggle for Democracy**

- Chapter 3: "Federalism: States and Nation" (pages 52-80)

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

- 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?
- How do executive branch agencies such as the Department of Education and the Department of Homeland Security influence the behavior of individual states?
- Are there ways in which the state governments exercise control over the actions of the federal government?
- How has Congress used the Commerce Clause to expand the regulatory power of the federal government?
- How do grants and unfunded mandates from the federal government constrain the behavior of individual states? For example, why is there a uniform drinking age across the country?

**Read selected sections in Thinkwell's Economics and Civics**

**URL:** [http://www.thinkwell.com](http://www.thinkwell.com)

- Section 2.2 - The American Federal System

Pay close attention to and take notes on the following questions, concepts, and ideas as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) 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?

**The 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. How are concepts such as due process integrated into legal proceedings? How have past decisions by the Supreme Court affected the exercise of civil rights?

**Read Selected Chapters in The Struggle for Democracy**

- Chapter 15: "Freedom: The Struggle for Civil Liberties" (pages 444-475)
- Chapter 16: "Civil Rights: The Struggle for Political Equality" (pages 477-500)

Pay close attention to and take notes on the following questions, concepts, and ideas as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) in your notebook with help from the message board.
• 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?
• How have Supreme Court cases such as Miranda v. Arizona interpreted protections in the Fourth Amendment to the Constitution?
• How has the process of incorporation of the Bill of Rights during the twentieth century come to constrain state action as well?
• Why was action by the Supreme Court and local courts important in the success of the civil rights movement? How were the opinions of the Warren Court contrary to the previous precedent that had supported Jim Crow?

Read selected sections in Thinkwell's Economics and Civics

URL: http://www.thinkwell.com

• Section 2.7 - Fundamental Rights of American Citizens
• Section 2.8 - Due Process
• Section 2.10 - Important Supreme Court Cases in American History
• Section 2.11 - Civil Liberties and Rights
• Section 2.12 - Rules, Rights and Responsibilities

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

• Why was the 1803 Supreme Court decision in Marbury v. Madison so significant? 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 have the equal protection provisions of the Fourteenth Amendment affected the concept of due process?
• How did the decision in Plessy v. Ferguson significantly undermine the protections of the Fourteenth Amendment? How did the decision in Brown v. Board of Education specifically repudiate the doctrine of "separate but equal"?

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 and Senate and the executive branch.

Competencies covered by this subject
115.3.2 - U.S. Constitution, Law, 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 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 Selected Chapters in The Struggle for Democracy**

- Chapter 9: "Political Parties" (pages 242-268)

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

  - 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 does the size of the two national parties provide different ways for constituents to identify with them? Can we identify "liberal" Republicans or "conservative" Democrats? How do unaligned moderates move between parties during elections?
  - How do minor political parties participate in the two-party system? Is their influence 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?

**Read selected sections in Thinkwell's Economics and Civics**

**URL:** [http://www.thinkwell.com](http://www.thinkwell.com)

- Section 2.4 - The American Two-Party System

Pay close attention to and take notes on the following questions, concepts, and ideas as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) 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 did the close margins between Democrats and Republicans in the Senate between 2001 and 2007 affect the passage of legislation? Are there implications for having a president and the majority of congressional representatives from the same political
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. How are representatives elected to the House of Representatives and the Senate? Has this changed over time? How is the president of the United States elected? How do individual citizens participate in elections?

Read Selected Chapters in The Struggle for Democracy

- Chapter 10: "American Elections: How Exceptional Compared With Others"? (pages 277-305)

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

- What are the qualifications for a person to serve as President of the United States? How does the Twenty-Second Amendment to the Constitution change who is eligible to serve as president?
- What are the qualifications for a person to serve in the House of Representatives? How does reapportionment work following the census? What are consequences of House members having to stand for elections every two years?
- 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? Are there elections where significant numbers of incumbents were removed by their constituents?

Read selected sections in Thinkwell's Economics and Civics

URL: [http://www.thinkwell.com](http://www.thinkwell.com)

- Section 2.3 - Election Cycles
- Section 2.13 - Getting Elected: the House, the Senate, and the President
- Section 2.14 - The Electoral College

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

- What is the primary difference between the popular elections for the House and the Senate? Are there different political considerations for a district-wide election versus a state-wide election? Is this dynamic different in states that only have one representative in the House (such as Alaska)?
• How does campaigning for the popular vote differ from campaigning for delegates to the Electoral College in a presidential election?
• How has the Seventeenth Amendment to the Constitution changed the way that senators are elected to office? Is there a distinction between a constituency of the people of the state and the state itself?
• 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? Are there historical roots or practical considerations today?

**Topic Quizzes**

Complete the quizzes in 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 "holes" in your notes? Discuss any questions you may have with an academic mentor or on the message board.

**Conclusion**

Congratulations on completing the History and Civics domain in the liberal arts 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 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 HCC1 Objective Assessment.

**Review of Concepts**

• Pick a question from activity in each topic. Try to answer these questions without your Study Journal. Any questions you can’t answer on your own signify an area you need to focus more closely on.
• 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 academic mentors in this area.

**Complete the Pre-Assessment**

Take the pre-assessment before taking the HCC1 proctored objective assessment. Follow the directions below to complete the PCC1.

• This pre-assessment can be taken on your computer at home or 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 SSC1 assessment.
• The pre-assessment takes approximately four (4) hours to complete and consists of 89 questions. A passing score on the PCC1 is 53% or better.
• You can request this pre-assessment through your AAP.
To request the PCC1:

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

Additional Review

Based on your score on the pre-assessment, additional review may be needed. Please contact the academic mentor for History and Civics and your progress 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 General Education Social Science domain by taking the HCC1 proctored objective assessment. During a call with your mentor you will refer for and schedule your HCC1 assessment.

Complete the Assessment (HCC1)

Take the HCC1 assessment. Follow the directions below:

Referring for the assessment:

1. Log in to your MyWGU Student Portal.
2. Go to the "My AAP" 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 refer for 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 AAP will then change to "Scheduled."

You will be setting the date for the completion of this exam as your "drop date." This is the date that this exam must be completed by or you will receive a "Not Passed" on your first attempts. Not Passed does appear on your transcript if it is not removed during the current term. It is very important for you to continually move forward with your degree.

You will have four hours to complete 89 items. A passing score on the HCC1 is 53% or better.

**Course Feedback**

Course Feedback