Economics and World Civilizations
Course of Study

Description
This Course of Study outlines the sequence of learning activities to help you demonstrate competence in the subject area of Economics and World Civilizations. Your competence will be assessed through a proctored objective assessment (IEC4) and a series of two performance tasks (IEA4). Depending on your educational background and work experience, this Course of Study can take up to six (6) 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 study of Economics and World Civilizations at Western Governors University!

How did civilizations first appear? What kinds of societies have developed over the long span of world history? How have economic changes spurred social and political developments? These are just a few of the questions that will be addressed as you progress through this area of study.

This course of study will provide you with a broad understanding of world history and economic institutions. Its aim 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 in the classroom. This course of study will facilitate an understanding of how modern history and economic institutions have shaped all of our lives.

As you progress through this course of study, you may encounter skill sets and knowledge that you already possess. The nature of this course of study will 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 refine 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 areas that you will be expected to demonstrate your competence in, please see the competency list below.

If you require assistance or have questions while working through the material in this course of study please contact the course mentor:

Course Mentor..................Erin Montague
Email .............................emontague@wgu.edu
Telephone .......................1-866-895-9660 ext. 5657
Office Hours .................8am-4pm Arizona time
Competencies Covered:

**Competency 102.6.2: World Civilizations & History:**
The graduate discusses the major themes, eras, and developments and influencing factors upon the chronology of historical events and civilization.

**Competency 102.6.7: Economics:**
The graduate explains basic economic concepts central to the free enterprise system and common economic systems and the nature of commerce and trade in both domestic and international settings.

Topics Covered by the Economics and World Civilizations Assessments (IEC4/IEA4)

- Prehistoric cultures
- Rise of civilizations
- Ancient America
- Chinese history
- Greece and Rome
- Sub-Saharan Africa
- Middle Ages and Feudalism
- Europe and the Renaissance
- World Wars
- Nation-building and globalization
- Supply and Demand
- Fundamental Economic Concepts
- Economic Systems
- International Trade
- Transportation and Commerce

*Economics and World Civilizations Part Objective Assessment (IEC4)*
The Economics and World Civilizations Objective Assessment (IEC4) is a scheduled proctored examination taken at a secure testing center. There are multiple forms of the Economics and World Civilizations objective assessment. Each form contains a total of 38 objective items. The IEC4 should be completed before the IEA4 is begun.

The test consists of multiple choice, multiple selection, and matching questions on Eastern and Western civilizations and basic economic concepts. You will have one hour thirty minutes 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 54% or better.

*Economics and World Civilizations Performance Assessment (IEA4)*
The Economics and World Civilizations Performance Assessment (IEA4) consists of two performance tasks that are completed using TaskStream. The tasks are designed to demonstrate competency based on the application of concepts. The instructions for each task can be accessed through TaskStream. Read through the directions and the grading
rubric before beginning each task. The tasks can be completed in any order. Once a task is completed, submit it to be graded.

**Required Learning Resources**

*Thinkwell Economics and World Civilizations* with Steven Tomlinson is the first next-generation Economics and World Civilization text for online learners. It communicates the fundamentals of Economics and World Civilizations to students using engaging, interactive media.

*Pearson’s CourseCompass.com* provides access to the two e-texts, chapter quizzes, and additional learning resources. If you would like hard copies of the texts, listed below, you are encouraged to purchase them at your convenience.


**Study Notebook or Journal**

Create a journal or notebook to keep all your materials for this domain in.

**Week 1**

**Preparing for Success**

The information contained in the topics and activities that follow will help you acquire all the necessary materials you will need to work through this Course of Study and demonstrate competence in this domain.

**The Learning Resources**

The activities associated with this topic will guide you in acquiring all the necessary learning resources for this domain.

**Take the Student Self-assessment**

Before you begin your preparations for the IEC4 assessment, you should complete the Student Self-assessment (SSA) for this area. You can access the SSA by following the instructions below:

1. Look at your AAP.
2. Find IEC4, and click on “Learning Resources”
3. Under “Additional Learning Resources” click on the “Student Self-Assessment” link.
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 (PASW) and objective examination (IEC4).

If you score high on the Self-Assessment, you may wish to take the IEC4 pre-assessment (IEC4) at this point. You should discuss this with your mentor.

**Enroll in Pearson’s Course Compass**
See the “Learning Resources” tab of your AAP in order to enroll in this resource. Once you have enrolled, you will receive an e-mail from Learning Resources with specific instructions on how to access the resources at www.coursecompass.com. The textbooks included are listed in the introduction to this course of study.

**Enroll in Thinkwell Economics and World Civilizations**
See the “Learning Resources” tab of your AAP in order to enroll in this resource. 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.

**Order your Textbooks (optional)**
If you would like a hard copy of the textbooks, you are encouraged to purchase them at your convenience. The WGU Bookstore has these books available for immediate purchase and delivery. You may shop at other online bookstores, but be sure to order early and use the ISBN listed above to get the correct edition.

**Create a Study Notebook or Journal:**
Create a notebook or journal, either electronic or manual, where you can keep all your information for this area of study. Things you will want to include in your notebook are:

1. instructions for accessing the learning resources
2. all vocabulary
3. Student Self-Assessment, Pre-assessment, and assessment results
4. Consult with the mentors for this area on other ideas of what to include or how to break up your notebook.

**The Learning Space:**
If after using all of these learning resources you need further assistance, please feel free to post a question in the learning community or contact the mentors for this area of study at Liberal_Arts_SocialScience@wgu.edu.

**Subject: The Origins of Civilizations**
Subject Description
This week you will learn how nomadic hunters became urban dwellers. You will recognize the achievements and contributions of the Paleolithic and Neolithic periods as well as contributions to world history made by the Mesopotamians, Egyptians, and the Indus River Valley civilizations.

Competency Title: World Civilization & History
Numerical Code: 102.6.2
Competency Description: The graduate discusses the major themes, eras, & developments & influencing factors upon the chronology of historical events & civilization.

Topic: Prehistoric cultures
Prehistoric eras are characterized by their innovations in tool technologies, such as stone or bronze. Why are eras conceptualized this way, and is it a useful distinction? What is culture? Why is it a defining trait of humans?

Read selected sections in Thinkwell Economics and World Civilizations
- Section 2.1.1 Characteristics of Pre-Historical Cultures.

As you read this selection, be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) in your Study Notebook, seeking assistance in the Learning Space as needed.

- What was the relation between pre-historical people and their environment?
- What were the characteristics of their social structure?
- What was the Neolithic Agricultural Revolution, and why was it important?

Read selected chapters in Heritage of World Civilizations
- Chapter 1, “The Birth of Civilization”

As you read this selection, be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) in your Study Notebook, seeking assistance in the Learning Space as needed.

- What is civilization?
- What is the Bronze Age?
- What is the Neolithic Age?
- What is the Paleolithic Age?
- What are the River Valley Civilizations?

Take selected CourseCompass Heritage of World Civilizations chapter review quiz
- Chapter 1
The quizzes found in the provided learning resources can be very helpful to progressing through this area. They are designed to help students identify areas they 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 a mentor or in the Learning Space.

**Topic: Rise of civilizations**

Civilization began in regions spanning the Middle East, Near East, and what is now the Americas, India, and China. Though they originated in different places, what aspects together unite them?

- **Read selected sections in *Thinkwell Economics and World Civilizations***
  - 2.1.2 The Rise of Ancient Civilizations.

  As you read this selection, be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) in your Study Notebook, seeking assistance in the Learning Space as needed.
  - What were the five ancient civilizations?
  - Control over which resources was most sought after?
  - What was the impact of agriculture in Mesoamerica?
  - What were the similarities and differences among ancient civilizations?

- **Read selected chapters in *Heritage of World Civilizations***
  - Chapter 1 “The Birth of Civilization”

  As you read this selection, be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) in your Study Notebook, seeking assistance in the Learning Space as needed.
  - What were notable characteristics of ancient Middle Eastern empires?
  - What are some similarities and differences between Indus and Vedic Aryan civilizations?
  - What are the early Chinese dynasties, and how did they relate to each other?
  - What were the first civilizations in the Americas based on?

- **Take selected CourseCompass *Heritage of World Civilizations* chapter review quiz**
  - Chapter 1
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 a mentor or in the Learning Space.

Subject: Ancient History, Part I
This subject will introduce you to the contributions made to world history by the Non-Western cultures of China and Mesoamerica. You will be able to discover the patterns of social and political organizations that prevailed among the peoples of sub-Saharan Africa, China and Mesoamerica.

Competency Title: World Civilization & History
Numerical Code: 102.6.2
Competency Description: The graduate discusses the major themes, eras, & developments & influencing factors upon the chronology of historical events & civilization.

Topic: Ancient America

Civilization began in many places and at different times. This topic deals with the ancient cultures of the Americas, such as Incas and Aztecs, as well as how European explorers treated them. What were the contributions of ancient American civilization? How were they different from the earliest of the other civilizations?

☐ Read selected sections in Thinkwell Economics and World Civilizations
  • 2.1.2 The Rise of Ancient Civilizations

As you read this selection, be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) in your Study Notebook, seeking assistance in the Learning Space as needed.

- How were the Aztec and Inca empires organized?
- Why did the Aztec and Inca empires fall to such small Spanish forces?
- What early Mesoamerican civilization influenced all later cultures?

☐ Read selected chapters in Heritage of World Civilizations
  • Chapter 14 “Ancient Civilizations of the Americas”
  • Chapter 18 “Conquest and Exploitation: The Development of the Transatlantic Economy”

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 Study Notebook, seeking assistance in the Learning Space as needed.

- What do the rise of civilization in Mesoamerican and Andean South American have in common with the rise of civilization in African and Eurasi?
• What is mercantilist economic theory?
• How was slavery in the Americas different from slavery in earlier societies?

☐ Take selected CourseCompass *Heritage of World Civilizations* chapter review quizzes
  - Chapter 14
  - Chapter 18

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 a mentor or in the Learning Space.

**Topic: Chinese history**
The development of early Chinese civilization began with the Qin unification, followed by the Han dynasty. Why did the Qin fall? Why was China able to reestablish its empire after the fall of the Han when Rome could not?

☐ Read selected sections in *Thinkwell Economics and World Civilizations*
  - 2.1.12 Major Contributions of Chinese Civilizations

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 Study Notebook, seeking assistance in the Learning Space as needed.

- What is animism, and which of China’s dynasty’s believed in it?
- What is the Mandate of Heaven?
- How would a dynasty know if it had the Mandate of Heaven or not?
- In Confucianism, what should be honored?
- What is the central message of Daoism?

☐ Read selected chapters in *Heritage of World Civilizations*
  - Chapter 2 “The Four Great Revolutions in Thought and Religion”
  - Chapter 7 “China’s First Empire 221 B.C.E – 589 C.E.”
  - Chapter 8 “Imperial China 589 C.E. – 1368 C.E.”

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 Study Notebook, seeking assistance in the Learning Space as needed.

- What are the similarities and differences among Confucianism, Daoism, and Legalism?
- How did the concept of monotheism develop?
- What is the dynastic cycle?
- What problems did both China and the Roman Empire face, and how did they try to resolve them?
Take selected CourseCompass *Heritage of World Civilizations* chapter review quizzes

- Chapter 2
- Chapter 7
- Chapter 8

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 a mentor or in the Learning Space.

Week 2

**Subject: Ancient History, Part II**

This subject will help you recognize the contributions to Western Culture by the Greek and Roman Empires, including how the Greeks developed basic political forms. This subject will also allow you to understand how the Roman emperors governed their empire and how they spread Roman culture throughout the world. This subject will introduce you to the contributions made to world history by the Non-Western cultures of Sub-Saharan Africa, China and Mesoamerica. You will also be able to discover the patterns of social and political organizations that prevailed among the peoples of sub-Saharan Africa, China and Mesoamerica.

**Competency Title:** World Civilization & History  
**Numerical Code:** 102.6.2  
**Competency Description:** The graduate discusses the major themes, eras, & developments & influencing factors upon the chronology of historical events & civilization.

**Topic: Greece and Rome**

The impact of ancient Greece and Rome on Western civilization cannot be overestimated. Even after thousands of years, much of the West is still marked by these two foundational cultures. What were some major elements of Greece and Rome that are still integral parts of modern Western culture?

- **Read selected sections in *Thinkwell Economics and World Civilizations***
  - 2.1.9 The Rise, Decline and Importance of the Roman Empire
  - 2.1.11 Ancient Greek Civilizations

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 Study Notebook, seeking assistance in the Learning Space as needed.

- Describe the Roman government.
- What event sparked Roman unity?
- How did Julius Caesar capitalize on the trend toward Roman unification?
- What is the significance of Greek city-states?
- How did the Athenian form of government change in 507 BC?

- Read selected chapters in *Heritage of World Civilizations*
  - Chapter 3 “Greek and Hellenistic Civilization”
  - Chapter 6 “Republican and Imperial Rome”

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 Study Notebook, seeking assistance in the Learning Space as needed.

- How did the Greek world of the Minoan and Mycenaean period compare with the classical era?
- What were the causes and consequences of the war between the Greeks and Persians?
- How did the institutions of family and clientage help to organize the early Roman republic?
- What events and motives led Rome to bring Italy, Greece, and Asia Minor under its control?
- What explains Christianity’s Roman success?

- Take selected CourseCompass *Heritage of World Civilizations* chapter review quizzes
  - Chapter 3
  - Chapter 6

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 a mentor or in the Learning Space.

**Topic: Sub-Saharan Africa**

The first humans probably came from Africa, with some of the earliest civilizations such as the Egyptians along the Nile River. However, the continent also includes North Africa, and the imperial expansion of the Ottoman Empire. In the Sudan, a variety of cultures developed and controlled the trans-Saharan trade routes. East Africa connected the continent to India and East Asia and was influenced by Islam. How did the arrival of Europeans affect Africans? What were the effects of slavery?

- Read selected sections in *Thinkwell Economics and World Civilizations*
  - 2.1.10 Major Characteristics of Pre-Colonial Sub-Saharan African Civilization

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 Study Notebook, seeking assistance in the Learning Space as needed.

- Where and when was the kingdom of Kush?
- What cultures mixed in the trade among eastern coastal city-states starting in the eighth century?
- What were the similarities and differences in trade between West Africa and East Africa?

☐ Read selected chapters in *Heritage of World Civilizations*
  - Chapter 5 “Africa: Early History to 1000 C.E.”
  - Chapter 17 “Africa: 1000 to 1800”

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 Study Notebook, seeking assistance in the Learning Space as needed.
  - How did the political systems of the Meroitic Empire and Egypt compare?
  - What were the most important goods for African internal and external trade?
  - Why did Islam succeed in sub-Saharan and East Africa?
  - What was the importance of the empires of Ghana, Mali, and Songhai to world history?
  - How did the Portuguese and Dutch differ from or resemble the Arabs, Persians, and other Muslims who came as outsiders to sub-Saharan Africa?

☐ Take selected CourseCompass *Heritage of World Civilizations* chapter review quizzes
  - Chapter 5
  - Chapter 17

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 a mentor or in the Learning Space.

**Subject: Medieval and Early Modern Europe**
This subject will help you learn how the Renaissance manifested itself in politics, government and social organizations. You will also become familiar with how the theological ideas of Martin Luther triggered political, social and economic reactions.

**Competency Title:** World Civilization & History  
**Numerical Code:** 102.6.2  
**Competency Description:** The graduate discusses the major themes, eras, & developments & influencing factors upon the chronology of historical events & civilization.

**Topic: Middle Ages and Feudalism**
After the Roman Empire split and the Western Empire collapsed under Germanic invasions, the Byzantine Empire of the East became a model for European civilization.
Rome’s demise left a power vacuum soon occupied by the Catholic Church, the most powerful organization in Europe. The Church claimed supremacy, not only in matters of faith, but also in economics and politics. Despite the Church’s pervasiveness, European feudal society was agrarian and was based on a mutually dependent social structure between vassal and lord. How did the Catholic Church affect society during this period? This is also when Islam rose as a major world religion. What was its effect on Western culture and other religions?

- **Read selected sections in Thinkwell Economics and World Civilizations**
  - 2.1.4 Characteristics of European Life In the Middle Ages Under Feudalism

As you read this selection, be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) in your Study Notebook, seeking assistance in the Learning Space as needed.
  - What is manorialism?
  - What was the relationship between lord, vassal, and peasant?
  - What was the fief in exchange for?
  - What was the clergy’s social structure?
  - What was the relationship between the clergy and the other feudal classes?
  - Given the importance of the Church throughout medieval Europe, is this surprising? Why or why not?

- **Read selected chapters in Heritage of World Civilizations**
  - Chapter 12 “The Byzantine Empire and Western Europe to 1000”

As you read this selection, be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) in your Study Notebook, seeking assistance in the Learning Space as needed.
  - How did the Christian church become a political power in the Western Roman Empire?
  - How and why was the history of the eastern or Byzantine half of the Roman Empire so different from the western half?
  - What are the similarities and differences between Islam, Roman Catholicism, and Byzantine or Orthodox Christianity?
  - What were the effects, both positive and negative, of Islam in the cultural development of Western Europe?
  - What were the defining features of feudalism?

- **Take selected CourseCompass Heritage of World Civilizations chapter review quiz**
  - Chapter 12

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 a mentor or in the Learning Space.
Topic: Europe and the Renaissance

Europe transformed from a loose collection of agrarian localities into the centralized nations of the modern era. Between the two points lay the Renaissance, with its pursuit of artistic and intellectual progress. Society’s class structure and values changed, and basic religious tenets were challenged. Europeans sought wider claim in the Americas and over the peoples of Africa, creating the transatlantic economy. Adventuresome intellectuals led the scientific revolution and the Enlightenment. What of the Enlightenment does Western culture still retain? Renaissance means rebirth, so what “died” previously and came back during this period? Who were the philosophes?

☐ Read selected sections in Thinkwell Economics and World Civilizations

- 2.1.5 The Renaissance

As you read this selection, be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) in your Study Notebook, seeking assistance in the Learning Space as needed.

- What caused the social instability of the Renaissance?
- What was the impact of the Bubonic Plague?
- In the Reformation, what was reformed, by whom, why, and to what effect?

☐ Read selected chapters in Heritage of World Civilizations

- Chapter 15 “Europe to the Early 1500’s: Revival, Decline, and Renaissance
- Chapter 16 “Europe 1500-1650: Expansion, Reformation and Religious Wars
- Chapter 18 “Conquest and Exploitation: The Development of the Transatlantic Economy”
- Chapter 22 “The Age of European Enlightenment”

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 Study Notebook, seeking assistance in the Learning Space as needed.

- How did the responsibilities of the nobility differ from those of the clergy and the peasantry during the High Middle Ages?
- What was the Great Schism and its effects on the church?
- What was “reborn” in the Renaissance?
- How did economic class structure change from the Middle Ages to the Renaissance?
- What were the main problems of the church that contributed to the Protestant Reformation?
- What impact did Europe’s expansion have on its economy?
- What were the differences and similarities between the Oriental and Occidental slave trades?
• What were the similarities differences between the British and French colonies in the Caribbean and North America, especially the impact on the transatlantic economy?
• What was the Scientific Revolution?
• What was the Enlightenment?
• Who were the philosophes, and what were their views toward religion?
• What were Enlightenment views on politics?

☐ Take selected CourseCompass Heritage of World Civilizations chapter review quizzes
  ▪ Chapter 15
  ▪ Chapter 16
  ▪ Chapter 18
  ▪ Chapter 22

Once you have completed the quizzes 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 a mentor or in the Learning Space.

Week 3

Subject: Modern history

Competency Title: World Civilization & History
Numerical Code: 102.6.2
Competency Description: The graduate discusses the major themes, eras, & developments & influencing factors upon the chronology of historical events & civilization.

Topic: World Wars
The modern era begins with the New Imperialism, where one nation exercises political influence over weaker peoples by either military colonization or a lesser exertion of force. What motivated the imperialistic drive? What did the imperialists get for their efforts? The two World Wars followed, where international alliances fomented local disputes into global tragedies.

☐ Read selected chapters in Heritage of World Civilizations
  ▪ Chapter 29 “Imperialism and World War I”
  ▪ Chapter 31 “World War II”

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 Study Notebook, seeking assistance in the Learning Space as needed.
Topics: Nation-building and globalization

Across the history of civilization, there has been a trend toward larger, more integrated societies, reaching the stage of the nation and culminating in a global community. The developmental process was sometimes violent, as with the revolutions in France and America or the repercussions of past colonialism. New philosophies gained adherents, such as socialism and communism, leading to the birth of new nations or the rebirth of old ones. The spread of Western culture and technology modernized China and transformed its dynastic character into nationalized, centralized, communist China of today. Japan also saw substantial Westernizing eventually becoming a global economic superpower. But the echoes of imperialism can still be heard in Latin America, where many countries are still dependent on the U.S. Africa suffers from poverty, disease, political instability, lawlessness, and wars. The Middle East’s Arab-Israeli conflict continues to dominate the region and concern the wider world. What process coalesced peoples into nations? How has the distribution of power changed in the era of the nation? What has been the effect of Western political and economic philosophies and culture on nations in the rest of the world?

Read selected sections in *Thinkwell Economics and World Civilizations*
- 2.1.6, Ideology, Independence and Nation Formation.
- 2.1.7, Twentieth Century Figures Involved in Nation Building.

Once you have completed the quizzes 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 a mentor or in the Learning Space.

Take selected CourseCompass *Heritage of World Civilizations* chapter review quizzes
- Chapter 29
- Chapter 31
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 Study Notebook, seeking assistance in the Learning Space as needed.

- What is the difference between capitalism and communism?
- Define terms unique to communism: proletariat, bourgeoisie, Karl Marx
- Define terms unique to capitalism: laissez-faire, Adam Smith
- Describe the unification of Italy?
- Describe the unification of Germany?
- Describe the Russian empire and what led to its fall?
- What movement did Gandhi lead?
- How did Gandhi accomplish his social and political goals?
- Who was Mustafa Kemal?
- How did Persia develop into Iran?
- What were “spheres of influence” in China in the early 20th century?
- What was the Boxer Rebellion and its outcome?
- Who led the modernization of China?
- What was the Kuomintang?
- Who turned China into a dictatorship?
- What condition led to the popularity of communism in China, and who led them?

Read selected chapters in *Heritage of World Civilizations*

- Chapter 23 “Revolutions in the Transatlantic World”
- Chapter 24 “Political Consolidation in Nineteenth-Century Europe and North America 1815-1880”
- Chapter 27 “India, the Islamic Heartlands, and Africa: The Challenge of Modernity (1800-1945)”
- Chapter 28 “Modern East Asia”
- Chapter 30 “Depression, European Dictators and the American New Deal”
- Chapter 33 “East Asia, The Recent Decades”
- Chapter 34 “Postcolonialism and Beyond: Latin America, Africa, Asia, and the Middle East”

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 Study Notebook, seeking assistance in the Learning Space as needed.

- In what ways was the American Revolution influenced by European ideas and political developments?
- What were Napoleon’s domestic achievements?
- How were the Latin American independence movements influenced by the American and French Revolutions?
- What is nationalism, liberalism, and their relationship?
- Describe political activism against British rule occurred in India after 1800?
- What were Europeans’ interests in Africa?
- How did Marxism gain adherents in China?
- What were the differences and similarities between in the modernization process in Japan and China in the 20th century?
- What were the causes of the Great Depression?
- What are the characteristics of a fascist state?
- What is the influence of Islam on Middle Eastern politics and society?

Take selected CourseCompass *Heritage of World Civilizations* chapter review quizzes
- Chapter 23
- Chapter 24
- Chapter 27
- Chapter 28
- Chapter 30
- Chapter 33
- Chapter 34

Once you have completed the quizzes 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 a mentor or in the Learning Space.

Week 4

Subject: Economic Theory

In the course of this subject, you will become acquainted with supply and demand and their relationship to price. This should help you to understand why their mathematical relationship is related to both scarcity and choice. You will become acquainted with a variety of market structures that economists use as models of economic activity, such as perfect competition, monopoly, and oligopoly, and the effect these have on production and consumers. You will also learn about major economics systems: capitalism, socialism, communism, and barter. The microeconomic perspective will include fixed and variable costs, law of diminishing returns, and marginal revenue. The macroeconomic perspective will include employment, money, interest, inflation, international trade, protectionism, economic growth and GDP.

**Competency Title:** Economics  
**Numerical Code:** 102.6.7  
**Competency Description:** The graduate explains basic economic concepts central to the free enterprise system and common economic systems and the nature of commerce and trade in both domestic and international settings.

**Topic: Supply and Demand**  
The most fundamental concepts in economics are supply and demand. This topic explores what each comprise and how each are affected. An essential concept to understand is how supply and demand relate to each other and price. What do changes in price do to quantity supplied and quantity demanded? What shifts the supply and
demand curves respectively? What is shortage and surplus in terms of supply and demand?

- **Read selected chapters in Essentials of Economics**
  - Chapters 1
  - Appendix
  - Chapter 3
  - Chapter 11

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 Study Notebook, seeking assistance in the Learning Space as needed.

- What is the relationship between specialization and exchange?
- Why is the Production Possibilities Frontier curved, and what does that imply?
- What is the difference between shifts in the demand (or supply) curve versus movements along the curve?
- Define shortage and surplus using the supply-demand graph, particularly with respect to the curves’ relationship?
- What is price elasticity?
- What is the business cycle?

- **Take selected CourseCompass Essentials of Economics chapter quizzes**
  - Chapter 1
  - Chapter 3
  - Chapter 11

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 a mentor or in the Learning Space.

- **Read selected sections in Thinkwell Economics**
  - Section 1.1
  - Section 1.2

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 Study Notebook, seeking assistance in the Learning Space as needed.

- What is economics?
- What composes demand?
- What composes supply?
- What is the effect of specialization, and what does it necessitate?
- What is the relationship between comparative advantage and the production possibilities frontier?

- **Take selected quizzes in Thinkwell Economics**
  - 1.1
  - 1.2
Once you have completed the quizzes 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 a mentor or in the Learning Space.

**Topic: Fundamental Economic Concepts**

There are a variety of market structures in economics, ranging from perfect competition to monopoly. What are the differences in opportunities and limitations in each type of market for both producers and consumers?

- **Read selected chapters in Essentials of Economics**
  - Chapter 2
  - Chapter 5
  - Chapter 6
  - Chapter 7
  - Chapter 8
  - Chapter 11, pp. 191-195

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 Study Notebook, seeking assistance in the Learning Space as needed.

- How is monopoly different than perfect competition?
- What is the prisoner’s dilemma, and what does it illustrate in economics?
- What are the motivations and effects of trade barriers?
- What is the difference between fixed and variable inputs?
- What is capital?
- What is marginal revenue and its relationship to the principle of diminishing returns?
- What are labor unions’ effect on employment and wages?

- **Take selected CourseCompass Essentials of Economics chapter quizzes**
  - Chapter 2
  - Chapter 5
  - Chapter 6
  - Chapter 7
  - Chapter 8

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 a mentor or in the Learning Space.

- **Read selected sections in Thinkwell Economics**
  - 1.2
  - 1.3
  - 1.4
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 Study Notebook, seeking assistance in the Learning Space as needed.

- What is a monopoly?
- What is an oligopoly?
- What are labor unions?
- Why is entrepreneurship important to free market capitalism?

**Take selected quizzes in Thinkwell Economics**
- 1.3
- 1.4
- 1.6

Once you have completed the quizzes 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 a mentor or in the Learning Space.

**Topic: Economic Systems**

There is more than one way to think about basic economic questions. How do the major economic systems solve the problem of scarcity? What assumptions do they make? What controls the economy under each system? What are the problems associated with each system?

**Read selected chapters in Essentials of Economics**
- Chapter 1, pp. 5-7

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 Study Notebook, seeking assistance in the Learning Space as needed.

- What is an economic system?
- What are the major economic systems?

**Take selected CourseCompass Essentials of Economics chapter quizzes**
- Chapter 1

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 a mentor or in the Learning Space.

**Read selected sections in Thinkwell Economics and World Civilizations**
- 1.4
- 1.5

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 Study Notebook, seeking assistance in the Learning Space as needed.

- What is laissez-faire?
- What are the primary differences between capitalism, socialism, and communism?
- What are the differences between a free enterprise economy and a command/planned economy?
- What is the difference between a barter economy and a market economy?

☐ **Take selected quizzes in Thinkwell Economics**
  - 1.4
  - 1.5

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 a mentor or in the Learning Space.

**Subject: Economic Trade**

**Competency Title:** Economics  
**Numerical Code:** 102.6.7  
**Competency Description:** The graduate explains basic economic concepts central to the free enterprise system and common economic systems and the nature of commerce and trade in both domestic and international settings.

**Topic: International Trade**

An extension of specialization and exchange at the level of the individual person or firm is to consider the same relationship between countries. How is international trade different than exchange between individual people? What elements are common to all scenarios of economic exchange? What would be the most advantageous international trade policy?

☐ **Read selected chapters in Essentials of Economics**
  - Chapter 16
  - Chapter 17

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 Study Notebook, seeking assistance in the Learning Space as needed.
  - What is comparative advantage?
  - How are imports and exports affected by quotas and tariffs?
  - What is the trade balance?
  - What was the Smoot Hawley Tariff and its relationship to the Bretton Woods Agreement?

☐ **Take selected CourseCompass Essentials of Economics chapter quizzes**
  - Chapter 16
Chapter 17

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 a mentor or in the Learning Space.

☐ Read selected sections in *Thinkwell Economics*
  - Section 1.7
  - Section 1.8
  - Section 1.9
  - Section 1.11

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 Study Notebook, seeking assistance in the Learning Space as needed.
  - What is a tariff?
  - What is the difference between open and closed economies?
  - How do goods and services flow in international trade?

☐ Take selected quizzes in *Thinkwell Economics and World Civilizations*
  - 1.7
  - 1.8
  - 1.9
  - 1.11

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 a mentor or in the Learning Space.

**Topic: Transportation and Commerce**

The world is a big place, and the more people and firms specialize, the more they will need to trade with each other. Sometimes the distance to traverse can be a major factor in economic process, affecting factor markets, product markets, and even labor markets. What products and services could not exist without their underlying transportation system? Which could exist using alternate means of transport?

☐ Read selected chapters in *Essentials of Economics*
  - Chapter 1
  - Chapter 3

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 Study Notebook, seeking assistance in the Learning Space as needed.
  - What was the Industrial Revolution
  - What were the major economic effects of the Industrial Revolution?
  - What were the innovations of the period?
Take selected CourseCompass Essentials of Economics chapter quizzes
  - Chapter 1
  - Chapter 3

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 a mentor or in the Learning Space.

Read selected sections in Thinkwell Economics
  - 1.10

As you read this selection, be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) in your Study Notebook, seeking assistance in the Learning Space as needed.
  - What are some transportation systems relevant to commerce?
  - What is the relationship between transportation infrastructure and economic development?

Take selected quizzes in Thinkwell Economics
  - 1.10

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 a mentor or in the Learning Space.

Week 5
Economics and World Civilization – Objective Assessment

Background: This week’s activities will guide you through completing the IEC4 Objective Assessment

Competency Title: World Civilization & History
Numerical Code: 102.6.2
Competency Description: The graduate discusses the major themes, eras, & developments & influencing factors upon the chronology of historical events & civilization.

Competency Title: Economics
Numerical Code: 102.6.7
Competency Description: The graduate explains basic economic concepts central to the free enterprise system and common economic systems and the nature of commerce and trade in both domestic and international settings.
The Next Steps

The following activities will guide you through the steps you will need to complete to aid you in demonstrating competence on the IEC4 Objective Assessment.

**Activity: Review of Major Concepts**

- Pick a question from the reading activities 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 mentors in this area.

**Activity: Take the PASW, the IEC4 Pre-Assessment**

You can request this through your AA. To request the PASW:

- Find the PASW on your AAP.
  - Click the “yes” link under “Pre-assessment Available.”
  - Click the link for request to take this pre-assessment.
  - Your mentor will need to approve this request.

**Activity: Additional Review**

Based on your PASW scores, you may need to review some material. Review your scores with your mentor and the mentors for this area of study to develop a study strategy.

**Activity: IEC4**

Follow the directions below to refer for the IEC4 objective assessment.

1. Look at your AAP.
2. Find IEC4. Click on assessment referral.
3. Click the tab request assessment.
4. Find your proctored site.
5. Enter the dates that are when you expect to be finished with the domain.
6. Your Mentor will need to approve this request.

Week 6
Economics and World Civilization – Performance Assessment
This week’s activities will guide you through completing the IEA4 performance assessment.

**Competency Title:** World Civilization & History  
**Numerical Code:** 102.6.2  
**Competency Description:** The graduate discusses the major themes, eras, & developments & influencing factors upon the chronology of historical events & civilization.

**Competency Title:** Economics  
**Numerical Code:** 102.6.7  
**Competency Description:** The graduate explains basic economic concepts central to the free enterprise system and common economic systems and the nature of commerce and trade in both domestic and international settings.

Referring for the IEA4 Performance Assessment  
After a call with your mentor, you will refer for your IEA4 assessment.

- Look at your AAP.  
- Find IEA4. Click on “assessment referral.”  
- Click the tab “request assessment.”  
- Your Mentor will need to approve this request, and it will take approximately two business days before your assessment shows up in your TaskStream account.

Task 1: The European Renaissance and the Modern World  
Work through the following activities to complete this task.

- **Review Activity**  
  Before beginning work on this first task in the performance assessment, review the materials on “Medieval and Early Modern Europe” from Week 2 of this course of study.

- **Task Checklist**  
  Before submitting the first task in TaskStream, check to make sure you have completed the following:  
  - Have you read the instructions for the task and view the grading rubric in TaskStream? (By viewing the rubric ahead of time, you will know what the evaluators are looking for).  
  - Have you listed, defined, and clearly explained areas of social change in the Renaissance?  
  - Have you listed at least two American institutions that continue to be affected by the events of the Renaissance?
• Have you explained at least four examples of how Renaissance events have shaped American life? Have you provided a title page?
• Have you made appropriate and accurate in-text citations that follow the APA style?
• Have you provided a list of references in APA style? Does your essay employ a formal writing tone? Is easy to read and follow? Does it use correct grammar?

☐ Submit Task 1 to TaskStream
Submit Task 1 to TaskStream.

Task 2: Supply and Demand
Work through the following activities to complete this task.

☐ Review Activity
Before beginning work on this first task in the performance assessment, review the materials on “Supply and Demand” from Week 4 of this course of study.

☐ Task Checklist
Before submitting the first task in TaskStream, check to make sure you have completed the following:
• Have you read the instructions for the task and view the grading rubric in TaskStream? (By viewing the rubric ahead of time, you will know what the evaluators are looking for).
• Have you clearly explained the law of supply and demand?
• Have you clearly explained the concepts of scarcity and choice?
• Have you explained the impact of both scarcity and choice on supply and demand?
• Have you provided a title page?
• Have you made appropriate and accurate in-text citations that follow the APA style?
• Have you provided a list of references in APA style? Does your essay employ a formal writing tone? Is easy to read and follow? Does it use correct grammar?

☐ Submit Task 2 to TaskStream
Submit Task 2 to TaskStream.

Conclusion:
Congratulations on completing the Economics and World Civilizations domain in the liberal arts at Western Governors University! It has been a long journey, but your diligent work has paid off. Apply the diligence you have shown through this domain to the rest of your WGU student
career. As you progress through your program, remember the information you have learned here.

Please contact Bryan Benson (bbenson@wgu.edu) with feedback/suggestions related to this course of study.