

EXAM CODE **367**

CATALOG NUMBER **HISx340**

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**PRACTICE EXAMS**

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# World Conflicts Since 1900

CREDIT HOURS

**3**

LEVEL

**UPPER**

PUBLISHED FEBRUARY 2021

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## SECTION ONE

# Preparing for the Exam

## Before You Choose This UExcel Exam

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### Uses for the Examination

- Excelsior College, the test developer, recommends granting three (3) semester hours of upper-level undergraduate credit to students who receive a letter grade of C or higher on this examination.
- Other colleges and universities also recognize this exam as a basis for granting credit or advanced standing.
- Individual institutions set their own policies for the amount of credit awarded and the minimum acceptable score.

Examinees who have applied to Excelsior College should ask their academic advisor where this exam fits within their degree program.

Examinees **not enrolled** in an Excelsior College degree program should check with the institution from which they wish to receive credit to determine whether credit will be granted and/or to find out the minimum grade required for credit. Those who intend to enroll at Excelsior College should ask an admissions counselor where this exam fits within their intended degree program.

For more information on exam availability and actual testing information, see the [Exam Registration and Information Guide](#).

### Examination Length and Scoring

This examination consists of 120 multiple choice and other type questions. You will have two (2) hours to complete the exam. Your score will be reported as a letter grade. Questions are scored either correct (1) or incorrect (0). There is no partial credit. Each credit-bearing exam contains pretest questions, which are embedded throughout the exam. They are indistinguishable from the scored questions. It is to your advantage to do your best on all the questions. Pretest questions are being tried out for use in future versions of the exam.

The UExcel exams do **not** have a fixed grading scale such as A = 90–100%, B = 80–90%, and so forth, as you might have seen on some exams in college courses. Each UExcel test has a scale that is set by a faculty committee and is different for each exam. The process, called standard setting, is described in more detail in the [Technical Handbook](#). Excelsior puts each exam through a standard setting because different test questions have different levels of difficulty. To explain further, getting 70% of the questions right on the exam when the questions are easy does not show the same level of proficiency as getting 70% of questions correct when the questions are hard. Every form of a test (a form contains the test questions) has its own specific grading scale tailored to the particular questions on each exam form.

Please also note that on each form, some of the questions (referred to as pretest questions) count toward the score and some do not; the grading scale applies only to those questions that count toward the score. The area with percentage ratings on the second page of your score report is intended to help identify relative strengths and weaknesses and which content areas to emphasize, should you decide to take the examination again. Your grade

is **based on only the scored questions**. Therefore, the percentage ratings do not necessarily reflect the total percentage that counted toward your grade.

For the best view of the types of questions on this exam, see the sample questions in the back of this guide. Practice, practice, practice!

## Score Reporting

For most of our examinations, based on performance, an examinee is awarded a letter grade of A, B, C, or F. A letter grade of D can be given, but credit is awarded for A, B, and C letter grades only. The letter grades reported to examinees indicate that their performance was equivalent to the performance of students who received the same letter grade in a comparable, on-campus course.

More specifically, the letter grade indicates the examinee's proficiency relative to the learning outcomes specified in the exam content guide. Following are general descriptions of examinee performance at each level:

## Letter Grade Description

- A Highly Competent: Examinee's performance demonstrates an advanced level of knowledge and skill relative to the learning outcomes.
- B Competent: Examinee's performance demonstrates a good level of knowledge and skill relative to the learning outcomes.
- C Marginally Competent: Examinee's performance demonstrates a satisfactory level of knowledge and skill relative to the learning outcomes.
- D Not Competent (no credit recommended): Examinee's performance demonstrates weak knowledge of the content and minimal skill relative to the learning outcomes.<sup>①</sup>
- F Fail (no credit recommended): Examinee's performance demonstrates no knowledge of the content and no skill in the subject relative to the learning outcomes.

Credit is transcribed by Excelsior College for examinees who achieve letter grades of C or higher.

We encourage colleges and universities to use the Excelsior College letter grades of A, B, and C as acceptable standards for awarding credit.

<sup>①</sup> In general, two-hour exams do not award a D letter grade.

See page 25, at the back of this content guide, for a sample UExcel Grade Report for Examinations.

## Excelsior College Bookstore

The Excelsior College Bookstore offers recommended textbooks and other resources to help you prepare for UExcel exams.

The bookstore is available online at (login required): [www.excelsior.edu/bookstore](http://www.excelsior.edu/bookstore)

## Excelsior College Library

Library services are available to students enrolled in a degree program at Excelsior College. Created through our partnership with the Sheridan Libraries of The Johns Hopkins University, the library provides access to journal articles, books, websites, databases, reference services, and many other resources. To access the Excelsior College Library, visit [www.excelsior.edu/library](http://www.excelsior.edu/library) (login is required). Access to the library is available 24/7.

## Take Charge of Your Own Learning

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At Excelsior College, independent, self-directed study supported by resources we help you find is not a new concept. We have always stressed to students who take exams that they are acting as their own teacher, and that they should spend as much time studying for an exam as they would spend in a classroom and on homework for a corresponding college course in the same subject area.

Begin by studying the content outline contained in this content guide, at its most detailed level. You will see exactly which topics are covered, and where chapters on those topics can be found in the Recommended Resources. You will see exactly where you might need to augment your knowledge or change your approach.

The content outline, along with the learning outcomes for this exam and recommended textbooks, will serve as your primary resources.

## How Long Will It Take Me to Study?

Study for a UExcel exam is comparable to an equivalent college-level course. As an independent

learner, you should study and review as much as you would for the same subject in a campus-based college course. If you already have a background in the subject, you may be able to pass the exam successfully with fewer hours of study. It depends upon the learner as well as the subject, the number of credits (for example, a 6- or 8-credit exam will require more hours of study than a 3-credit exam), and the length of the exam. We strongly encourage you to create a long-term action or study plan, so that you have a systematic approach to prepare for the exam. We've included guidelines for creating such a plan.

## How Can I Create an Effective Long-Term Study Plan?

**1. Determine the time you will require to complete your preparation for this exam.** If you have not studied the subject before, you should plan to budget approximately 45 hours of study time for every credit: 135 hours for 3 credits, 180 hours for 4 credits, 270 hours for 6 credits, and 360 hours for 8 credits. These hours are rules of thumb based on expectations for a student taking a course in the subject; it may take you more or less time, depending on how familiar you are with the material and how easily you absorb the information studying on your own. Aside from the content review, you should then factor in time to search for and use other resources, and to complete any projects and assignments in the study materials that will clarify your understanding of the topics in the content outline (that part in the content guide where the specific areas of study are spelled out). Spend more time on concepts and areas in which you feel you are weak. Totaled, this is approximately the amount of time you should expect to devote to a three-credit, campus-based course. The actual amount of time you require depends on many factors, and will be approximate. If your background is weak, you may need to set aside substantially more than 135–150 hours. If your background is strong, you may budget less time.

Take a few minutes to review the content outline to assess your familiarity with the content. Then, in the space below, write the number of hours you will allocate to complete preparing for the exam.

Hours Required =

## 2. Determine the time you will have available for study.

In self-study, you need structure, as well as motivation and persistence, and a methodical approach to preparation. There is no set class to keep you on task. You have to do that yourself. Construct a time-use chart to record your daily activities over a one-week period. The most accurate way to do this is to complete the chart on a daily basis to record the actual amount of time you spend eating, sleeping, commuting, working, watching television, caring for others and yourself, reading, and everything else in an adult's life. However, if your schedule is regular, you might prefer to complete the chart in one sitting and, perhaps, by consulting your appointment book or planner.

After you have recorded your activities, you will be ready to schedule study periods around these activities or, perhaps, instead of some of them. In the space below, write the number of hours you will be able to set aside for study each week.

Hours Required =

## 3. Divide the first number by the second number.

This will give you the number of weeks you will need to set aside for independent study. For example, if you think you will require 170 hours of study and you have 10 hours available to study each week, divide 170 hours by 10 hours and you will get 17. This means that you will need about 17 weeks to complete this course of study. However, you will also need to allow about a week for review and self-testing. Moreover, to be on the safe side, you should also add two weeks to allow for unforeseen obstacles and times when you know you will not be able to study (e.g., during family illnesses or holidays). So, in this case, you should allot a total of 18 to 19 weeks to complete your study.

## 4. Schedule your examination to coincide with the end of your study period.

For example, if you plan to allow 18 weeks for study, identify a suitable examination date and begin study at least 18 weeks before that date. (The date you begin study assumes that you will have received all of your study materials, particularly textbooks, by that time.)

### **5. Format a long-term study plan.**

You will need to use a calendar, planner, or some other tool to format and track your long-term study plan. Choose a method that is convenient and one that keeps you aware of your study habits on a daily basis. Identify the days and exact hours of each day that you will reserve for study throughout your whole independent study period. Check to see that the total number of hours you designate for study on your long-term study plan adds up to the number of hours you have determined you will need to complete this course of study (Step 1).

### **6. Record in your long-term study plan the content you plan to cover during each study period.**

Enter the session numbers, review, and examination preparation activities you will complete during each study period. While it is suggested that approximately 160–170 hours of study is required for this exam, each and every student may require different timelines based on their comfort with, and comprehension of, the material.

You now have a tentative personal long-term study plan. Keep in mind that you will have to adjust your study plan, perhaps several times, as you study. It is only by actually beginning to work systematically through the material, using the content outline, that you will be able to determine accurately how long you should allow for each unit.

## **What Learning Strategy Should I Use?**

The following guidelines are intended to help you acquire the grounding in the knowledge and skills required for successful completion of this examination.

### **1. Approach learning with a positive attitude.**

Most students are capable of learning subject content if they devote enough time and effort to the task. This devotion will give you a positive edge and a feeling of control.

### **2. Diligently complete the exact work you specified in your study plan.**

Your study plan is being designed for the specific purpose of helping you achieve the learning outcomes for this exam.

### **3. Be an active learner.**

You should actively engage in the learning process. Read critically, take notes, and continuously monitor your comprehension. Keep a written record of your progress, highlight content you find difficult to grasp, and seek assistance from someone in your learning community who can help you if you have difficulty understanding a concept.

### **4. Be patient: you may not understand everything immediately.**

When encountering difficulty with new material, be patient with yourself and don't give up. Understanding will come with time and further study. Sometimes you may need to take a break and come back to difficult material. This is especially true for any primary source material (original letters, documents, and so forth) that you may be asked to read. The content outline will guide you through the material and help you focus on key points. You will find that many concepts introduced in earlier sessions will be explained in more detail in later sessions.

### **5. Apply your learning to your daily life.**

Use insights you gain from your study to better understand the world in which you live. Apply the learning whenever you can. Look for instances that support or contradict your reading on the subject.

### **6. Accommodate your preferred way of learning.**

How do you learn best? Common ways to learn are reading, taking notes and making diagrams, and by listening to someone (on video or live). Others learn by doing. Do any of these descriptions apply to you? Or does your learning style vary with the learning situation? Decide what works for you and try to create a learning environment to accommodate your preferences.

## **Study Tips**

Become an active user of the resource materials. Aim for understanding rather than memorization. The more active you are when you study, the more likely you will be to retain, understand, and apply the information.

The following techniques are generally considered to be active learning:

- **preview or survey** each chapter

- **highlight or underline text** you believe is important
- **write questions or comments** in the margins
- **practice re-stating content** in your own words
- **relate what you are reading** to the chapter title, section headings, and other organizing elements of the textbook
- **find ways to engage** your eyes, your ears, and your muscles, as well as your brain, in your studies
- **study with a partner or a small group**
- **prepare your review notes** as flashcards or create recordings that you can use while commuting or exercising

When you feel confident that you understand a content area, review what you have learned. Take a second look at the material to evaluate your understanding. If you have a study partner, the two of you can review by explaining the content to each other or writing test questions for each other to answer. Review questions from textbook chapters may be helpful for partner or individual study, as well.

Study smart for your UExcel exam! Success starts with establishing a relationship with your advisor.

## Using UExcel Practice Exams

The official UExcel practice exams are highly recommended as part of your study plan. They can be taken using any computer with a supported web browser such as Google Chrome.

The practice exam package comes with two sets of questions. Please be aware that there will be fewer questions on the practice exams than there will be on the exam you take for credit. Generally, the practice questions will not be the same as the ones you will see when you take the actual exam for credit. They are intended to expose you to the types of questions you'll encounter in the actual exam. Practice questions are a tool, and do not provide a full exam experience. For example, the practice question sets do not have time limitations. Begin with the Content Guide, especially the detailed content outline. Memorizing specific questions and answers on the practice sets is not as effective as using the questions to practice, along with the content outline, to see which concepts you may need to study further. To register for the practice exam, visit [www.excelsior.edu](http://www.excelsior.edu) and log into your MyExcelsior

account. **Please note: You must be registered for the corresponding credit-bearing exam before you can register for the practice exam.**

Practice exams are not graded. Rather, they are intended to help you make sure you understand the subject and give you a sense of what the questions will be like on the exam for credit. Ideally, you would check any questions you got wrong, look at the explanations, and go back to the textbook to reinforce your understanding. After taking both forms of the practice exam, you should feel confident in your answers and confident that you know the material listed in the content outline.

Practice exams are one of the most popular study resources. Practice exams are typically shorter than the credit-bearing exam. Since the questions are drawn from the same pool of questions that appear on the credit-bearing exam, what you will see when you sit for the graded exam will be roughly the same. Used as intended, these practice exams will enable you to:

- Review the types of questions you may encounter on the actual exam.
- Practice testing on a computer in a timed environment.
- Practice whenever and wherever it is convenient for you.

Take two different forms of a practice exam within a 180-day period. (We highly recommend that you take the first form of the practice exam as a pretest, early in the study period. Use the results to identify areas to further study and carry out a plan. Then take the second form as a post-test and see how much you have improved.)

Although there is no guarantee, our research suggests that exam takers who do well on the practice exams are more likely to pass the actual exam than those who do not take advantage of the opportunity. Note that since the practice exams are not graded (calibrated) the same way as the scores on the credit-bearing exam, it will be hard for you to use the practice exams as a way to predict your score on the credit-bearing exam. The main purpose of the practice exams is for you to check your knowledge and to become comfortable with the types of questions you are likely to see in the actual, credit-bearing exam.

## About Test Preparation Services

Preparation for UExcel® exams and Excelsior College® Examinations, though based on independent study, is supported by Excelsior College with a comprehensive set of exam learning resources and services designed to help you succeed. These learning resources are prepared by Excelsior College so you can be assured that they are current and cover the content you are expected to master for the exams. These resources, and your desire to learn, are usually all that you will need to succeed.

There are test-preparation companies that will offer to help you study for our examinations. Some may imply a relationship with Excelsior College and/or make claims that their products and services are all that you need to prepare for our examinations.

Excelsior College does not endorse the products and services of any tutorial or test preparation firm. We do not review the materials provided by these firms for the content or compatibility of their material and resources with UExcel® exams or Excelsior College Examinations®. No test preparation vendor is authorized to provide admissions counseling or academic advising services, or to collect any payments, on behalf of Excelsior College. Excelsior College does not send authorized representatives to a student's home nor does it review the materials provided by test preparation companies for content or compatibility with Excelsior College examinations.

To help you become a well-informed consumer, we suggest that before you make any purchase decision regarding study materials provided by organizations other than Excelsior College, you consider the points outlined on our website at [www.excelsior.edu/testprep](http://www.excelsior.edu/testprep).

## Exam Preparation Strategies

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Each learner is different. However, all learners should read the content outline in the exam's Content Guide and ensure that they have mastered the concepts. For someone with no prior knowledge of the subject, a rule of thumb is 135 hours of study for a 3-credit exam—this number is just to give you an idea of the level of effort you will need, more or less.

## Content Guides

This content guide is the most important resource. It lists the outcomes, a detailed content outline of what is covered, and textbooks and other study resources. It also has sample questions and suggestions for how to study. Content guides are updated periodically to correspond with changes in particular examinations and in textbook editions. Examinees can download any of the latest free UExcel content guides by visiting the individual exam page or from the list at [www.excelsior.edu/contentguides](http://www.excelsior.edu/contentguides).

### Using the Content Outline

Each content area in the content outline includes the most important sections of the recommended resources for that area. These annotations are not intended to be comprehensive. You may need to refer to other chapters in the recommended textbooks. Chapter numbers and titles may differ among textbook editions.

This content outline contains examples of the types of information you should study. Although these examples are many, do not assume that everything on the exam will come from these examples. Conversely, do not expect that every detail you study will appear on the exam. Any exam is only a broad sample of all the questions that could be asked about the subject matter.

### Using the Sample Questions and Rationales

Each content guide provides sample questions to illustrate those typically found on the exam. These questions are intended to give you an idea of the level of knowledge expected and the way questions are typically phrased. The sample questions do not sample the entire content of the exam and are not intended to serve as an entire practice test.

# Recommended Resources for the UExcel Exam in World Conflicts Since 1900

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The resources listed below were selected by the faculty members on the examination committee for use in developing this exam.

Resources listed under “Strongly Recommended” were used by the committee to verify all the questions on the exam. Please refer to the Content Outline to see which parts of the exam are cross-referenced to these resources.

Resources listed under “Optional” provide additional material that may deepen or broaden your understanding of the subject, or that may provide an additional perspective on the exam content. Textbook resources, both Strongly Recommended and Optional, may be purchased from the [Excelsior College Bookstore](#).

You should allow ample time to obtain the necessary resources and to study sufficiently before taking the exam, so plan appropriately, with an eye towards your own personal learning needs. See the sections in this guide on the Excelsior College Bookstore and the Excelsior College Library, and under Reducing Textbook Costs, to help you secure the Strongly Recommended resources successfully.

## Textbook Editions

Textbook editions listed in the UExcel content guides may not be the same as those listed in the bookstore. Textbook editions may not exactly match up in terms of table of contents and organization, depending upon the edition. However, our team of exam developers checks exam content against every new textbook edition to verify that all subject areas tested in the exam are still adequately available in the study materials. If needed, exam developers will list additional Strongly Recommended resources to ensure that all topics in the exam are still sufficiently covered. Public libraries may have the textbooks you need, or may be able to obtain them for you through interlibrary loan to reduce textbook costs. You may also consider financial aid, if you qualify, to further help defray the steep cost of textbooks. A section on open educational

resources (OER) has been included in this guide to help you locate additional, possibly free resources to augment your study.

## Strongly Recommended

Excelsior College (2005). *World conflicts: A book of readings*. (PDF)

**Note:** the Book of Readings is available for free download at [https://www.excelsior.edu/wp-content/uploads/2018/04/World\\_Conflicts\\_Since\\_1900\\_Book\\_of\\_Readings.pdf](https://www.excelsior.edu/wp-content/uploads/2018/04/World_Conflicts_Since_1900_Book_of_Readings.pdf).

Nye, J.S., & Welch, D.A. (2017). *Understanding global conflict and cooperation* (10th ed.). New York: Longman.

Stoessinger, J.G. (2011). *Why nations go to war* (11th ed.). Belmont, CA: Wadsworth.

The study materials may be purchased from the [Excelsior College Bookstore](#).

## Optional Resources

The following resources were identified by the examination development committee as a resource to help you gain a deeper understanding of the subject. If you would like to explore specific topics in more depth, we encourage you to refer to available Open Educational Resources (OER).

United Nations Home Page — [www.un.org](http://www.un.org)

Carnegie Endowment for International Peace — [www.ceip.org](http://www.ceip.org)

Institute for War and Peace Reporting — <https://iwpr.net/>

Middle East Research Institute — [www.memri.org](http://www.memri.org)

International Peace Academy — [www.ipacademy.org](http://www.ipacademy.org)

International Crisis Group — [www.crisisweb.org](http://www.crisisweb.org)

## Reducing Textbook Costs

Many students know it is less expensive to buy a used textbook, and buying a previous edition is also an option. The Excelsior College bookstore includes a buyback feature and a used book marketplace, as well as the ability to rent digital versions of textbooks for as long as students need them. Students are encouraged to explore these and the many other opportunities available online to help defray textbook costs.

## Open Educational Resources

There are many resources available online free of charge that may further enhance your study for the exam. Known as Open Educational Resources (OER), these may be textbooks, courses, tutorials, or encyclopedias. Any additional OER that you find independently should be used to augment study—not as replacements for the Strongly Recommended resources.

Most sites for university-based OER can be searched through [www.ocwconsortium.org](http://www.ocwconsortium.org) and/or [www.oercommons.org](http://www.oercommons.org).

Sites that specialize in web courses designed by college professors under contract with the website sponsor, rather than in web versions of existing college courses, include:

[www.education-portal.com](http://www.education-portal.com)

[www.opencourselibrary.org](http://www.opencourselibrary.org) (abbreviated as OCL)

We have included specific courses that cover material for one or more UExcel® exams from the sites in the listings above. It's worth checking these sites frequently to see if new courses have been added that may be more appropriate or may cover an exam topic not currently listed.

Sites like Khan Academy ([www.khanacademy.com](http://www.khanacademy.com)) and iTunes U feature relatively brief lessons on very specific topics rather than full courses. Full courses are also available on iTunes U (<http://www.apple.com/education/ipad/itunes-u/>). We have chosen a few courses and collections for this listing.

## Open Online Textbooks

BookBoon

<http://bookboon.com/en/textbooks-ebooks>

Flatworld Knowledge

<http://catalog.flatworldknowledge.com/#our-catalog>

## College Readiness

Khan Academy

<http://www.khanacademy.org/>

Hippocampus

<http://www.hippocampus.org/>

Open Course Library

<http://opencourselibrary.org/collg-110-college-success-course/>

## Study Aids

Education Portal

<http://education-portal.com/>

Khan Academy

<http://www.khanacademy.org/>

Annenberg Learner

<http://www.learner.org/>

OpenCourseWare

<http://ocwconsortium.org/en/courses/search>

OER Commons

<http://www.oercommons.org/>

Open Course Library

<http://www.opencourselibrary.org/>

To achieve academic success, rate yourself at Excelsior College's Self-Regulated Learning Lab. Visit the Diagnostic Assessment & Achievement of College Skills site at <https://srl.daacs.net/>

It's free!

## SECTION TWO

# Content Outline

### **General Description of the Examination**

The UExcel World Conflicts Since 1900 examination is based on material typically taught in a one-semester, 3-credit, upper-level course in international relations dealing with the origins of the major international conflicts. The content of the examination corresponds to course offerings such as The Causes of War, International Relations, Twentieth Century Conflicts, and Global Conflicts.

The examination measures knowledge of facts and terminology, an understanding of concepts, and the ability to apply this knowledge and understanding in an analysis of contemporary events.

Those beginning to study for this exam should be familiar with modern world history and introductory international relations.

### **Exam Learning Outcomes**

After you have successfully worked your way through the recommended study materials, you should be able to demonstrate the following learning outcomes:

1. Summarize the origin and history of the major world conflicts in the twentieth century: World Wars I and II, the Arab-Israeli conflict, India and Pakistan, the Cold War, Vietnam, the Balkans, and the Gulf Wars of 1980 and 1991. (Aligns to GECC 5.1)
2. Interpret the competitive parameters of conflict and the competing views of the realistic and liberal theories of conflict. (Aligns to GECC 5.1)
3. Recognize the theoretical bases of individual, state-oriented, and systemic levels of analysis. (Aligns to GECC 5.1)
4. Define the role and influence of non-state entities (such as non-governmental organizations and international governmental organizations), and describe various approaches to peace in modern world conflict. (Aligns to GECC 5.1)
5. Recognize contemporary sources of conflict, including intra-state conflicts after the Cold War and the clash of civilizations as a result of religious and ethnic or cultural differences. (Aligns to GECC 5.1)
6. Define the role of limited natural resources, terrorism, and weapons of mass destruction in igniting world conflicts on a global scale. (Aligns to GECC 5.1)
7. Examine the competing theories of collective security vs. self-help, discuss the United Nations' humanitarian approach to managing conflict, and explain the effect of unilateralism on rising global tensions. (Aligns to GECC 5.1)

### **General Education Career Competencies Addressed in this Exam**

GECC-5: Global Understanding: Explain how social, political, economic, or cultural forces shape relations between individuals and groups around the world.

## Content Outline

The content outline describes the various areas of the test, similar to the way a syllabus outlines a course. To fully prepare requires self-direction and discipline. Study involves careful reading, reflection, and systematic review.

The major content areas on the World Conflicts Since 1900 examination, the percent of the examination, and the hours to devote to each content area are listed below.

Content Area	Percent of the Examination	Hours of Study*
I. Case Studies	33%	45
II. Theories: Competing Views	33%	45
III. Contemporary Sources of Conflict	34%	45
<b>Total</b>	<b>100%</b>	

\*Approximate: For those examinees who know the topic well, less time may be needed to learn the subject matter. For those who are new to the subject matter, more time may be required for study.

NOTE: Occasionally, examples will be listed for a content topic to help clarify that topic. However, the content of the examination is not limited to the specific examples given.

### I. Case Studies

#### 33 PERCENT OF EXAM

*STUDENTS ARE EXPECTED TO BE FAMILIAR WITH THE UNDERLYING AND IMMEDIATE CAUSES OF EACH OF THE LISTED CONFLICTS.*

#### Nye

- Ch. 3, From Westphalia to World War I
- Ch. 4, The Failure of Collective Security and World War II
- Ch. 5, The Cold War
- Ch. 6, Conflict and Cooperation in the Post-Cold War World
- Ch. 7, Current Flashpoints

#### Stoessinger

- Ch. 1, The Iron Dice: World War I
- Ch. 2, Barbarossa: Hitler's Attack on Russia
- Ch. 3, The Temptations of Victory: Korea
- Ch. 4, A Greek Tragedy in Five Acts: Vietnam
- Ch. 5, From Sarajevo to Kosovo: The Wars of Europe's Last Dictator
- Ch. 6, In the Name of God: Hindus and Moslems in India and Pakistan
- Ch. 7, The Sixty Years' War in the Holy Land: Israel and the Arabs
- Ch. 8, The War Lover: Saddam Hussein's Wars against Iran and Kuwait
- Ch. 9, New Wars for a New Century: America and the World of Islam

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**A. World War I (1914–1918)**

1. Underlying causes: alliance system, decaying empires, nationalism, the emergence of Germany, imperialism
2. Immediate causes: Austria-Hungary-Serbia
3. From the local war to the world war

**B. World War II (1937–1945)**

1. From Versailles to the failure of collective security
2. The depression
3. Hitler and Nazism
4. German and Japanese bids for hegemony
5. The Allies: from appeasement to total war

**C. Arab-Israeli Conflict (1947–2004)**

1. From Anti-Semitism to Zionism
2. The emergence of Palestinian nationalism
3. Inter-state wars in 1948, 1956, 1967, and 1973
4. Communal conflict: the intifada and beyond

**D. India and Pakistan (1947–1998)**

1. Religion and politics
2. National borders
3. The struggle over Kashmir
4. Nuclear implications

**E. Cold War (1945–1989)**

1. Origins of the conflict
2. Democracy and capitalism vs. Marxist Leninism
3. Role of nuclear weapons
4. United States vs. Soviet Union

**F. Vietnam (1945–1975)**

1. Intersection between decolonization and the Cold War
2. Intersection between nationalism and communism
3. Phases of American involvement

**G. Balkans (1991–1999)**

1. Dissolution of Yugoslavia
2. The manipulation of ethnic nationalism
3. The approach of international mediators
4. Conflicts in Croatia, Bosnia-Herzegovina, Serbia, and Kosovo

**H. Gulf Wars [Iran-Iraq and The Gulf War] (1980–1991)**

1. Iran-Iraq and national competition
2. Secularism vs. Islamism
3. Saddam and Kuwait
4. Collective security and the 1991 Gulf War

**II. Theories: Competing Views**

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**33 PERCENT OF EXAM**

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**Nye**

**Ch. 1,** Are There Enduring Logics of Conflict and Cooperation in World Politics?

**Ch. 2,** Explaining Conflict and Cooperation: Tools and Techniques of the Trade

**Ch. 3,** From Westphalia to World War I

**Ch. 4,** The Failure of Collective Security and World War II

**Ch. 6,** Conflict and Cooperation in the Post-Cold War World

**Ch. 7,** Current Flashpoints

**Ch. 8,** Globalization and Interdependence

**Ch. 9,** The Information Revolution and Transnational Actors

**Stoessinger**

**Ch. 10,** Why Nations Go To War

**Book of Readings**

articles by Walz, Reno

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## A. Realism vs. liberalism

1. Main actors
  - a) States
  - b) International organizations
  - c) Non-state actors
2. Main issues
  - a) National interests or human rights
  - b) Unilateralism vs. multilateralism
3. Views on war and peace

## B. Levels of analysis

1. Individual
  - a) Personality of decision makers
  - b) Misperception as a cause of war
2. State
  - a) Domestic systems and foreign policy
  - b) National interest
3. System
  - a) International anarchy
  - b) Polarity
    1. Unipolarity
    2. Bipolarity
    3. Multi-polarity

## C. Non-state actors

1. International governmental organizations
2. Non-governmental organizations (NGOs)

## D. Paths to peace

1. The balance of power system
2. Collective security system
3. International law
4. Conflict resolution
5. Disarmament

## III. Contemporary Sources of Conflict

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**34** PERCENT OF EXAM

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### Nye

**Ch. 4**, The Failure of Collective Security and World War II

**Ch. 6**, Conflict and Cooperation in the Post-Cold War World

**Ch. 7**, Current Flashpoints

**Ch. 8**, Globalization and Interdependence

**Ch. 9**, The Information Revolution and Transnational Actors

**Ch. 10**, What Can We Expect in the Future?

### Stoessinger

**Ch. 5**, From Sarajevo to Kosovo: The War over the Remains of Yugoslavia

**Ch. 9**, New Wars for a New Century: America and the World of Islam

### Book of Readings

articles by Huntington, Russell, Ballentine and Nitzschke, Hoffman, Stern, Scarlott, and International Commission

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## A. Intra-state conflicts after the Cold War

1. Ethnic conflict
2. Civil wars
3. Nationalism

## B. "Clash of civilizations"

1. Islam and the West
2. Islam and Hinduism

## C. Resource wars

1. Water and oil in the Middle East
2. Diamonds and oil in Africa
3. Drugs in Latin America and Asia

## D. Terrorism

1. Motivations for terrorism
2. Terrorist groups' evolving capabilities

**E. Weapons of mass destruction**

1. Nuclear proliferation
2. Non-state actors and nuclear, biological, and chemical weapons

**F. Collective security vs. self-help**

1. United Nations system
2. Unilateralism

**G. Humanitarian intervention**

1. State sovereignty vs. human rights
2. Kosovo, Somalia, Rwanda, East Timor

## SECTION THREE

# Sample Questions

The sample questions give you an idea of the level of knowledge expected in the exam and how questions are typically phrased. They are not representative of the entire content of the exam and are not intended to serve as a practice test.

Rationales for the questions can be found on pages 18–21 of this guide. In that section, the correct answer is identified and each answer is explained. The number in parentheses at the beginning of each rationale refers to the corresponding section of the content outline. For any questions you answer incorrectly, return to that section of the content outline for further study.

1. What was the Austro-Hungarian Empire's primary concern about Serbia's behavior as a precipitating factor in the origins of World War I?
  - 1) Serbian economic growth
  - 2) Serbia's expansionist goals
  - 3) Serbia's Orthodox religious challenge to Catholic Austria-Hungary
  - 4) Serbian railroad development within the Balkans
2. What international institution was created at the Treaty of Versailles that was meant to deter future aggression?
  - 1) United Nations
  - 2) League of Nations
  - 3) Congress of Vienna
  - 4) North Atlantic Treaty Alliance
3. What is the primary issue that separates the Palestinian and Israeli peoples?
  - 1) Religious differences between Judaism and Islam
  - 2) Conflict between faith and secularism
  - 3) Control of land
  - 4) Control of oil
4. What was a principal reason for Iraq's invasion of Kuwait in 1990?
  - 1) To relieve financial pressures arising from the cost of war with Iran
  - 2) To take revenge for Kuwait's partiality for Iran in the Iran-Iraq War
  - 3) To intimidate the United States
  - 4) To eliminate Kuwaiti-Shiite fundamentalism
5. Why was the Depression one of the long-term causes of World War II?
  - 1) It hurt British industrial growth.
  - 2) It demonstrated the failure of Communism.
  - 3) It helped bring the Nazis to power.
  - 4) It helped bring Herbert Hoover to power.

6. Why did the domino theory provide one of the core rationales for US involvement in the Vietnam War?
  - 1) The belief that if one country fell to Communism, other countries would quickly follow
  - 2) If Vietnam as the “premier domino” fell, it would quickly succumb to civil war
  - 3) The Democrats’ concern about being perceived as being soft on Communism
  - 4) The negative repercussions that would follow if Vietnam withdrew from the South East Asia Treaty Organization (SEATO)
  
7. Why has the United Nations consistently failed to prevent the outbreak of war since its inception in 1945?
  - 1) The failure of the United Nations to establish an effective collective security system
  - 2) The unrepresentative nature of the United Nations Security Council
  - 3) The refusal of the United States to join the League of Nations
  - 4) The interference of regional organizations in the United Nations initiatives
  
8. What is the primary difference between domestic and international law?
  - 1) International law only affects relations between countries.
  - 2) International law lacks an overarching enforcement power.
  - 3) Domestic law is based on treaties, not legislation.
  - 4) Domestic law rests on consensus.
  
9. Country X engaged in an act of aggression against Country Y. Upon consideration, the United Nations did not respond to address this aggression. This nonresponse would be an example of what type of international behavior?
  - 1) Reliance on the balance of power
  - 2) Success of collective security
  - 3) Failure of collective security
  - 4) Failure of regional security organizations
  
10. Country X and Country Y are both liberal democracies and neighbors and are embroiled in a border dispute with the potential to lead to full-scale war. In the end, the two countries are able to end their dispute peacefully. For which claim does this scenario provide evidence?
  - 1) Liberal democratic states are inherently peaceful.
  - 2) Two countries that border each other do not engage in war.
  - 3) Liberal democracies do not fight other liberal democracies.
  - 4) The balance of power system works among liberal democracies.
  
11. Two countries find themselves in a long-term hostile relationship. Each matches the other both in armaments and in the nurturing of closely aligned supportive allies, ultimately forestalling war. Which concept does this scenario reflect?
  - 1) Loose bipolarity
  - 2) Collective security
  - 3) Balance of power
  - 4) Policy of appeasement
  
12. The leader of State A optimistically concludes that it has such a favorable power advantage over State B that it can embark on a successful short war and defeat State B. However, the resulting war turns out to be a long drawn out conflict resulting in a stalemate. What does this scenario illustrate?
  - 1) Huntington’s thesis regarding the clash of the civilizations
  - 2) Walz’s thesis that international anarchy is the immediate cause of war
  - 3) Stoessinger’s thesis that a leader’s misperception of an adversary’s power is the quintessential cause of war
  - 4) Lorenz’s thesis that leaders possess an aggressive instinct

13. A relatively poor country suddenly discovers that it has natural resources that prove to be essential in new treatments for cancer. A powerful multinational corporation turns to its home country for support of exploiting these natural resources. The CEO of the corporation requests that her home government approach the United Nations regarding this matter. To the disappointment of the CEO, her own government refuses to take this issue to the United Nations. Why does the home the government decide not to approach the United Nations?
- 1) The United Nations does not have jurisdiction over decision making by multinational corporations.
  - 2) The United Nations concludes that the multinational corporation's home country has jurisdiction over such matters.
  - 3) The United Nations Charter states that the UN is not authorized to intervene "in matters within domestic jurisdiction."
  - 4) The United Nations Security Council does not have jurisdiction over medical innovation.
14. The majority group in power in a country experiencing internal civil conflict begins to exercise violence against the minority group. The government from a neighboring country takes the issue to the United Nations and demands intervention to end the violence. What could happen in the event that the P-5 members of the Security Council cannot find a consensus to act?
- 1) A regional security organization might engage in a humanitarian intervention.
  - 2) The General Assembly might override the security council and authorize a humanitarian intervention.
  - 3) A non-governmental organization might intervene militarily.
  - 4) The World Court might order the United Nations to intervene.
15. Why is terrorism difficult to define on an international level?
- 1) The meaning of terrorism has evolved too dramatically over the years to define the term on an international level.
  - 2) The United Nations has not attempted an international definition of terrorism.
  - 3) The American Political Science Association has been unable to reach consensus terrorism with other scholarly organizations.
  - 4) The differences in nuance and connotation in various languages impede an international definition of terrorism.
16. Which rationale explains why water is an important and controversial issue in the Middle East?
- 1) Middle Eastern countries need water for industrial production.
  - 2) Water systems are relatively limited in the Middle East given growing populations.
  - 3) Desalinization of water in the Middle East is dangerous to one's health.
  - 4) Water is one of the leading means by which troops in the Middle East are transported.
17. A European government decrees that female school students and staff may not wear head scarves, symbols of modesty for many Muslims. This government insists that modern secular norms should prevail in public places. Muslim community groups around the world protest on the grounds of religious freedom and assertion of religious identity. This situation illustrates which approach to international conflict?
- 1) Unilateralism
  - 2) Bipolarity
  - 3) Collective security systems
  - 4) Clash of civilizations

18. What was one of the primary reasons for the failure of governments in the post Cold War era?
  - 1) Economic integration
  - 2) Ethnic nationalism
  - 3) Consumerism
  - 4) Globalization
19. What is one of the primary justifications for humanitarian intervention?
  - 1) To settle border disputes
  - 2) To preserve state sovereignty
  - 3) To protect the economic freedom of human beings
  - 4) To save the lives of human beings.
20. Why has Organization of Petroleum Exporting Countries (OPEC) continued to be able to raise oil prices?
  - 1) Geologists continue to find new reserves in non-OPEC countries.
  - 2) Growth of Asian economies has increased demand for oil.
  - 3) Refinement and distribution costs remain high.
  - 4) OPEC countries face domestic demands for higher living standards.
21. Why have non-state actors become more capable of carrying out more effective terrorist attacks?
  - 1) Non-state actors have become more radicalized.
  - 2) Non-state actors have had an increase in their numbers.
  - 3) Technology has made it easier to develop more lethal weapons.
  - 4) Governments have recently begun helping terrorist organizations.
22. What is the main argument of Samuel Huntington's article, "The Clash of Civilizations"?
  - 1) Culture has replaced ideology and economics as the dominating source of conflict in world politics.
  - 2) World politics has just completed the phase in which culture has replaced ideology and economics as the dominating source of conflict.
  - 3) The clash of civilizations on the basis of culture is an illusion.
  - 4) The fundamental civilizational rift is between Christianity and Marxism.
23. Why does Kenneth Waltz argue that war is more likely in a multipolar than a bipolar system?
  - 1) Multipolar systems are associated with high levels of uncertainty.
  - 2) Multipolar systems are associated with massive arms races.
  - 3) Multipolar systems are characterized by rigid alliance structures.
  - 4) Multipolar systems are less dependent on the quality of diplomacy.

## SECTION FOUR

# Rationales

### 1.(IA2)

- 1) Serbia was not in a position economically to threaten Austria-Hungary.
- \*2) Serbia was interested in expanding into areas of Slavic settlement within Austria-Hungary.
- 3) This was not an event happening at this time.
- 4) Serbia was not directing a major effort of railroad development in the Balkans.

### 2.(IB1)

- 1) The United Nations was created after WW II.
- \*2) The League of Nations was created at the Treaty of Versailles and its fundamental purpose was to prevent future aggression.
- 3) The Congress of Vienna was concluded in 1815.
- 4) NATO is a post-WW II regional alliance.

### 3.(IC)

- 1) This is not an issue that the Palestinians and Israelis are fighting over.
- 2) This is not an issue that the Palestinians and Israelis are fighting over.
- \*3) The Palestinians and Israelis are fighting over land.
- 4) The Palestinians and Israelis are not fighting over the control of oil.

### 4.(IH3)

- \*1) The Iraqis demanded compensation and debt relief from their Arab neighbors for defending them from Iran.
- 2) Kuwait did not side with Iran in this conflict. Syria did.
- 3) Iraq took steps not to antagonize the United States.
- 4) Shiite fundamentalism was not a threat to Iraq.

### 5.(IB2)

- 1) The state of Britain's industry was not directly connected to the origins of the war.
- 2) One could argue that the Depression demonstrated the failure of capitalism, not communism.
- \*3) The Depression radicalized the German voting public. A larger and larger percentage of the German voting public over time became radicalized and voted for the Nazi party. This precipitated Hitler's appointment as chancellor.
- 4) Hoover was president before the Depression.

### 6.(IF)

- \*1) This was a guiding principle behind United States policy during the Cold War.
- 2) The United States was not concerned about a civil war in Vietnam.
- 3) Both Democrats and Republicans subscribe to the domino theory.
- 4) While SEATO was relatively important, Vietnam's possible withdrawal from SEATO was not a fundamental rationale for the war as compared to the domino theory.

\*correct answer

7.(IID2)

- \*1) Throughout its existence, the UN and its member states have not been able to realize the fundamental principles of collective security.
- 2) Differing interests, not the unrepresentative nature, impeded the ability to come to consensus.
- 3) The United States failed to join the League of Nations, but it did join the United Nations.
- 4) There are no historical examples of this taking place.

8.(IID3)

- 1) International law covers far more than relations between countries.
- \*2) The absence of international government means that international law has no agency of enforcement in a manner similar to domestic law.
- 3) Domestic law is based on legislation.
- 4) Domestic law does not rest on consensus

9.(IID2)

- 1) The UN does not rely on a balance of power as a rationale for its engagement.
- 2) In the example cited, there was a failure of collective security.
- \*3) The UN collective security system was created to respond to this type of aggression.
- 4) The regional security organizations are not relevant in this scenario.

10.(IIA3)

- 1) The democratic peace proposition states that two democracies do have a propensity to fight nondemocracies. Thus, democracies are not inherently peaceful states.
- 2) The statistical evidence on war demonstrates that countries that border each other are more likely to engage in war than countries that do not border each other.
- \*3) This is the core liberal thesis, that liberal democracies do not engage in war with other liberal democracies.
- 4) Traditional balance of power theory is not dependent on regime type.

11.(IID1)

- 1) This scenario suggests that the system is not a loose system of alliances, but rather a system of tight bipolarity.
- 2) Within the framework of this scenario, there is not a collective security element at work.
- \*3) This is an example of a classic balance of power circumstance.
- 4) There is not an element of appeasement in this scenario.

12.(IIB1b)

- 1) Huntington's thesis deals with much larger macro-cultural issues rather than individual decision making.
- 2) Walz's thesis is more systemic rather than psychological. He also argues that international anarchy is the underlying, not the immediate, cause of war.
- \*3) This is Stoessinger's main thesis.
- 4) Lorenz's thesis discusses inherent behavior. This is about uncertainty about the miscalculation.

\*correct answer

13.(IIIC)

- 1) The UN has jurisdiction over relations among governments.
- 2) The multinational corporation's home country does not have jurisdiction over the natural resources of another country.
- \*3) The language quoted is from the UN Charter.
- 4) Medical innovations are carried out by private corporations and government research institutes.

14.(IIIG)

- \*1) There are several historical examples, such as Kosovo, in which a regional organization initiated action when the UN Security Council was unable to act.
- 2) The General Assembly does not have the authority to override the UN Security Council.
- 3) Non-governmental organizations do not have the military capability to engage in humanitarian intervention.
- 4) The World Court only hears cases between sovereign states and is unable to order the UN to engage in specific activities.

15.(IIID)

- \*1) This is precisely how the problem is presented by Bruce Hoffman in the article "Defining Terrorism."
- 2) The UN has tried to define terrorism, but has been unable to reach consensus.
- 3) The APSA is a professional association that is not involved with attempting to create consensus on terminology.
- 4) This has not been an obstacle to reaching a consensus in defining terrorism.

16.(IIIC1)

- 1) While this is true, rising populations make even greater demands on water for human consumption.
- \*2) There is a limited number of water of systems and this is the cause of controversy.
- 3) While desalinization is expensive, there is no evidence that it is dangerous to one's health.
- 4) Water is not the primary way troops are transported in the Middle East.

17.(IIIB1)

- 1) Unilateralism is an approach to foreign policy associated with nation states.
- 2) Bipolarity refers to the distribution of power in the international system and is not relevant to the scenario in this question.
- 3) Collective security systems is an approach for resolving conflict. This question is asking about sources of conflict.
- \*4) The clash of civilizations approach to international conflict assumes that contemporary conflicts arise not from governments, but primarily from cultures.

18.(IIIA3)

- 1) The failure of governments was associated with economic disintegration.
- \*2) Challenges to states frequently came from local regions that demanded ethnic and political autonomy and independence.
- 3) Consumerism does not have a direct impact on the failure of governments.
- 4) Globalization has had an impact on weakening the options available to government leaders, but is not a primary factor of the failure of the governments

\*correct answer

19.(IIIG1)

- 1) Humanitarian intervention is predicated on the protection of people rather than states.
- 2) Humanitarian intervention entails interfering with state sovereignty.
- 3) This is not the principal motivation behind the doctrine of humanitarian intervention.
- \*4) The report of the International Commission on State Sovereignty says humanitarian intervention is a response to serious and irreparable harm to human beings.

20.(IIIC1)

- 1) Worldwide demand continues to push the price up.
- \*2) The growth of Asian economies has increased the demand for oil.
- 3) While this is true, the cost of extraction of Middle East oil remains among the cheapest in the world.
- 4) While this is true, it does not explain the rising oil prices.

21.(IIID2)

- 1) The term non-state actors includes a variety of organizations that as a group have not become more radicalized.
- 2) The number of non-state actors has grown, but this is not associated with their capabilities for violence.
- \*3) One no longer needs all of the resources of a country to develop truly dangerous weapons.
- 4) There is nothing new about governments helping terrorists

22.(IIIB)

- \*1) This is the main argument of Samuel Huntington's article.
- 2) Huntington's article concerns the post-Cold War period when ideology and economics were the main sources of tension.
- 3) Huntington argues that the clash of civilization will be the reality of the post-Cold War system.
- 4) Huntington's emphasis is on traditionally defined cultural groups, rather than ideologies like Marxism.

23.(IIIB3b)

- \*1) This is Kenneth Walz's argument in the article "The origins of war in neorealist theory."
- 2) Multipolar systems are not necessarily associated with massive arms races. Bipolar systems, such as that involved in the Cold War, can be associated with intense arms races.
- 3) Multipolar systems can shift partners easily. They are not characterized by rigid structures.
- 4) Walz argues that multipolar systems, such as the Concert of Europe, are heavily dependent on diplomacy. He argues that bipolar systems are not so dependent on quality of diplomacy.

\*correct answer

## SECTION FIVE

# Taking the Exam

## Registering for Your Exam

### Register Online

[www.excelsior.edu/examregistration](http://www.excelsior.edu/examregistration)

Follow the instructions and pay by Visa, MasterCard, American Express, or Discover Card.

### Examination Administration

Pearson Testing Centers serve as the administrator for all Excelsior College computer-delivered exams.

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### Computer-Delivered Testing

The UExcel exams are delivered by computer. You can take this exam either in a [Pearson VUE testing center](#) or at your home or office with an online proctor. If you are interested in remote proctoring, visit [PearsonVUE OnVUE online proctoring](#).

The system is designed to be as user-friendly as possible, even for those with little or no computer experience. On-screen instructions are similar to those you would see in a paper examination booklet. You will use either the keyboard or the mouse to submit your answers, depending upon the type of question.

Before taking your exam, we strongly encourage you to go on a virtual tour of the testing center. To access this tour, click the What to Expect in a Pearson VUE test center at the following link: [home.pearsonvue.com/test-taker/security.aspx](http://home.pearsonvue.com/test-taker/security.aspx)

You also will receive a small, erasable whiteboard if you need one.

### Breaks

Breaks are only permitted for exams taken at Pearson VUE Testing Centers, and are not permitted during exams delivered via online proctoring.

### Online Proctoring

As of spring 2021, Excelsior is offering an [online delivery option](#) for UExcel exams, using OnVUE, Pearson VUE's online delivery and proctoring service.

You must use a personal (vs. an employer's) computer if you want to take the exam online and not in a testing center, so the exam can be effectively delivered to you.

Breaks are not allowed during an exam taken online from home. You may not leave your seat during an online-proctored exam, so be prepared to sit for two or three hours. If you need extra time, the exam will have to be taken at a PearsonVUE Testing Center, and an accommodation formally requested.

NOTE: English Composition, Spanish, Music, and College Writing will NOT be available for online proctoring.

WC/DE

# On the Day of Your Exam

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## Important Reminders

On the day of your exam, remember to:

- dress comfortably: the computer will not mind that you're wearing your favorite relaxation outfit
- arrive at the test site rested and prepared to concentrate for an extended period
- allow sufficient time to travel, park, and locate the test center
- be prepared for possible variations in temperature at the test center due to weather changes or energy conservation measures
- bring your ID, but otherwise, don't weigh yourself down with belongings that will have to be kept in a locker during the test.

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- All examinees must agree to the terms of the Excelsior College Academic Integrity Policy before taking an examination. The agreement will be presented on screen at the Pearson VUE Testing Center before the start of your exam.
- Once the examinee agrees to the terms of the Academic Integrity Nondisclosure Agreement (NDA), the exam will begin.

If you choose not to accept the terms of the agreement

- your exam will be terminated
- you will be required to leave the testing center
- you will not be eligible for a refund. For more information, review the Student Policy Handbook at [www.excelsior.edu/studentpolicyhandbook](http://www.excelsior.edu/studentpolicyhandbook).

Student behavior is monitored during and after the exam. Electronic measures are used to monitor the security of test items and scan for illegal use of intellectual property. This monitoring includes surveillance of Internet chat rooms, websites, and other public forums.

## UExcel Grade Report

After you complete the exam, you will be issued a UExcel Grade Report for Examinations. See the [sample UExcel Grade Report](#) in this content guide.

## Grade Appeals

If you believe that your score grade is incorrect, you may appeal your grade to [examcredit@excelsior.edu](mailto:examcredit@excelsior.edu). Details about the appeals process are in the [Student Handbook](#).

## What If I Miss My Appointment?

If you don't cancel or reschedule your testing appointment 24 hours before your test appointment, you will have to pay the full fee of the exam, even if you don't show up.

## Late Arrivals

You will also forfeit the exam fee if you arrive to the test center more than 15 minutes late.

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A committee of teaching faculty and practicing professionals determines the learning outcomes to be tested on each exam. Excelsior College Center for Educational Measurement staff oversee the technical aspects of test construction in accordance with current professional standards. To promote fairness in testing, we take special care to ensure that the language used in the exams and related materials is consistent, professional, and user friendly. Editorial staff perform systematic quantitative and qualitative reviews to ensure accuracy, clarity, and compliance with conventions of bias-free language usage.

Excelsior College, the test developer, recommends granting three (3) semester hours of upper-level undergraduate credit to students who receive a letter grade of C or higher on this examination. Other colleges and universities also recognize this exam as a basis for granting credit or advanced standing. Individual institutions set their own policies for the amount of credit awarded and the minimum acceptable grade.

# World Conflicts Since 1900 Exam Development Committee

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# Sample Grade Report

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Excelsior College  
GRADE REPORT FOR EXAMINATIONS

Contact ID:

Test Date: 11/21/2020

Letter Grade: C

Examination Code and Title: 210 Statistics

Recommended Credit:  
3 Lower Level

Your examination results are expressed as a Letter Grade of A, B, C, or F. Your results are automatically verified when they are received at Excelsior College. If an error is detected, you will be notified immediately.

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