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Before You Choose This UExcel Exam

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 grade.

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

Exam-takers 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.

Examination Length and Scoring

The examination consists of approximately 120 questions, most of which are multiple choice; for samples of all the item types on this exam, see the sample items in the back of this guide. Some items are unscored, pretest items. The pretest items are embedded throughout the exam and are indistinguishable from the scored items. You will have two (2) hours to complete the examination. Your score will be reported as a letter grade.

UExcel Exam Resources

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

UExcel Practice Exams

The official UExcel practice exams are highly recommended as part of your study plan. Once you register for your UExcel exam, you are eligible to purchase the corresponding practice exam, which can be taken using any computer with a supported Web browser. Each practice exam includes two forms that you may take within a 180-day period.

Excelsior College Library

Enrolled Excelsior College students can access millions of authoritative resources online through the Excelsior College Library. 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. Special library
pages relate to the nursing degree exams and other selected exams. To access it, visit www.excelsior.edu/library (login is required).

Our library provides:

- 24/7 availability
- The world’s most current authoritative resources
- Help and support from staff librarians

Online Tutoring

Excelsior College offers online tutoring through SMARTTHINKING™ to connect with tutors who have been trained in a variety of academic subjects. To access SMARTTHINKING, go to www.excelsior.edu/smarthinking. Once there, you may download a copy of the SMARTTHINKING Student Handbook as a PDF.

Preparing for UExcel Exams

Take Charge of Your Own Learning

At Excelsior College, independent, self-directed study supported by resources we help you find is not a new concept. We have always stressed to exam takers 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?

A UExcel exam enables you to show that you've learned material comparable to one or more 15-week college-level courses. As an independent learner, you should study and review as much as you would for a college course. For a 3-credit course in a subject they don’t know, most students would be expected to study nine hours per week for 15 weeks, for a total of 135 hours.

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** (if you are an enrolled student, search for partners on MyExcelsior Community)
- **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.

Using UExcel Practice Exams

We recommend taking the first form of the practice exam when you begin studying, to see how much you already know. After taking the first practice exam, check your performance on each question and find out why your answer was right or wrong. This feedback will help you improve your knowledge of the subject and identify areas of weakness that you should address before taking the exam. Take the second form of the
practice exam after you have finished studying. Analyze your results to identify the areas that you still need to review.

Although there is no guarantee, our research suggests that students who do well on the practice exams are more likely to pass the actual exam than those who do not do well (or do not take advantage of this opportunity).

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 is not affiliated with any test preparation firm and does not endorse the products or services of these companies. 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.

Preparing for This Exam

Prior Knowledge
The examination assumes a familiarity with modern world history and introductory international relations.

Using the Content Outline
Each content area in the outline includes (1) the recommended minimum hours of study to devote to that content area and (2) 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 in other editions.

This content outline contains examples of the types of information you should study. Although these examples are numerous, 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

The resources and materials listed below were used by the examination development committee to verify all the questions on the exam. Excelsior College recommends you use these resources as

www.excelsior.edu/testprep.
the most appropriate information when ordering textbooks from the college’s bookstore (see page 1 of this content guide). You should allow ample time to obtain resources and to study sufficiently before taking the exam, so plan appropriately and systematically.

A word about 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 supplemental 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 OER has been included in this guide to help you locate additional resources to augment your study.

Textbooks

These textbooks were used by the examination development committee to verify all questions on the exam.


Note: the Book of Readings is available for free download at https://my.excelsior.edu/documents/78666/245056/World_Conflicts_Since_1900_Book_of_Readings.pdf/d11a13a5-66c5-42a5-bd5a-20bedaf12603.


These resources were identified by the examination development committee as additional resources to help you gain a deeper understanding of the subject.


Websites

One of the best resources to understand international conflict in the contemporary world is the Internet. With this in mind, the examination development committee has prepared a selected list of websites to aid in your preparation for this examination.


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

Middle East Research Institute — www.memri.org

International Peace Academy — www.ipacademy.org

International Crisis Group — 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.

A Word About Open Educational Resources

Open educational resources (OER) are educational materials available for study at no cost on the Web. Some OER are available for anyone to access any time. Others, such as Massive Open Online Courses (MOOCs), require sign-up and are only available during certain windows. Please note that some MOOC providers offer certificates of completion or other products or services for a fee. No MOOC or other OER is a complete substitute for the content guide and officially Recommended Resources listed here in this content guide. However, by definition, MOOCs are essentially free of charge and include access to a main body of learning materials that may help you in your learning.
Being an independent learner preparing for credit by exam, you may not need any of the fee-based options that are offered elsewhere online. But if you are looking for a coherent academic course for self-study, lectures on specific topics, or audio or visual materials that fit your learning style better than print materials alone, a MOOC or other type of OER may be your answer. Keep in mind that none of these OER were designed by Excelsior, nor are they guaranteed to match the exam content outlines completely. They are simply another tool available in your study kit.

We highly encourage using the Recommended Resources. In the content outline, you will see that the topics in the exam are referenced to specific portions of recommended textbooks. Using OER alone will not ensure you’ve completely covered the content in the exam, or it may not cover some topics in sufficient-enough depth without the use of the formal, recommended textbooks.

If the OER course you choose does not include a textbook for reference and you do not have significant practical theory-based experience in the field of study, use a college textbook to ensure adequate preparation for the exam, and use the exam’s content outline as a guide.

Combined with comparable college textbooks, OER provides you with a variety of choices in knowledge sources and learning experiences, to enhance your understanding of the subject matter.

Choosing Open Educational Resources

Most sites for university-based OER can be searched through www.ocwconsortium.org and/or 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
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.

In addition, sites like Khan Academy (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.

Other Online Resources

This section of the OER Guide is provided to allow learners to independently search for resources. Send an e-mail to OER@excelsior.edu if you have questions about a resource’s credibility.

Open Online Textbooks
Boundless open textbooks
https://www.boundless.com/open-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/
Content Outline

General Description of the Examination

The UExcel World Conflicts Since 1900 examination is based on material typically taught in a one-semester 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.

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. Describe and explain the origin and history of the major world conflicts of the 1900s: 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.

2. Discuss the competitive parameters of conflict, and describe the competing views of the realistic and liberal theories of conflict.

3. Describe the theoretical bases of individual, state-oriented, and systemic levels of analysis.

4. Discuss 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.

5. Discuss 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.

6. Discuss the role of limited natural resources, terrorism, and weapons of mass destruction in igniting world conflicts on a global scale.

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.
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.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Percent of the Examination</th>
<th>Hours of Study</th>
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<tbody>
<tr>
<td>I. Case Studies</td>
<td>33%</td>
<td>45</td>
</tr>
<tr>
<td>II. Theories: Competing Views</td>
<td>33%</td>
<td>45</td>
</tr>
<tr>
<td>III. Contemporary Sources of Conflict</td>
<td>34%</td>
<td>45</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**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  | 45 HOURS OF STUDY

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

Nye (2013)

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

Ziegler (2000)

Ch. 1, The Beginnings of Modern Warfare: The Wars for German Unification
Ch. 2, World War I and World War II
Ch. 3, The Cold War, Hot War: Korea
Ch. 4, Wars in the Middle East
Ch. 5, Some Recent Wars: Bangladesh, Cyprus, Iraq-Iran
Ch. 6, War, Ethnic Conflict, and Intervention

Stoessinger (2011)

Ch. 1, The Iron Dice: World War I
Ch. 2, Barbarossa: Hitler’s Attack on Russia
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
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
   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

   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

   1. Iran-Iraq and national competition
   2. Secularism vs. Islamism
   3. Saddam and Kuwait

II. Theories: Competing Views

<table>
<thead>
<tr>
<th>33 PERCENT OF EXAM</th>
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<tbody>
<tr>
<td>Nye</td>
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<tr>
<td>Ch. 1, Are There Enduring Logics of Conflict and Cooperation in World Politics?</td>
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<tr>
<td>Ch. 2, Explaining Conflict and Cooperation: Tools and Techniques of the Trade</td>
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<tr>
<td>Ch. 3, From Westphalia to World War I</td>
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<td>Ch. 4, The Failure of Collective Security and World War II</td>
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<tr>
<td>Ch. 6, Conflict and Cooperation in the Post-Cold War World</td>
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<tr>
<td>Ch. 7, Current Flashpoints</td>
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<tr>
<td>Ch. 9, The Information Revolution and Transnational Actors</td>
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<tr>
<td>Ziegler</td>
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<td>Ch. 7, The Principles of International Relations</td>
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<td>Ch. 8, Causes of War</td>
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<tr>
<td>Ch. 9, Threats to Peace</td>
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<td>Ch. 12, World Law</td>
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<td>Ch. 13, Collective Security</td>
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<tr>
<td>Ch. 14, Armaments and Disarmament</td>
<td></td>
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<tr>
<td>Ch. 18, United Nations Peacekeeping</td>
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</tbody>
</table>

Book of Readings
articles by Walz, Reno
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

<table>
<thead>
<tr>
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<th>45 HOURS OF STUDY</th>
</tr>
</thead>
</table>

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. 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

Ziegler
Ch. 4, Wars in the Middle East
Ch. 6, War, Ethnic Conflict, and Intervention
Ch. 9, Threats to Peace
Ch. 13, Collective Security
Ch. 18, United Nations Peacekeeping

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

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
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 15–18 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. A precipitating factor in the origins of WW I was Austria-Hungary's concern about Serbia's behavior. What was Austria-Hungary's primary concern?
   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. The Palestinian-Israeli struggle has been going on for more than a half century. What is the primary issue that separates both 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 the 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. According to John G. Stoessinger, what is the most important single precipitating factor in the outbreak of war?
   1) alliances
   2) religion
   3) misperception
   4) ideology

8. 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

9. 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.

10. 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

11. 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.

12. 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
13. 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

14. 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 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.

15. 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.

16. 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.

17. 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.
18. 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

19. 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

20. 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.

21. 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.

22. 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.

23. 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.

24. Why does Kenneth Walz 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. (IIB1b)
1) Stoessinger does not emphasize alliances as the most important factor.
2) Stoessinger does not emphasize religion as the most important factor.
*3) This is the central thesis of Stoessinger’s Why Nations Go to War text.
4) Stoessinger does not emphasize ideology as the most important factor.

8. (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.

9. (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

10. (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.

11. (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.

12. (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.

13. (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.
14.(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.

15.(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 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.

16.(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.

17.(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 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.

18.(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.

19.(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
20. (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.

21. (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.

22. (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

23. (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.

24. (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.
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