



Fact Sheet

DANTES Subject Standardized Tests

INTRODUCTION TO THE MODERN MIDDLE EAST

TEST INFORMATION

This test was developed to enable schools to award credit to students for knowledge equivalent to that which is learned by students taking the course. The school may choose to award college credit to the student based on the achievement of a passing score. The passing score for each examination is determined by the school based on recommendations from the American Council on Education (ACE). This minimum credit-awarding score is equal to the mean score of students in the norming sample who received a grade of C in the course. Some schools set their own standards for awarding credit and may require a higher score than the ACE recommendation. Students should obtain this information from the institution where they expect to receive credit.

CONTENT

The following topics, which are commonly taught in courses on this subject, are covered by this examination.

**Approximate
Percent**

- | | | | |
|---|---|--|-----------------------------------|
| <p>I. Core Knowledge</p> <p>A. Geography</p> <ol style="list-style-type: none"> 1. Various lifestyles: urban, agricultural, nomadic 2. River systems, water supply <p>B. Judaism, Christianity, and Islam</p> <ol style="list-style-type: none"> 1. Basic creeds 2. Organic relationships and differences <p>C. Islam factions: Sunnism and Shi'ism</p> <p>D. Ethnicity: demography, density, and diversity</p> <p>E. Arab-Islamic imperial legacies</p> <p>F. Safavid and Ottoman imperial systems</p> <p>G. Russo-Persian wars and Russo-Ottoman wars</p> | <p>Approximate
Percent</p> <p>22%</p> | <p>H. Role of women in traditional Islamic societies</p> <p>II. 19th-century Background: The European Impact</p> <p>A. Challenges to Ottoman traditional systems</p> <ol style="list-style-type: none"> 1. Napoleon Bonaparte 2. Muhammad Ali 3. Tanzimat <p>B. The Palmerston system: protecting the route to India (Suez Canal) and Halting Russian expansion</p> <p>C. The emergence of Imperial Germany and the Berlin-Baghdad Railroad</p> <p>D. British-Russian rivalries in Iran (The Caucasus, the Caspian, and Central Asia)</p> <p>E. 19th-century European Middle East imperialism (North Africa, Egypt, and Persian Gulf)</p> <p>F. The rise of Jewish nationalism</p> <ol style="list-style-type: none"> 1. Ancient Jewish legacies in Palestine 2. European anti-Semitism 3. Zionist movement <p>G. Western economic influence and technology transfer</p> <ol style="list-style-type: none"> 1. Destruction of traditional manufacturing 2. Overwhelming military advantage with new weaponry <p>III. Early 20th century: Further Modernization</p> <ol style="list-style-type: none"> A. Western-influenced elites B. Constitutions C. Other Western ideologies D. Technologies | <p>8%</p> <p>7%</p> |
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	<u>Approximate Percent</u>		<u>Approximate Percent</u>
III. The First World War and the Middle East	13%	G. Baathism and Arab socialism	
A. Patterns of alliances		H. Emergence of Soviet-United States rivalry in the Middle East	
B. Britain's four promises (to the Russians, French, Arabs, and Jews)		I. Decline of British influence	
C. United States war and postwar contributions		J. Democratization in Turkey	
D. Arab uprising against the Ottoman Empire		VIII. From the Resolution of the Suez Crisis to the Iranian Revolution (1956-1979)	12%
V. The Interwar Period (1919-1939)	14%	A. Lebanon: communal issues and the Eisenhower Doctrine	
A. The rise of petroleum politics		B. The 1958 crisis in Iraq	
1. Oil and the British Navy (1912): the Anglo-Iranian Oil Company		C. The 1967 War and its impact	
2. The Mosul issue		D. The 1973 War and the Camp David agreements	
3. The Redline Agreement (1928)		E. Internal Israeli politics and society	
4. The rise of ARAMCO and Seven Sisters		F. Iran from Mussadegh to Khomeini	
B. The mandate system: British, French, Italian		G. Islamic resurgence	
C. Arab popular movements against imperial powers		IX. From the Soviet Invasion of Afghanistan to the Persian Gulf Crisis (1979-1990)	10%
D. Atatürk's secular reforms and influences		A. The Soviet invasion and its aftermath	
E. The rise of Pahlavi Iran		B. Background of Lebanon crisis and the 1982 Israeli invasion	
F. Interwar Palestine		C. Palestinian diaspora in Jordan, Syria, and Lebanon	
G. Changing roles of women (education, voting, official positions)		D. Postrevolutionary Iran: internal and external effects	
VI. The Middle East During the Second World War	3%	E. State and group terroristic tactics	
A. Rommel in North Africa		F. Baathism in power: Syria and Iraq	
B. Allies in North Africa		G. The Iran-Iraq War	
C. Allies in Iran		H. The oil cartel, OPEC, and the Persian Gulf	
D. Postwar settlements with the Soviet Union		I. From Camp David to the Intifada	
VII. New Nations and Soviet-United States Rivalry (1945-1956)	11%	J. The Persian Gulf War	
A. Partition plan in Palestine and the formation of Israel			
B. The Truman Doctrine and the Northern Tier		Questions on the test require candidates to demonstrate the following abilities. Some questions require more than one of the abilities.	
C. Rise of the Arab states		• Knowledge of basic facts and terms (about 70-80% of the examination)	
D. France and revolutions in North African States		• Understanding of concepts and principles (about 20-30% of the examination)	
E. Iran and the control of oil		• Ability to apply knowledge to specific problems and situations (about 1-5% of the examination)	
F. Nasser and the Suez crisis (Arab nationalism)			

SAMPLE QUESTIONS

- Which of the following Middle Eastern cities is located on a major river?
 - Fez
 - Tehran
 - Istanbul
 - Cairo
- Which of the following is NOT a core text of one of the Middle East religious traditions?
 - Qur'an
 - Torah
 - The Vedas
 - The New Testament
- Within the Middle East religious traditions, Abraham is considered to be which of the following?
 - Father of the Jews
 - Father of the Arabs
 - Builder of the Kabah
 - Founder of Jerusalem
 - IV only
 - II and III only
 - I, II, and III only
 - I, II, III, and IV
- Who led the Arab troops into Damascus in 1918?
 - Prince Faisal
 - Prince Abdullah
 - Abdul Aziz Ibn Saud
 - Mustafa Kemal
- Iran under Reza Shah became
 - centralized
 - decentralized
 - a republic
 - dominated by Islamic clergy (Mollahs)
- During the Iran-Iraq War, what stance did Kuwait take?
 - It supported Iraq.
 - It supported Iran.
 - It remained neutral.
 - It tried to mediate between Iran and Iraq.
- Which of the following leaders took part in the Camp David Accords?
 - Anwar Sadat
 - Golda Meir
 - Menachem Begin
 - Richard Nixon
 - I and II only
 - I and III only
 - II and IV only
 - I, II, and IV only
- Which of the following Middle Eastern states fought on the side of the Central Powers in the First World War?
 - Afghanistan
 - Saudi Arabia
 - Egypt
 - The Ottoman Empire
- Which world power posed the greatest threat to Britain's lifeline to India during most of the 19th century?
 - France
 - The Ottoman Empire
 - Imperial Russia
 - Imperial Germany
- Which of the following are NOT among Baath commitments?
 - Secularism
 - Monarchy
 - Pan-Arabism
 - Arab socialism
- The Eisenhower Administration did NOT anticipate
 - Arab popular support for Nasser
 - Kassem's overthrow of the Iraqi monarchy
 - covert Soviet penetration of the Middle East
 - overt Soviet penetration of the Middle East
- In the United Nations vote of 1947, which of the following nations voted against the Palestine partition plan?
 - Egypt
 - United States
 - Soviet Union
 - Great Britain

STUDYING FOR THE EXAMINATION

The following is a list of reference publications that were being used as textbooks in college courses of the same or similar title at the time the test was developed. Appropriate textbooks for study are not limited to those listed below. If you wish to obtain study resources to prepare for the examination, you may reference either the current edition of the following titles **or** textbooks currently used at a local college or university for the same class title. It is recommended that you reference **more than one textbook** on the topics outlined in this fact sheet. You should **begin by checking textbook content against the content outline** included on the front page of this Fact Sheet **before** selecting textbooks that cover the test content from which to study. Textbooks may be found at the campus bookstore of a local college or university offering a course on the subject.

Sources for study material suggested but not limited to the following:

Andersen, Roy R., Robert F. Seibert, and Jon D. Wagner. *Politics and Change in the Middle East: Sources of Conflict and Accommodation*. Englewood Cliffs, NJ: Prentice Hall, current edition.

Armajani, Yahya, and Thomas M. Ricks. *The Middle East: Past and Present*. Englewood Cliffs, NJ: Prentice-Hall, current edition.

Fisher, Sidney N., and William Ochsenwald. *The Middle East: A History*. New York: McGraw-Hill, current edition.

Goldschmidt, Arthur. *A Concise History of the Middle East*. Boulder, CO: Westview Press, current edition.

Lenczowski, George. *The Middle East in World Affairs*. Ithaca, NY: Cornell University Press, current edition.

Peretz, Don. *The Middle East Today*. New York: Praeger, current edition.

Shipler, David. *Arab and Jew: Wounded Spirits in a Promised Land*. New York: Time Books, current edition.

Spencer, William ed. *Global Studies: The Middle East*. Guilford, CT: The Dushkin Publishing Group, current edition.

SUPPLEMENTAL READING

The Middle East with 1991 Supplement, *Congressional Quarterly*. current edition.

Elon, Amos. *The Israelis: Founders and Sons*. New York: Penguin, current edition.

Esposito, John L. *Islam: The Straight Path*. New York: Oxford University Press, current edition.

Ferne, Elizabeth. *Guests of the Sheikh: An Ethnography of an Iraqi Village*. New York: Doubleday, current edition.

Keddie, Nikki R. *Roots of Revolution: An Interpretive History of Modern Iran*. New Haven, CT: Yale University Press, current edition.

Khoury, Fred J. *The Arab-Israeli Dilemma*. Syracuse, NY: Syracuse University Press, current edition.

Laqueur, Walter. *History of Zionism*. New York: Schocken Books, current edition.

Laqueur, Walter and Barry Rubin. comp. *The Israeli-Arab Reader*. New York: Bantam Books, current edition.

Lenczowski, George. *American Presidents and the Middle East*. Durham, NC: Duke University Press, current edition.

Mansfield, Peter. *The Arabs*. New York: Penguin Books, current edition.

Nassar, Jamal, and Roger Heacock. *Intifada: Palestine at the Crossroads*. New York: Praeger, current edition.

Sachar, Howard Morley. *A History of Israel*. Vol. 1, *From the rise of Zionism to our time*. New York: Alfred A Knopf, current edition.

Sachar, Howard Morley. *A History of Israel*. Vol. 2, *From the aftermath of the Yom Kippur War*. New York: Oxford University Press, current edition.

Shaw, Stanford Jay. *History of the Ottoman Empire and Modern Turkey*. Cambridge: Cambridge University Press, current edition.

Smith, Charles D. *Palestine and the Arab-Israeli Conflict*. New York: St. Martin's Press, current edition.

Yapp, M.E. *The Making of the Modern Near East 1792-1923* London, New York: Longman, current edition.

Current textbook used by a local college or university for a course on the subject.

SUPPLEMENTARY FILM LIST

York, Steve (producer). *Smithsonian World: Islam*. Washington, D.C.: WETA, Videorecording.

Fernea, Elizabeth (producer). *A Veiled Revolution*. New York: Icarus Films, Videorecording.

Holmquist, PeA, Joan Mandell, and Pierre Bjorklund. *Gaza Ghetto*. New York: Icarus Films, Videorecording.

Fernea, Elizabeth (producer). *The Price of Change*. New York: Icarus Films, Videorecording.

Fernea, Elizabeth (producer). *Women Under Siege*. New York: Icarus Films, Videorecording.

CREDIT RECOMMENDATIONS

The Center for Adult Learning and Educational Credentials for the American Council on Education (ACE) has reviewed and evaluated the DSST examination development process. The American Council on Education has made the following recommendations:

Area or Course Equivalent:	An Introduction to the Modern Middle East
Level:	Lower level baccalaureate
Amount of Credit:	Three (3) semester hours
Source:	ACE Commission on Educational Credit and Credentials

INFORMATION

Colleges and universities that would like additional information about the national norming, or assistance in local norming or score validation studies should write to: DSST Program, Mail Stop 11-P, The Chauncey Group International, 664 Rosedale Road, Princeton, New Jersey 08540.

It is advisable that schools develop a consistent policy about awarding credit based on scores from this test and that the policy be reviewed periodically. The Chauncey Group will be happy to help schools in this effort.

