



DANTES Subject Standardized Tests

# Fact Sheet

## WESTERN EUROPE SINCE 1945

### TEST INFORMATION

**Approximate  
Percent**

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.

- I. Historical Background **Approximate Percent 15%**
  - A. Reconstruction of Europe After World War II
  - B. Impacts of the cold war on Europe
  - C. Impacts of the end of the colonial era on Europe
  - D. The expansion of Democracy and the welfare state
  - E. Prominence and decline of Communism
  - F. Emergence and development of European Institutions
  - G. The end of the cold war
- II. National Political Systems **35%**  
(Primarily focused on France, Germany, Italy Spain and the United Kingdom)
  - A. Major patterns of governance
    - 1. Parliamentary
    - 2. Federalism
    - 3. Constitutional Monarchies and Republics

- B. Political processes and institutions
  - 1. Electoral systems and outcomes
  - 2. Parties and coalitions
  - 3. Interest groups
  - 4. Political movements
  - 5. Participation
- C. Governmental institutions
  - 1. Legislative - Executive Relations
  - 2. Judiciary
  - 3. Bureaucracy
- D. Political economy
- E. Policy making and implementation
- F. Constitutional developments

### III. Issues and Policies **25%**

- A. Class distinctions
- B. Gender
- C. Ethnicity
- D. Religion
- E. Migration
- F. Employment
- G. Social Policies
- H. Politics of identity

### IV. European Institutions and Processes **20%**

- A. Common Institutions for
  - 1. Governance
  - 2. Economic affairs
  - 3. Human rights
  - 4. Security
- B. Common policymaking
- C. Issues and policies
  - 1. Agricultural
  - 2. Migration and asylum
  - 3. Public opinion
  - 4. Regional
  - 5. Environmental
  - 6. Monetary
  - 7. Social

### V. Europe's relations with the rest of the world **5%**

Copyright © 2002 by The Chauncey Group International Ltd., Princeton, New Jersey 08540. All rights reserved. The Chauncey Group International is a subsidiary of Educational Testing Service. THE CHAUNCEY GROUP INTERNATIONAL and THE CHAUNCEY GROUP are registered trademarks and The Chauncey Group design logo and the DSST logo are trademarks of The Chauncey Group International Ltd.



A subsidiary of



Questions on the test require candidates to demonstrate the following abilities. Some questions require more than one of the abilities.

- Knowledge of basic facts and terms (about 45-50% of the examination)
- Understanding of concepts and principles (about 35-40% of the examination)
- Ability to apply knowledge to specific problems and situations (about 15-20% of the examination)

### SAMPLE QUESTIONS

1. Which of the following countries has a federal political system?
  - (A) Great Britain
  - (B) Germany
  - (C) France
  - (D) Italy
2. The Marshall Plan proposed
  - (A) sending American troops to Germany
  - (B) creating new boundaries for Germany and Italy
  - (C) giving United States economic aid to European countries
  - (D) establishing a framework for future European political systems
3. The Treaty of Rome did which of the following?
  - (A) Created the European Coal and Steel Community.
  - (B) Established the European Economic Community.
  - (C) Extended the membership of the European Community from six countries to ten.
  - (D) Merged the European Community and the Council of Europe.
4. Which of the following is an example of a new social movement that is concerned with increasing the political participation of citizens?
  - (A) The German Green Party
  - (B) The French Communist Party
  - (C) The Italian Christian Democrats
  - (D) The British Conservative Party
5. The Fourth French Republic was characterized by
  - (A) short-lived governments
  - (B) strong party discipline
  - (C) direct election of the prime minister by popular vote
  - (D) direct election of the president by popular vote
6. The Labour Party's victory in the July 1945 elections was an indication that the British electorate
  - (A) was unhappy with the postwar peace settlement.
  - (B) wanted to continue wartime rationing.
  - (C) looked forward to social improvements in peacetime.
  - (D) disagreed with Churchill's handling of the Potsdam Conference.
7. Who was the primary architect of the European unity movement?
  - (A) Pierre Mendès-France
  - (B) Ludwig Erhard
  - (C) Alcide de Gasperi
  - (D) Jean Monnet
8. The British electoral system is characterized by
  - (A) proportional representation with plurality decision.
  - (B) single-member constituencies with plurality decision.
  - (C) single-member constituencies with absolute majority decision.
  - (D) multiple-member constituencies with absolute majority decision.
9. In the late 1980s, which of the following areas received the largest amount of government spending across Western Europe?
  - (A) Health
  - (B) Defense
  - (C) Education
  - (D) Social Security
10. From the inception of the Italian Republic to 1990, which of the following political parties was in power most of the time?
  - (A) Christian Democratic
  - (B) Socialist
  - (C) Communist
  - (D) Liberal

## 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:

Barzini, Luigi. *The Europeans*. New York: Simon and Schuster, current edition.

Curtis, Michael. *Introduction to Comparative Government*. New York: Harper and Row, current edition.

Dragnich, Alex N., Jorgen S. Rasmussen, and Joel C. Moses. *Major European Governments*. Pacific Grove, CA: Brooks/Cole, current edition.

George, Stephen. *Politics and Policy in the European Community*. New York: Oxford University Press, current edition.

Laqueur, Walter. *Europe Since Hitler: The Rebirth of Europe*. New York: Penguin, current edition.

Mény, Yves. *Government and Politics in Western Europe: Britain, France, Italy, West Germany*. New York: Oxford University Press, current edition.

Urwin, W. Derek. *Western Europe Since 1945: A Political History*. New York: Longman, current edition.

Urwin, W. Derek, and W.E. Paterson. *Politics in Western Europe Today: Perspectives, Policies, and Issues Since*. New York: Longman, current edition.

## SUPPLEMENTAL READING

Conradt, David P. *The German Polity*. New York: Longman, current edition.

Dalton, Russell J. *Citizen Politics in Western Democracies: Public Opinion and Political Parties in the United States, Great Britain, Western Germany, and France*. Chatham, NJ: Chatham House, current edition.

Macridis, Roy C., ed. *Modern Political Systems: Europe*. Englewood Cliffs, NJ: Prentice Hall, current edition.

Nicoll, William, and Trevor Salmon. *Understanding the European Communities*. Savage, MD: Barnes & Noble Books, current edition.

Norton, Philip. *The British Polity*. New York: Longman, current edition.

Paxton, Robert O. *Europe in the Twentieth Century*. San Diego: Harcourt Brace Jovanovich, current edition.

Safran, William. *The French Polity*. New York: Longman, current edition.

Spotts, Frederic, and Theodor Wieser. *Italy: A Difficult Democracy: A Survey of Italian Politics*. New York: Cambridge University Press, current edition.

Tipton, Frank, and Theodor Wieser. *An Economic and Social History of Europe from 1939 to the Present*. Baltimore, MD: Johns Hopkins University Press, current edition.

Wallace, William. *The Transformation of Western Europe*. New York: Council on Foreign Relations Press, current edition.

Wegs, J. Robert. *Europe Since 1945 A Concise History*. New York: St. Martin's Press, current edition.

Wright, Vincent. *The Government and Politics of France*. New York: Holmes and Meier, current edition.

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

## 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:	Contemporary Western Europe: 1946-1990
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 DANTES program will be happy to help schools in this effort.

**Correct Responses to sample questions: 1.B; 2.C; 3.B; 4.A; 5.A; 6.C; 7.D; 8.B; 9.D; 10.A**