

**Sensorveiledning**  
SFS 20119 International Relations and Comparative Politics  
Statsvitenskap påbygging (3. semester)  
Høsten 2020  
Digital hjemmeeksamen  
Torsdag 5. november 2020 kl. 9.00 – 15.00

### Bakgrunnsinformasjon:

Dette kurset er opprinnelig utarbeidet på engelsk for å tiltrekke seg utvekslingsstudenter på HiØ. Grunnet den globale COVID-19 pandemien som brøt ut våren 2020 er utenlandske studenter hindret i å komme til Norge er det få påmeldte studenter. Høstens forelesningsnotater har til dels vært på engelsk og til dels på norsk, og det har vært brukt skjermopptak og forelesningsnotater er lagret på Canvas. Sensorveiledningen bærer preg av at begge språk er blitt brukt i dette kurset.

### General criteria

The first question is related to the IR-part of the course: The exam question seeks to evaluate whether and how the student understands, and succeeds in elaborating and discussing, basic elements of the realist school of thought when discussing NATO, the role of the Security Council, foreign policy and regulation of nuclear weapons. The 1962 Cuba Crisis and Graham Allison's three conceptual models, as well as the 2003 war on Iraq –two cases which have been addressed in lectures– provide good historical background for the student to be able to discuss the exam question related to tensions and diverse obligations in Norway's foreign policy position on nuclear weapons as member of the Security Council for the coming two years. The student is expected to be able to discuss and juxtapose realist approaches with other theoretical approaches such as liberalist, constructivist and critical approaches to the study of IR in general and international law pertaining to regulating the use of weapons of mass destruction in particular. The different theoretical schools of thought are addressed in Jackson, Robert, & Sørensen, Georg (2016). *Introduction to International Relations: Theories and Approaches*. In addition to this main book, the following articles provide relevant theoretical background in discussing the development of international law in different arenas: Simmons, Beth A. (2009). «Why International Law? The Development of the International Human Rights Regime in the Twentieth Century». In *Mobilizing for Human Rights: International Law in Domestic Politics*. (pp. 23 - 56). Cambridge: Cambridge University Press, and Tickner, J. Ann (1991, 2009). A Critique of Morgenthau's Principles of Political Realism. In Robert J. Art, & Robert Jervis (Eds.), *International politics: Enduring concepts and contemporary Issues*. (pp. 15 – 27). New York: Pearson Longman. Theoretical insights on ICAN as international pressure group can be drawn from yet another book which is part of the curricula for this course: ch. 18 «Interest groups» in Hague, R., Harrop, M., & McCormick, J. (2016). *Comparative Government and Politics. An Introduction*.

The second question is to a large extent related to the CP-part of the course: The exam question allows the student to pick a case study –a state– and present features of the development of women's citizenship in one of three political domains, all of which have been covered in lectures in this course, as well as in lectures in the previous course on political theory where "women in political theory" was a main theme. Students are, in other words, well acquainted on the subject of women's citizenship, and are requested to be able to seek, apply and discuss analytical criteria which are part of the Comparative Politics- methodological suitcase. Students are supposed to be well-acquainted with the development of women's citizenship in Norway and other Western liberal states in the previous course on political theory (exam in September 2020). In this course on IR & CP, case studies from the Middle East are part of the curricula, students have the opportunity to apply comparative point of view based on previous knowledge on the subject of women's citizenship. The second main

book in the IR & CP course provides a main avenue for discussion: Angrist, Michele Penner (ed.). (2019). *Politics and Society in the Contemporary Middle East*. 3rd ed. Boulder/ Colorado: Rienner. Additional theoretical and empirical articles include: Baldez, L. (2010). The Gender Lacuna in Comparative Politics. *Perspectives on politics*, 8 (1), 199-205; Linz, J. & Stepan, A. (2013). Democratization Theory and the Arab Spring. *Journal of Democracy*, vol. 24, no. 2; Maktabi, Rania (2015). Female Citizenship in Syria: Framing the 2009 Controversy over Personal Status Law. *Syria from Reform to Revolt: Political Economy and International Relations*. New York: Syracuse University Press. (25 p.); Maktabi, Rania (2016). Female Citizenship and Family Law in Kuwait and Qatar: Globalization and Pressures for Reform in Two Rentier States. *Nidaba*, vol. 1 issue 1 (20 s.); Maktabi, R. (2017). "Enfranchised Minors: Women as People in the Middle East after 2011". *Laws*, vol. 6, issue 1. Special issue *Evolving Challenges: An International Retrospective on Feminist Legal Theory*.

## Evaluation of knowledge on theoretical approaches: Suggested criteria

One way of evaluating knowledge pertaining to the art of argumentation in an academic text is the ability to differentiate analytically between two different but overlapping sorts of skills. First, presentation of empirical facts, historical data, background information on the one hand. Secondly, discussion/analysis of these facts and empirical data in the form of –for instance– arguments for or against a theoretical perspective or a particular point of view which relates to the question of research.

**1) Spørsmål 1:** I juni 2020 ble Norge valgt inn som medlemsstat i FNs Sikkerhetsråd (SR) for perioden 2021 – 2022: <https://www.regjeringen.no/no/aktuelt/norge-valgt-inn-i-fns-sikkerhetsrad/id2714507>. Drøft hvordan Norges utenriks- og sikkerhetspolitikk balanserer mellom egne statlige interesser som medlemsstat i forsvarsalliansen NATO, og folkerettslige prinsipper nedfelt i FNs atomvåpenforbud som trer i kraft i januar 2021 og som Norge ikke har undertegnet: <https://www.icannorway.no/atomvåpenforbudet>.

	Presentation ( <i>redegjørelse</i> )	Discussion / analysis ( <i>drøfting</i> )
Realist, liberalist, constructivist / other theoretical approaches to the study of IR		
Use of levels of analysis? Eg. State level (Norway / Norwegian foreign policy) and international level (Norway as new member of the SC); International Campaign to Abolish Nuclear Weapons (ICAN) as national and international association of interest groups		
Role of Security Council		
Foreign Policy theories:		

formation, application		
Norsk utenrikspolitikk / Norsk sikkerhetspolitikk: hvordan presenteres de to? Atskilt / Overlapping?		
International law / Folkerettslige prinsipper: Generelt		
Global regulation of weapons of nuclear weapons / Eks. på internasjonale konvensjoner om A-våpen.		
Interest groups: ICAN / Others?		
Reference to other empirical cases, eg. Cuba Crisis (1962), Iraq war (2003), others?		
Other aspects to Question 1?		

**Spørsmål 2:** Redegjør for og drøft kvinners medborgerskap i et utvalgt land når det gjelder én av disse tre saksfelt (merk: du skal velge kun én av disse): 1) SR-resolusjon 1325 om kvinner, fred og sikkerhet; 2) vold i nære relasjoner; eller 3) reproduktive rettigheter.

	Presentation <i>Redegjørelse</i>	Discussion / Analysis <i>Drøfting</i>
Kvinnens medborgerskap		
Valg av stat: begrunnelse?		
SR-resolusjon 1325 om kvinner, fred og sikkerhet		
Vold i nære relasjoner		
Reproduktive rettigheter		

## Evaluation of additional aspects: Suggested criteria

Question of research: Relevant? / Stated? / Clear?		
Definition of central concepts		
Outline / <i>Disposisjon</i> : Ability to differentiate between introduction, question of research, definition of concepts, presentation of facts, discussion, arguments, conclusion.		
Elaboration on context for choice of question of research / case/ topic discussed: political, historical, personal, etc...		
Ability to <b>present</b> case with use of theoretical perspectives.		
Ability to <b>discuss</b> case with use of theoretical perspectives		
Use of levels of analysis: Domestic groups / National / Regional / International		
Use of academic literature:		
Use of other relevant literature:		
References: Eg. Use of Kildekompasset: <a href="http://kildekompasset.no/english">http://kildekompasset.no/english</a>	Intext references and citation	List of reference

Rania Maktabi,  
Fagansvarlig,  
1. november 2020