Sensorveiledning / Exam guide  
SOS2501, AUTUMN – 2010

The Norwegian Society SOS2501 in general:
This is a one semester 15 points course. The students are mainly exchange students from foreign universities visiting Norway for a shorter period of time. They have had several lecturers during this course and the curriculum covers a wide field (both sociology and political science with a focus on Norway). During the course each student has written two papers (one based on a sociological topic and one based on a topic from political science). The exam provides questions both from sociology and political science.

Both task 1 and 2 have to be passed in order for you to pass the exam.

Task 1 is based on a topic from political science and counts 50 % of the total grade. The candidate must answer one of the two alternatives below:

Task 1:

Question a)

After the Second World War, Norway entered the North Atlantic Treaty Organization (NATO), where Norway since then has been a member. Based on Riste (2005), discuss the role of alignment in Norwegian foreign policy. Why is Norway aligned, and how does alignment affect Norwegian foreign policy?

In one of the books on the curriculum (Riste 2005) there is a focus on Norwegian alignment. The students should be able to give reasons for why Norway became a NATO member in 1949. They should identify both reasons for NATO per se, and for Norway’s need of an external security guarantee. The best students might note that Norway previously relied upon British support, but that this was no longer sufficient. They should be able to identify how NATO currently affects Norwegian foreign policy, for instance through Norwegian participation in the war in Afghanistan.

Question b)

According to Rokkan (1967), the party systems in Western Europe have been formed by two main processes; the nation building process and the industrial revolution. Account for the main cleavages following these processes in Norway and discuss their content. You should be able to identify all the major cleavages, but you are also free to choose one or two cleavages to analyze in further detail.

This question is covered by Anders Todal Jenssen’s lecture, by his lecture notes, by Rokkan (1967) and Heidar (2001).

Six cleavages should be identified:
The main nation building cleavages that should be mentioned are:
- The territorial: centre versus periphery
- The religious: lay Christianity against state church
- The linguistic: nynorsk versus bokmål
- The moral: teetolars against urban liberals

The main Industrial Revolution cleavages that should be mentioned are:
- Producers vs. consumers
- Workers vs. employers

The students are not expected to give a detailed historical outline of party developments in connection to these cleavages. However, they should be able to identify what the main content and characteristics of these cleavages are. There will be given extra points to students that are able to contrast the cleavages and account for specific historic developments related to the development of the cleavages.

Assignment 2 is based on a sociological topic and counts 50% of the total grade. The candidate must answer one of the two alternatives below:

**Task 2:**

**Question a)**

*Account for and discuss some of the changes in the class structure in Norway in the last decades.*

This topic has been covered by Kristen Ringdal in his lecture, in his lecture notes, and in one of the articles that were set up in conjunction with his lecture (Ringdal 2004). You are both going to account for and discuss some of the changes in the class structure in Norway in the last decades. We expect the candidate to use a historical perspective in order to answer this question in a good way. The candidate should also mention and use the term *social mobility*. The most important changes in the class structure in the last decades are that the growth in the service class has created more space at the top. At the same time (the relative) mobility chances have only showed minor changes, i.e. the underlying mobility patterns are surprisingly stable. The transfer between generations now happens indirectly through the educational system rather than through direct inheritance. The educational system is very important when it comes to the expanded space at the top. The school reforms have increased the level of education in all social classes, and this means that the absolute class differences have become smaller. The income inequality is also low, but may have increased in the 1990s. The class structure has therefore become more “middle class”.

According to this the candidate is also expected to account for sex differences in recruitment to elite positions, income and levels of education.
Question b)

Describe the living conditions of immigrants and minorities in Norway. Account for some of the reasons why people move to another country and some of the negative consequences this involves for them.

This topic has been covered by Zan Strabac in his lecture, in his lecture notes, and in the article that was set up in conjunction with his lecture (Daugstad 2008). The question is divided into three parts. In the first part of the question the candidate is asked to describe the living conditions of immigrants and minorities in Norway. Some of the factors we expect the candidate to mention in the first part of the question is 1) that the proportion of immigrants and Norwegian-born to immigrant parents living in detached houses has doubled over the last ten years, 2) two out of three immigrants and Norwegian-born to immigrant parents own their own home, 3) almost half of the immigrants and Norwegian-born to immigrant parents live under cramped housing conditions, whereas only one out of ten in the whole population live under such conditions, 4) religion plays a more important role in the lives of immigrants and Norwegian-born to immigrant parents than in the population at large, 5) there is a considerable degree of diversity in religious activity between people with similar religious beliefs, 6) six out of ten consider it easy or very easy to practice their religion in Norway.

In the second and third part of the question the candidate is asked to account for some of the reasons why people move to another country and some of the negative consequences this involves for them. The main reasons why people move to another country are because perceived benefits of migration are higher than costs. Possible benefits are: Economy, safety and “quality of life”. Some of the costs and negative consequences are loss of social network, language, labour market competence and adaptation to new cultural norms. Many of the immigrants live in poverty and find it difficult to integrate with the locals.