

1. NATO's role in deterring Russia: What does it consist of and which theories are in your view fruitful in analysing this?

A good exam here will discuss what deterrence means and the role that NATO now again plays in deterring Russia as the main task of the alliance. Much of the curriculum covers these four themes - NATO, the strategy of deterrence with conventional means as well as nuclear deterrence, and Russia and its aggression towards Ukraine. The analysis should show evidence of knowledge of the new role that NATO plays in deterrence (new strategic concept, regional plans adopted at Vilnius summit summer 2023), the specific logic of nuclear deterrence as the backbone of both NATO and Russian deterrence, and the strategic interaction this creates, as well as why deterrence is again the main job of NATO - the Russian political will/intention to attack Ukraine, and not only its ability to do so. The empirical mastery of the facts thus covers four themes of the course - NATO, deterrence as a military strategy, the problems of nuclear deterrence today, and the war in Ukraine. - Which theories are fruitful for analysing this? Here realist theory stands out, offensive realism on the part of Russia, defensive realism on the part of NATO. But also constructivism may be useful for understanding why Putin attacked - here the students have read various accounts of why - and Liberal theory points to the importance of NATO's values as an alliance of democracies, and to the role that these values play in admitting new members.

2. Third party intervention in armed conflict is a multifaceted phenomenon within the field of international security politics. First, define and delimit the phenomenon, and then discuss the likely effects and possible issues of such interventions.

A good answer is expected to acknowledge and touch upon the wide variety of phenomenon that could fall under the definition of third party intervention in armed conflict.

The concept was briefly defined in the lectures as “state actors using force on another state's territory for various purposes”, but all reasonable definitions are acceptable. The Jones (2017) article on the syllabus distinguishes between indirect (including arms transfers and financial support) and direct interventions. The Gleditsch et al. (2002) article introduces the students to the UCDP's coding scheme, and as such some students might discuss the term of internationalized intrastate conflict. Both Auteserre (2019) and Walter et al. (2021) covers UN peacekeeping in depth. Paris (2023) writes about collective conflict management. In the lectures, terms such as multilateral peace operation, humanitarian intervention and military intervention has been discussed.

An answer that simply defined one specific type of intervention and proceeded to discuss the effects and issues of this type of intervention would be satisfactory. A good answer will touch upon various definitions and types of interventions. A great answer would reflect on the difference between various definitions and types **or** how categorization and conceptualization shape perceptions of reality.

The discussion on effects and issues may take many different forms. The students should be awarded for good arguments and interesting observations. Good answers will draw on the syllabus and touch upon either the relative success and failure of peace operations (including a discussion of what the criteria for success should be) (Auteserre, Paris and Walter et al.), the various effects upon the outcomes and duration of conflict of various intervention strategies and timing (Jones), **or** the dynamic relationship between domestic identity polarization and the threat of third party intervention (Sambanis et al.). The Students might also discuss issues of legitimacy, either through post-structuralist approaches or securitization theory, perhaps drawing on Wilhelmsen (2017), or more liberal institutionalist approaches such as international law.

An answer that simply list various positive and negative consequences would be satisfactory. A good answer would weigh pros and cons. A great answer would attempt to analyze effects and issues through various theoretical lenses. Use of empirical examples are not crucial, even for top grades, but good use of empirical examples should be awarded.