



CIEE Amsterdam, Netherlands

Course title:	Contemporary Dutch Social Policy
Course code:	NLST 3002 NETH
Programs offering course:	Business and Culture, Social Sciences and Humanities
Language of instruction:	English
U.S. semester credits:	3.00
Contact hours:	45.00
Term:	Fall 2023

Course Description

The Netherlands -- and Amsterdam specifically -- are known worldwide for their liberal social policies and progressive politics, which led Russell Shorto to subtitle his biography of Amsterdam as "A History of the World's Most Liberal City." When you ask tourists and visitors from abroad they usually have the image of a country in which everything is possible: drugs and sex work are legal, euthanasia and abortion are commonly practiced. During this course students will interrogate this overly simplistic view of the Netherlands as a progressive free-haven and will instead develop a nuanced, historical and critical understanding of how these Dutch social policies were enshrined in law and what they mean in practice. The course will accomplish this through a combination of lectures and guided site visits to those organizations that are responsible for implementing these policies and assessing their effectiveness.

Learning Objectives

By completing this course, students will:

- Gain a deeper understanding of the historical development of signature social policies with which the Netherlands has become synonymous, and the ways in which these are inflected by Dutch cultural values;
- Be able to critically assess the effectiveness of select social policies – both within the context of the Netherlands as well as from a comparative Dutch-U.S. American perspective;
- Be able to discern, parse, and evaluate the differences between social policy as policy and social policy as lived reality;
- Be able to craft a persuasive argument for or against a specific social policy initiative that is rooted in a holistic critical analysis of that policy in either the Netherlands or the U.S.

Course Prerequisites

None

Methods of Instruction

The course will run for 16 weeks, meeting twice a week (for 1.5 hours) and will be divided into seven units or blocks. Each unit will focus on specific themes related to contemporary Dutch culture and social policy with specific readings related to each topic. The units will include a combination of lectures, guest speakers and guided site visits.

All lectures by the course instructor contain PowerPoint / keynote presentations, short videos and photos to exemplify and illustrate the theory discussed. Students will give a presentation on a subject of their choice (in which they are stimulated to use audio visual material). The students are asked to form their own opinions and discuss them in class, presentations and papers.

Papers

Here are a few guidelines for all papers and how they will be graded.

- Papers must have a title (and subtitle)
- Papers must have:
 - Your name
 - Date
 - Title class and group

- Name lecturer
- Papers must be numbered
- Give notes and literature
- Double spaced
- Write in an introduction why you choose this topic and explain what you are going to write about
- Write in a conclusion what your findings are
- If you give your opinion, it should be based on facts

All papers and assignments must be submitted on Canvas.

Assessment and Final Grade

2.	Presentation	20%
2.	Assignments	10%
3.	Short Papers	30%
4.	Final Paper	25%
5.	Participation	15%
	TOTAL	100%

Course Requirements

Presentation

Students must conduct a 15-20 minute presentation on one of the themes discussed and may use other audio visual equipment such as a film if this a way the student is used to expressing himself/herself. Examples of topics that can be covered within the presentation are the effectiveness of the policies or the effect they have on the image of Amsterdam and/or the Netherlands.

The course encourages students to do presentations and papers through the eyes of the discipline in which they are majoring. For example, if a student is discussing the theme of drugs: the sociology major could approach the issue by looking at the reasons that addicts as a social group resort to drug abuse. The psychology major could approach this by looking at the effects of drug abuse on the individual and the psychological effects.

Assignments

(2x5 = 10%)

During the course students have to complete two assignment in small groups or individually. These assignments are reflection papers of your group and of Dutch citizens. The objective: do you/the people you interviewed find the Netherlands really so liberal as we've learned in theory? Hand in one paper per group.

- Assignment 1 (5%): Visit a gay venue with your group in Amsterdam and write a 700-800 word paper on your impressions related to the social policies regarding queerness in the Netherlands. This paper should include the findings of a short interview.
- Assignment 2 (5%): With your group, conduct several interviews in Amsterdam and/or other Dutch cities about the social policies in the Netherlands. Results should be presented in a 700-800 word paper.

Short Papers

(3x10 = 30%)

Students will be required to write 3 short papers (700-800 words each) on a theme of their choice (on a self-chosen theme). Examples of topics that can be covered within the short papers are the effectiveness of the policies or the affect they have on the image of the Netherlands. The course encourages students to complete papers through the eyes of the discipline in which they are majoring. For example if a student is discussing the theme of drugs: the sociologist could approach the issue by looking at the reasons that addicts, as a social group, resort to drug abuse. The psychologist could approach this by looking at the effects of drug abuse on the individual and the psychological effects.

Final Paper

The final paper will consist of a 10-12 word paper. This paper must be an in depth analysis of the tensions encountered within the social policies discussed in the course. All papers are research papers and must therefore have proper annotation and footnotes (in any way you are used to at your home university, and must be double spaced.

Note about all assignments: Late assignments will be marked down with 1 point off. Assignments more than 3 days (72 hours) late will not be accepted.

Participation

Each student is required to attend all sessions of the course and to participate actively in class discussions and during guided site visits.

Students who make active connections to the concepts from the reading materials in class discussions, students who actively ask questions, and students who actively reflect on out-of-class experiences in class will receive extra points for participation. Participation points will be deducted when students do not participate in class or have not read the assigned reading materials before coming to class.

Since we will be discussing culturally sensitive issues in class, the classroom must be a safe space in which students are able to express their opinions openly. Discriminatory comments or language of any kind will not be tolerated.

Attendance

To encourage engaged learning, regular class attendance is required throughout the program. This includes any required co-curricular class excursion or event, as well as internship, service-learning, or other required field placement.

An excused absence in a CIEE course will only be considered if approved by a CIEE Center Director/Academic Director (not the Instructor), and:

- it is a self-certified absence for illness (only once per course, requires formal request before or within 24 hours, cannot miss assessment worth more than 5% of final course grade)
- a doctor's note from a local medical professional is provided
- evidence of a family emergency is provided
- it is a pre-approved observance of religious holiday

Unexcused absences include personal travel and/or travel delays, as well as missing more than 25% of a single class period (including tardiness and early departure). Assessments missed due to unexcused absences will be marked as zero. Students with over 10% unexcused absences will be contacted by CIEE staff. Students with over 20% unexcused absences will be contacted by CIEE staff, receive a formal warning letter (shared with their home institution) and lose 10% of the final course point total (e.g., a final A grade of 93% will be lowered to a B grade of 83%).

For more detail, please consult your CIEE Academic Manual.

Academic Integrity

Academic integrity is essential to a positive and inclusive teaching and learning environment. All students are expected to complete coursework responsibilities with fairness, respect, and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in grade penalties or disciplinary action. See the CIEE Student Academic Manual for further information on academic integrity.

N.B. Course schedule and co-curriculars are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.

Weekly Schedule

Week 1

Class: 1.1 Introduction lecture

Intro Course and concise history of the NL

Read introduction in Reader and Chapt. 1, 7 DtD

Class: 1.2 Introduction lecture continued

Political system, pillarization

Continue reading Chapt. 2, 4, 5, 9 DtD

Week 2

Class: 2.1 Intro lecture Migration

Who came to the NL and why?

Class: 2.2 Introduction lecture Drugs

How does the NL deal with hard and soft drugs?

Read Chapt. 18

Week 3

Class: 3.1 Site visite De Regenboog shelter

Visit a drugs consumption room

Read Chapt. 10, 11, 15

Class: 3.2 Student presentations Drugs and short papers due

3 or 4 students present on Drugs

Week 4

Class: 4.1 Intro lecture on Prostitution

What kind of sex work is (il)legal in the NL?

Class: 4.2 Guest speaker on Prostitution

Personal story of a sex worker

Week 5

Class: 5.1 Site visit to Prostitution Information Center

How do the sex workers in the Red Light District work?

Class: 5.2 Intro lecture on Homosexuality

History of homosexuality of the NL

Week 6

Class: 6.1 Guest speaker COC

(Homo)sexuality and gender discussed in the class room

Class: 6.2 Student presentations on prostitution and short papers due

3 or 4 students present on Prostitution

Week 7

Class: 7.1 Guest speaker on transgender rights in the Netherlands

The history of transgenders in the NL and a personal story of a transgender person

Class: 7.2 Student presentations on Gender and Sexuality and short papers due

3 or 4 students present on Gender and Sexuality

Week 8

Class: 8.1 Introduction lecture on abortion and sex education

Sexual education in the NL, Why does the NL have such low figures on STI's, abortion and teen pregnancy?

Class: 8.2 Introduction lecture on euthanasia

How does euthanasia work in the NL, who is eligible and for what reason?

Week 9

Class: 9.1 Student presentations on Abortion and Euthanasia and short papers due

3 or 4 students present on Abortion and Euthanasia

Class: 9.2 Dutch welfare system

How does the Dutch welfare system work? What is paid for and for whom?

Week 10

Class: 10.1 Black Piet

Is Black Piet a racial figure? What is Dutch culture and Dutch identity?

Class: 10.2 Lecture on the Dutch justice system

Why does the NL have such low figures on crime and the US such high numbers?

Week 11

Class: 11.1 Guest speaker on Justice: Carola Vrugteveen

How do we try to reintegrate criminals back into society?

Week 12

Class: 12.1 Lecture on Housing

What types of housing exist in the NL/Amsterdam and how do people live and what do they pay?

Week 13

Class: 13.1 Student presentations on Justice, Migration and Housing

3 or 4 students present and short papers are due

Class: 13.2 Case studies

Students work on case studies in class

Week 14

Class: 14.1 Wrap-up meeting

How do students see the social policies of the NL?

Evaluation of the class

All short papers and assignments are due

Course Materials

Readings

Introduction classes	Source
1. On images and stereotypes & Different other articles	Dealing with the Dutch – Jacob <u>Vossestein</u>
2. In the beginning	Only in Holland, Only the Dutch – Marc Resch
3. History	Focus on the Netherlands
4. Political system	Dealing with the Dutch – Jacob <u>Vossestein</u>
5. The Dutch, I presume? & A sea of <u>succes</u>	The Dutch, I presume? – <u>Martijn de Rooi</u>
6. Final Cut	The New Yorker – I. <u>Buruma</u>
7. Meet the chilly, passionate Dutch	Han van der Horst
8. Regions versus Randstad	Dealing with the Dutch – Jacob <u>Vossestein</u>
9. Going Dutch	New York Times - Russell <u>Shorto</u>

Drugs	Source
10. FAQ Drugs - A guide to Dutch Policy	Netherlands Ministry of Foreign Affairs
11. The consequences of pragmatism	Rob Schoof
12. The liberal society	The Dutch, I presume? – <u>Martijn de Rooi</u>
13. The Dutch way of managing the unmanageable	NRC Handelsblad - Marc Chavannes
14. Why the Dutch don't use drugs	De Gids. Misunderstanding the Netherlands – Arjen Mulder
15. Inside Holland's 'Half Baked' Pot Policy	CBS News – Brian Montopoli

Prostitution	Source
16. Dutch Policy on Prostitution	Netherlands Ministry of Foreign Affairs

17. Why Amsterdam's Prostitution Laws are Still Failing to Protect or Empower Women	International Business Times -Lily Rae
18. The Audacity of Tolerance: A Critical Analysis of Legalized Prostitution in Amsterdam's Red Light District	Humanity in Action - Joshua Cruz, Swaan van Iterson

Sexuality & Gender	Source
19. Conformist nonchalance	The Dutch way of managing the unmanageable – Marc Chavannes
20. FAQ Same-sex marriage	Netherlands Ministry of Foreign Affairs
21. When Women Become Men at Wellesley	The New York Times Magazine – Ruth Padawer

Migration	Source
22. Allochtonen	Dealing with the Dutch – Jacob Vossestein
23. Focus Migration – Netherlands	Hamburg Institute of International Economics (HWWI)
24. Conclusion	Immigrant integration. The Dutch case – Hans Vermeulen and Rinus Pennix
25. The egalitarian city: images of Amsterdam	Understanding Amsterdam – Susan Fainstein
26. Where St. Nicholas Has His Black Pete(s), Charges of Racism Follow	International New York Times – John Tagliabue

Abortion & Euthanasia	Source
27. Origins of egalitarianism	Dealing with the Dutch – Jacob Vossestein
28. Q&A Abortion in the Netherlands	Netherlands Ministry of Foreign Affairs
29. FAQ Euthanasia 2010	Netherlands Ministry of Foreign Affairs
30. A Chronicle of Dutch Euthanasia	International Herald Tribune – Laura Höflinger

Online Resources

All websites are in English.

www.euro.eu.int

Website of the European Union

www.koninklijkhuis.nl

Site on the Dutch monarchy, its organization and its kings and queens

www.CBS.nl

Facts and figures on the Netherlands

www.minbuza.nl/english

Website of the Ministry of Foreign Affairs and the policy of the Netherlands

www.coc.nl

Concise information of the Dutch gay association

www.IAmsterdam.com

Information on Amsterdam. Agenda with (free) activities, background information on the city.

www.everyculture.com/Ma-Ni/The-Netherlands.html

Lots of information and facts on the Netherlands, including history, geography and politics.