



CIEE Amsterdam, Netherlands

Course title:	Contemporary Dutch Social Policy
Course code:	NLST 3002 NETH
Programs offering course:	Social Sciences and Humanities, Business and Culture
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	45
Term:	Spring 2020

Course Description

The Netherlands and specifically Amsterdam are known worldwide for their liberalism. In October 2013 Russell Shorto's 'biography' of Amsterdam The world's most liberal city was published in which he argues Amsterdam is the founder of the modern world. When you ask tourists and visitors from abroad they usually have the image of a country where everything is possible: drugs and prostitution are legal, euthanasia and abortion are very common. During this course the students will question these prejudices and learn the actual facts in light of these Dutch social policies. The course seeks to accomplish this through lectures combined with guided site visits of organizations that deal with the social policy topics and issues covered in the lectures. In the lectures, social and legal policy will be discussed as it affects certain groups, e.g., prostitutes, drug addicts, and immigrants.

Learning Objectives

By completing this course, students will:

- Students will gain greater knowledge and understanding of the Netherlands and will increase their social awareness of the Amsterdam community in which they are living.
- Students will "see" their surroundings from a sociological and anthropological point of view, and to examine where policy and practice are working well and where they may be less successful.
- Through the guided site visits, students will have the opportunity to form their own opinions about the effectiveness of the implementation and practice of these social policies

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.

Attendance

Attendance will be taken every class session by the course instructor.

Absences will be penalized according to the CIEE Amsterdam attendance policy outlined below:

1 absence = allowed

2 absences = extra assignment (1 page in consultation with the instructor)

3 absences = 10 points (out of 100) are deducted from the student's final grade

4 absences = the student fails the course

- If a student comes in 15-30 minutes late to class, this counts as a ½ absence.
- At all times, the student needs to inform the instructor – before the start of class – in case he or she will incur an absence. Failure to notify the teacher in advance will result in an extra assignment.



- Note about all assignments: Late assignments will be marked down by 1 point (out of 10) for every day the assignment is late. Assignments that are more than 3 days (72 hours) late will not be accepted.

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.

Laptops are allowed, but only when they are used to take notes or to look up information directly related to the class discussion. The instructor reserves the right to prohibit laptop use in case this distracts other students or this privilege is abused.

Resits are not offered for CIEE courses.

DtD refers to the *Discovering the Dutch* textbook.

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
15. Inside Holland's 'Half Baked' Pot Policy	CBS News – Brian Montopoli

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

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.