



## **CIEE in Amsterdam, the Netherlands**

<b>Course name:</b>	Contemporary Dutch Social Policy
<b>Course number:</b>	NLST 3002 NETH
<b>Programs offering course:</b>	Social Sciences + Business & Culture
<b>Language of instruction:</b>	English
<b>U.S. Semester Credits:</b>	3
<b>Contact Hours:</b>	45
<b>Term:</b>	Fall 2018
<b>Office address:</b>	CIEE office, Roetersstraat 8 hs, 1018 WC Amsterdam
<b>Office hours:</b>	By appointment

### **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.

### **Themes to be covered in the course**

- Drugs
- Prostitution
- Gender and sexuality
- Euthanasia and abortion
- Migration
- Housing
- Dutch justice system

These specific themes have been chosen to reflect the distinctive social policies for which the Netherlands is known for. The underlying theme throughout the course is the issue of social tolerance. In a society like that of the Netherlands, for example, social policies on drugs and prostitution can be more liberal and open. The key question is whether these policies are successful and what tensions exist between theory and practice. The background, history, and development for these policies will be analyzed. The course thus moves from the micro level i.e., the actual social issue on hand, to the

macro level, where the interrelatedness of the issues is studied. For example, how do immigration policies affect housing policies and vice-versa.

### Explanation behind the choice of themes

- Drugs

The “soft” drugs policy of the Netherlands is known worldwide for its controversial nature. On the one hand, the drug trade is more regulated because the coffee shops are licensed and sell small quantities of soft drugs, such as marijuana, and therefore minimize contact with the criminal circuit. On the other hand, the policy attracts drug tourists from all over the world, tainting the image of Amsterdam as a drug haven. One of the questions students will ask is whether soft and hard drugs should be legalized and whether drug addicts are criminals or rather, patients in need of treatment.

Guided site visit: De Regenboog safe house.

- Prostitution

Prostitution is another controversial issue associated with the Netherlands. Many tourists are familiar with the Red Light District in Amsterdam since prostitution in the Netherlands is a legalized profession and a regulated industry. Here the reoccurring question can be raised as to whether regulation has been effective. Is the sex industry a cover up for a sex-slave trade when considering that many Thai and Eastern Europeans have been lured to the Netherlands under false pretenses and are forced into prostitution?

The guided site visit for this theme is to the Prostitution Information Center (PIC). This center, founded by a former prostitute, provides information and resources about prostitution to the general public. Special tours are organized in the Red Light District in which visitors are given the opportunity to talk with prostitutes about the sex industry.

- Gender and Sexuality

For some Amsterdam is known as the gay capital of Europe. The Netherlands is the forerunner in allowing same-sex marriages. The issue of gender becomes important when talking about homosexuals or transsexuals. What are the problems facing these groups for example in adoption issues?

Students will learn more about the actual transsexual operation as well as hear about the experiences of someone who went through the operation. Furthermore, students will get the opportunity to speak to several experts on gay and transgender issues (both on the medical and social activist perspective).

- Euthanasia & Abortion

Two very controversial topics are touched upon towards the end of the course. We will speak about Dutch euthanasia and abortion policy. Regarding abortion we will look at sex ed and if it contributes to such a low abortion rate in the Netherlands.

- Migration

Amsterdam acts as a magnet for all sorts of segments of society. Not only is it a magnet for gender specific groups but also a melting pot of ethnic groups that are each trying to coexist or integrate

alongside the Dutch. Currently there is a tendency in Dutch politics towards stigmatizing and frowning upon these immigrant groups. The term used in the Netherlands for its society is multicultural. But how multicultural and integrated is this society? Has multiculturalism failed?

- Housing

The Netherlands is one of the most densely populated countries in the world. Therefore, it's essential during this course to cover the theme of housing social policies. Students will explore the challenges that are faced especially in Amsterdam; from historical city planning in the Golden Age and its typical canal houses to more recent housing issues such as the squatter and anti-squatter movements and how they came to be.

- Justice System

This theme touches on the rest of the themes covered in the class. If possible, students will have the opportunity to visit a Dutch court house in Amsterdam or a TBS clinic (the TBS clinic is a Dutch prison for those who commit crimes but receive psychological support as part of their sentence, in order to work towards releasing them back into society one day, depending on the crime committed).

The last session of the course will be a summary of all the themes discussed in order to help the students understand how these social issues are interrelated. Time will be given for questions about any of the themes or regarding the final paper

### Summary:

- The Dutch Contemporary Social Policy analyzes specific themes within Dutch Society dealing with social policy issues and practice.
- The combination of lectures and guided site visits of organizations related to the themes of the course will allow students to study how social policy plays out in practice. Students will develop a sociological and anthropological perspective of their surroundings and develop greater social consciousness.
- The course meets twice a week for a total of 16 weeks.
- Each theme will be covered within a two-week block. The six themes covered are: Drugs, Prostitution, Gender and Sexuality, Migration, Euthanasia, and Abortion.
- For each theme, the first week will include a 1.5-hour introductory lecture. Some of these lectures will be supplemented with guest speakers, who are professionals in that specific field. This may also include a group guided site visit or group project.
- In the second week of each theme block, students will submit short papers or prepare a presentation for class.
- At the end of the course a final research paper of 10-12 pages will be handed in (students will be asked to submit an outline for their final paper after the second theme has been discussed).
- The course is designed for 5-20 students.
- Recommended credit: 3 US credits

### Learning Objectives

- 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**

No prerequisites

### **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 speaker 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.

### **Assessment and Final Grade**

Students will hold an individual 10-15 minute presentation on a theme of their choice. In addition, students will write 3 short reflective papers of 3 pages each. Finally, students will complete a final paper of their own chosen topic. At the end of the course, all students must have completed 1 presentation, 3 short papers, and their final research paper (10-12 pages). It’s recommended that students use the presentations and short papers as a starting point (supportive research) for their final paper.

Participation:	15%
Presentation:	15%
Assignments: 3 x 5% =	15%
Short papers 3 x 10% =	30%
Final Paper:	25%

### **Course Requirements**

**Participation (15%)**

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

**Presentation (15%)**

Students must conduct a 15 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.

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 (3x5 = 15%)**

During the course students have to complete three extra assignment. You have to include at least two sources/articles on which you have based your questions/research.

- Assignment 1 (5%): Visit a gay or countermovement venue with your group in Amsterdam and write a 2-3 page paper on your impressions related to the social policies regarding (homo)sexuality 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 other Dutch cities about the social policies in the Netherlands. Results should be presented in a 2-3 page paper.
- Assignment 3 (5%): With your group you have to ask at least two migrants if they feel that the Netherlands is successful in their migration policy. Write your findings in a 2-3 page paper. Results will be discussed in class.

**Short papers (3x10 = 30%)**

Students will be required to write 3 short papers (3 pages each) on a theme of their choice and hold a 10-15 minute presentation (on a self-chosen theme). For the presentations students may use audio visual equipment such as a film if this is the way the student would like to express himself/herself. Examples of topics that can be covered within the presentation are the effectiveness of the policies or the affect they have on the image of Amsterdam. The course encourages students to complete 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 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.

**Final Paper (25%)**

The final paper will consist of a 10-12 page 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 must be double spaced.

- Deadline of a first lead for the final paper is tba.
- Deadline of the final paper is the last day of the program in hard copy.

*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.*

## **Papers**

At the end of each topic, students need to write a paper. Here are a few guidelines for these papers.

- Papers must have a title and subtitle
- Papers must have:
  - Your name
  - Date
  - Title class
  - Name lecturer
- Papers must be numbered
- Give notes and literature
- 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

Papers must be handed to the professor in a hard copy.

## **Attendance and Class participation**

Each student is expected to attend all sessions of the course and to participate actively in class discussion and during field trips. Attendance will be taken every week by the course instructor. Participation will be assessed according to the CIEE Amsterdam attendance policy:

1x absence = ok

2x absence = extra assignment (1 page in consultation with the professor)

3x absence = 1 point off final grade

4x absence = fail 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 professor before the start of class in case of an absence. Failure to notify the teacher regarding an absence in advance will result in an extra assignment.

Important: please note that in case you cannot attend a graded examination or assignment (e.g. midterm exam, final exam, presentation, graded fieldtrip) because of illness, it is required to hand in a written doctor's note with your teacher.

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 who have not read the materials before coming to class.

### Weekly Schedule

Week 1: Introduction: the Dutch political system and pillarization  
Week 2: Drug policy + site visit to a rehabilitation center  
Week 3: Prostitution (1)  
Week 4: Prostitution (2) + site visit to the Red Light District  
Week 5: Gender and sexuality  
Week 6: Abortion  
Week 7: Euthanasia  
Week 8: Reading week (no class)  
Week 9: (Im)Migration and social integration  
Week 10: Law and justice  
Week 11: Housing  
Week 12: Student presentations

### Readings

The course will use a compilation of articles and statistics taken from the following texts and other journalistic sources (this is called a reader). The articles will be uploaded to Canvas. The main text for the course however, *Discovering the Dutch: On Culture and Society of the Netherlands* (Emmeline Besamusca & Jaap Verheul, 2010) is approximately 30 Euros and can be purchased at a local bookstore, Athenaeum. There are several used copies available at the CIEE office each semester (for free).

Some of the texts used for the reader include;

Cultural Heritage in the Netherlands, (Ministry of Cultural Affairs)  
Dealing with the Dutch (Vossestein, J. 1998)  
The Dutch Seaborne Empire (C.R. Boxter 1990)  
The Holland Handbook, (Nuffic) 2005  
Focus on the Netherlands, (Ministry of Foreign Affairs, 2009)  
The Dutch, I presume? Icons of the Netherlands (de Rooij, 2006)

Further readings:

Shorto, Russell. *Amsterdam. A history of the world's most liberal city.* New York: Random House Incorporated, 2013.

**Contents of the reader (will be sent via Wettransfer)**

<b>Introduction classes</b>	<b>Source</b>
1. On images and stereotypes & Different other articles	Dealing with the Dutch – Jacob Vossestein
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 Vossestein
5. The Dutch, I presume? & A sea of succes	The Dutch, I presume? – Martijn de Rooi
6. Final Cut	The New Yorker – I. Buruma
7. Meet the chilly, passionate Dutch	Han van der Horst
8. Regions versus Randstad	Dealing with the Dutch – Jacob Vossestein
9. Going Dutch	New York Times - Russell Shorto

<b>Drugs</b>	<b>Source</b>
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? – Martijn de Rooi
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

<b>Prostitution</b>	<b>Source</b>
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

<b>Sexuality &amp; Gender</b>	<b>Source</b>
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

<b>Migration</b>	<b>Source</b>
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
31. The case for starting sex education in kindergarten	
32. Mind reading	

### Useful Websites

All websites are in English.

[www.euro.eu.int](http://www.euro.eu.int)

Website of the European Union with lots of information

[www.koninklijkhuis.nl](http://www.koninklijkhuis.nl)

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

[www.CBS.nl](http://www.CBS.nl)

Facts and figures on the Netherlands

[www.minbuza.nl/english](http://www.minbuza.nl/english)

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

[www.coc.nl](http://www.coc.nl)

Concise information of the Dutch gay association

[www.IAmsterdam.com](http://www.IAmsterdam.com)

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

[www.everyculture.com/Ma-Ni/The-Netherlands.html](http://www.everyculture.com/Ma-Ni/The-Netherlands.html)

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