



CIEE Amsterdam, The Netherlands

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| Course name: | Contemporary Dutch Social Policy |
| Course number: | NLST 3002 NETH |
| Programs offering course: | Amsterdam Social Sciences and Humanities and Amsterdam Business & Culture |
| Language of instruction: | English |
| U.S. Semester Credits: | 3 |
| Contact Hours: | 45 |
| Term: | Spring 2019 |

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 safehouse.

- 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.

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| 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 in small groups. These assignments are reflection papers of your group and of Dutch citizens. The objective: do you 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 or countermovement venue (i.e. a squad) 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
- Double space
- 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.

Grading scale

Your performance in this course will be graded in accordance with the CIEE course grading scale and rubric adopted for all CIEE courses, both of which are accessible on Canvas under "Files."

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

Black = Lectures, DtD = Discovering the Dutch (E. Besamusca/J. Verheul)

Red = Guestspeaker

Blue = Site visits

Readings

Student must read all articles from the reader (see below).

| Subject | Meeting times (TBD) | Type of class | Location | Homework |
|------------------------|---------------------|---|----------|--|
| Intro to Course | | | | |
| | | Introduction lecture to course (polarization, political system, course literature, etc) | | Read introduction and chap.1, 7 in DtD |
| | | Introduction lecture to course continued + discussion chap.8 | | Read chap. 2, 4, 5, 9 in DtD. |
| Drugs | | | | |
| | | Intro Migration | | |
| | | Introduction lecture on drugs theme + discussion chap.9 | | Read chap. 18 in DtD |
| | | Drugs | | Read chap. 10, 11, 15 in DtD |
| | | Student Presentations on drugs theme | | Due Short paper drugs |
| Prostitution | | | | |

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| | | Introduction lecture on prostitution theme | | Read chap. 20 in DtD |
| | | Guest Speaker on prostitution theme: Yvette Luhrs | | |
| | | Guided Site Visit to Prostitution Information Center (PIC) Enge Kerksteeg 3 | | |
| | | Introduction lecture homosexuality in the NL + discuss chap.14 | | Read chap. 8 in DtD View all 5 parts of: https://www.youtube.com/watch?v=9LQBcAVghu4 |
| Gender & Sexuality | | | | |
| | | Guest speaker Remco Vonk COC | | Read chap. 14 in DtD |
| | | Guest Speaker on transsexual operation: Jos Megens (VU Medical Center) & transsexual guest | | |
| | | Student presentation on Prostitution | | Short paper due Prostitution |
| | | Student presentations on Sexuality and Gender | | Short paper due Sexuality and Gender |
| READING WEEK | | | | |
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| | | NO Class | | |
| | | Introduction lecture on Euthanasia & Abortion themes, sex ed | | Read chap. 16 in DtD |
| Euthanasia, Abortion and Dutch Social Issues | | | | |
| | | Research project in class | | |
| | | Lecture on euthanasia | | |
| | | Student Presentation on Euthanasia & Abortion | | Short paper due Abortion and Euthanasia |
| | | Dutch welfare system | | Read chap.3, 16 in DtD |
| Migration, Justice & Housing | | | | |
| | | Black Piet, counter movement | | |
| | | Migration intro lecture - statistics/historical information. | | Read chap 17 in DtD |
| | | Introduction class on Housing | | Read chap. 12, 13, 19 in DtD |
| | | Guestspeaker Parole officer: Carola Vrugteveen | | |
| Wrap up and final presentations | | | | |
| | | Student presentations on housing, migration and justice themes | | |
| | | Nudging and case studies | | |
| | | Wrap-up class (presentations) | | Final papers due |

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| | | | | All other short papers due |
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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 photocopied and sent to you via Wettransfer. 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)

| Introduction classes | Source |
|---|--|
| 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 |

| Drugs | Source |
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| 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 |

| Prostitution | Source |
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| 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 |
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| 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 |
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| 27. Origins of egalitarianism | Dealing with the Dutch – Jacob Vossestein |

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| 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

Website of the European Union with lots of information

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.