

Too Tolerant? Understanding Dutch Culture in International Perspective

Instructor: Prof. Pascale Bos

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Class meets: TTH 12:30-2:00 synchronous via Zoom (find links in Canvas) <https://utexas.instructure.com>

Office hours: by appointment. We may be able to meet right after class time, but ideally, email me to set up a Zoom or a phone call. Visits may be limited to 15 minutes. Due to Zoom overload, I will spread Zoom office hours out throughout the week. When you contact me for an appointment, please give me some different time/date options that work for you.

Home page: <http://www.utexas.edu/depts/german/faculty/bos.html>

This syllabus is a detailed description of course activities and expectations. Please read it carefully—including the sections on University policies and resources. Be sure to bring any questions you may have to class or office hours.

Welcome to “Too Tolerant?”/Live from the Netherlands!

Classes during Covid-19: In any normal year, this would be a regular in-person course, and possibly one of the few small courses you get to take, with lots of in person contact with your classmates and myself. You would probably make friends in this class, as you’d get to know each other well in the coming months in this more intimate setting. My job would be introduce you to the ins and outs of Dutch culture and history, and of course help you improve your academic reading, writing, and research. Alas, this is not a semester like any other, and I want to acknowledge that that is a disappointment for you and me both. We faculty love to teach in person, get to know you, work with you and be available to you in person before and after class and in office hours. Yet we live in pandemic times, and the better we adhere to health guidelines (masks, social distancing, many on line classes), the better we can control the outcome of this pandemic, keep each other safe and healthy until a working vaccine or effective medicines are available, and then return to something that resembles normal life.

So we meet on Zoom and on Canvas this semester instead, and we will spend a bit of extra class time making sure everyone knows how those technologies work, and find the best ways to communicate with each other this way. It is not ideal, but it can be done well, and I hope we can make this a great semester despite these obstacles. I appreciate your feedback about what is and is not working well for you in terms of the tech, throughout the semester, just shoot me an email. You will find some important advice about how to best take online classes below.

One unexpected *benefit* of having the class on line is that I will be able to teach part of the course while residing in Amsterdam, the Netherlands. This will allow me to give you some live, real time access to *Nederlanders* as I may invite friends and colleagues to guest speak, and per your request, can conduct some informal interviews with folks out on the street. Let me know what you would like to hear about or see, I can serve as your virtual tour guide! Only caveat for me is the 7-hour time difference, so if I seem a bit tired at the end of the classes from Europe, you will know why ☺

Introduction to the class theme and content and assignments

The Dutch are well known for their “tolerant,” laid back attitude towards religious, gender, and sexual differences, as well as such issues as drug use, prostitution, and euthanasia. This course explores both the stereotypes and the actuality of these Dutch attitudes and policies and examines the background to the latter within the context of Dutch and European cultural history.

This exploration of these issues in the Dutch and the European context allows for a consideration of what makes each of our culture(s) “tick” and offers a revealing look at cultural differences and their genesis. At the same time, we ask how many of these cultural differences will remain in an increasingly global culture in which the Netherlands is strongly tied to both the European Union and to an American economy and worldview. As source material we use primary Dutch literature texts, media texts and images, film, government brochures and secondary (scholarly) literature on the topic.

We first discuss some of the well-known stereotypes held about the Dutch and then explore Dutch history, in particular the influences over the centuries of geography, of (international) trade and shipping, and of a number of wars. We trace the rise of an unusual feature of Dutch society, called *verzuiling* or “pillarization.”

We then move on to explore some of the specific debates that form a central role in today's Dutch culture: the role of the state in matters of religion, the Dutch school system, changing attitudes toward social and economic safety nets. Gender relations and sexuality; race relations (historically, and after WW II and de-colonization, and most recently in light of the "Zwarte Piet" debate and BLM); religious (in) tolerance in light of increased Muslim immigration. We discuss in some depth how the Dutch negotiate the shift from a rather homogeneous to a more multicultural society and the Conservative-Right and Nationalist/"nativist" backlash that has tried (but mostly failed) to gain a foothold. Finally, we also take an in depth look at the very different way Dutch policy makers and politicians have responded to the Covid19/Corona crisis. In the Netherlands, many of the above-mentioned debates are couched in the language of tolerance: how to respond to a Muslim community in which some hold radical views that are diametrically opposed to Dutch cultural values? Is it intolerant to reject the intolerance of others, even if it is in name of a defense of Dutch tolerance? How tolerant are we of disobedient behavior when it affects only the individual versus the collective?

Texts/Media

Ian Buruma *Murder in Amsterdam: The Death of Theo van Gogh and the Limits of Tolerance* (order this text yourself from Amazon) and a required course pack (also referred to as the "class reader") will be available from *Jenn's Copies*, 2518 Guadalupe • (512) 482-0779 • and you can also order your course packet online: <https://jennscopiespacket.com/> Link to our package: <https://jennscopiespacket.com/product/gsd-361e-eus-347-wgs-340-too-tolerant-understanding-dutch-culture-in-international-perspective/> For email questions: 2518@jennscopies.com For some class sessions, links to websites, articles, or films will be provided in the Canvas syllabus.

Technology

Required: Internet-enabled device: You must be connected to the class via Zoom and Canvas every day during class time using an Internet-connected computer or laptop. An internet-based cellphone/smartphone is not recommended. Please check all the technical requirements here: <http://www.laits.utexas.edu/tower/tech.html> Be sure that your browser is updated to the versions specified in that link. **Google Chrome** is the recommended browser. ITS provides several ways to get help with UT online services. Phone: 512-475-9400 Email: help@utexas.edu Visit the [Service Desk](#) on the [ServiceNow website](#) Search the [IT@UT website](#) for help articles.

Free or Low Cost Software at UT: Take advantage of services available to you at no additional cost: The university provides certain online tools to students at no additional cost to include access to Office 365 (which comes with Microsoft Word), PowerPoint, Excel and other tools. Additionally, the university provides file storage through UT Box, UT Austin branded Google G Suite email account and unlimited Google Drive Storage, survey creation through Qualtrics, and other tools. Before purchasing a tool, check the [IT@UT web page](#) on no additional cost services to see if it is already provided by ITS.

Use of Zoom

"Keep Learning" Resources If you are looking for ideas and strategies to help you feel more comfortable participating in our online class, please explore the resources available here: <https://onestop.utexas.edu/keep-learning/>

Zoom Etiquette

- It is quite challenging to focus on online classes. It is nearly impossible to focus if you have multiple screens open that do not relate to the class (class will consist of Zoom + use of Canvas, and some synchronous film screenings on Zoom and the use of a class reader made of actual honest to goodness paper!) *Make sure you close all other windows, screens and so forth before class time, close chats and social media not related to the class and silence them so it is easier to be "present" at the Zoom classes.*
- If you do not have a private space available to you, *be sure to wear headphones to minimize interruptions.*
- Mute yourself unless you are speaking.
- Use the "raise hand" button to indicate a desire to speak.
- Use your preferred name as your Zoom screen name, you may add pronouns if you wish (she/her, they/them, he/him).
- Use the chat only to initiate or participate in classroom-related discussions. The chat is visible to the professor and the entire class. Private chat during the Zoom class will be disabled to minimize distractions.
- Turn off your camera if you are leaving the meeting temporarily.
- If the video or audio is choppy, try turning off your video.

- If possible, do not close your screen as it makes group discussion more challenging. However, it is highly recommended that you make yourself invisible to yourself so you only have your professors and your classmates to look at. Research has shown that part of what makes Zoom exhausting is our tendency to self-monitor.

Grading

25% Discussion, quizzes, and participation in class. Show up **on time** and **come prepared** to discuss the week's texts. Short quizzes by which I check on your reading knowledge are part of your participation grade! Missing 4 or more class sessions without a valid excuse leads to a reduction of one half letter grade. If you have to miss class for a legitimate reason, email me. For excused medical absences bring a doctor's note.

Some make up work may be possible, as I understand that you may experience a bit of "Zoom overload" during this semester and may sometimes elect to not show up for class synchronously. In that case, I can make a recording of the class available to you per request (which also contains the transcription of the lecture and the chat). If you watch the lecture after the fact and submit answers to the discussion questions to me within a week, your absence will not be counted as such. I will limit this option to FOUR sessions, unless there are medical reasons for you to miss synchronous sessions.

10% Class presentation of a particular's week's reading, alone or in a pair (once during semester). Prepare a short analytical summary: what is the text about, who is the author, and what are his/her views? What can we learn from this text? Create a hand-out for your fellow classmates. You may prepare a Powerpoint or other kind of slideshow for this purpose, but you will be graded on the basis of content and coherence, not on pretty slides! 10 minutes per presenter!

30% Three 1 page response papers, questions will be provided.

30% One 6-8 page final paper. Choose a topic with relevance to the class theme, find 3-6 sources on it (some of them can be web-based but run them by me first!) and explore the subject in some depth. A proposal is due by week 12, a bibliography is due by week 13. Comparative topics such as: "X in the U.S. versus X in the Netherlands" work especially well for this kind of a paper.

5% Brief final presentation of about 4-5 minutes in which you tell the class about your paper and your findings during our last class session. You are graded on organization, clarity, and timing.

IMPORTANT UT RESOURCES

The University Writing Center

Is a free UT center that is there to support student writing. They will hold all writing consultations online this fall.

Students can sign up for appointments at <http://uwc.utexas.edu/appointments-new/>

Their website contains a host of helpful handouts: <http://uwc.utexas.edu/handouts/> and videos which you can review on your own and some of which we will cover in class.

For instance: "Writing in Process." https://docs.google.com/presentation/d/1U2bvCg7XZF8Y6m-4mALIRJFZ4zme2ytYd2SWgzvlM5Q/present?slide=id.g2180973685_0_92

Disabilities

The University of Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 512- 471-6259, 512-471-6441 TTY.

Other support UT runs the Sanger Learning Skills Center in Jester Hall that offers invaluable advice on studying and note-taking techniques in general.

Mental health It is common for students to feel a great deal of stress when starting college. If you need to talk to someone, contact the Counseling and Mental Health Center at 512-471-3515.

Student disclosures of sexual violence The University of Texas fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as a UT student, the course instructor is required to notify UT's Title IX Office.

Health and safety information

- <https://protect.utexas.edu/health-and-wellness/>

Reminders of safety precautions and procedures, steps to take if you have COVID19 symptoms, how to access testing through UT Health Austin for faculty and staff

- https://longhornconnection.utexas.edu/?utm_campaign=PRES_FY2021_UTFAMILIES_PTT_08242020_EML&utm_medium=email&utm_source=Eloqua An online portal for UT students with community, wellness and creativity sources.

- <https://besafe.utexas.edu/behavior-concerns-advice-line>
Behavioral Concerns and Covid-19 Advice line, or call 512-232-5050. Use to report non-compliance by students with Covid-19 policies related to masks, large gatherings, and other student conduct concerns.
- <https://coronavirus.utexas.edu/ut-austin-covid-19-dashboard>
up to date information on UT, Austin, and Travis county COVID19 cases, testing, and hospitalizations
- <https://covid-19.tacc.utexas.edu/>
details of extensive COVID19 modeling by UT Austin Professor Lauren Ancel Myers and her team

IMPORTANT UT POLICIES

Sharing of Course Materials is Prohibited

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

Class Recordings

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

Q Drop Policy

If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see:

<http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

University E-mail

It is your responsibility to keep the University informed as to changes in your e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily.

Plagiarism and Academic Integrity

Using someone else's work in your own writing without giving proper credit is considered plagiarism, a serious form of academic dishonesty that can result in severe penalties. Copying someone else's work, buying a paper and submitting it as your own, copying and pasting text (even with changes), or borrowing images from an online source, are some examples of plagiarism. Even if you plagiarize accidentally, you can be held responsible and penalized.

Learning to cite sources appropriately is an important part of becoming a professional. When you are unsure about citation, you are encouraged to ask your instructor (who is already an expert in the discipline) what is appropriate in the context of your assignment. Consultants at The University Writing Center can also help you determine whether you are citing sources correctly—and they have helpful guides online for using direct quotations and paraphrasing. Reviewing those skills will help you feel confident that you are handling sources professionally in your writing.

You can read the University's definition of plagiarism and other forms of academic dishonesty in Sec. 11–402 of the Student Conduct Code. For more information, visit the Dean of Students' site.

http://deanofstudents.utexas.edu/sjs/scholdis_plagiarism.php Make sure that you quote properly or paraphrase while disclosing your original source. <http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism/> Look at this handy tutorial if you want more information: <http://uwc.utexas.edu/presentations/>

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- <https://besafe.utexas.edu/behavior-concerns-advice-line>

Behavioral Concerns and Covid-19 Advice line, or call 512-232-5050. Use to report non-compliance by students with Covid-19 policies related to masks, large gatherings, and other student conduct concerns.

- <https://coronavirus.utexas.edu/ut-austin-covid-19-dashboard>

up to date information on UT, Austin, and Travis county COVID19 cases, testing, and hospitalizations

- <https://covid-19.tacc.utexas.edu/>

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Calendar-Syllabus

Readings are listed on the day they will be discussed **so read them *before* we have our next Zoom meeting.**
Always have the assigned text at hand!

Week 1 Introduction

TH 27 Aug

Introduction to the course structure of class, syllabus, bios, first reading
 Cartoons “The Dutch...” “Italian...”

Assignment: get your class reader, order Buruma book, and look at material for Thursday,
 Think of which presentation you would like to do, and fill out your bio sheet!
 Read Shetter CH 1

Week 2 Stereotypes of the Dutch debunked

T 1 Sept

Sign up for presentations, return bio!

“Netherlands Profile” “Conformist nonchalance,” “Dutch Soldiers Find Smiles Are...”
 Shetter CH 1 “Approaches to the Country,” “Lessons for U.S. from a Flood-Prone Land”

Th 3 Sept

Introductory History of the Netherlands

Discussion of Shetter chapters 13, “A Historical Dimension” and 14, “The Modern Netherlands”

Assignment: read texts for week 3.

Week 3 What makes the Dutch Dutch?

T 8 Sept

Reader: Van der Horst “Egalitarian” part I

Presentation:

Th 10 Sept

What makes the Dutch Dutch part II

Van der Horst “Egalitarian” part II

Presentation:

Assignment: read texts for week 4 and work on response paper #1

Week 4 Dutch Social Structures

T 15 Sept

Shetter CH 6 “Planning a Society,” “The Dutch Social Welfare System in the 20th
 Century” “Dutch Laws Pertaining to Tolerance” “Netherlands” (overview of social security)
 “Going Dutch”

Presentation:

TH 17 Sept

Education in the Netherlands

Response Paper 1 due!

Shetter CH 19 “Dutch Society”

Shetter CH 7 “Education”

“Structure of the Dutch education System”, “Higher Education in the Netherlands”

“Dutch Higher Education Policy Refocuses on Quality”

Presentation:

Assignment: read texts for week 5.

Week 5	The Position of Women and Mothers in the Netherlands
T 22 Sept	"Netherlands Claims Progress In Improving Situation of Women," U.S. Dept. of State on "Women in the Netherlands," "Working (Part-Time) in the 21st Century" Presentation:
Th 24 Sept	"The Netherlands: Country of Mothers," "Fertility and Family" "Misconceptions about the Netherlands," "Adolescent Sexual Health.." "Teen pregnancy..." Presentation:
	Assignment: read texts for week 6
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Week 6	Sex and Sexuality, Legal and IllegalI: Homosexuality
T 29 Sept	"Max en Sven," "Utopianism and Sexual Politics," "Same Sex Marriages" "Going Dutch?" "Same-Sex Marriage and Adoption: Unresolved Issues..." <i>COC in the Netherlands</i> Presentation:
Th 1 Oct	Sex and Sexuality, Legal and IllegalII: Prostitution "The Red Thread and Prostitution in the Netherlands," "A new trick: Dutch taxman hunting prostitutes," "At Issue: is sex for the disabled a right?" Watch: https://vimeo.com/158943306 Presentation:
	Assignment: read texts for week 7, write response paper#2!
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Week 7	Health and Public Policy: Covid in the Netherlands
T 6 Oct	https://www.government.nl/topics/coronavirus-covid-19/tackling-new-coronavirus-in-the-netherlands https://www.rivm.nl/en/novel-coronavirus-covid-19/omt https://www.forbes.com/sites/jeroenkraaijenbrink/2020/04/14/the-dutch-answer-to-covid-19-the-15-meter-economy/#2d1ddd446274 https://www.bloomberg.com/news/features/2020-06-05/netherlands-coronavirus-lockdown-dutch-followed-the-rules European Covid dashboard: https://www.ecdc.europa.eu/en/cases-2019-ncov-eueea Presentation:
Th 8 Oct	Euthanasia Debates <i>Response paper 2 due!</i> "Push for the Right to Die Grows in the Netherlands" "Holland's Euthanasia law" Dutch Courage," "The Dutch Way of Death," "Euthanasia for Babies?" "Jack's death..." Presentation:
	Assignment: read texts for week 8
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Week 8	Myths versus Reality: Dutch Drugs Policy
T 13 Oct	"Why Dutch drug policy threatens U.S.," "The Disasters of War: American Repression versus Dutch Tolerance in Drug Policy," "Law Could Hamper Drug Tourism in the Netherlands," "Don't Pass The Dutchie: Amsterdam Bans Pot From Schools, Playgrounds" Presentation:
Th 15 Oct	Dutch Drug Policy II "The Origins and Future of the Dutch Approach towards Drugs" "Amsterdam responds to" Presentation:

Assignment: read texts for week 9

Week 9

T 20 Oct

Dutch National Identity

Shetter CH 15 "The Ethnic Heritage" and CH 20 "Cultural Identity"
Presentation:

Th 22 Oct

Religion/Religious Pluralism

Shetter CH 11 "Religion and Pluriformity" "Elastic Catholic..."
Presentation:

Assignment: read texts for week 10

Week 10

T 27 Oct

WW II and the Holocaust in the Netherlands

"WW II and the Holocaust in the Netherlands: Revising Myths," "Chronologie-Directives," "Number of victims in the Second WW in the Netherlands," "Relative and Absolute European Jewish Death Rates"
Presentation:

Th 29 Oct

WATCH Willy Lindwer *Return to Holland* (film) in class
"Anne Frank and the Dutch Myth," "Dutch Nix Anne Frank as Citizen"
Presentation:

Assignment: Write response paper #3 and read text for week 11 (LONG chapter!)

Week 11

T 3 Nov

The Dutch "Multicultural Society" I

Van der Horst "A Debt of Honour" "Is Zwarte Piet Racism? Race Relations in the Netherlands" "Thin veil of Dutch Tolerance" Dutch Parliament Paves the way for..." "Europeans Greatly overestimate..."
Presentation:

Assignment: write response paper #3

OPTIONAL:

11 am: "Austria: Nationalism in Europe in times of Covid 19" Lecture by Dr. Florian Bieber, University of Graz, Zoom link will be provided

Th 5 Nov

The Dutch "Multicultural Society" II

Response paper 3 due!

Gloria Wekker "The Case of Zwarte Piet" (Ch 5 in *White Innocence: Paradoxes of Colonialism and Race*. Durham, North Carolina: Duke University Press, 2016)

Tamara Nisic "From Multiculturalism to Integration or from Marginalization to Assimilation?"

<https://abcnews.go.com/International/wireStory/thousands-attend-black-lives-matter-demo-amsterdam-71176624>

<https://www.independent.co.uk/travel/europe/amsterdam-black-lives-matter-netherlands-heritage-tour-slavery-dutch-east-india-company-a9595986.html>

Presentation:

Assignment: read text for week 12, come up with topic(s) for final paper, this should be a ½ -1 page typed proposal.

Week 12 T 10 Nov	<p>Doing Dutch Politics Shetter CH 10 “The Political System,” “The Political Wing of the Poldermodel,” “Political Systems in Europe,” http://www.politico.eu/article/netherlands-election-2017-mark-rutte-geert-wilders-right-wing/ Presentation:</p>
Th 12 Nov	<p>Hand in topic for final paper! Political trouble since 9/11: Political murders, Pim Fortuyn, van Gogh “Rightist in Netherlands Is Slain, and the Nation is Stunned,” “Brutal End...,” “Theo Van Gogh,” “Tolerating a Time Bomb” Presentation:</p> <p>Assignment: read texts for week 13 and create bibliography for final paper. Continue reading Ian Buruma <i>Murder in Amsterdam</i></p>
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Week 13 T 17 Nov	<p>Dutch Response to Home Grown Intolerance: Buruma <i>Murder in Amsterdam</i> Watch Van Gogh <i>Submission</i> in class Discussion of Ian Buruma <i>Murder in Amsterdam</i> chapters 1-4 Presentation:</p>
Th 19 Nov	<p>Ian Buruma <i>Murder in Amsterdam</i> Hand in bibliography for final paper! Final discussion on Buruma: chapters 5, 6, and 7 Presentation:</p> <p>Assignment: read texts for week 14, work on final paper.</p>
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Week 14 T 24 Nov	<p>The New Intolerance? The Geert Wilders Phenomenon “Dutch Tolerance Tried,” “Letter from Amsterdam” Geert Wilders File, BBC Profile: Geert Wilders, Ian Buruma “Totally Tolerant, Up to a Point” “Watch and discuss excerpt of <i>Fitna</i> and the controversy surrounding it https://www.theguardian.com/world/2016/dec/10/netherlands-geert-wilders-politics-far-right?CMP=Share_iOSApp_Other Presentation:</p>
Th 26 Nov	<p>Thanksgiving, NO CLASS</p> <p>Assignment: work on your final paper, prepare for presentation.</p>
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Week 15 TTH 1/3 Dec	<p>Final presentations! Student presentations of about 10 minutes in which you talk about your final paper project. Be concise and precise, present topic/thesis/findings and/or problems thus far.</p>
TH Dec 10	<p>Final paper due, 5 PM. Papers need to be sent to me in as a word and as a PDF version by 5 PM per E-MAIL attachment. NOTE: Format the title as follows: “Last Name Too Tolerant Final Paper”. Make sure you receive a confirmation email from me by the next morning before you consider your paper submitted.</p>