



Dutch

DUTC 1003 (3 credits / 45 hours)

SIT Study Abroad Program:
The Netherlands: International Perspectives on Sexuality and
Gender

PLEASE NOTE: This syllabus represents a recent semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Course Description

Language learning is a key part of a studying abroad. Although Dutch is not essential to survival in Amsterdam (most people are quite fluent in English), it is crucial to cultural immersion. Language is not only a tool for communication; it is also an important element of cultural understanding. Simply greeting a neighbor or storekeeper in Dutch will be greatly appreciated.

Language classes combine standard materials for teaching Dutch with specific materials about sexuality and gender found in the Netherlands. There will be regular homework assigned, and students are requested to speak by “trial and error” as much as possible. As English is frequently spoken in Amsterdam, the focus of the Dutch class is not survival Dutch, but to teach basic language understanding and to learn to read or skim texts in preparation for the ISP. We hope students will take the challenge of learning how to read short newspaper articles and journal abstracts to gain knowledge of their ISP topic in print media.

Learning Outcomes

By the end of the course, students should be able to engage in the following:

- Understand simple written and spoken Dutch;
- Use basic conversational skills;
- Manage basic Dutch vocabulary;
- Apply language skills within the context of the homestay and the Independent Study Project.

Course Readings

van der Toorn-Schutte, J. (2006). *Klare Taal! Uitgebreide basisgrammatica NT2*. Amsterdam: Boom.

- You must buy a new copy of Klare Taal. Used copies are not accepted.

Osselton, N. & Hempelman, R. (2003). *The new routledge dutch dictionary: Dutch-English and English- Dutch*. London/New York: Routledge.

- A limited number of copies are available in the SIT library.

Former Students on Learning Dutch

“I would emphasize to practice speaking Dutch with your host, with friends you meet, and with the group as a whole. Almost all the Dutch people I met really appreciated when I or other students spoke even a small amount of Dutch, so at least try; don't be afraid to embarrass yourself. Also be persistent; even when people respond to you in English, keep trying in Dutch.”

“LEARN DUTCH! Don't doubt yourself! Use what you learn! Make mistakes! Using the little that you know goes a long way, believe me. The only way to learn is to use what you know. It's so easy to rely on the Dutch to speak English, but challenge yourself. When you go to a café and order a cup of coffee, try to speak Dutch. And if the waiter talks back to you in English, don't give up. Keep using Dutch, and then they'll realize how eager you are to learn.”

Tips

- Go to every Dutch class and ask questions if you do not understand the material.
- Ask your hosts to share some Dutch music with you. Or watch TV or DVDs in Dutch together.
- Watch children's TV programs as often as possible—they speak slowly and the pronunciation is excellent.
- Use Dutch as much as possible: with you host, in stores, with Dutch friends, with staff, and with other SIT students.
- Read Dutch magazines and newspapers—it really does help for comprehension, and unlike TV, you can read and decipher words and sentences at your own pace.
- Read aloud at night and practice the grammar lessons regularly.

Evaluation and Grading Criteria

Description of Assignments

- Homestay neighborhood presentation
Students explore their homestay neighborhood through a gender and sexuality lens. Students are asked to perform observations, take pictures, and bring brochures and other material to class. Students prepare for a group presentation in class and use a power point.
- Solo excursion assignment
Students are sent to different smaller cities and towns throughout the Netherlands. They explore the city/town by reflecting on the common traits of Dutch culture, as discussed in the orientation week. Students are required to take notes and pictures and conduct short interviews with at least two people they meet during the excursion. Students prepare a poster presentation in class, in which they may also use poetry, spoken word, photos and images, and/or music.
- Midterm exam

In this midterm exam, students are assessed in their ability to speak and write Dutch.

- Final exam

In this final exam, students are assessed in their ability to speak and write Dutch. The exam will be preceded by an exam preparation class.

- Participation

The Dutch language and culture lecturer will assess your participation in class.

Participation includes:

- Attendance—promptness to class and positive presence in class
- Active listening—paying attention in class and during field excursions, asking appropriate questions, showing interest and enthusiasm, entertaining contradictory perspectives, taking notes
- Self-directed learning—reading the local paper and other materials to see the Dutch perspective on relevant issues, discussing issues with host families and others
- Involvement in-class discussions—either in small or large groups
- Group accountability during field excursions and classes
- Taking leadership roles—leading and guiding discussions in a productive direction

Assessment:

Homestay neighborhood presentation	15%
Solo excursion assignment	15%
Midterm exam	20%
Final exam	40%
Participation	10%

Grading Scale

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
below 64%	F

Expectations and Policies

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done according to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).

- Respect differences of opinion (classmates, lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

Please note: The syllabus, course content, and readings may modified by the Academic Director in order to better suit the needs of the course and its participants. Should any change of class topics or lecturers be necessary, students will be promptly notified.

Academic Policies: SIT prides itself on providing students with an experientially based program; we hold ourselves, and our students, to the highest of academic standards. Students are asked to refer to the **SIT Study Abroad Handbook** for policies on academic integrity, ethics, academic warning and probation, diversity and disability, sexual harassment and the academic appeals process.

Disability Services: Students with disabilities are encouraged to contact Disability Services at disabilityservices@sit.edu for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at <http://studyabroad.sit.edu/disabilityservices>.