

A Country Out of Sorts: Migration Politics and Policy in the Netherlands

EURO-3060 (3 credits)

Netherlands: SIT Track Option

This syllabus is representative of a typical 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

Like many other countries in Europe (and around the world), the political landscape of the Netherlands has been restructured – and reconstituted – around the issue of migration. In this course, students will interrogate how both the real and perceived effects of global mobility movements have reshaped Dutch politics, and have led, especially, to the rise in popularity of anti-immigration sentiment and ethno-nationalist political ideologies and parties. After providing students with a foundational understanding of the Dutch political system (including its longstanding dedication to the uniquely Dutch “poldermodel” of coalitional politics), this course will home in on the ways in which that system has responded to – and has been transformed by – the benefits, pressures, and challenges of migration into the Netherlands. At the same time, students will unpack how Dutch politics exists in an uneasy relationship with the civil society organization that are tasked with co-creating and implementing migration policy (both on the national, regional, and municipal level). Threaded throughout the course is a focus on the lives of those people who seek to move to the Netherlands. In particular, students will tease apart how access to labor rights, residency, and citizenship is predicated on the (shifting) categorizations of “Dutchness” and Otherness that are produced at the intersection of migration politics and migration policy.

Learning Outcomes

Upon completion of the course, students will be able to:

- Demonstrate an in-depth understanding of the historical development and contemporary functioning of the Dutch political system, and articulate clearly and persuasively how the topic of immigration animates Dutch politics
- Engage critically with the leading theoretical frameworks for international migration, and explicate how specific periods in the history of Dutch immigration can be understood by drawing on one or more of these models

- Outline how migration policy is crafted in the Netherlands, and analyze specific policies that regulate immigration into the Netherlands, including how they bear (differently) on specific groups of people based on their classification in/under Dutch policy
- Perform a close reading of (an excerpt of) a policy document, a political speech, or a news story addressing the issue of migration and dissect it by mobilizing a concept culled from any of the theories or policies of migration discussed in the course

Language of Instruction

This course is taught in English.

Instructional Methods

SIT's teaching and learning philosophy is grounded in the experiential learning theory developed by Kolb (1984; 2015) and informed by various scholars, such as Dewey, Piaget, Lewin, among others. Experiential learning theory recognizes that learning is an active process that is not confined to the formal curriculum; "knowledge is created through the transformation of experience" (Kolb, 2015, p. 49). Learning involves both content and process. Learning is holistic and happens through various life experiences upon which students draw to generate new ways of knowing and being. Learning involves a community and is a lifelong endeavor. Learning is transformational.

The suggested four step-cycle of a *concrete experience*, *reflective observation*, *abstract conceptualization*, and *active experimentation* embedded in the experiential learning model is not linear and might not always happen in that specific order, as any learning is highly context dependent. These stages of taking part in a shared experience; reflecting on that experience by describing and interpreting it; challenging their own assumptions and beliefs to generate new knowledge; and ultimately applying new knowledge, awareness, skills, and attitudes in a variety of situations and contexts are important for students to engage in to become empowered lifelong learners.

Required Texts

Book chapters and articles outlined below under Course Schedule, and posted in Canvas in Files. This is a selection of those texts:

- Andeweg, Rudy B., Galen A. Irwin, and Tom Louwerse. "Political Parties and the Party System." *Governance and Politics of the Netherlands*. Fifth edition. Red Globe Press, 2020. 57-91.
- Bhambra, K. Gurminder. "The Current Crisis of Europe: Refugees, Colonialism, and the Limits of Cosmopolitanism." *European Law Journal: Review of European Law in Context*, vol. 23, no. 5, 2017.
- Davies, Thom, Arshad Isakjee, and Surindar Dhesi. "Violent Inaction: The Necropolitical Experience of Refugees in Europe." *Antipode*, vol. 49, no. 5, 2017.
- De Lange, Sarah, et al, eds. *The Oxford Handbook of Dutch Politics*. Oxford University Press, 2024.

- Chapter 7: Louwerse, Tom, and Cynthia van Vonno. "Parliamentary Politics in the Netherlands." 105-124.
- Chapter 21: Lauret, Lauren, and Karwan Fatah-Black. "Citizenship Categories and Their Legacies in Dutch Postcolonial Politics." 351-368.
- Chapter 44: Scholten, Pieter. "The Precarious Politics of Dutch Immigration and Immigrant Politics." 747-765.
- Jones, Guno. "What Is New about Dutch Populism? Dutch Colonialism, Hierarchical Citizenship and Contemporary Populist Debates and Policies in the Netherlands." *Journal of Intercultural Studies*, vol. 37, no. 6, 2016.
- Martina, Egbert Alejandro, and Patricia Schor. "White Order, Corporate Capital, and Control of Mobility in the Netherlands." *Smash the Pillars: Decoloniality and the Imaginary of Color in the Dutch Kingdom*. Edited by Melissa F. Weiner and Antonio Carmona Báez. Lexington Books, 2018. 149-160.
- McNeal, Keith E., and Sarah French Brennan. "Between Homonationalism and Islamophobia: Comparing Queer Caribbean and Muslim Asylum Seeking in/to the Netherlands." *Queer Migration and Asylum in Europe*. Edited by Richard C.M. Mole. University College London Press, 2021. 162-183.
- Mügge, Liza. "Migrant Organizations and Transnational Politics." *Beyond Dutch Borders: Transnational Politics among Colonial Migrants, Guest Workers and the Second Generation*. Amsterdam University Press, 2010. 83-125.
- Scholten, Peter. "Dutch Exceptionalism? Immigrant Integration Research and Policies in France, Germany, and the United Kingdom." *Framing Immigrant Integration: Dutch Research-Policy Dialogues in Comparative Perspective*. Amsterdam University Press, 2011. 229-277.
- Shizha, Edward, and Edward Makwarimba. "Transnationalism, Intersectionality, and Migrant Ecological Trajectories." *Immigrant Lives: Intersectionality, Transnationality, and Global Perspectives*. Edited by Edward Shizha and Edward Makwarimba. Oxford University Press, 2023. 1-25.
- Siegmann, Karen Astrid, Julia Quaedvlieg, and Tyler Williams. "Migrant Labour in Dutch Agriculture: Regulated Precarity." *European Journal of Migration and Law*, vol. 24, no. 2, 2022.
- Van Oers, Ricky. "Deserving Citizenship in Germany and The Netherlands: Citizenship Tests in Liberal Democracies." *Ethnicities*, vol. 21, no. 2, 2021.
- Vossen, Koen. "The Four Pillars of the PVV: The PVV's Ideology." *The Power of Populism: Geert Wilders and the Party for Freedom in The Netherlands*. Routledge, 2017. 29-62.
- Wekker, Gloria. *White Innocence: Paradoxes of Colonialism and Race*. London, England: Duke University Press, 2016. 1-29.
- Yanow, Dvora, and Marleen van der Haar. "People out of Place: Allochthony and Autochthony in the Netherlands' Identity Discourse – Metaphors and Categories in Action." *Journal of International Relations and Development*, vol. 16, 2013.

Assignments

Participation (15%)

Students are expected to be physically and mentally present for all classes. To prepare for class, students should critically read the assigned texts prior to each class and come prepared with relevant questions and insights.

Annotation exercise (15%)

Students will be asked to annotate/critically mark up an excerpt of a course-related public policy document. Intended to straddle the line of visual and textual learning, and to begin to hone students' close reading skills, students will use arrows, dotted lines, and other visual symbols (which would be outlined in detail) to ask explanatory and critical questions, identify key points, arguments/assumptions and logical leaps/fallacies, and link back to concepts already discussed in the course. This assignment would also serve as scaffolding for the policy paper assignment.

Site visit reflection paper (20%)

Students will be asked to write a short reflection paper (1,000 – 1,500 words) unpacking one of their site visits by analyzing how it furthered their understanding of one specific topic that was discussed in one specific reading. Intended to test students' ability to bring theory/policy into conversation with practice, and to tease out the (productive) tension between the two, students will be asked to produce an integrative analysis of the site visit by drawing explicitly (and in equal measure) on statements made/materials they engaged with during the site visit, and arguments advanced in the reading they select.

“Facets of the Netherlands” podcast interview (25%)

Students will be asked to follow in the footsteps of (amateur and professional) podcast hosts by recording their own podcast episode for the “Facets of the Netherlands” podcast, a wide-ranging but policy-centric podcast about different facets of Dutch culture. They and their co-host(s) will discuss and analyze a topic of their own choosing and present the audience with the ways in which this topic is currently being understood and debated, and why it constitutes an important facet of life in the Netherlands.

In a twenty-minute podcast episode (if they opt for a podcast with two hosts) or a thirty-minute episode (if they choose to have three hosts), they will demonstrate their ability to synthesize information, engage in public pedagogy, and speak convincingly and authoritatively on a topic of their own choosing. (Students are advised – but not required – to choose a topic that they will flesh out in the policy paper assignment.)

Policy paper (25%)

Students will be asked to produce a full-fledged policy proposal (1,500 – 2,250 words, with each section between 500 and 750 words), i.e. a detailed action plan that:

- is addressed and caters to a specific audience (whether that be an institutional actor, the broader public, or a stakeholder with a vested interest in the issue)
- identifies and captures the key parameters of the issue, problem, or lacuna they are seeking to address (also referred to as the policy brief – 500-750 words)
- outlines the existing policies and theories that undergird how the issue is currently understood, and provides an assessment of two policies that have either been proposed or already implemented (also referred to as the policy analysis — 500-750 words)
- establishes the need of, argues for the efficacy of, and provides evidence for an original policy to the problem they are seeking to address or solve (also referred to as the policy action – 500-750 words)

Attendance and Participation

Due to the nature of SIT Study Abroad programs, and the importance of student and instructor contributions in each and every class session, attendance at all classes and for all program excursions is required. Criteria for evaluation of student performance include attendance and participation in program activities. Students must fully participate in all program components and courses. Students may not voluntarily opt out of required program activities. Valid reasons for absence – such as illness – must be discussed with the academic director or other designated staff person. Absences impact academic performance, may impact grades, and could result in dismissal from the program.

Late Assignments

SIT Study Abroad programs integrate traditional classroom lectures and discussion with field-based experiences, site visits and debriefs. The curriculum is designed to build on itself and progress to the culmination (projects, ISP, case studies, internship, etc.). It is critical that students complete assignments in a timely manner to continue to benefit from the sequences in assignments, reflections and experiences throughout the program.

Example: Students may request a justified extension for one paper/assignment during the semester. Requests must be made in writing and at least 12 hours before the posted due date and time. If reason for request is accepted, an extension of up to one week may be granted at that time. Any further requests for extensions will not be granted. Students who fail to submit the assignment within the extension period will receive an 'F' for the assignment.

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

Program Expectations

- 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 accordingly 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.
- Storing Your Work: Keep several copies of your work as back up and keep one copy accessible to you through an online forum, such as an attachment in your email, the course learning management system, or cloud-based storage. This way your work will always be available to despite technical issues. Lost files, deleted drives, or computer crashes are not excuses for late, missing work.
- Personal Technology Use: Cell phones and other personal electronics can be used for taking notes and other class activities. Off-task usage is not acceptable. You may be marked as absent for habitually using them for something other than classroom activities.
- Course Communication: Course documents and assignments will be posted on the learning management system, Canvas. Although the course calendar provides a broad overview and the general sequence of work and assignments for the course, what we accomplish in class will vary, and revisions to the calendar will be posted at the course site. You will need to check the course site regularly. You are responsible for letting me know about any network-related problems that prevent you from accessing or submitting assignments.
- Content Considerations: Some texts and activities you will encounter in this course delve into sensitive topics that may be emotionally and intellectually challenging. Our classroom is a space where we can engage with challenging ideas, question assumptions, and navigate difficult topics with respect and maturity. As possible, I will flag content and activities that are especially graphic or intense, so we are prepared to address them soberly and sensitively. If you are struggling to keep up with the work or participate in the course because of the nature of the content and activities, you should speak with me and/or seek help from counseling services.
- Classroom recording policy: To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance

written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.]

SIT Policies and Resources

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Accessibility Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.

Course Schedule

**Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs*

Details, including site visits and assignment due dates will be fleshed out by the specifically faculty. Below you will find a breakdown of the topics covered in this course each week:

Class 1: Introduction to the course

Class 2: Key concepts and theories in migration politics and policy

Class 3: Overview of the Dutch political system: party politics, governance, and policymaking

Class 4: Dutch identity and citizenship: Dutchness, autochtony, and allochtony

Class 5: Race-making in the Netherlands: Whiteness, the Other, and the legacy/ies of Dutch colonialism

Class 6: Immigration policies in the Netherlands, from 1945 to today

Class 7: Immigration politics in the Netherlands, from the periphery to the center

Class 8: Immigration ideology in the Netherlands, between assimilation and integration

Class 9: Case study I: Geert Wilders, the PVV, and the politicization of immigration policy

Class 10: Case study II: Queer migrants, the IND, and the limits of intersectional migration policy and research in the Netherlands

Class 11: Solidarity, resistance, and hybridity in and between Dutch migrant communities

Class 12: End-of-course reflections