



KIIS Netherlands Program, Summer 2023

GEOG 385 Society, Resources and Climate

Instructor: Tony Stallins

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Instructor's office hours: on site and by appointment

Syllabus subject to change

1. Course Description: Through readings, organized class trips, and independent travel, this course examines environmental issues and solutions unique to the Netherlands related to 1) how the Dutch have learned to live with their distinctive histories and geographies of land, sea, and river; and 2) how the highly productive Dutch agricultural system and practices to promote decarbonization intersect.

2. Overall KIIS Program Student Learning Outcomes:

KIIS Study Abroad Mission Statement:

KIIS provides high-quality education abroad programs for students from all diverse backgrounds that promote deep international learning, are integrated into the curriculum, and encourage critical and creative thinking. Our goal is to help students understand the wider world and develop personal and professional skills for lifelong enrichment. We strive to go beyond generalizations and cultural stereotypes to help foster a nuanced appreciation of the world in which we live.

Students participating on KIIS study abroad programs aim to:

- 1) Understand contemporary issues of their host country/countries
- 2) Develop skills to interact comfortably in a global setting.
- 3) Understand other cultures.

Prior to your KIIS study abroad program, and again at the conclusion of your program, KIIS will ask each student to a) answer a few multiple-choice questions, and b) write a short reflective essay (two paragraphs in length) related to the elements detailed above. There is no right or wrong answer, and your responses will not affect your grade in any way. The purpose of the exercise is to help KIIS measure the effectiveness of its study abroad programs.

3. Course Objective: To describe strategies for addressing ongoing environmental change as exemplified in the policies and adaptations of the Netherlands

Learning Outcomes: By the end of this course, successful students will be able to:

- 1) Articulate how the Dutch have integrated sea-level rise and flood risks into their cities, culture, and conservation. Describe some of the tensions and tradeoffs that have come with these adaptations.
- 2) Provide examples of the Netherlands's highly productive and varied agricultural systems and its distinctive approaches to green design and transportation. Discuss some of the tensions among these symbols of Dutch ingenuity in light of the country's pledges toward decarbonization

4. Major Topics



Alternative transportation. We will examine how the Dutch get around - by bike, train, bus and by foot – as alternatives to the car-bound culture of the US

Innovations in food and agriculture.

In addition to their tulips and their incorporation into global markets, the Netherlands manages to produce a large amount of food on a small amount of land, much of it prone to flooding. Urban and indoor farming are ways that make this possible for the Dutch

Climate change: sea-level rise. Past, present and future are bound to the sea in the Netherlands. Examples of how the Dutch have learned to live with the sea are visible in the everyday landscape. From residential homes to massive dikes and gates controlling the movement of water, the Netherlands is the place to go to learn about the ways we might adjust to sea level rise.

Decarbonization.

How do the Dutch compare to Americans in their incorporation of renewable energy and recycling into their lifestyles? Is it just a matter of technology and planning? Or is it more about the attitudes toward sustainability? What do these old windmills do?

5. Fulfillment of General Education Requirement: Please consult with the advisor of your degree program to inquire if any general education requirements can be fulfilled with this course. For University of Kentucky students, GEOG 385 Society, Resources and Climate can be assigned 300-level credit as a Geography (GEO) or an Environmental and Sustainability (ENS) courses

6. Required Readings and Materials: All class materials will be made available for free online. These readings will come from newspapers and writings that can be described as striking a balance between journalistic and academic writing.

7. Graded Assignments:

Map assessments and terms

To make the best use of our travel, we will need to be familiar with the general cultural, physical, and historical features of the natural and human-modified landscapes of the Netherlands. Work will consist of weekly map assessments and/or discussion of pre-defined terms assigned by the instructor.

60 points total; 5 map and term grades totaling 35 points and a 25 point final assessment of your mastery of the terms. At the end of the semester, you will be required to arrange these slides and the terms and images on them into themed units. This will require you to know the terms and be able to pick which ones go together. Rearrange the slides so that they have a logical organization. Use title slides and subheadings so that the content has structure and an internal consistency rather than being a long list of terms. This activity will be done in groups of two. The link to your own reorganized Google Slides file should be emailed to me at the end of the semester. Grading will be based on this rubric:

25 points for exceptional organization and annotation. Slides reflect coherent thematic units. Title slides are informative and easy to follow.

20 points for good organization and annotation. Slides are thematically arranged but not as coherent and consistent as a higher score.

15 points for marginal organization and annotation. Slides convey a cursory understanding of the content

10 points for weakly organized and annotated slides. Slides lack coherency of major themes and ideas about the Netherlands

0-5 points for minimal investment of effort or time.

Blog - Water in the Netherlands: cities, culture, and conservation

Past, present and future are bound to the sea and rivers in the Netherlands. Examples of how the Dutch have learned to live with water are visible in the everyday landscape. From residential homes to massive dikes and gates controlling the movement of water, the Netherlands is the place to go to learn about the ways we might adjust to sea level rise. How have the Dutch integrated sea-level rise and flood risks into cities, culture, and conservation? Compile and describe examples through your writing, photos, and video and post them on Google Blogger. These should prioritize your reading, your photos and videos, but you should also include any maps or images from other sources

Blog - Water in the Netherlands: 10 points for blog set up, formatting and submission of URL, and two grades of grades at 25 points each for a total of 60 points

Blog - Energy, food, and transportation: Dutch innovations and their tensions

The Netherlands produces a large amount of food on a small amount of land, much of it prone to flooding. Their citizens have access to a range of transportation options that alleviate dependence on car culture. The Netherlands is also associated with trend-setting initiatives to move away from fossil fuels and to decarbonize. Compose a travel guide in Google Blogger. Identify and describe specific places and activities in the Netherlands that exemplify its high agricultural productivity, alternative modes of transportation, and movements toward decarbonization. And this is important to include in your blog: what are some of the tensions, contradictions, and problems that reside within these innovations? Include images – preferably photos and short videos you take – for your entries. Each entry in your blog should highlight both sides of these innovations and accomplishments - their positives as well as some of the externalities.

Blog – Energy, food, and transportation: 10 points for blog set up, formatting and submission of URL, and two grades of grades at 25 points each for a total of 60 points

180 points total. Final letter grade is the percentage of points you earn out of 180 points.

8. Attendance Policy:

KIIS program participants are expected to be punctual to and in attendance at all classes, presentations, meetings and required excursions, and to remain with the program for the full academic period. Unexcused absences from classes and/or mandatory meetings will result in a lowering of the student's final grade, as will excessive tardiness. Multiple unexcused absences could result in expulsion from the program. Any absence from an academic class session must be excused for medical reasons.

9. Disability Accommodation:

KIIS will make every reasonable effort to provide accommodations for program participants with special needs or disabilities, but we cannot guarantee that we will be able to do so. Be aware that many foreign countries do not have comprehensive legislation comparable to the Americans with Disabilities Act (ADA). As a result, businesses and other establishments operating in foreign countries may not be able to provide accommodations. If you have a disability accommodation need, we recommend you contact your KIIS Campus Representative, <https://www.kiis.org/about-kiis/contact-us/campus-representatives/> early in your program selection process so that s/he has time to discuss any specific needs, including which KIIS programs may be best suited. You also are welcome to contact KIIS Assistant Director, Maria Canning, maria.canning@wku.edu, to discuss your disability accommodation needs (e.g. housing, transportation, excursions, class schedule, etc.).

Immediately after acceptance, notify KIIS Assistant Director, Maria Canning, or KIIS Admissions and Enrollment Specialist, Haley McTaggart, haley.mctaggart@wku.edu, if you have a special need or disability that might require any form of accommodation abroad. Failure to notify KIIS may prevent you from participating on your KIIS program.

If you require any accommodations abroad, you must provide KIIS Assistant Director, Maria Canning, or KIIS Admissions and Enrollment Specialist, Haley McTaggart, an accommodation letter from your home campus' disability accommodation office that lists the accommodations you are eligible to receive. Please do not request accommodations directly from your KIIS Program Director or other KIIS Faculty; the KIIS Office will notify your KIIS Program Director and/or Faculty after we have received your above accommodation letter.

In some cases, you may need to make arrangements for a caregiver to join you on your KIIS program, should your physician, campus disability accommodation office, or KIIS make such a recommendation or require it.

10. Title IX / Discrimination & Harassment:

Recent attention to gender discrimination and sexual harassment at colleges and universities reminds us of the importance of adhering to standards of ethical and professional behavior. KIIS Study Abroad is committed to supporting and encouraging safe and equitable educational environments for our students, faculty, and program directors. Students, faculty, and program directors are required to be civil and treat each other with dignity and respect. As such, harassment and/or discrimination of any kind will not be permitted or tolerated.

Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of KIIS policies. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to a) KIIS Assistant Director, Maria Canning (+1-859-200-1000) or KIIS Executive Director, John Dizgun (+1-270-227-2288), b) WKU's Title IX Coordinator, Ena Demir (270-745-6867 / ena.demir@wku.edu) or WKU's Title IX Investigators, Michael Crowe (270-745-5429 / michael.crowe@wku.edu) or Joshua Hayes (270-745-5121 / joshua.hayes@wku.edu). Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a KIIS program director and/or faculty member, KIIS program directors and faculty are considered "Responsible Employees" of Western Kentucky University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center, <https://www.wku.edu/heretohelp/> at 270-745-3159. For more information on KIIS Title IX, see <https://www.kiis.org/students/health-safety/title-ix-clery/>; additional Title IX resources can be found here <https://www.wku.edu/eoo/titleixbrochure2020.pdf>.

Everyone should be able to participate on a KIIS program, attend a KIIS event, or work in a KIIS environment (e.g. KIIS office) without fear of sexual harassment or discrimination of any kind. Be respectful of each other.

11. Course Schedule

Week	Assignments
Class 1 – May 31	Students will come to each class meeting having read the assigned online materials posted through Google. A map assessment and/or a discussion of key terms (to be defined by students before class) will take place each meeting. These readings and the key terms, in conjunction with organized group travel as well as independent student travel, will form the basis for the content of two blogs, one each related to the objectives listed above in graded assignments. Blog instructions will be given prior to class departure from the US.
Class 2 – June 7	
Class 3 – June 14	
Class 4 – June 21	