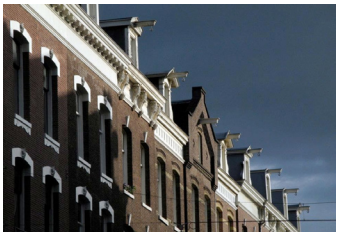
Documenting Dutch Culture

SUMMER 2027, May 30 - June 15

Instructors: Dr. Lynette Holman, Cell: 757-679-0307 and Philip Holman, Cell: 757-679-1934
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INCREASE YOUR KNOWLEDGE

- This program, "Documenting Dutch Culture" will expand students' knowledge of world geography, colonialism, sustainable design and living, and conditions, issues, and events related to Dutch culture. As such, it will augment their awareness of the complexity and interdependency of world events and issues.

- In particular, the program will increase their understanding of historical and environmental forces that have shaped the current world system and address key competencies in sustainability (SC):
  - values thinking,
  - systems thinking,
  - futures thinking, and
  - interpersonal/collaborative competence.

- This program will increase students' knowledge of how the Dutch lead in matters of flood resistant engineering and architecture, flood and water management, and sustainable agricultural and food production practices. Since most of the country is below sea level, the Dutch have long engineered windmills, dykes, and polders to control flooding and create farmland that it uses to maintain its status as the second-largest exporter of agricultural products in the world. In response to the great flood of 1953, the Delta Works was built. It is a giant flood-control project that closed off the Rhine, Meuse [Maas], and Schelde estuaries with dikes linking the islands of Walcheren, Noord-Beveland, Schouwen, Goeree, and Voorne and created what amounts to several freshwater lakes that are free of tides. Students will visit the Maeslantkering to see how it protects Rotterdam from floods.

- Students will also learn about how the Dutch lead in farming innovations. Specifically, students will learn about vertical farming methods and production of alternative protein sources. Specifically, they will learn about the Protix production facility (https://protix.eu/) — Protix is a Dutch company that specializes in insect ingredients for food and feed. Tyson Foods has acquired a minority stake in Protix to help fund its global expansion. Tyson Foods and Protix have entered a joint venture for the construction and operation of an insect ingredient facility in the U.S. Upon completion, it will be the first at-scale facility of its kind to upcycle food manufacturing byproducts into high-quality insect

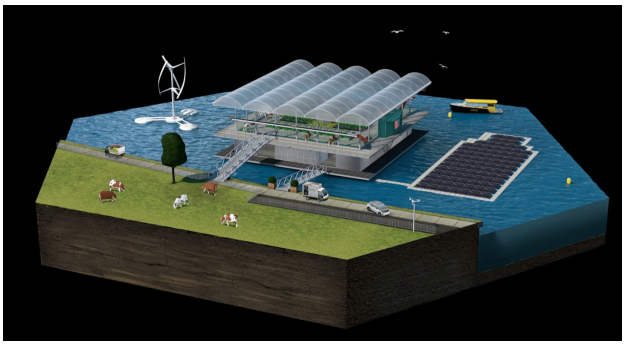








proteins and lipids which will primarily be used in the pet food, aquaculture, and livestock industries.



- Students will also visit and document The Floating Farm (https://floating.farm/), which achieves the resiliency goal by building facilities that are adaptable to a changing climate. Additionally, by shortening food supply chains, empowering local producers, and producing locally a food availability is less prone to disruptions. In addition to increasing resilience, Floating Farm contributes to the global sustainability agenda. The structure and activity of the farm has a direct or indirect positive impact on 17 UN Sustainable Development Goals.

- Students will also visit and document the Schoonschip (https://schoonschipamsterdam.org/en/), the most sustainable floating neighborhood in Europe, and learn how this community created a model sustainable neighborhood through the following steps:

  ❖ The houses are fully carbon-neutral, self-sufficient, and energy-neutral (EPC = maximally 0) and are not connected to the gas system.

  ❖ The houses are heated with heat pumps. The pumps extract warmth from the water in the canal (aquathermie) and use passive solar energy as much as possible.

  ❖ The tap water is heated by solar water heaters and heat pumps. All showers are equipped with a heat recovery system.

  ❖ The community generates their own electricity with photovoltaic solar panels. Each house has a big battery that stores temporary surpluses.

  ❖ All the houses are connected to the smartgrid. This grid enables us to exchange electricity in a smart way. The 46 households have only one connection to the national energy grid.

  ❖ The houses have separate streams for the disposal of grey water (from the shower, washing machine and so on) and black water (from the toilets). In a pilot in cooperation with Waternet in the near future, the black water will be transposed to a floating processor (a digester), where it will be digested and turned into energy. Waternet will also extract phosphate from the waste water.

  ❖ All houses have a green roof that covers up at least one third of the roof surface.

  ❖ The community members share electrical cars, cargo bikes and e-bikes.

  ❖ They use sustainable materials and sustainable installations wherever we could.



- Students will also enhance their knowledge of effective communication, including knowledge of a foreign language and intercultural communication concepts and increase their understanding of the diversity found in the world in terms of values, beliefs, ideas, and worldviews.

CHANGE YOUR ATTITUDE

- This program's goals are to encourage students' openness to learning and to foster a positive orientation to new opportunities, ideas, and ways of thinking. Traveling to a foreign country will also further students' tolerance for ambiguity and unfamiliarity as well as their sensitivity and respect for cultural differences, all while expanding their empathetic capacity or the ability to take multiple perspectives on an issue.

IMPROVE YOUR SKILLS

- Students will be receiving credit for COM 2124: Intercultural Communication and COM 4220: Photojournalism. As such, they will be improving their reporting and technical photography skills, communication skills — including the ability to use another language effectively and interact with people from another culture — as well as their coping and resiliency skills in unfamiliar and challenging situations.

COM 2124: Intercultural Communication

DOCUMENTING DUTCH CULTURE — SUMMER 2027, May 30 - June 15

Instructor: Dr. Lynette Holman — Cell: 757-679-0307;
E-mail: holmanlm1@appstate.edu

COM 2124 Objectives

In this class, we'll be covering a lot of material as we learn about experiencing and documenting another culture. We will:

- Acquaint students with communication aspects across the cultures. It does not look at one culture specifically, although your major goal is to "zero in" on one specific culture — Dutch culture.
- To acquaint students with techniques to improve communication across cultures.
- To have students demonstrate knowledge of cultural issues by reporting on various activites while traveling in The Netherlands.
- To have students demonstrate knowledge of theories and concepts presented in course materials.
- Global Self-Awareness: Students will evaluate the effect of human agency on social, cultural, and natural environments. (Making Local to Global Connections)
- Response-Ability: Students will evaluate the effects of social, economic, and environmental problems on communities and cultivate a capacity to actively respond to these challenges. (Understanding Responsibilities of Community Membership)

DAILY JOURNAL: You will be keeping a daily journal of your experiences on this trip for COM 2124 credit. You will each receive a batch of stickers with prompts for each day. You can simply place those in your journals as you go.

SPRING MEETINGS:
We will meet on four occasions during the Spring 2027 semester in preparation for our trip. We will discuss Dutch culture and language, as well as preparations for our trip. You will be required to review notes from the chapters from your book prior to these meetings.

The goal of COM 2124 is to teach you, through studying theories and through practical experiences, the concepts relative to intercultural communication. This will include, but not be limited to, the study of communication between people from different cultures, and in particular, the Dutch culture; differences in mediated, verbal and nonverbal communication across cultures; how social, economic, historical and cultural differences affect close relationships, education, the media, the workplace, and responses to climate change. Articles expanding on these topics will also be discussed.

Readings, course, and grading policies

THE BOOK: Samovar, L.A., Porter, R.E., McDaniel, E.R., & Roy, C.S. (2016) *Communicating Between Cultures,* 9th Ed. New York: Wadsworth Publishing Co.

OTHER READINGS: Students will be provided with online articles / readings that will be supplied to the students through electronic mail / ASULEARN.

STUDENT CONDUCT OVERSEAS: Please refer to the entire section 8 of the Participant Agreement included in the student application packet for information related to standards of conduct while traveling with the program, including sub-section 8.e. stating, *"If I am excluded from the program, I consent to being sent home at my own expense with no refund of tuition, fees or expenses [...]. If I am excluded from the program, I understand that if my behavior is determined to be detrimental to or incompatible with the interest, harmony and welfare of the University, or program or program participants, my acceptance of responsibility, my waiver of process and my consent of being sent home also apply if I engage in such detrimental or incompatible behavior."*

DRUG AND ALCOHOL VIOLATIONS: Penalties for drug violations in many host countries are often harsher than in the United States. Use of drugs other than prescribed drugs may result in expulsion from the study program, as well as possible criminal prosecution. Remember that students traveling abroad are subject to the laws of the country they are visiting — their own country's laws do not protect them. API and/or App State can dismiss you from the program for drug or alcohol abuse.

DAILY JOURNAL GRADES:
Journal grades are assigned the following equivalent number values in parentheses:

A+ = 100 pts. (25)	C = 75 pts. (18)
A = 95 pts. (24)	C- = 71 pts. (17)
A- = 91 pts. (23)	D+ = 69 pts. (16)
B+ = 89 pts. (22)	D = 65 pts. (15)
B = 85 pts. (21)	D- = 61 pts. (14)
B- = 81 pts. (20)	F = 59 pts. (13)
C+ = 79 pts. (19)	

POINT SYSTEM (AND HOW GRADES ARE WEIGHTED):

- Participation in activities /assignments of trip and pre-trip meetings / 450 points
- Daily journal – 15 entries / 450 points
- Travelogue or Picture page — 100 points

TOTAL POINTS: 1000

Final Grading Scale:

A	930-1000	C	730-784
A-	900-929	C-	700-729
B+	885-899	D+	685-699
B	830-884	D	630-684
B-	800-829	D-	600-629
C+	785-799	F	599 & below

Documenting Dutch Culture
Summer 2027

COM 2124 INTERCULTURAL COMMUNICATION ASSIGNMENTS

Journal Requirements

The plan for the journals is the following:

1. A journal entry for each day.

2. Each journal entry should include at least one communication or culture concept.

The plan has been to turn them in at the end of the trip – BUT some of you might like to use the journal to write your paper.

So – you may turn both in together.

DEADLINE? If you are graduating in August, it HAS to be done prior to the last day of second summer session. The others – it can wait until the fall when you return. Unless you finish it before the last day of second summer session, you will be receiving an "I," which will change when you have given me the materials due. ALL of you – that means by December, OR it will automatically turn to an "F."

Journal Entries for The Netherlands

Your journals you must have the following:

1. A daily entry for the full time we are in The Netherlands
2. Each entry MUST address an issue of intercultural communication or sustainability — you will recieve a prompt for each day.

Sample page

Date, location & even weather that day:

Activities for that Day:

What you liked about it:

What you disliked about it:

Most memorable event for that day:

Things you would like to remember in case you ever return or want to tell someone going to The Netherlands to see: (such as places to go, places/things to eat, etc….)

Cultural Differences you noticed:

Intercultural Communication Concepts you noticed:

Overall thoughts about that day:

Reflection / Travelogue Option

I will expect to see the following about the Dutch culture in your papers. ALL of these issues come from the notes I gave to you before we left the states and are on ASULEARN. Papers are to be 8-10 pages.

I. From Chapter 1

a. Adjusting and adapting to the new culture
b. Interconnectivity – the things that you found similar that allowed you to adapt & adjust
c. The Netherlands's evolving populations
d. The Domestic culture of The Netherlands.
   i. Co-cultures (if you noticed any, and if not, that tells you something about the country)
   ii. Dominant culture.
e. Communication processes – how most Dutch seemed to you to communicate (Sender-receiver-feedback….etc….)
f. Culture Shock.
i. Elements of Culture Shock you went through – the stages and how it manifested itself for you.
g. Aspects of Fundamentalism you encountered when meeting Dutch people – or from yourself.
h. Aspects of Moral Relativism you encountered – or from yourself.

II. From Chapter 2 & 3

a. Deep Structure – which includes how the following affects their culture:
   i. Family
   ii. Community (Institutions)
   iii. Religion
b. The 4 aspects of Deep Structure you noted:
   i. Deep structure institutions carry a culture's most important beliefs
   ii. ... and their messages endure
   iii. ... and their messages are deeply felt
   iv. Deep structure institutions supply much of our identity
c. Cultural identity (How do they seem to identify themselves)
   i. Gender roles
   ii. Individualistic vs. collectivistic
   iii. Age identity
   iv. Social skills

III. From Chapter 3 – More About Deep Structure – in Particular Family Structure:

a. Types of Family
   i. Nuclear
   ii. Extended
b. Remember – family structures in The Netherlands will be different than in the USA.
c. Functions of Family:
   i. Reproductive Function
   ii. Economic Function
   iii. Socialization Function
   iv. Identity Function

IV. From Chapter 4 — Historical Influences

a. This area should be the easiest to write about, because you will be immersed in visiting and participating in historical aspects of The Netherlands's culture
b. Remember that history shapes a culture's identity.
c. Two assumptions.
   i. First, historical events help explain the character and actions of a culture.
   ii. Second, what a culture seeks to remember and pass on to the next generation tells us about the character of that culture
d. Keep in mind, all the deep structure elements (family, religion, and history) are integrated.

V. From Chapter 5 — Worldview

a. Aspects of the 3 constructs of Worldview you observe:
   i. Religion
   ii. Secular Humanism
   iii. Spirituality
b. The importance of religion in the Dutch culture (and Amsterdam).
c. Ways you notice religion affecting intercultural communication.
d. Elements of religion that you notice:
   i. Speculation
   ii. Sacred texts
   iii. Rituals
e. Similarities between religious practices that you notice between them & the USA.
f. Differences between religious practices that you notice between them & the USA.

VI. From Chapter 6

a. Your perceptions of them – including applying your own filters (from your own identity)
   i. How did this affect your perceptions of the Dutch and The Netherlands.
   ii. How your beliefs affected your perceptions
   iii. How your values affected your perceptions
b. Apply Hofstede
   i. Individualism vs. collectivism.
   ii. Uncertainty avoidance
   iii. Power distance
   iv. Masculinity vs. femininity
   v. Long-term vs. short-term orientation
d. Apply Hall:
   i. High context vs. Low Context
e. "Face" issues (See the notes on what face is).

VII. From Chapter 7 — Cultural Identity

a. Identity
   i. Determine how you think they self-identify.
   ii. How does this cause them to behave?
b. Determine how you noticed their typology of identities:
   i. Racial
   ii. Ethnic
   iii. Gender
   iv. National identity
   v. Regional identity
   vi. Personal identity
c. Things you notice about how they enact their cultural identity.
d. Things you notice about how you were able to understand your own cultural identity by interacting within a foreign culture.
e. Things of the "Dark Side" of identity that you notice – or were guilty of, or they were guilty of:
   i. Stereotyping.
   ii. Prejudices & Biases
   iii. Racism
   iv. Ethnocentrism
f. Things you did from the tips to avoid these issues (of the "Dark Side" of identity).

VIII. From Chapter 8 — Language

a. Language issues you encountered
   i. Direct & indirect
   ii. Expression of affect (emotion)
b. Valuing conversations
c. Male/Female differences in language.
d. When you made attempts to use your Dutch, what reactions did you get?
e. What did you do to achieve clarity?

IX. From Chapter 10

a. Differences you noticed in the classroom setting.
b. Any cultural differences that you noticed from businesses.

X. From Chapter 11

a. Tell how you would encourage a person who was coming to The Netherlands for the first time to prepare in advance AND
b. Tell how they will need to adjust and adapt.
c. LOOK carefully at the NOTES on Chapter 11 – you need to apply those guidelines to The Netherlands.

Documenting Dutch Culture

Summer 2027

COM 2124 INTERCULTURAL COMMUNICATION ASSIGNMENTS

Picture Page Option

Requirements:

1. You will design your page in InDesign. I will provide a template.

2. Write a brief essay to accompany your images incorporating historical, intercultural communication and/or sustainability concepts.

3. Include at least five images in your photo layout. We will help you with your final edit.

4. You must include captions written in Associated Press style for all images.

5. Upload a PDF of your picture page to the dropbox on ASULEARN.



The Daily News

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Pieces of Amsterdam

Three weeks in the city

Study abroad program teaches students to see the other through literal and dialectical lenses

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JUNE, 2023

Amsterdam Daily

By Haley Whitley



Adorned with windows and greenery, three picturesque residences float on a peaceful canal on a clear summer day. Taken June 15th, 2023.

Life in Amsterdam

Exploring Schoonschip

Meet the Neighborhood Where Community and Sustainability Go Hand in Hand

Atop a canal in Buiksloterham floats a quiet neighborhood of modern-looking houses. Yes, that's correct, floats. Resident Manon van der Zwaal leads a tour around the neighborhood, explaining that the name 'Schoonschip' directly translates to "clean ship," but as a phrase, is representative of starting over. She is one of a group of residents that are pioneering a new, sustainable way of life. Each house is designed by the resident along with an architect under guidelines for sustainable sourcing and materials. The neighborhood is powered by solar panels and under-water heat pumps. Excess energy is stored in batteries under the houses, but it is common for residents to share power with each other, or even give back to the grid. Many residents grow their own produce, help care for communal gardens, or tend to bee hotels. They share electric cars, cargo bikes, and e-bikes. The way of life in this floating fellowship is as interconnected as it is green.

Bridging the Gap (Right): Homes are connected by floating walkways. Stairs and tethered boats provide water access from almost any point in the neighborhood.
It Takes a Village (Below): Manon van der Zwaal comforts a child while providing a tour of the neighborhood. Neighbors are extremely close and children are often cared for as if they were family.









Green and Glowing (Above): Each residence is required to have a green roof over at least a third of the roof space. Solar panels are also a common sight.
Right Around the Corner (Left): Sharing the neighborhood's values, De Ceuvel is a maker space located down the street that specializes in sustainable innovation and experimentation.

DOCUMENTING DUTCH CULTURE
Summer 2027

CLIMATE IN THE DISCIPLINES MODULE — LESSON PLAN #1

Subject: Dutch Farming, Foodways and Climate Change Solutions

Learning Objectives:

- Global Self-Awareness: Students will evaluate the effect of human agency on social, cultural, and natural environments. (Making Local to Global Connections)
- Response-Ability: Students will evaluate the effects of social, economic, and environmental problems on communities and cultivate a capacity to actively respond to these challenges. (Understanding Responsibilities of Community Membership)

Sustainability Compentencies:

- values thinking,
- systems thinking,
- futures thinking, and
- interpersonal/collaborative competence

Materials / resources:

- SLIDES: Dutch Farming, Foodways and Climate Change Solutions
- READING: National Geographic: How The Netherlands Feeds the World
- Protix website and videos
- Floating Farm website
- United Nations Sustainable Development Goals website

Summary of Tasks / Actions:

- Classroom lecture on Dutch farming and foodways and how they became the 2nd largest exporter of agricultural produce in the world by using reclaimed land and sustainable farming practices like precision agriculture, indoor farming and reducing the environmental impact of livestock production.

- The students will learn about the Protix production facility at Van Konijnenburgweg 86, 4612 PL Bergen op Zoom, The Netherlands. Protix is the world leader in insect ingredients. They believe that feeding the growing world population should go hand in hand with protecting the planet. They believe the solution lies in nature itself: insects provide low-footprint proteins and other nutrients that can be processed into more sustainable feed and food. Since 2009, Protix has been perfecting the insect ingredients that help feed and food manufacturers bring healthy and sustainable nutrition to the world. Their call to all caring heroes, game-changers and innovators is to join their mission to bring the food system back into balance with nature.

- The students will tour the Floating Farm, an idea conceived after Hurricane Sandy hit New York in 2012 and the entire city was running out of fresh food within days. Relying on thousands of food trucks every day, the food supply chain was shattered when flooding happened, and trucks could not come into the city anymore. The resiliency of major cities is increasingly threatened by long food supply chains and by the fact that production is taking place further away from consumers. The farm founders realized that if people want to achieve long-term resilience and sustainability of all cities, big and small, we have to further explore localization. With localization in mind, they decided to focus their attention on building food production facilities on water. Historically, water proximity has been an important factor for people's settlements. As a result, many cities are currently built close to water, which presents a big opportunity for floating development of food production facilities. They built the first self-sufficient dairy farm in the old part of the Rotterdam port with the goal of supplying top quality dairy products to local consumers and educating the city population on food production.

Assessment / Journal Entry:

- Now that you have learned about Protix and visited the Floating Farm, what were your main takeaways? What made sense to you and what were particular challenges to applying these solutions to farming, food production and supply-chain issues in the United States or the Global South?

Documenting Dutch Culture
Summer 2027

CLIMATE IN THE DISCIPLINES MODULE — LESSON PLAN #2

Subject: The Netherlands and Climate Change - Flood-Resistant Engineering

Learning Objectives:

- Global Self-Awareness: Students will evaluate the effect of human agency on social, cultural, and natural environments. (Making Local to Global Connections)
- Response-Ability: Students will evaluate the effects of social, economic, and environmental problems on communities and cultivate a capacity to actively respond to these challenges. (Understanding Responsibilities of Community Membership)

Sustainability Compentencies:

- values thinking,
- systems thinking,
- futures thinking, and
- interpersonal/collaborative competence

Materials / resources:

- SLIDES: The Netherlands and Climate Change
- READING: Financial Times Magazine: Can the Dutch save the world from the danger of rising sea levels?
- READING: World Politics Review: Water Management a Keystone of Dutch Foreign Policy
- READING: Dutch Delta Works: From Engineering Feat to Cultural Statement

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Summary of Tasks / Actions:

- Classroom lecture on The Netherlands and Climate Change and how and why the Dutch lead the world in flood-resistant engineering. We will also discuss how the Dutch use water management solutions in their foreign and economic policies.

- Students will learn about the Delta Works and learn about the story of the biggest post-war natural disaster in the Netherlands. Students will get an impression of what happened in Zeeland on the night of January 31, 1953, and will learn how the waves of the North Sea wiped out parts of the Netherlands. Students will see photos of the damage from the disaster, but also the subsequent reconstruction of Zeeland and the construction of the Delta Works. This lesson warns about the threat of the water: will the Delta Works be able to protect us in the future?

- Students will visit Kinderdijk and learn about residents there have been living with water for over 750 years. They will see how residents make and keep their country livable through hard work and smart organization and how mills, millers, nature and the traditional Dutch landscape move with the times. They will also learn how the rest of the Netherlands and the world can learn from innovative water management.

- Finally, students will tour the Maeslantkering in Rotterdam, the largest moveable object in the world. It is a marvel of engineering and a testament to the Netherlands' commitment to flood protection. No other flood barrier in the world has larger moving parts than the Maeslant Barrier. It is a vital part of the Delta Works and is designed to withstand a storm surge of 5 meters above NAP (the NAP level of zero is about equal to the average sea level in the North Sea.

Assessment / Journal Entry:

- Now that you have visited Kinderdijk, the Maeslantkering and learned about the Delta Works, what has struck you about the Dutch efforts to control water and mitigate flooding? How do you view the Dutch's efforts to export their water management technologies and policies to other countries?

Documenting Dutch Culture
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CLIMATE IN THE DISCIPLINES MODULE — LESSON PLAN #3

Subject: The Netherlands and Climate Change - Sustainable Communities

Learning Objectives:

- Global Self-Awareness: Students will evaluate the effect of human agency on social, cultural, and natural environments. (Making Local to Global Connections)
- Response-Ability: Students will evaluate the effects of social, economic, and environmental problems on communities and cultivate a capacity to actively respond to these challenges. (Understanding Responsibilities of Community Membership)

Sustainability Compentencies:

- values thinking,
- systems thinking,
- futures thinking, and
- interpersonal/collaborative competence

Materials / resources:

- SLIDES: The Netherlands and Climate Change
- READING: Washington Post: In Amsterdam, floating homes show the world how to live alongside nature
- READING: "Climate Change and Environmental Justice: An International Perspective"
- De Ceuvel and Schoonschip websites

Summary of Tasks / Actions:

- Classroom lecture on The Netherlands and Climate Change and how De Ceuvel and Schoonschip have repurposed former industrial land into flood-resistant and sustainable communities, setting examples and educating others on how we can adapt to climate change.

- Students will first tour De Ceuvel, an award-winning, sustainable planned workplace for creative and social enterprises on a former shipyard in the Johan van Hasseltkanaal off the river IJ in Amsterdam North. In 2012, the land was secured for lease from the Municipality of Amsterdam after a group of architects were allowed to turn the site into a regenerative urban oasis. The former industrial plot is home to a thriving community of entrepreneurs and artists, where all involved have lent a hand to build Amsterdam's first circular office park. The plot hosts creative workspaces, a cultural venue, a sustainable café, spaces to rent, and a floating bed & breakfast. Old houseboats have been placed on heavily polluted soil, the workspaces have been fitted with clean technologies and it has all been connected by a winding jetty. Around the houseboats phyto-remediating plants work to clean the soil. De Ceuvel is not only a "forbidden garden" that will leave behind cleaner soil, but also a playground for sustainable technologies. Through experimentation, the site is as energy self-sufficient as possible and they process their own waste in new, innovative ways.

- Students will also visit Schoonschip, a floating neighbourhood also in the Johan van Hasseltkanaal, that is an ecologically and socially sustainable neighborhood of 46 households, on 30 arks. Fifteen arks contain two households each, in a semidetached way. The community uses 516 solar panels, 30 heat pumps, 60 thermal panels and an AI smartgrid to share and manage their own electric grid and strive to be energy neutral. They also share bikes, cars and collectively support more sustainable diets, focusing on a plant-based lifestyle and seasonal, regional produce.

Assessment / Journal Entry:

- Now that you have visited De Ceuvel and Schoonschip, what were your main takeaways? How might we apply the lessons of these sustainable communities to places in the United States. Can you envision places where these solutions could work, or perhaps wouldn't work? Why or why not? What other solutions can you envision for more sustainable communities in your own hometowns? How might these types of solutions be scaled to serve less socioeconomically privledged communities in the U.S. or in the Global South?

Documenting Dutch Culture
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SCHEDULE - THE NETHERLANDS 2027 (136 CONTACT HOURS)

Sunday 5/30 — [10 contact hours]
Travel to The Netherlands — Flying overnight from Charlotte to Amsterdam.

Monday 5/31 — [8 contact hours]
Arrive in Amsterdam — Acclimation Day
9 a.m. API transfer from Schiphol Airport
10 a.m. Orientation — *Generator Library*
1 p.m. Walking tour of neighborhood
3 p.m. Check in at the Generator Hostel Amsterdam (https://generatorhostels.com/destinations/amsterdam).
5 p.m. — Welcome Dinner

Tuesday 6/1 — [9]
8:45 a.m. Meet for quick breakfast check-in
10 - 11 a.m. Survival Dutch lesson
Lunch We will go to Foodhallen
2:15 - 4:15 p.m. Van Gogh Museum; Optional visits the Stedelijk Museum of Modern Art, the Moco Museum or just sunbathe on the Museumplein
4:30 p.m. Pick up at hostel for guided evening boat tour of Amsterdam's canals to explore this UNESCO World Heritage site.

Wednesday 6/2 — [8]
8:45 a.m. Meet for quick breakfast check-in
10 - Noon After breakfast we will have our first intercultural communication lecture "Know yourself" and intro to first two photojournalism assignments
Noon Lunch break (pay on your own)
Afternoon: Shooting character portraits (Holmans will provide instruction)
5:00 p.m. Break for dinner.

Thursday 6/3 — [11]
9 a.m. After breakfast go out, explore and shoot Cityscapes assignment; Holmans will accompany and provide instruction
1 p.m. After lunch we will visit the Verzetsmuseum (Dutch Resistance Museum).
5:00 p.m. Break for dinner.
6:30 - 8 p.m. 1st photo critique — *Character Portraits — Generator Library*

Friday 6/4 — [9]
9 a.m. Pick up at hostel
10 a.m. Visit the Rijksmuseum for a guided tour with Jan.
Lunch At Blue Amsterdam (included for all)
2 p.m. Travel over to the Artis Royal Zoo — you can use this time to shoot Cityscapes and/or Interaction
5 p.m. Pizza dinner (Holman's treat)

Weekend #1 — 6/5 - 6/6 — [8]
Free days — *Go out, explore and shoot Cityscapes and Interaction assignments. Holmans are available for instruction*

Monday 6/7 — [10]
10-noon After breakfast we will have an intercultural communication lecture "Know the other" and a lecture on Dutch Foodways and Climate Change
1:30 p.m. After lunch, we will visit the 2027 World Press Photo exhibit
6:30 - 8 p.m. 2nd & 3rd photo critiques — *Cityscapes & Interaction — Generator Library*

Tuesday 6/8 — [9]
10-noon Intercultural Communication Lecture: Discussing cultural differences and intro to the Artificial Light and People Without People photo assignments
Noon Group lunch at Tony's NYC Bagels (each pay on own)
3:15 - 5:15 p.m. Visit the Anne Frank Huis

Wednesday 6/9 — [8]
9-11 a.m. Lecture on The Netherlands, Climate Change and Flood-resistant Engineering and Architecture and intro to the Issue photograph
Noon Lunch at De Ceuvel (each pay on own)
1 p.m. After a walk through De Ceuvel, a sustainable workplace for creative and social enterprises, we'll tour the Schoonschip Amsterdam to learn about this sustainable neighborhood of 46 households on 30 arks.
5 p.m. Ferry back to downtown.

Thursday-Friday 6/10-6/11 — [18]
Overnight Excursion to Rotterdam: A two-day, one-night excursion to Rotterdam offers participants the opportunity to explore the Netherlands' innovative approach to water management, climate adaptation, and sustainable agriculture through a series of immersive site visits. Traveling comfortably by private coach, participants will visit the UNESCO World Heritage Site of Kinderdijk, where they will enjoy a boat tour, explore a historic windmill museum, and experience a multiscreen presentation highlighting the country's centuries-old water management systems. The excursion also includes a visit to the Maeslantkering, one of the world's largest movable storm surge barriers, where participants will learn about the engineering innovations that protect the Netherlands from fl ooding. Participants will also tour the Floating Farm, a pioneering example of sustainable urban agriculture that demonstrates how food production can be integrated into resilient city environments. This excursion includes a one-night hotel stay in Rotterdam with breakfast included.

Weekend #2 — 6/12 - 6/13 — [8]
Free days — *Go out and shoot People w/o People and Artificial Light assignments. Holmans are available for instruction.*

Monday 6/14 — [10]
Morning Breakfast at Generator
10-noon Intercultural Communication Lecture"Bridge Cultural Difference" and final critiques — Artificial Light, People w/o people & The Issue Photograph —
6:30 p.m. Farewell Dinner

Tuesday — 6/15 — [10]
8 a.m. API airport transfer for travel back to the States.

Note: All breakfasts (15) are included. One lunch in Amsterdam (1), welcome dinner, pizza dinner and farewell dinner (3) are included. Students will pay for most meals on their own and should budget for 28-43 € per diem for other meals.



THE GENERATOR HOSTEL

Address: Mauritskade 57, Amsterdam, 1092 AD, The Netherlands

Telephone: +31 207085600

Directions: If you're coming from the airport, take a train to Centraal Station and then get on Tram 9 going towards Diemen (Sniep) and stop at Alexanderplein. From there it's a 5-minute walk to the hostel.

Here's how to say in Dutch: "Please take me to the Generator Hostel." "Breng me naar het Generator Hostel, alsjeblieft."

Police: 0900 8844
Emergency weekend/night medical service: 088 003 0600
University doctors: 020 525 2878
OLVG Hospital East: 020 599 9111

API CENTER CONTACT INFORMATION

Office phone: +31 (0)20 xxxx xxxx

Emergency phone: +31 (0)6 xxxx xxxx

API: Academic Programs International
305 Camp Craft Rd, Austin, TX

Web: https://apiabroad.com/

GeoBlue Worldwide Insurance Outside the U.S. / Study Abroad Plans

+1.844.268.2686 (toll-free inside the U.S.)

+1.610.263.2847 (outside the U.S.)

INSTRUCTORS

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Philip Holman —
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In-country number: +31 (0)6 xxxx xxxx (Philip)

US Consulate General (Amsterdam): 020 575 5309
US Consulate (outside business hours): 070 310 2209
TCA Taxi Amsterdam: 020 777 7777
Mastercard: 0800 022 5821
Visa: 0044 20 7795 5777

The Netherlands "911" — Dial 112

COM 4220: Photojournalism

DOCUMENTING DUTCH CULTURE — SUMMER 2027, May 30 - June 15

Instructor: Philip Holman — Cell: 757-679-0307;
E-mail: philippdholman@gmail.com

COM 4420 Objectives

In this class, we'll be covering a lot of material as we learn about experiencing and documenting another culture. We will:

- Learn the fundamental skills of photojournalism
- Gain an understanding of the history of photojournalism and the role it plays in reflecting a society
- Examine effective storytelling with photographs
- Discuss the ethical issues photojournalists deal with daily
- Learn how to make natural and artificial light sources work for you
- Learn how to critique photographs
- Discuss photo editing and the role of photographs in various media
- Conceive, research, photograph edit and produce a photo story or essay

As instructors, our key responsibilities will include the following:

- Encouraging you to find new ways to photograph everyday events
- Critiquing work in an honest and constructive manner
- Grading your assignments quickly
- Respecting your views — even if I or others do not necessarily agree with them — and maintaining a respectful learning environment.

SPRING MEETINGS:

We will meet on four occasions during the Spring 2026 semester in preparation for our trip. We will discuss Dutch culture and language, as well as preparations for our trip. You will be required to read chapters from your book prior to these meetings.

The goal of COM 4420 is to teach you how to use your camera to create photographs that have impact and tell a story. By semester's end you will have a basic portfolio of work that includes images in the spirit of street photography, portraits, features and a photo story or essay. While we will be covering camera techniques, we will be focusing on storytelling skills. Your final project will be a candid documentary photo essay with your focus being on building an effective narrative that will tell the story of our group experiencing some aspect of Dutch culture on a particular day.

Required reading and materials

THE BOOK: *Travel and Street Photography: From Snapshots to Great Shots*, 1st Ed., available online for about $20.

CAMERA: A digital single-lens reflex camera is suggested for this course. If in doubt, check with us. We will be bringing a Canon 5D Mark III with us on this trip and will be conducting instruction with this camera and showing you how to shoot stills and high-definition video with it.

INSURANCE: You will be providing your own cameras for this trip and strongly encourage that you purchase coverage from CSI Insurance Agency. http://www.collegestudentinsurance.com/ [You may purchase a year-long policy for about $150 ($100 deductible) for $3,000 of coverage].

ATTENDANCE: The success of this class will depend in large part on the quality of class participation. You can't contribute to nor benefit from class discussion if you're not in class. Therefore, the following attendance policy will be in effect for the semester / session: You are allowed two absences for whatever reasons you choose (this includes excused absences for religious observances) during the semester. A third absence will result in the reduction your final course grade by one letter grade. A fourth absence will result in failure of the course. **Unless there are extenuating circumstances, you will fail the class after three absences during the semester**.

Attendance during our summer session: You are expected to be ***ON TIME*** for ***ALL*** of our daily class meetings as we will have a busy itinerary and will often be meeting for tours, travel and other circumstances that require being punctual. Attendance will be taken by the professor(s) at the beginning of our meetings for the day. If you are not present when attendance is taken, you will be considered tardy. More than four tardies and your final class grade will be reduced by a half letter grade for each subsequent tardy. If you arrive late more than 30 minutes late for class you will be considered absent and required to stay behind in the hotel/hostel.

POINT SYSTEM (AND HOW GRADES ARE WEIGHTED):

- Basic assignments / 125 points each (6 assignments) / 750 points
- Photo essay of your assigned "event" day where you document the group for the day — 250 points

TOTAL POINTS: 1000

Grading Scale:

A	930-1000	C	730-784
A-	900-929	C-	700-729
B+	885-899	D+	685-699
B	830-884	D	630-684
B-	800-829	D-	600-629
C+	785-799	F	599 & below

COM 4220 PHOTOJOURNALISM ASSIGNMENTS FOR THE SESSION

#1: Character Portrait / Honest Emotion

Revealing personality through candid portrayal of emotion and revealing intercultural connectivity.

Produce a photograph that clearly shows another human being experiencing an honest emotion — joy, sorrow, anger, fear, anxiety, determination, etc. Select an individual who is thoroughly involved in work or play, preferably in a relationship with another. Choose a person or people through whom you can tell the intercultural story. It can just as easily be a local or a visitor to the city who by their behavior, their location, or their juxtaposition to the surroundings, tell a story of intercultural connection. Do they fit in or stand out? Are they comfortable in their environment? Are they with someone they know, someone they just met, or specifically not interacting with the people around them? Record peak moments when facial expression, posture, gestures, and/or other 'body language' reveal the feelings that your subject is experiencing.

#2: Cityscape: Magic Hour and Beyond

An exercise in capturing light at "magic hour."

Magic hour: When the sun is low in the sky or has just set and the light is soft and golden. Find an image that you feel is iconic of your impression of Amsterdam life so far. It can be an image that focuses on architecture or boats or bridges or canals, etc. Or it can be about people and street life: Locals, tourists, cafe life, night life, whatever you like. So long as it captures a sense of the city life, and it is shot in very late afternoon or evening, as the city lights start to come on and begin to balance out with the fading daylight (If you wait too long after sunset the light turns blue and you'll lose the warmth the light imbues, but you can better balance the available light with the artificial light, which has its own appeal). The quality of the light is as much a part of it as the cityscape itself. Steer clear of photos of the actual sunset, we are looking for the beautiful light on the subject, not the light source itself.

#3: The Issue Photograph

An exercise in interconnectivity.

Telling a national or global story through a local example. Identify a global issue that you can illustrate with images shot in Amsterdam and/or Rotterdam. This could be an issue related to the environment (for instance Rotterdam provides a good opportunity to look at the impact of flooding risk from rising sea levels), access to affordable transportation (bike lanes, public transport), immigration, poverty (or lack thereof), and racism (or examples of multi-cultural rapport). Don't necessarily think of it as showing differences from your home country, it could be something that you see is a commonality — good or bad.

#4: Interaction

Discovering relationships.

Show how two or more people feel about each other. Strive to show the nature of a relationship. This is an extension of the honest emotion assignment but here there should be an action and reaction, a sender and receiver. Timing, background, framing, lens choice and subject distance are more critical. Examples include photographing a group of friends interacting, a moment of tenderness between a romantic couple. A more nuanced approach would be to look for more subtle moments. Earnest conversation between people touring a museum, an intimate moment between parent and child, the look of surprise on a tourist's face as he walks into the Wallen (Red Light District).

#5: Artificial Light

An exercise in communicating mood.

Using available light to communicate mood: Using either the Honest Emotion or Interaction assignment as a guideline make a photograph, either indoors or outdoors, that relies entirely on an artificial light source(s) for illumination. Select active subjects — try to show emotion and interaction while depicting an event or activity that is taking place. Think through details of exposure and light and camera placement before attempting to photograph. Motion blur is okay, as long as there's no camera shake. Set ISO high and shutter speed low. Brace your camera or yourself to aid in keeping the camera steady. Do not set your camera on auto or program, it won't give you the proper exposure. Do not use your on-camera flash. On-camera flash flattens the scene and generally over-exposes the foreground while under-exposing the background (if you have a pocket strobe/flash, you can use this as a fill flash only). The available light source needs to show through as your primary light — it doesn't need to be beautiful light, it just needs to influence the mood.

#6: People Without People

The anthropological landscape — an exercise in illustrating a dominant culture.

Make a photograph that shows how others have deliberately or unconsciously manipulated their environment. Suggest the presence of an individual, a group of people or even a whole community, without including an actual person or parts of persons in an image. Look at how spaces are organized to be used by that person or community, what does it say about them? Look for the scars or patina resulting from years of human activity. Observe how the cumulative activity of masses of people over a very long time can change an object or environment. Suggest if you can the personality, character or values of the individuals whose actions have caused the effects that you depict. How can you communicate the concept of a dominant culture? This image can as easily be a detail of something as it can be a broad shot of a landscape.

7: An Event / Photo Essay

In-depth coverage / communicating culture.

Create a candid, documentary photo essay of the group's experience on your assigned day. Think of it as "A Day in the Life" of the group. You should start at breakfast (or even before) and end at bed-time. It's not just about the group during the planned activities of the day, but on the whole experience. Tell the story of the relationships you build with each other, with the Dutch people and places you encounter. Make intimate pictures of your classmates as well as show us the places we visit and what the country looks like. The focus is on candid and shoot a lot — take time to step away from the group (both physically and metaphorically) and watch them from an objective point of view. Except for those who are graduating in August, this is the only assignment that will be turned in after the trip. You will submit 8-10 photographs from your day. Details on submission requirements to come.

Academic policies of the university

Please become familiar with the information on this website: https://academicaffairs.appstate.edu/resources/syllabi-policy-and-statement-information. It contains information about Academic Integrity, Disability Services, Attendance Policy (including religious observances), and Student Engagement with Courses.

STOP INTERPERSONAL VIOLENCE

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here http://ipv.appstate.edu/

ACADEMIC INTEGRITY CODE

I. Introduction

Appalachian State University's Academic Integrity Code is designed to create an atmosphere of trust, respect, fairness, honesty, and responsibility. The Academic Integrity Code outlines "user-friendly" procedures and mechanisms for resolving alleged violations of academic integrity. The Academic Integrity Code is the result of cooperation among Appalachian's faculty, students, and administrators, and promotes a campus dialogue about academic integrity. All members of the Appalachian State University community are responsible for promoting an ethical learning environment.

II. The Academic Integrity Code

Students attending Appalachian State University agree to abide by the following Code:

Students will not lie, cheat, or steal to gain academic advantage.

Students will oppose every instance of academic dishonesty.

Students shall agree to abide by the Academic Integrity Code when submitting the admission application.

STUDENTS WITH DISABILITIES

Appalachian State University is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. If you have a disability and may need reasonable accommodations in order to have equal access to the University's courses, programs and activities, please contact the Office of Disability Services (828.262.3056 or http://ods.appstate.edu).Once registration is complete, individuals will meet with ODS staff to discuss eligibility and appropriate accommodations.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Please refer to section 6 of the Participant Agreement included in the student application packet for information related to health and medical issues, including sub-section 6.i. stating "I have advised Appalachian State University and its Office of International Education and Development ("OIED") are committed to full compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 with respect to those statutes' protections of the rights of services while I am abroad, I must complete the normal registration process with ASU's Office of Disability Services ("ODS"). I have been advised that I should discuss with the ODS with accommodations may be appropriate while I am abroad, and that I should request that in an official letter listing said accommodations.

STUDENT ENGAGEMENT POLICY

In its mission statement, Appalachian State University aims at "providing undergraduate students a rigorous liberal education that emphasizes transferable skills and preparation for professional careers" as well as "maintaining a faculty whose members serve as excellent teachers and scholarly mentors for their students." Such rigor means that the foremost activity of Appalachian students is an intense engagement with their courses. In practical terms, students should expect to spend two to three hours of studying for every hour of class time. Hence, a fifteen-hour academic load might reasonably require between 30 and 45 hours per week of out-of-class work.

ATTENDANCE

6.3 Student Absences From Class

6.3.1 General Attendance Policy

6.3.1.1 *It is the policy of Appalachian State University that class attendance is an important part of a student's educational experience. Students are expected to attend every meeting of their classes and are responsible for class attendance. Since attendance policies vary from professor to professor, students should refer to the course syllabus for detailed information. Regardless of what reasons there may be for absence, students are accountable for all academic activities, and faculty may require special work or tests to make up for the missed class or classes.*

In addition, faculty members are required to make reasonable accommodations for students requesting to miss class due to the observance of religious holidays. All ASU students are allowed a minimum of two absences per year for religious observances. Up to two absences for such observances will be excused, without penalty to the student, provided that the student has informed the instructor in the manner specified in the syllabus. Notice must be given by the student to the instructor before the absence occurs and no later than three weeks after the start of the semester in which the absence(s) will occur. Arrangements will be made to make up work missed by these religious observances, without penalty to the student. For the purposes of this policy, ASU defines the term "religious observance" to include religious holidays, holy days, or similar observances associated with a student's faith that require absence from class.

Faculty, at their discretion, may include class attendance as a criterion in determining a student's final grade in the course. On the first day of class, faculty must inform students of their class attendance policy and the effect of that policy on their final grade; both policies must be clearly stated in the class syllabus.

A student who does not attend a class during one of its first two meetings may, at the discretion of the academic department, lose her or his seat in that class. Further, if a class meets only one time per week—e.g., a laboratory or an evening class—the student must attend the FIRST meeting of that class or risk losing her or his seat.

Course design & policies

Theoretical Background
This course has been designed utilizing the principles from:

- Universal Design for Learning (UDL)
Multiple means of:
Representation
Action & expression
Engagement
- Constructivism
- Experiential Learning

COURSE POLICIES

Students are responsible for:

- Reading the syllabus and assignment guides/rubrics thoroughly (seek clarifications as soon as possible)
- Participating thoughtfully and constructively in class and group discussions/projects
- Meeting all assignment expectations and completing and submitting them by stated due date
- Utilizing from the university library, academic journals and other texts or resources related to specific topic areas
- Collaborating positively and fairly with partners/teammates to successful meet/exceed assignment requirements
- Accessing our ASULEARN/Facebook site regularly and respond to course emails promptly where appropriate
- Earning own grade via submitting/presenting quality work & other policies stated in the syllabus
- Contacting instructor PRIOR to any event/situation (or as soon as possible) that may impact course efforts/absences & assignments (see attendance, previous page)
- Obtaining official verification for any absences where grading opportunities were missed
- Contacting the instructor within three days of a grade being posted if you wish to discuss it. After that time the grade will be considered complete and accurate.
- Locating and signing the attendance sheet for special events and/or guest speakers.

ATTENDANCE, continued

6.3.1.2 *A syllabus is to be prepared for each course and distributed at the first of the semester. The syllabus should include the following: an explanation of course goals and objectives, the name of the text and any other materials required of each student, the instructor's office hours, an explanation of how the grade is to be determined, and an explanation of any additional reading, papers, projects and examination which the instructor expects to give or assign.*

6.3.1.3 *Syllabi for courses taught in the present and previous semester should be on file in the departmental offices and should be made available to students who request them. These syllabi would indicate the structure of courses as they are being or have been taught.*

6.3.1.4 *If a student does not regularly attend an audited course, the instructor may request an administrative withdrawal grade to be assigned. The instructor should provide documentation to the Registrar's Office with the recommendation.*

6.3.1.5 *The Student Health Services DOES NOT write medical excuses for students who miss a class for illness or injury. However, faculty may call Student Health Services at (828) 262-3100 to verify the day and time the student was seen. The nature of the student's illness or problem will not be divulged unless the student has signed the appropriate release of medical information.*

6.3.1.6 *Classes prior to a university break or a state holiday end with the student's last meeting time for the day preceding the break or holiday.*

6.3.2 Attendance Policy Relating to Participation in University-Sponsored Activities

6.3.2.1 *As an integral part of the academic program at Appalachian State University, the University sponsors and otherwise supports co-curricular programs, athletic programs, and other out-of-class activities such as field trips. Participation in such activities occasionally requires a student to miss one or more class meetings.*

6.3.2.2 *A student who expects to miss one or more class meetings because of participation in a University-sponsored activity has several responsibilities: the student (in person) will notify the instructor in advance of any absence; the student is expected to complete all work missed by making up the work in advance or by completing any compensatory assignment that may be required by the instructor; the student is expected to maintain satisfactory progress in the course; and the student (otherwise) is expected to maintain satisfactory attendance in the class if so required. In the event that a student anticipates that participation in a University-sponsored activity will require missing more than 10% of the class meetings, the student is required to discuss this matter with her or his instructor at the beginning of the semester and may be advised to drop the course.*

6.3.2.3 *If the above responsibilities are met, it is expected that the instructor will excuse the absence and permit the student to make up missed work in whatever manner the instructor deems appropriate.*

6.3.3 Emergency Absences.

When a student is out of town and unable to return to campus due to hospitalization, death in the family, or other extenuating circumstances, the student or the student's parents may contact the Office of Student Development to request that professors be notified as to the reason for the absence. This notification is conveyed to the appropriate departmental office as a matter of information only and does not serve as an official excuse for class absence. Only individual faculty members make this determination, and documentation may be requested by the faculty members. The Office of Student Development does not provide this service when notification is received after the absence has occurred. Also, if a student is in town, that student is responsible for notifying the individual faculty members that she/he will be missing class.