

The University of Texas at Tyler

Political Science 4365.001

The Dutch Resistance in Amsterdam

Spring 2026

Course Title: ***The Dutch Resistance: Personal Narratives in Political and Historical Context***

Course Number and Section: **POLS 4365.001**

Scheduled Class Days and Times: Tuesdays 5p. Course Travel Dates: May 10 - May 23, 2026

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Office Hours: Tuesdays and Thursdays from 11a-5p and by appointment.

Course Information

This travel study course provides an in-depth examination of the Dutch Resistance during World War II through the personal narratives of those who lived through those tumultuous times. We will read key texts, including Anne Frank's graphic version of her diary, Etty Hillesum's journal and letters, and Corrie ten Boom's "The Hiding Place." By engaging with these primary sources, students will explore themes of courage, faith, and resistance in the face of oppression.

Course Objectives

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

1. Analyze historical events surrounding the Dutch Resistance through personal narratives.
2. Discuss the impact of literature as a form of resistance.
3. Reflect on the moral and ethical dilemmas faced by individuals during World War II.
4. Connect historical experiences to contemporary issues of freedom and human rights.

Required Readings

1. Anne Frank's Diary (Graphic Version).
2. Etty Hillesum's "An Interrupted Life: The Diaries of Etty Hillesum.
3. Corrie ten Boom's "The Hiding Place.

Weekly Schedule

Week 1 (Jan 13): Introduction to the Dutch Resistance

- Overview of the course structure and objectives.
- Introduction to the history of the Dutch Resistance.

Week 2 (Jan 20): The Context of War

- Reading: Frank's Diary (Graphic Version), Chapters 1-3
- Discussion of daily life under occupation.

Week 3 (Jan 27): Personal Narratives

- Reading: Hillesum's Journal, Sections 1-3
- Explore the role of personal writing in understanding historical events.

Week 4 (Feb 3): Courage in Adversity

- Reading: The Hiding Place, Chapters 1-4
- Discuss the ten Boom family's efforts to assist the Jewish community.

Week 5 (Feb 10): Resistance and Faith

- Reading: Frank's Diary (Graphic Version), Chapters 4-6
- Analyze themes of hope and despair.

Week 6 (Feb 17): Women in the Resistance

- Reading: Hillesum's Journal, Sections 4-6
- Explore the contributions of women.

Week 7 (Feb 24): The Role of Community

- Reading: The Hiding Place, Chapters 5-8
- Discuss the impact of community support during the occupation.

Week 8 (Mar 2): Moral Choices

- Reading: Frank's Diary (Graphic Version), Chapters 7-9
- Engage in ethical discussions regarding resistance.

Week 9 (Mar 9): Consequences of Resistance

- Reading: Hillesum's Journal, Sections 7-9
- Highlight the risks faced by resisters.

Week 10 (Mar 16): Reflections on Humanity

- Reading: The Hiding Place, Chapters 9-12
- Discuss how these narratives reflect on the human spirit.

Week 11 (Mar 23): Preparing for Travel

- Group discussion on travel logistics.
- Share expectations for the travel experience.

Week 12 (Mar 30): Travel Themes and Experiences

- Reading: Review and prepare for final reflections.
- Discuss the significance of visiting the sites in the Netherlands.

Week 13 (Apr 6): No Class – Spring Break

Week 14 (Apr 13): Final Discussions and Reflections

- Gather insights and prepare for travel.

Week 15 (Apr 20): Travel Prep and Expectations

- Final logistics and discussion on cultural engagement during the trip.

Course Travel Itinerary

- May 10-12: Arrival in Amsterdam, orientation, and initial site visits.
- May 13-19: In-depth exploration of historical sites related to the Dutch Resistance, including Anne Frank House, Jewish Historical Museum, and memorials.
- May 20-22: Group discussions, reflection sessions, and opportunities for independent exploration.
- May 23: Departure from the Netherlands.

Assessment of Learning

- In-Class Presentation: 20%
- Travel Journal: 20%
- Video Presentation: 20%
- Short Highlight Video: 20%
- Reflective Essay: 20%

All assignments aim to enhance students' understanding of the Dutch Resistance, facilitate engagement with the course material, and promote reflection on personal and historical narratives.

1. In-Class Presentation

Assignment Description: Students will give an in-class presentation on one of the historical sites we will visit in The Netherlands. This presentation can be in PowerPoint format or another format of your choice.

Content Requirements:

- Historical background of the site.
- Political significance related to the Dutch Resistance.
- Discussion of key events that occurred at the site and its impact on society.
- Length: 15 or so minutes
- Due Date: Week of [specific week], scheduled as part of regular class.

2. Travel Journal

- Assignment Description: Students will maintain a travel journal that begins in January with pre-travel reflections and concludes with daily entries during the time spent in The Netherlands.
- Content Requirements:
 - Pre-travel notes discussing expectations, goals, and any background research related to sites being visited.
 - Daily entries documenting experiences, reflections, and insights during the trip.
- Length: At least one entry per week leading up to the trip, plus daily entries during the travel period.
- Due Date: Submit the completed travel journal in Canvas by the end of May 2026.

3. Video Presentation

- Assignment Description: Create a comprehensive video presentation that encapsulates the learning experience throughout the travel study.
- Content Requirements:
 - Include reflections on readings, site visits, and classroom discussions.
 - Highlight personal growth and insights gained from the experience.
- Length: 7 to 10 minutes
- Due Date: May 31, 2026.

4. Short Highlight Video

- Assignment Description: Produce a brief highlight video that encapsulates the travel study experience. This video should resemble a social media post (such as Instagram Reels or TikTok).
- Content Requirements:
 - Focus on memorable moments, experiences, and insights from the trip.
 - Emphasize the emotional and experiential aspects of the travel study.
- Length: 1 to 3 minutes
- Due Date: May 31, 2026.

5. Reflective Essay

- Assignment Description: Write about an essay that addresses the course objectives directly.
- Content Requirements:
 - Analyze how the personal narratives studied connect to broader historical themes.
 - Reflect on how the travel experience informed understanding of courage and resistance in a historical context.
 - Discuss personal insights and connections to contemporary issues related to freedom and human rights.
- Length: about 1000 words
- Due Date: May 31, 2026.

[Student Resources](#)

[University Policies and Information](#)