

Understanding America Inside Out

*a Portfolio of my Written Work for the Master Program
American Studies*



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Foreword

Just like the majority of Dutch children who grew up in the 1990s, my childhood was one in which American culture was very present in everyday life. America was this magical wonderland in which the sky was the limit. Ever since then, my fascination and interest in all that is American has been continuously fostered. It was however only during my Bachelor program at the University of Utrecht when I realized my interests in the U.S. were also academic. During my Bachelor degree Language and Culture Studies at Utrecht University, I majored in both American Studies as well as Film and Television Studies and spent an academic year studying in both the U.S. (University of Madison-Wisconsin) and Canada (University of Toronto).

I preceded my academic interests in the United States through the master program American Studies at Utrecht University. I started off my master's in the fall of 2012 at the University of Florida, which was part of an exchange program of my home university, Utrecht University. By combining graduate level classes with an internship at the University of Florida in the fall of 2012, and by taking master-level classes at Utrecht University in the fall of 2013 I managed to fulfill the requirements in order to graduate for this master program in February 2014.

During these past two semesters as a master student I have come to learn about the United States in much more depth than I had expected: the master was much denser than my bachelor: it covered much more material in lesser time. Studying at Utrecht University and the University of Florida, as well as the experience of living in the U.S. for a semester have contributed to my personal and interdisciplinary academic view on the United States. Before I started my academic education, I had a rather one-sided view on American history, politics and culture. My bachelor but especially this master program, have shown me that there is not one America: This country is so large that there no assumptions about Americans in general can be made. Each event, each act in American past and present is to be viewed from different angles.

This portfolio elaborates on some of these angles and gives an overview of what I have learned and focused on during the past one-and-a-half years within the discipline of American Studies. Moreover, it will start with an introductory essay introducing the Academic field of American Studies and how my essays are to be placed in the context of the discipline. Looking back at the journey of my academic career from the start in 2008 until now, I ought to say I am much closer to understanding America inside out than ever before.

Cris van Wolffelaar

Introduction to Portfolio

The 20th century is often referred to as the century of The United States of America. In this century, it grew out to be an empire with a global ascendancy. The Second World War and the Cold War right after brought the historically isolated United States to the front page of world politics, and its attractive (popular) culture was consumed in countries all over the world. Today, the United States continues to be at the forefront of world events: Its foreign affairs such as 9/11 and its 'war on terror' as well as its domestic issues such as the economic crisis has changed the world irrevocably and, as a consequence, citizens all over the world are confronted with the U.S. on a daily basis.¹

According to Campbell and Keane, "What these different events 'mean', how they are dealt with, and what they might tell us about the USA as a domestic and international power demonstrates why it is vitally important to continue to study and analyze 'America' in all its formations."² Thus, in order to explain what has happened and is still happening inside and regarding the U.S., the academic discipline of American Studies can help to find answers. But what exactly does it mean to be an American Studies scholar? What is the focus of research within this discipline? As I have learned in the last one and a half year, the goal of American Studies as an academic discipline is embedded in a larger historical narrative of the United States; In 1782, in his *Letters from an American Farmer*, John de Crevecoeur asked himself the famous question "What then is the American, this new man?"³ This need to identify who and what American cultural identity is, and what the American "experience" is, has been one that lies within American history. This same question, centuries later, became the core of American Studies as an academic discipline. So, Crevecoeur as well as American Studies scholars search for the core of American identity and understanding America's position within the world.

Whereas the main questions American Studies scholars ask themselves unifies them, there is

¹ Neil Campbell and Alasdair Kean, *American Cultural Studies: A Introduction to American Culture* (New York: Routledge) 2012: pp.1.

² Ibidem, pp. 1.

³ J. Hector St. John de Crevecoeur. *Letters from an American farmer* (New York: E.P. Dutton) 1957: pp. 4.

not one fixed methodology within the discipline yet. American Studies is a rather inter- and multidisciplinary field, able to connect different disciplines with one another in order to come close to find the answer to the search for American identity. The essays included in this portfolio for the Master Program American Studies at Utrecht University reflect the interdisciplinarity and variety that American Studies entails. In this introductory essay to my portfolio, first a short overview of American Studies as an academic discipline will be provided in order to create a framework for the research papers. Then, I will explain how the selected essays in this portfolio relate to several prominent themes within American Studies. Moreover, my exchange at the University of Florida will also be discussed in order to demonstrate how universities in the U.S. differ in their ways of teaching American Studies. The further part of this portfolio will contain the main research papers I have written for each course. Altogether, I hope this portfolio will give a general idea of what the discipline American Studies entails, what I have specifically have focused on within the discipline, and most importantly, what I have learned as an American Studies student in the last one and a half year.

American Studies as an Academic Discipline

Just as John de Crevecoeur asked himself the question: What is American? Centuries later, whereas the world had remarkably changed, it was these same questions such as “Who are we?”, and “where are we going?” which were asked within the discipline of American Studies throughout the 20th and 21st century.⁴ The question relates to the meaning of the American national identity, and, moreover how America is to be distinguished from other nations in the world.⁵ In the search to develop a proper methodology to study American identity, there have been several paradigms (which is defined by Wise as “a consistent pattern of beliefs held by a person or group”) within the field that have approached the

⁴ Michael Denning, “Marxism and American Studies” *American Quarterly*, vol. 38, no. 3 (1986) pp 360.

⁵ Campbell and Kean, *American Cultural Studies*, pp. 2.

discipline through the use of different methodologies.⁶

It was only in the 1930s when American Studies was founded as an academic discipline in order to study the culture and history of the U.S. As Campbell and Keane state, the first generation of American Studies scholars had been born in 1900 in the wake of “technologies that were transforming the physical, social and cultural landscape of the United States and other societies.”⁷ Roosevelt’s New Deal gave way to these scholars, who in in this changing world in the aftermath of WWI introduced the field of American Studies. This discipline did not only promote attention to American literature and art but focused on the lives of ordinary Americans. It tried to capture ‘The American Experience’.⁸ Although a few interdisciplinary courses existed, this study was mostly done through established disciplines such as history and literary studies as well as cinema studies, communication studies, sociology and anthropology.⁹

It was the Myth- and Symbol School in the 1950s and 1960s that institutionalized American Studies and brought the discipline closest to finding a method so far. This school was a collaboration between the first- and third generation American Studies scholars. American myths and symbols that were considered to have been important and significant in the history and culture of America were analyzed in order to find the true American national identity. The school held the belief that that a single “holistic culture” was shared by the American people who had more or less a homogenous American Mind. The Myth and Symbol school tried to define the American national character and aspirations by suggesting that all people held these beliefs as common and shared.¹⁰ Moreover, it tried to demonstrate the way in which “these ‘collective’ images and symbols can be used to explain the behavior of people in

⁶Gene Wise “Paradigm Dramas” in *American Studies: a Cultural and Institutional History of the Movement* *American Quarterly*, Vol. 31, No. 3 (1979) pp. 295.

⁷ Campbell and Kean, *American Cultural Studies* (New York: Routledge) 2006: pp. 106.

⁸ Wise, “Paradigm Dramas” in *American Studies*”, pp. 300.

⁹ Janice A. Radway, , Kevin K. Gaines, Barry Shank and Penny von Eschen (ed.) *American Studies: An Anthology* (West Sussex, UK: Blackwell Publishing) 2009: pp. 3.

¹⁰ Campbell and Kean, *American Cultural Studies* (2006) pp. 9

the United States.”¹¹

However, in the late 1960s, criticism against the myth-and-symbol school arose. This was firstly because whereas these scholars tried to locate “the quintessential ‘American Character’” which they believed could be found in every American, they only searched for this character within the most prominent “high” American cultural texts. These were the great books, by authors such as Twain, Emerson, Whitman and many more.¹² Moreover, these scholars were criticized for being too focused on American exceptionalism; the belief that the American story is unique and different from all other nations in the world. This criticism was based on the belief by Myth and Symbol scholars that Americans had this unique, homogenous mind because of the location of Americans in the “New World”. Kuklick’s essay *Myth and Symbol in American Studies* is one of the first essays that criticized the school. According to Kuklick, these scholars were prone to generalize and rarely offered empirical grounding for their generalizations: “symbols and myths at best *reflect* empirical fact, and so are never themselves factual; they are “products of the imagination.”¹³

Since the 1970s, American Studies has rapidly expanded and changed in response to a range of social, cultural and intellectual developments. Scholars of this era, in contrast to the Myth-and Symbol school, focused not solely on high cultural texts (literature) to understand American identity, but understood there was a variety of “different, often competing perspectives” necessary because American identity had no single “Mind.”¹⁴ As the authors of *American Studies: An Anthology* state, this change was caused “by the growth of race-based scholarship and ethnic studies; by the development of feminist intellectual inquiry and research on sexuality; by efforts to understand the United States as part of an international global system; and by burgeoning interest in previously neglected cultural forms,

¹¹ Bruce Kuklick, “Myth and Symbol in American Studies,” *American Quarterly* 24, Vol. 24, No. 4 (Oct., 1972) pp. 447.

¹² Wise, “Paradigm Dramas” in *American Studies*” pp. 179-180.

¹³ Kuklick, “Myth and Symbol in American Studies” pp. 436.

¹⁴ Wise, “Paradigm Dramas” in *American Studies*” pp. 192.

everyday life and the incompletely explored archives in which their history rests.”¹⁵ In other words, the discipline had broadened as minorities that previously did not have a way to express themselves, such as the Civil Rights movement, the American Indian movement, the Chicano movement and many others, finally had found a voice and started to alter scholarship in the field.¹⁶ Moreover, the previously held belief that all minorities and immigrants were ought to become a part of the American “Melting Pot” set off. Whereas the Myth-and-Symbol school believed in a “holistic” view on American identity, now multiculturalism and cultural pluralism became a part of the larger American identity.

As a result of this focus on the minority and on diversity as opposed to homogeneity amongst Americans, these new scholars in the 1970s, 1980s and 1990s explored alternative ways of making sense of American history in the way that their predecessors did, and soon “historical narratives focused not only on the writings of insurgent elites but sought as well to uncover popular logics and modes of thought as they were expressed in vernacular forms of everyday life.”¹⁷ An important aspect of this study of everyday life was a new focus on popular, or “low” culture instead of the “high” elite culture that previous generations of scholars had studied. As Paul Lauter explains, one can examine popular cultural products as “Cultural Work” (a cultural text). This can be a wide range of texts that are consumed by the masses, such as movies, television shows, music, advertisements and much more. Studying popular culture has become an important aspect of American Studies in recent years, because these texts “construct the frameworks, fashion the metaphors, create the very language by which people comprehend their experiences and think about their world.”¹⁸ They again, bring scholars closer to understanding American society and its cultural identity.

So, whereas the search for national American identity and was prominent in American Studies’

¹⁵ Radway et al. *American Studies: An Anthology* pp. 1.

¹⁶ *Ibidem*, pp. 3.

¹⁷ *Ibidem*, pp. 3.

¹⁸ Paul Lauter “Reconfiguring Academic Disciplines: The Emergence of American Studies” *American Studies*, vol. 40, nr. 2 (Summer 1999) pp. 23.

early days and has continued to be prominent after the change of the 1970s, Interdisciplinary studies of different cultural texts and the inclusion of these new minority voices became the heart of American Studies. These different experiences amongst different Americans became the heart of the discipline.¹⁹ The discipline has therefore moved beyond traditional disciplinary boundaries rewrote history by integrating new minority histories apart from the white man's history. Besides the inclusion of new studies such as women's studies or African American Studies, now also other forms of cultural expression were studied. Not solely products of high art such as literature were studied but also "other forms of cultural expression, drawn from popular culture [and] mass media" were not studied within the search for American identity.²⁰ Moreover, the new academic disciplines and different focus of research has encouraged establishing more openness and cooperation between academic areas.²¹

Thus, the changes of the 1970s have led to an American Studies, which, as Shelley Fisher Fishkin is defined the following: "The goal of American Studies scholarship is not exporting and championing an arrogant, pro-American nationalism but understanding the multiple meanings of America and American culture in all their complexity' and to provide the nuance, complexity and historical context to correct reductive visions of America."²²

The Academic Essays

As the previous section shows, there have been many themes and methodological fields of study that are incorporated within American Studies. Therefore, it is not surprising that the essays in this portfolio were written within different academic departments and use different, often interdisciplinary theoretical and methodological approaches. Whereas some papers use a historical approach, such as

¹⁹ Campbell and Kean, *American Cultural Studies*, pp. 3.

²⁰ Campbell and Kean, *American Cultural Studies* (2006) pp. 13.

²¹ Ibidem, pp. 5.

²² Shelley Fisher Fishkin, "Crossroads of Cultures: The Transnational Turn in American Studies – Presidential Address to the American Studies Association" *American Quarterly*, vol. 57, no. 1 (2004) pp. 20.

the research paper *Cold Warriors Go Asian*, others are written from a different angle, such as the *Political Campaign Plan* I wrote within the Department of Political Science. Many of the research papers and courses during the master program have integrated literary studies with other disciplines, such as the course *Ethnic Experience in Multicultural Context* and *Civil War and Reconstruction*. Lastly, there have also been other multidisciplinary essays, such as the analysis of *Brokeback Mountain*, integrating a range of disciplines such as film- as well as ethnic and gender studies.

Besides that these essays use different methodological approaches, they also show the variety of themes that are incorporated within American Studies. The essays in this portfolio focus on several themes that are prominent topics within the discipline and which I have focused on in my Master program. The theme that has probably been most prominent within my degree was the combination of gender, race and ethnicity. Other themes have been historical, focusing on the Civil War and U.S. (Cold War) Imperialism. Lastly, in Florida I took a Political Campaigning course within the department of Political Science. Another important aspect of my degree has related to my internship at the University of Florida, where I taught Dutch Language and Culture. Together, these essays mean to show the endless possibilities within the field of American Studies and what topics I specialized in within the discipline.

The first main theme within my master program has been race and ethnicity, with a focus on gender. The course *Introduction to American Studies*, taught by Tom Idema at Utrecht University was the official “first” course of the master program. This course meant to introduce the varieties of topics and academic disciplines that American Studies scholars utilize and have utilized in the past in order to come closer to an understanding of the American identity. For each theme that was discussed in the course, such as American exceptionalism or the Myth and Symbol School, the students had to write a weekly literary review. Its final research paper had to involve a cultural text and should explain how American identity was reflected within that text.

In my final research paper *Brokeback Mountain: Queers as the Inner-Colonized*, I analyzed the two main characters in the movie *Brokeback Mountain*. In this analysis I connected their dualistic identities as two American gay men to the experience of American immigrants. Campbell and Keane in their *Introduction to American Studies* discuss the ethnic migrant experience within American society and their search for identity. They argue there is no central, uniform identity within America, but that many Americans have found a productive plural, hybrid identity 'as ethnic *and* American, allowing them to belong to different sets of values rather than be assimilated into only one.'²³ Therefore, 'These migrant voices tell us what it is like to feel a stranger and yet at home, 'to live simultaneously inside and outside one's immediate situation.'²⁴ Hybridity and having or being 'a multitude of selves' is a topic often discussed within several ethnic studies. However, this essay argues that a similar experience is also to be found within Genderstudies. In *Brokeback Mountain*, both men experience a similar duality of identity: they are never fully comfortable in one or the other. Just as the course *Introduction to American Studies* meant to show the diversity of topics and disciplines incorporated within American Studies, this essay approaches gender and ethnicity through a multitude of lenses. Therefore, it can be used as an example to portray the interdisciplinarity of conducting research as an American Studies scholar.

Another essay which incorporates the issues of gender and ethnicity within the U.S. is *Jade Snow Wong's Fifth Chinese Daughter: A 2nd generation Chinese-American Success Story*. This essay was written for the course 'Topics in American Identity: Ethnic Experience in Multicultural Context' taught by Derek Rubin at Utrecht University. This course weekly discussed a novel and several articles regarding one of the major ethnic minorities within the U.S. Besides a mini-essay that I wrote about Toni Morrison's *The Bluest Eye*, I focused in my research essay (which had to be about another cultural text on the issue of race and ethnicity within the U.S.) on the experience of Chinese-Americans. This essay analyzes the

²³ Campbell and Kean, *American Cultural Studies*, pp. 51.

²⁴ R. King, J. Connell and P. White (eds) *Writing Across Worlds* (Routledge: London, 1995) pp. xv.

autobiography *Fifth Chinese Daughter* (1950) which narrates from 2nd generation Immigrant Jade Snow Wong's childhood in the 1920s up to her early twenties in San Francisco's Chinatown. The autobiography depicts the struggle of growing up as a second-generation Chinese-American woman in a traditional first-generation Chinese immigrant family. This conflict is, according to Marcus Lee Hansen, the "problem of the second generation."²⁵ Whereas within American society Wong found herself being too Chinese (barely speaking English, looking Asian), her set of values and ambitions are too American within her own household. This problem, lay in the "strange dualism in which they had been born . . . how to inhabit two world at the same time was the problem of the second generation."²⁶

Jade Snow Wong returns in a historical-orientated paper that was written for the research seminar *Cultures of American Empire*. This semester long seminar taught by Laura Visser-Maessen and Jaap Verheul discussed several scholarly monographs as well as academic essays on America as a global empire. Throughout this seminar, I explored multiple theories on whether or not America is an empire and what kind of empire it intends to be. For the final essay, I used the theory of Ruth Oldenziel that America has been an empire of a different kind. She called this "a reluctant empire, an empire by invitation."²⁷ Whereas traditional empires had claimed lands overseas, the U.S. never actually claimed land officially outside of its territory.²⁸ Taking this notion of empire into account, I decided to focus on Cold War imperialism through the use of a form of untraditional, soft co-operative power which is cultural diplomacy. John Lenckowski states that through Cultural Diplomacy (an element of public diplomacy), the U.S. means to "exchange ideas, information, art and other aspects of culture among nations and their peoples in order to foster mutual understanding," and promote American culture and

²⁵ Marcus Lee Hansen "The Problem of the Third Generation Immigrant" in Sollors (ed.), *Theories of Ethnicity: A Classical Reader* (New York: NYU Press) 1996. pp. 203.

²⁶ Ibid: pp. 204.

²⁷ Ruth Oldenziel, "Islands: U.S. as Networked Empire," in *Entangled Geographies*, in ed. Hecht, Gabrielle. Cambridge: The MIT Press (2011), pp. 13.

²⁸ Ibidem, pp. 14.

values abroad.²⁹ Through the use of these theories on empire and on secondary historical sources, this essay specifically focused on how the U.S. sent successful Asian-Americans (second generation immigrants) abroad to Asia during the early Cold War years as a means of propaganda and to counterbalance Anti-American soviet propaganda on in newly decolonized Asian countries. Amongst others, Jade Snow Wong was sent on these tours. In my essay, I explain how this form of soft cooperative power contributed to the use of American hard military, economic power in Asia in order for the U.S. to create and maintain its global ascendancy as an empire.

These three essays that were written at Utrecht University all clearly inhabit a multitude of disciplines as well as themes that are prominent within American Studies. Whereas the American Studies program in Utrecht includes this wide variety of topics, at the University of Florida there was not a similar American Studies program. Here, learning about America is done through American-related courses that are taught within different faculties. For me, this resulted in taking a course within the department of Political Science (*Political Campaigning*) and one within the department of History (*Civil War and Reconstruction*) As a consequence, the research papers that I wrote at The University of Florida are two very different papers that are less interdisciplinary than the papers written at Utrecht University. However, they did contribute to my larger knowledge and understanding of American identity and society.

The research paper "*How Slavery Dehumanized both White and Black*" was written for The course *Civil War and Reconstruction*, which was taught within the department of History at the University of Florida by Professor Matthew Gallman. This course was a broad survey of the events and issues surrounding the Civil War as well as a close analysis of the war years themselves. This mainly focused on historical primary sources such as diaries, speeches and soldiers' letters. The main essay that

29 John Lenczowski, "Cultural Diplomacy, Political Influence, and Integrated Strategy" *Strategic Influence: Public Diplomacy, Counterpropaganda, and Political Warfare*, ed. Michael J. Waller (Washington, DC: Institute of World Politics Press, 2009), pp. 3.

I wrote for this course was based on several autobiographies of African Americans who had been enslaved during the early 19th century. Their autobiographies were set to have contributed to the outbreak of the Civil War. Through analyzing these autobiographies and through using other historical primary sources I have managed to research in which ways slavery dehumanized both white and blacks and how the evils of slavery might have contributed to the outbreak of the Civil War.

Perhaps the most interesting, out-of-the-box themed course that I took for my master was *Political Campaigning*, taught by Roger Austin. This was the introductory course of the master program Political Campaigning within the department of Political Science at UF. This course, in which I only had 4 fellow students, meant to explore every aspect of today's political campaigning in the U.S. Since it was the fall of 2012, the Presidential elections between Barack Obama and John McCain were closely followed and often discussed in relation to the theory learned in class. In each of the four memo's that I had to write for this class, we covered different steps of setting up a political campaign (on either national, state or local level). These memos together prepared me for the final assignment, in which I wrote a final campaign strategy memo for a Democratic candidate running in one of Florida's districts. Theoretically and methodologically, this course was completely different from every course I had ever taken: the research was based on data derived from surveys and based on statistical sources as opposed to literary analysis, which I am used to. Moreover, it appeared to be a practically oriented and informal course, which was also new to me. So whereas the method of this course was a completely new experience, through writing a campaign plan it allowed me to see a new, different perspective on American political campaigning, and so I came to understand the American political system and the driving forces behind campaigning much better than I did before.

The largest document in this portfolio is the internship report of me teaching the course *Beginning Dutch* at the University of Florida. For this internship, I taught a four month class to a group of eight undergraduate students. At University of Florida, all Liberal Arts and Sciences students need to

fulfill a language requirement within their degree by taking two subsequent language courses. Amongst the many options, Dutch is one of them. Even though this course was more practical and focuses mainly on the teaching of a language (linguistics), on Friday's a culture class was taught which was based on the textbook *Discovering the Dutch* by Jaap Verheul and Emmeline Besamusca. This textbook incorporates chapters regarding many different aspects of Dutch history, its culture and society, and its place in the world.

An important goal of the master American Studies in Utrecht is cross-cultural understanding of the United States and the Netherlands. Teaching this textbook led to discussions amongst the students in class regarding the differences between the Dutch and American "ways", causing an increased mutual understanding of one another. Moreover, students as well as myself reflected both on the Netherlands as the United States more critically after these Friday afternoon classes. Therefore, I think teaching this class and interacting with American students about Dutch language and culture has also been a valuable experience within my master American Studies, because it gave me a more personal, practical insight on cross-cultural understanding in addition to the academic theoretical texts that I have read and written about during my masters.

Conclusion

In conclusion, this introductory essay of this portfolio means to give an impression of what the discipline of American Studies entails and to illustrate how the essays in this portfolio incorporate the very different themes and theoretical- and methodological that make up American Studies today. Whereas in the early days of American Studies scholars focused on high- elite culture through for example the Myth- and Symbol school, in the 1970s the focus of study became to study the American experience and cultural identity that all voices within its multicultural society. This is related to the themes that I have focused on in my courses at Utrecht University (ethnicity, race and gender). Moreover, also America's

position in the world, an important theme of the American studies program at Utrecht University, has been explored through the historical paper that was written for the research seminar on American Empire.

American studies is characterized by its lack of unifying method and its use of inter- and multidisciplinary approach. Whereas in Florida no such program as American Studies exists, and therefore I did not conduct interdisciplinary research during this exchange, I have managed to learn a lot about the American experience by living there and teaching American students about Dutch language and culture. The two courses that I have taken have also, even though both written in different departments, contributed to my understanding of American cultural identity. Overall, these essays, no matter how different, mean to show how these different methods are conducted in order to come to a closer understanding of what American cultural identity and the American experience entails, and how the possibilities of understanding this identity are endless.

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Brokeback Mountain: Queers as the Inner-Colonized

By Cris van Wolffelaar

3371948

Introduction to American Studies

American Studies MA

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Lecturer: Tom Idema

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Brokeback Mountain: Queers as the Inner-Colonized

'So either I don't have any 'self', or else I have a multitude of 'selves' appropriated by them, for them, according to their needs or desires' (Yorke 1991: 88-9).

The quote above expresses particular tensions within gay and feminist literature, underpinning their identities in a world privileged by the patriarchal, hetero-normative society (Campbell and Keane 2012: 236). Moreover, in this same textbook, authors Campbell and Keane discuss the ethnic migrant experience within American society and their search for identity. They argue there is no central, uniform identity within America, but that many Americans have found a productive plural, hybrid identity 'as ethnic *and* American, allowing them to belong to different sets of values rather than be assimilated into only one' (Ibid.: 51). Therefore, 'These migrant voices tell us what it is like to feel a stranger and yet at home, 'to live simultaneously inside and outside one's immediate situation' (King et al. 1995: xv).

It seems that the inner colonized are often referred to as ethnic minorities or migrants. However, looking at the introductory quote, this shifting between identities or 'multitude of selves' appears to also applicable within the study of gender. Watching Ang Lee's movie *Brokeback Mountain* (2005), one might argue that he addresses queers as the inner colonized within American heterocentric ideology. I am referring to the contrast between queerness and heterosexuality, which force *Brokeback Mountain's* main characters Ennis del Mar and Jack Twist to shift between two identities. Therefore, in this essay I will explore in what ways Jack Twist and Ennis del Mar in *Brokeback Mountain* show that the inner colonized experience of being caught between identities in America also can be a gender experience. By portraying the struggle of Lee's characters in *Brokeback Mountain* we can identify how the characters and society dealt with the intolerance towards queerness and Otherness.

First, queerness needs to be defined within American society in order to understand the main characters' responses to it in *Brokeback Mountain*. Within Gender studies, it is argued that one

constructs his gender socially throughout life experiences. For American men this means a gradual evolving into a dominating, hegemonic form of masculinity which stresses the domination of men over women, and the ideology around how men should behave. According to Campbell and Keane, it is these 'cultural discourses (..) about gender and sexuality, shape and structure us as subjects within the social order', therefore gender, masculinity and sexuality construct power within American society (Ibid.: 217).

Just as the American ideology of assimilation amongst migrants into one new American national identity, with shared values and beliefs (Ibid.: 50), American culture has attempted to homogenize similarly in terms of gender and sexuality to create power structures. Moreover, a repel for the sexual 'Other' has been a reinforcing factor within dominant American history, in which 'normal' heterosexual men and women would constitute normal American sexuality (Shah 2009: 354). Therefore, scripted gender ideologies directed how men had to dress, behave and act like 'real' men, whereas homosexuality represented the anti-American and a threat to 'normal, heterosexual men'. This has led to queers being forced to hide their true identities from society, living inside and outside their immediate situation and drawing a borderline between the public and the private.

In *Brokeback Mountain*, the ideology of (hegemonic) masculinity is been portrayed through its framing of American society and the community, but also especially through the main characters Jack and Ennis themselves: 'At the end of their teens, both characters are already manly and are struggling to remain so in the traditional senses prescribed by the American gender divide (..) Both men have internalized and live out their gender roles and refuse to accept any but the most hegemonic masculinity which society has forced them into' (Keller and Jones 2008: 24). In the opening scene they wear blue jeans and buttoned shirts, speak few words and their faces seem to show no expression. The character of Ennis del Mar is verbally silent, physically adept, hardworking and responsible. Both men are 'nothing if not prototypical cowboys: Exemplars of pastoral purity and yeoman industry, they possess the knowledge and skills of the wilderness. They are authentic American heroes, self-reliant and

brave, honorable and loyal' (Kitses 2007: 24), they are the protagonists of American masculinity.

Although their own gender ideologies enforced through society have rigidly scripted them as 'natural' distinctions, it appears that 'cultural scripts remain vulnerable to contradictions from within' (Smith 1993: 210). Lee uses the nature surrounding Brokeback Mountain as a place of escape and innocence, where both men can find this contradiction within themselves. The freedom of the mountain is aesthetically stressed and represents the ideological promise of America 'Freedom, openness, redemption and reinvention' (Kitses: 26). The isolation of the wilderness and the loneliness of both of the men's lives opens the opportunity for love. Even though Ennis denies Jack's advances at first, 'in open range, feelings, gender or sexuality cannot be fenced in or legislated. What is sinful or perverted or deviant in the natural world, the world of the sublime?' (Ibid.: 25) The natural environment provides a space of freedom for both Jack and Ennis to shift into their queer identity. It provides an escape from the American rural Midwest of the 1960s, in which society did not accept queerness just quite yet.

However, *Brokeback Mountain* also shows this other world in which the men are caught and cannot escape from: society. Here, their life in nature seems to be more like a utopian dream and forms a harsh contrast with reality. Both men live in a working class society, in which they are a part of a patriarchal system and an environment of rural homophobia. 'Ennis remains a workingman, taking up labor on rural highways, while his wife works at a grocery store; they live above a Laundromat' (Lee Johnson 2006: 988). Even within the working class societies in this remote areas, Ennis is aware of its homophobia to such an extent that even he only associates himself with hegemonic, even hyperbolic masculinity (Keller and Jones 2008: 27). His fear is embedded in all of his being: In a particular scene, Ennis explains his childhood trauma to Jack, in which he describes the homosexual Earl being mutated and killed. Even though the relationship between Jack and Ennis remains for years, he internalized societies' homophobia and never openly admits his love for Jack. Both men refuse to call it being 'queer', but refer to 'their powerful love as a "thing" that grabs hold of them' (Ibid.: 25).

Jack is more openly homosexual than Ennis: 'he goes to Mexico to have sex with hustlers, and he comes on to other men at home, such as the rodeo clown, and poses provocatively against his truck even when he first sees Ennis' (Ibid.: 26). On the other hand, he is also subjective to Gender ideologies, being extremely masculine and patriarchal, and having a wife and son at home. So Jack is trying to be more open about his sexuality, he is aware however that he cannot openly admit to his queerness within the society he lives in. Moreover, when he meets a new neighbor who is sexually attracted to him, the man proposes a place where the two of them can 'get away'. This stresses the border between being inside society and out of it, between their heterosexuality and queer identities and between captivity and freedom within American society.

Because of fears for society and internalized homophobia, *Brokeback Mountain* does not end with a forever after. 'Ennis' wife divorces him, and Jack settles into a distant marriage until violence cuts short his life, leaving Ennis to mourn his losses and, undoubtedly, his choices' (Lee Johnson: 988). The two men have lived their life together as well as apart. Jack and Ennis had been denied 'intimacy, constancy, humanity and soulfulness' (Kitses: 27). In the last shot of the movie Ennis looks at a postcard of *Brokeback Mountain*, in a similar way in which Campbell and Keane describe ethnic migrant American experiences: 'longing for something other than the life that they have, but their dreams are as unreal as the Polynesian images in the paintings. Distant and out of reach' (Campbell and Keane: 71).

So, referring to the storyline of the movie *Brokeback Mountain*, it appears that although both men, white and masculine, seem to 'belong' naturally in their American rural environment, they do not fully engage in their Gender roles as society has created them. They are both the ultimate free American as well as the inner colonized anti-American. This shifting between their identities within society and nature, stresses the hybrid lives these men are forced into due to their queerness of both men in terms of gender and seems similar to several migrant experiences explained in Campbell and Keane's handbook. The ultimate escape seems to be found in nature, but even this is not as 'free' as one might

think: ‘The wilderness may appear pristine, but the mountain is the pre-serve of the Forest Service and its land is broken into allotments; Ennis and Jack are akin to government employees, like their hostile supervisor’ (Kitses: 26). So even within nature, both men are still not free from the restraints of a heterocentric society. In other words, both characters in *Brokeback Mountain* are never truly comfortable in their situation, creating a destructive situation for themselves as well as their families. Therefore, the portrayal of same-sex loved as being the inner-colonized which Lee portrays, can be regarded as a portrayal and criticism towards the limitations of American acceptance and its Gender ideologies.

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Cold Warriors Go Asian

*How the U.S. utilized Asian Americans through cultural diplomacy in the 1950s to defend and extend its
Empire*

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Introduction

In 1956, in the midst of the Cold War, the U.S. State Department ironically promoted their African American culture abroad through 'jazz ambassadors' for American democracy, while at home the Civil Rights movement that challenged racial discrimination was starting to gain momentum. Jazz music was seen as a typical American form of art, which represented democracy because of its practices of improvisation, soloing, and collective performance. Therefore, jazz became the heart of the cultural propaganda within the Cold War. By sending these African American jazz musicians abroad on tour, America meant to show racial progress, to distract global attention from their domestic race issues (in relation to the Soviet Union) as well as from US imperial interventions in South(East) Asia, Latin America, the Middle East and Africa.¹

Penny Von Eschen elaborates on these jazz tours as a form of Public- or Cultural Diplomacy.² Public diplomacy is a form of soft power and can according to Gifford D. Malone be considered the process of “communicating directly with the people of other countries (...) to affect their thinking (...) The objective, in most cases, is to influence the behavior of a foreign government by influencing the attitudes of its citizens.”³ John Lenckowski states that through Cultural Diplomacy, an element of Public Diplomacy, the U.S. means to “exchange ideas, information, art and other aspects of culture among nations and their peoples in order to foster mutual understanding,” and promote American culture and values abroad.⁴ Whereas hard power means to get a nation what it wants through economic or military force, forms of soft power such as Public and Culture have been used by the U.S. to create voluntary co-operation and agreements among states in order to get what it wants.⁵

¹Penny von Eschen, *Satchmo Blows Up The World: Jazz Ambassadors Play the Cold War* (Cambridge: Harvard University Press, 2006) pp. 1-260.

² Ibidem, pp.1-260.

³ G. Malone, *Organizing the Nation's Public Diplomacy* (Lanham, MD: University Press of America) 1988, pp. 3.

⁴ John Lenckowski, “Cultural Diplomacy, Political Influence, and Integrated Strategy” *Strategic Influence: Public Diplomacy, Counterpropaganda, and Political Warfare*, ed. Michael J. Waller (Washington, DC: Institute of World Politics Press, 2009), pp. 3.

⁵ Joseph Nye Jr., “Soft Power”, *Foreign Policy* 80 (September 1990) pp. 9.

During the Cold War, the U.S. Federal Government “sought to contain and manage the story of race.”⁶ Whereas recent scholarship has mostly focused on the black and white ‘paradigm’, during this era there was also a growing concern about the image of American Race relations and the discrimination of other ethnicities and its global effect.⁷ One of these areas of concern was the Asian Pacific. In 1952 Hendrik van Oss, an employee of the U.S. Consul in Kuala Lumpur, recorded growing concerns about American domestic racism among Chinese immigrants, thereby shedding a negative light on the treatment of other minority groups besides African Americans. He therefore suggested that the State Department’s efforts at counteracting communist propaganda should not solely utilize African Americans for diplomatic purposes, but rather needed to expand to include other minority groups, especially the Chinese.⁸

In the early post-war years, U.S. federal policy makers and government officials grew concerned with the containment of communist China: “an anxiety that propelled Asia to the center of Cold War foreign policy by the mid-1950s.”⁹ Thus, Van Oss argued that another side of Asian-American treatment needed to be shown in Asian countries. He proposed that the State Department involved Chinese Americans in Cold War diplomatic efforts. Subsequently, the State Department launched cultural campaigns in Asia by sending Asian Americans to let them promote the U.S. and its democracy, alleged racial equality and American as well as Asian-American culture.¹⁰ By utilizing various elements of cultural diplomacy, these tours created the rise of Asian Americans as the official storytellers of American democracy alongside of African Americans.

In this research paper, these tours in Asia during the early Cold War era (1945-1960) as a case study of U.S. intended soft power will be explored. This essay tries to identify how these, in a larger sense have tried to expand U.S. power abroad and defend the American Empire from the Soviet Union by utilizing cultural

6 Ellen D. Wu, “America’s Chinese: Anti-Communism, Citizenship, and Cultural Diplomacy during the Cold War” *Pacific Historical Review*, Vol. 77, No. 3 (August 2008), pp. 391.

7Ibidem, 391.

8Ibidem, 307.

⁹ Christina Klein, *Cold war orientalism: Asia in the Middlebrow Imagination, 1945-1961* (Berkeley, CA, U.S.A : University of California Press) 2003, pp. 5.

¹⁰ John Lenczowski, “Cultural Diplomacy, Political Influence, and Integrated Strategy” *Strategic Influence: Public Diplomacy, Counterpropaganda, and Political Warfare*, ed. Michael J. Waller (Washington, DC: Institute of World Politics Press, 2009) pp. 1-30.

diplomacy on top of their existing forms of hard power such as military and economic force. This essay's main thesis question therefore is: *In what ways did the U.S. State Department's use of soft power through cultural diplomacy campaigns in Asia in the early Cold War era (1945-1950s) contribute to the use of hard power to expand and preserve the U.S. empire?*

This specific time period is marked because after the end of the Pacific War in 1945, the U.S. started to extend its position of military and economic dominance which it had achieved in the previous four years, and because many Americans flocked to Asia after WWII, domestic American attitudes towards cultures of Asia started to change.¹¹ Moreover, in the 1960s "expansive and material" investments in Asia began to decrease because both the Vietnam War and domestic race issues took priority in Washington's policy making.¹²

In order to be able to understand the reason for the tours, first a broader understanding will be provided of what the U.S. interests in Asia were during the Cold War and why soft power needed to be utilized. The second part of the essay will focus on race and the cultural diplomatic tours during this era. Together, these chapters will explore how these efforts of cultural diplomacy complemented U.S. hard power to maintain the American empire. Because the main focus of this essay is intent, there will be no specific focus on reception and effectiveness of the tours in Asia. As a method to conduct research a selection of primarily 21st century scholarly have been used. These secondary sources, which are mostly historical monographs, will provide a historical storyline to this paper. Articles explaining concepts derived from contemporary political scientists and sociological magazines are also utilized.

Altogether, this essay will provide an in depth- as well as a larger understanding of the ways in which the U.S. State Department used utilized Asian Americans as a form of soft power in addition to hard power in the Cold War in order to pursue its imperial ambitions. In today's world, which is constantly changing and shifting in power structures, and with a war on terrorism at stake, the power that can be asserted through diplomacy as an addition to classic power forms such as military and economic power is often neglected by

¹¹ibidem, pp.5.

¹²ibidem,pp. 6.

American policy makers.¹³ Whereas hard power is necessary to obtain and sometimes maintain power, Joseph Nye states that the U.S. needs its soft power (diplomacy) more than it acknowledges in order to stay a global leader. This essay contributes to Nye's notion of the necessity of hard power and to prove how during the Cold War cultural diplomacy has been a necessary element in the pursue and maintenance of empire.

¹³ Joseph S. Nye, jr., "The Decline of America's Soft Power" *Foreign Affairs* 83, Issue 3 (May 2004) pp.16-21.

1. What were the U.S. interests in Asia during the early Cold War era and what led to a necessity to utilize soft power?

After the end of WWII, the U.S. started to pursue its interests in Asia more actively as the tensions between the Democratic West and the Communist East were rising. This chapter means to analyze which historical ideals and motivations have driven the U.S. to eastwards expansion (1.1.). Moreover, it explains the two major political and military U.S. involvements in Asia during the early Cold War years which consequently resulted in a fear for communist sympathies and anti-American sentiments amongst newly decolonized Asian countries (1.2). Together, these ambitions and these involvements clarify that solely the use of hard military and economic power was a costly and risky involvement, which led to the need of a second, more co-operative form of power (1.3).

1.1 The pursue of empire and “global openness”

“The world had already become a single vicinage; each part had become neighbor to all the rest ... [it has become] the duty of the United States to play a part, and a leading part at that, in the opening and transformation of the east... The standards of the West are to be imposed upon it” – Woodrow Wilson, October 1900.

Ever since John O'Sullivan first used the term Manifest Destiny in 1839, which built on the basic American ideals of freedom and democracy, the wish to expand beyond national borders became an outspoken U.S. ideology. According to O'Sullivan, the U.S. was destined to globally spread its ideology: “The future will be the era of American greatness. In its magnificent domain of space and time, the nation of many nations is destined to manifest to mankind the excellence of divine principles.”¹ Anders Stephanson defines the term Manifest Destiny therefore as the “providentially assigned role of the United States to lead the world to new and better

¹ Charles S. Maier, *Among Empires: American Ascendancy and Its Predecessors* (Cambridge, MA: Harvard University Press, 2006), pp. 2

things.”² Woodrow Wilson's quote states that Manifest Destiny as an ideology has evolved through time and became integrated in the politics of the 20th century. Here, Wilson suggests that the forces of globalization have become inevitable and that the United States was to be the worlds' leader and that its influence and ideology should be spread into the East.

Because of this self-assigned role of international leadership, Andrew J. Bacevich argues that the purpose of U.S. foreign diplomacy has, throughout the 20th century, been “to preserve and, where both feasible and conducive to U.S. interests, to expand an American empire.”³ But what characterizes an empire? According to Charles S. Maier, an empire can be defined as a “form of political organization in which the social elements that rule in the dominant state [...] create a network of allied elites in regions abroad who accept subordination in international affairs in return for the security of their position in their own administrative unit.”⁴ The American empire, however, has according to Ruth Oldenziel been one of a different kind. She called this “a reluctant empire, an empire by invitation.”⁵ Whereas traditional empires, such as the Roman empire, had claimed lands overseas, the U.S. never actually claimed land officially outside of its territory. Therefore, one cannot regard the U.S. as a traditional empire.⁶

Taking into account Bacevich' notion of the United States as an (intentional) empire, one can state that the United States' main foreign policy throughout the 20th century has not been to claim territories and make them their own, but to spread U.S. social ideologies upon its subordinates, who in exchange accept these social elements in return for security. These social elements, Bacevich argues, are based on the U.S. objective to create an international order which is based on the main principles and political ideology of the United States: democratic capitalism, “with the United States as the ultimate guarantor of order and the enforcer of norms.”⁷

² Anders Stephanson, *Manifest Destiny: American Expansion and the Empire of Right* (New York, 1995), pp. Xii.

³ Andrew J. Bacevich, *American Empire: The Realities and Consequences of U.S. Foreign Policy* (Cambridge: Harvard University Press) 2002, pp. 3

⁴ Maier, *American Empire*, pp. 7.

⁵ Ruth Oldenziel, “Islands: U.S. as Networked Empire,” in *Entangled Geographies*, in ed. Hecht, Gabrielle. Cambridge: The MIT Press (2011), pp. 13.

⁶ Ibidem, pp. 14.

⁷ Bacevich, *American Empire*, pp. 3.

Thus, it can be argued, with democratic capitalism as the key ideology of the U.S. empire in mind, the main pursuit of the American empire in the 20th century was to create a commitment to global openness among subordinate nation states.⁸

Knowing the U.S. history of foreign policymaking and understanding Bacevich's theory of openness helps to explain what the U.S. interests were interested in Asia during the early Cold War Era, and what their interests were politically. It was necessary that these countries, most of them just freed from century-long occupation by western (European) empires, were open towards the American ideology. This was necessary because the United States believed that its own citizens could only be totally "free" if the world was free and democratic. Also, in order to create and maintain its position as a global power, these countries needed to be "open" for U.S. trade and political cooperation. This thus explains why the lingering threat of the Soviet Union in Asia, whose communist ideology opposed American ideology and capitalism in every way, was something American foreign policymakers kept a close eye on right after WWII.

1.2 Major U.S. Involvements in China (1949) and Korea (1950)

WWII was a watershed for the U.S. involvement in Asia. Whereas before WWII foreign policies were mostly reactive or passive, the powerful U.S. government pursued its imperial ambitions after 1945 through military power and political influence in East Asia in pursuit of regional hegemony as a response to Soviet expansion.⁹ Moreover, between 1946 and 1960, no less than forty Asian countries with a population of eight hundred million – more than a quarter of the world population - decolonized in Asia from Western countries.¹⁰ The launching of independent movements throughout the continent and an aversion against colonialism made these nations exceptionally susceptible for both soviet influence as well as invasion. Derived from the U.S's

⁸ Ibidem, pp. 3.

⁹ James I. Matray, "The U.S. and East Asia in the Postwar Era" *A Companion to Post-1945 America*, edited by Jean-Christophe Agnew and Roy Rosenzweig (Malden, MA: Blackwell Pub.) 2006, pp. 446.

¹⁰ Klein, *Cold War Orientalism*, pp. 5.

historically embedded ideology of Manifest Destiny, it is not surprising that postwar U.S. policymakers in Asia believed that Americans had a talent for restructuring the lives of these 'liberated colonial people'. Their assertive strategy in postwar Asia was thus to contain communism in the vulnerable decolonized nations. U.S. foreign policy initially pursued George F. Kennan's strategy of containment. This strategy meant to resist the spread of the Soviet Power; it assumed the fanatic Soviet Union had world conquest as its ultimate goal and the United States was the only the nation that could contain its take-over.¹¹ During the Cold War the U.S. fought to resist the Soviet Power both to contain the spread of communism, as well as to preserve and expand the global open market in which the U.S. had become a leading power, an empire, after WWII.¹²

Besides political reasons (deterring Asian countries from turning to communism), economic self-interests were also at stake, as the quote by Bacevich alluded to. William Appleman Williams described the economic motives of the U.S. in Asia as a “US foreign policy obsessed with opening new commercial and financial markets overseas.”¹³ To guarantee the opening and maintenance of these markets, U.S. foreign policy meant to remake East Asia in the American ideals and impose an American vision of “social, economic and political affairs.”¹⁴

This dualistic vision of both containing communism and creating global openness explains the intent of U.S. foreign policies in Asia in the early post-war years. In this essay however, only a fraction of this involvement will be discussed, namely two major events that scholars who have written about public diplomacy during the early Cold War era have mostly emphasized and which are related to the U.S. fear of the spread of communism in Asia. These events were the turn of China to communism in 1949 and the outbreak of the Korean War in 1950.

According to President Franklin D. Roosevelt, it was important that China would become one of the major world powers in order to maintain peace and stability in the postwar years. However, the growing

¹¹ Stephanson, *Manifest Destiny*, pp. 123.

¹² Bacevich, *American Empire*, pp. 4.

¹³ Matray, “The U.S. And East Asia in the Postwar Era”, pp. 447.

¹⁴ *Ibidem*, pp. 446.

contest between Jiang's Nationalist party and Mao's communist party after the war posed a threat to this balance.¹⁵ President Truman insisted that the threat of communism in China was incompatible with Chinese society, and therefore the U.S. had to be dominant in its affairs with China. If they did not do so, Russia would dominate Asia.¹⁶ In 1949 however the Communists (PRC) prevailed. Although Truman did not directly assert military power in China, his administration “challenged the PRC's legitimacy to govern, rejected its claim to Taiwan (Formosa), and permitted Jiang's legions to sustain an American-armed rival regime there and wage aerial and naval warfare against China's new government.”¹⁷ So even though not direct hard power was used, the Truman administration used its forces to battle Mao's communist regime.

These tensions in Sino-American relations came to a clash in 1950 with the outbreak of the Korean War. In this war, the Democratic People's Republic of Korea (North Korea) invaded the Republic of Korea (South Korea). China had helped the Soviets to supply and advise North Korea. This led to armed forces supported by the United Nations (with the U.S. as the main participant) to defend South Korea.¹⁸ Truman believed that if Korea reunited, it would inflict a temporary defeat on the strategy of Soviet expansion within Asia. If North Korea was destroyed, U.S. foreign policymakers were convinced that a newly united Korea would reject communism.¹⁹ But even though the fighting stopped in 1953 after 2.5 million casualties, Korea was still divided into two countries and no further agreements about a reunion were made in the following negotiations. North Korea has remained communist nation a closed to the Western world, even until today.

With the newly-decolonized countries being vulnerable for Soviet invasion, both the Chinese communist revolution as well as the Korean War were regarded as a major threats to the U.S. pursuit of empire and “openness” in Asia. In China, the Soviet Union had penetrated itself deeply into the largest country of Asia, which contained a population of 541.7 million citizens out of an overall a 2.5 billion world population in 1949.

¹⁵ Arnold A. Offner, *Another Such Victory: president Truman and the Cold War, 1945-1953* (Stanford, California: Stanford University Press), pp. 307.

¹⁶ Offner, *Another Such Victory*, pp. 307.

¹⁷ *Ibidem*, pp. 308.

¹⁸ Korean War, in: “Encyclopaedia Britannica” 2012.

¹⁹ James I. Matray, “Truman's Plan for Victory: National Self-Determination and the Thirty-Eighth Parallel Decision in Korea” *The Journal of American History* Vol. 66, No. 2 (Sep., 1979), pp.

Also, the events in Korea showed how costly the use of hard power on both sides had actually been. Moreover, it revealed that the communists would not be easy to defeat through hard military and economic power.

Therefore, to defeat Soviet communism, a second, more co-optive form of power needed to be utilized that was based on the principles of the superior values that animated American society over Soviet ideology; the principles of freedom, tolerance, and the importance of the individual. Promoting American ideology could according to Kennedy and Scott be a “powerful appeal to millions who now seek or find in authoritarianism a refuge from anxieties, bafflement, and insecurity.”²⁰ The U.S. needed not only to use its military and economic ascendancy, but also to promote itself and its ideology around the world, as George Kennan said: “We must make ourselves heard round the world. . . . It is a necessary part of all we are doing . . . as important as armed strength or economic aid.”²¹ This was to be through the use of soft power.

1.3 The necessity of Soft Power

'The United States has become an empire of a new type, its ascendancy based not only on military superiority, but on economic and technological prowess and the appeal of its popular culture. The United States allegedly dominates by virtue of soft as well as hard power.' -Charles S. Maier²²

This chapter showed that right after WWII has unsuccessfully tried to suppress the Soviets through hard power. Whereas hard military and economic power is, and has always been, a key aspect within the creation and maintenance of empires, as Historian Charles S. Maier states, throughout the 20th century the U.S. has proven itself to be a different type of empire than its predecessors. Traditionally the test of a great power was its

²⁰Liam Kennedy and Lucas Scott. “Enduring Freedom: Public Diplomacy and US Foreign Policy.” *American Quarterly*, vol. 57, no. 2 (2005): pp. 314.

²¹ *Ibidem*, pp. 314.

²² Maier, *American Empire*, pp.8.

strength in war and therefore traditional military might was and is an important aspect of empires in general and the American empire in specific.²³ The meaning of power can traditionally be defined as an ability to do things and control others, to get others to do what one wants, which they would otherwise not.²⁴ But no matter how powerful the U.S. hard, military power was, it reached its limits in the early Cold War era. Total ascendancy could not be asserted without “goodwill” from both the colonized and allies such as Western European countries. The allies were exceptionally important for the U.S. in order to pursue its interests in Asia, as its empire is based on global, interconnected power structures and relationships.

Therefore, with the global growing threat of communism, and the limits of hard power exposed, the U.S. developed soft power in the late 1940s as an additional way of asserting its power on a global scale. This was another, more co-optive form of power. Whereas victory over the Soviet Union would only be achieved with the liberation of the people captivated within communist countries, the strategy of political “containment” should be a priority over the use of solely military and economic power. Using forms of hard power only would not generate the “goodwill” necessary to win over these peoples.²⁵ Alongside hard power, it was soft power as well that played an important part in the creation of U.S. ascendancy in the years of the Cold War. Soft power can be ideology or attractive values, resources of the economy, or cultural production in the arts and learning.²⁶ It is “a more attractive way of exercising power than traditional means” and a necessary contribution to hard power to create and maintain ascendancy.²⁷

Even though it contains the same purpose as hard power (getting what it wants), soft power obtains this goal voluntarily from other nations. Joseph Nye argues that through the use of soft power, “a state may achieve the outcomes it prefers in world politics because other states want to follow it or have agreed to a situation that produces such effects”.²⁸ This de-territorialized exercise of global power, Nye argues, is more

²³ Ibidem, pp.2.

²⁴ Nye, “Soft Power”, pp. 2.

²⁵ Kennedy & Scott, “Enduring Freedom”, pp. 313.

²⁶ Maier, *American Empire*, pp. 65.

²⁷ Nye, “Soft Power”, pp. 9.

²⁸ Ibidem, pp. 9.

important than hard power which relies on military force.²⁹ So, according to Charles Maier and Joseph Nye, even with the contribution of allies, solely the use of hard, military power is not enough for an empire to maintain its global dominance. Whereas soft power evaporates if there is no hard power in reserve, hard power alone ultimately provokes revolt.³⁰

1.4 Conclusion

U.S. expansionism has been embedded within its society for centuries, but only in the 20th century did the nation expand its territories overseas. As an imperial power, the U.S. sought to expand its power eastwards into the Asian Pacific. Whereas most empires claimed their subordinate nations to be their own, the U.S.'s imperialist foundation lay within the ideology of freedom and democracy for all. Consequently it tried to pursue an empire based on 'global openness.' The spread of the communist Soviet Union with its anti-capitalist ideology was therefore a threat to the global empire the U.S. sought to create. Whereas the U.S. tried to maintain a strategy of containment, the use of power appeared to be necessary during the Korean War in 1950 in which communism threaten to spread to South Korea. It was this battle which was neither won nor lost that brought the limits of American hard power to the surface. Foreign policymakers realized that soft power would be a necessary contribution to hard power in order to maintain global ascendancy.

²⁹ Oldenziel, "Islands", pp. 33.

³⁰ Maier, *American Empire*, pp. 65.

2. *In what ways did domestic racism towards Asian Americans affect foreign affairs and how were they utilized in Asia during the Cold War as a form of soft power?*

Battling communism in Asia solely through hard power was a risky choice in the early Cold War era, one that the U.S. decided not to take. However, domestic race issues within the U.S. caused international discussions about the validity of the American values such as freedom and equality for all, which threatened its foreign policy successes. This chapter elaborates on this conflict between ideology and reality regarding race within the U.S. In the early Cold War era (2.1) and how this led to Asian Americans being sent abroad on cultural diplomatic tours in Asia during the 1950s (2.2). This provides an insight into the use of cultural diplomacy as a means of soft power in Asia during the early Cold War era (2.3)

2.1 Race as a cause for Public Diplomacy

In 1958, an African-American man named Jimmy Wilson was sentenced to death after stealing less than two dollars' worth of change.³¹ According to Mary L. Dudziak, amongst other nations this event shocked American friends and foes and raised the question: "How could American democracy be a beacon during the Cold War and model for those struggling against Soviet oppression, if the United States itself practiced brutal discrimination against minorities within its own borders?"³² From 1946 to the mid-1960s, the U.S. Government was preoccupied with this "impact of race discrimination on U.S. prestige abroad" and race and civil rights became an important element of the U.S. foreign relations during this era.³³ The Soviet's used this domestic racism as Cold War propaganda. As Mary . Dudziak states: "the U.S. government effort to contain and manage the story of race in America was a component of the governments' broader Cold War policy of containing

³¹ Mary L. Dudziak, *Cold War Civil Rights* (Princeton: Princeton University Press) 2002, pp. 3.

³² *Ibidem*, pp. 3.

³³ *Ibidem*, pp. 6.

communism.”³⁴ As the major ethnic minority, it was merely the black-white paradigm that was the center of attention within these politics.³⁵

Nevertheless, Asian Americans were also encountering racism. The U.S. government feared ethnic Chinese and Asian Americans to be vulnerable to political seduction by Red China because of the 1949 Chinese turn to communism.³⁶ As Cindy I-Fen Cheng states: “The belief that Asian American people were extensions of people in Asia, regardless of place, birth, or length of stay in the U.S. allowed the political shifts that occurred between the U.S. and Asia to generate conflicting relations over their place in Cold War America.”³⁷ This led to anti-communist hysteria amongst the U.S. government and its citizens. The persecution of Chinese-Americans was issued by the government through for example the FBI, who had compiled a list of suspected Chinese American Organizations such as the *Chinese Daily News* or the Chinese Hand Laundry. FBI director J. Edgar Hoover stated: “Red China has been flooding into the country and there are over 300.000 Chinese in the United States, some of whom could be susceptible to recruitment either to ethnic ties or hostage situations because of relatives in communist China.”³⁸

Moreover, anti-communist hysteria intertwined with discrimination based on race. In the early 1950s, most Asians were officially added as exceptions to the ‘white only’ rule to compensate the racist practices towards Asians domestically. However, in practice many Asian-Americans were still excluded from these rights. They were stuck between the normative structures of powers, considered to be white and sometimes black.³⁹ During the late 1940s urban residential segregation of Asian Americans (often wealthy patriots from WWII) gained significant media attention. These people were restricted to buy a house in dominantly white-suburban areas in California because of the white-only rule.⁴⁰ The widespread media attention these cases received increased the international focus on American race relations. Already in WWII, Japan had used occasions such

³⁴ Ibidem, pp. 250

³⁵ Cindy I-Feng Cheng, *Citizens of Asian America* (New York: NYU press, 2013), pp. 8-9.

³⁶ Wu, “America's Chinese”, pp. 393.

³⁷ Cheng, *Citizens of Asian America*, pp.4.

³⁸ Lee, *A History of Asian America*, pp 256

³⁹ Cheng, *Citizens of Asian America* pp. 10.

⁴⁰ Ibidem, pp. 2- 22..

as these regarding U.S. domestic racism towards Asian-Americans to negatively influence Asian countries such as the Philippines, China, and India in their perspective of the U.S.⁴¹ In the early post-war years, the Soviet Union spread the same stories that U.S. democracy was an 'empty fraud' regarding its domestic race issues.⁴²

The impact that the status and the domestic treatment of Chinese Americans had on outsiders' perceptions of the United States (particularly the population of the Asian Pacific) increasingly worried federal policymakers and government officials during the 1950s.⁴³ Especially, as Ellen Wu states: "With the Soviets and the Chinese competing for the friendships of the new, non-white nations, American policy makers had to thread their way through a minefield of potential disasters in dealing with race and its international implications after 1945."⁴⁴ Consequently, based on political issues from within and without the U.S., during the mid-1950s Asia became the center of Cold War foreign policies.

With a growing focus on Asia in Cold War policies, the focus on race in public diplomacy efforts by the U.S. State Department expanded as well. Alongside African Americans, Asian Americans now also became a tool for public diplomacy abroad. Moreover, in 1948 George Kennan stated it was exceptionally important to see that U.S. victory over the Soviets, "would come not only through the reality of American economic and diplomatic superiority (hard power), but also through the projection of that superiority as inherent to the American system and way of life."⁴⁵

The U.S.'s Cold War efforts in Asia had turned the social status and experiences of Asians in the United States into a measure of the credibility of U.S. democracy.⁴⁶ In order to rally the non-western nations in Asia away from communism by promoting democracy and the ability of assimilation within the U.S., the state Department organized several tours in which successful Asian Americans promoted U.S. life and values abroad.

⁴¹ Dudziak, *Cold War Orientalism*, pp. 7.

⁴² Cheng, *Citizens of Asian America*, pp. 2

⁴³ *Ibidem*, pp. 392.

⁴⁴ Thomas Borstelmann, *The Cold War and the Color Line: American race relations in the Glob*

al Arena (Cambridge, MA: Harvard University Press) 2001, pp. 2.

⁴⁵ Kennedy & Scott, "Enduring Freedom", pp. 313.

⁴⁶ Cheng, *Citizens of Asian America*, pp. 88.

This chapter analyzes the State Departments' three main diplomatic tours and its Chinese (and Korean) American "Cold Warriors".

2.2 Cold Warriors on Cultural Diplomatic Tours

Radio: The Voice of America with Betty Lee Sung

The first Chinese American who was commissioned by the State Department to promote American life and values was through broadcasting was Betty Lee Sung. As a second-generation Chinese American, from 1949 to 1954 she programmed and wrote scripts for the Voice of America (VOA), the U.S. Government's international radio broadcasting operation. In 1945 Truman's secretary of state officer William Benton initiated the VOA. In 1946 he explained the necessity of this radio channel as a means of cultural diplomacy: "People of the United States, have a vital national interest in the voice of America. Their national security may be at stake if that voice is distorted [...] The Voice of America radio programs supplement and help to clarify the message of America's ten thousands' tongues."⁴⁷

As an American born, Sung was to tell her positive experiences of living life as a Chinese in America. By hiring Sung, the federal government aimed to represent the U.S. as a "free democratic society where all peoples, including those of Chinese ancestry, could assimilate and thrive."⁴⁸ Sung wrote about her experiences and produced a program called "Chinese Activities." which consisted of six segments and was broadcast in Mandarin, and later in the other dialects across the Asia Pacific Region.⁴⁹ Even though not explicitly anti-communist, her show intended to praise the life of Asians within America and put successful Asian Americans in a positive light. Sung's personal goal of the show was that she wanted to counter existing negative stereotypes about Asians in America.⁵⁰

⁴⁷ William Benton, "The Voice of America Abroad", *Journal of Educational Sociology A Free Press for a Free World* Vol. 19, No. 4 (Dec. 1945) pp. 211.

⁴⁸ Wu, "America's Chinese", pp. 399.

⁴⁹ Wu, "America's Chinese", pp. 398 and Lee *Citizens of Asian America*, pp. 255.

⁵⁰ Wu, "America's Chinese", pp. 399.

The show thus had a clear political agenda. Even though many Chinese in the U.S. lived and worked in segregated institutions, the show emphasized how the Chinese assimilated successfully within American society, and that they thrived as professionals living in the American, free and capitalistic economy. The Voice of America portrayed the segregation of the Chinese as voluntary, rather than forced.⁵¹ Moreover, the program focused on the ties the Chinese celebration of their heritage. It stressed that in America they could enjoy both being American and celebrate their Chinese heritage. This freedom of a dual identity served as propaganda for American democracy and society.⁵²

1950s Exchange Tours: Jade Snow Wong and Don Kingman

In the 1950s the State Department started sending several Asia Americans abroad. Through the Leaders' and Specialists' Exchange Program sent Chinese American writer Jade Snow Wong and artist Don Kingman as ambassadors to Asia in the 1950s. Wong, a second generation immigrant, owned a successful pottery business in San Francisco's Chinatown and wrote *'Fifth Chinese Daughter'* in 1950; it was the first female Chinese-American memoir.⁵³ It told Wong's story, growing up in between two cultures: "Jade Snow Wong weighs the values in the formal patterns of her Chinese heritage with the enterprise of her American homeland."⁵⁴

The State Department regarded *Fifth Chinese Daughter* as an appraisal of American life and its opportunities for women and therefore had it translated to several Asian languages.⁵⁵ Her dual identity and self-made success story made her a perfect ambassador. A Hong Kong's U.S. consul general Walter P. McConaughy stated: "*Fifth Chinese Daughter* will interest overseas (...) as a firsthand account of the life of a Chinese-American. In general, it presents a favorable picture of American institutions with which Miss Wong

⁵¹ Ibidem, pp.400

⁵² Ibidem, pp. 399.

⁵³ Wu, "America's Chinese", pp.205

⁵⁴ Lee, "A History of Asian America", pp. 255.

⁵⁵ Ibidem, pp. 255.

comes into collision in the process of growing up.”⁵⁶ Consequently, as a representative for the successes of cultural pluralism, in 1952, Wong was send as a goodwill ambassador to Japan, the Philippines, Hong Kong, Thailand, Burma, Malaya, India and Pakistan.⁵⁷ According to the State Department, race should not be the main objective during these tours, but the integration of the many people that made up the United States.⁵⁸ Wong, who according Van Oss would make a better impression than a person of the Caucasian race, gave speeches about liberal democracy, the understandings between East and West, and cultural pluralism.

Wong's speeches intended to address ethnic Chinese minorities throughout Asia. She stressed that within the U.S., whole sub-populations and people with various ancestries could live together peacefully. She opposed ideas of racism in the U.S. by stating that within America the effect of racism on ones' personal success was, regardless of ones' race or ethnicity, largely related to self-reliance.⁵⁹ Moreover, she stresses that individualism, self-expression, and analytical thought were values that her American education taught her.⁶⁰ The State Department considered Wong's success story as an educated writer and business woman one that was of great political importance to the U.S. Her example illustrated the capacity of U.S. democracy to extend equal opportunities to all people, regardless of race, class or gender, which opposed to the restricted life within communist China.⁶¹

However, U.S. consulate employees in Asia were skeptical about the effectiveness of Wong's tours. Firstly, the audiences Wong targeted in Asian countries were mainly the Asian American elite because Wong refused to address her lectures to audiences who were not “University-level.”⁶² Moreover, Chinese journalists' criticized that she ignored the U.S. domestic race issues. Lastly, she was suspected of having become too assimilated within American society and therefore was not plausible as an 'Overseas Chinese' representing life

⁵⁶ Wu, “America's Chinese, pp.407.

⁵⁷ Ibidem, pp. 409.

⁵⁸ Ibidem, pp. 408.

⁵⁹ Ibidem, pp. 443.

⁶⁰ Wu, “America's Chinese”, pp. 410.

⁶¹ Cheng, “Citizens of Asian America”, pp.105.

⁶² Wu, “America's Chinese”, pp. 411.

in America as a Chinese immigrant.⁶³ Thus, as several employees of the U.S. consulate in Hong Kong and from the Hong Kong branch of the U.S. Information Service stated: Wong had become a too “white” Chinese and Hong Kong Chinese were not proud of her, but envied her for being so successful despite the fact she only had very few opportunities.⁶⁴

Overall however, the consulates regarded Wong to have shed a positive light on life in America as an Asian American woman and to prove American liberalism and countering racialized citizenship. In 1954 therefore, the State Department organized another tour. Like Wong, watercolorist Don Kingman was a successful example Asian American who profited from American dualism. He was a veteran who had worked with the Office of Strategic Services during World War II, the father of a son serving with the Marines in Korea, a “very amiable, humble individual,” and a “capable speaker” willing to lecture on a variety of topics.⁶⁵ Kingman was a self-made man, and his achievements represented the opportunities that the United States offered to those with ambition and talent. He served as the representative the U.S. needed. As Thruston B. Morton from the Department of State stated about Kingman: Because he speaks the language of the oriental, because of his unmistakable oriental features, and because of the success he has attained in America (...) What he has to say about this country’s aspirations for peace and the dignity of men we believe will gain considerable credence—particularly in those countries of South East Asia and the Far East where everything possible must be done these days to win friends for America and where practitioners of the arts often wield influence and enjoy special prestige.”⁶⁶ During his tour, Kingman attended various local receptions given by local arts and cultural organizations. Moreover, he painted local streetscenes in Taiwan which were printed in the press. Several U.S. Taipei consulate staff members pointed out Kingman had strengthened the belief amongst local people that the U.S. is a land of equal opportunity for all whilst still staying close to his heritage.⁶⁷

⁶³ Ibidem, pp.411.

⁶⁴ Ibidem, pp. 411.

⁶⁵ Ibidem, pp. 416.

⁶⁶ Ibidem, pp.416.

⁶⁷ Ibidem, 417.

Even though Kingman and Wong had different professions, both were sent as cultural diplomats to counter the existing notion of racism within the United States to a global audience, as well as to promote cultural pluralism.⁶⁸ Kingman's hosts considered his tour a success, stating that his personal story of success in America, whilst staying so close to his Asian ancestry made an even bigger impression on the Asian people than his artwork.⁶⁹ Regarding Wong's tours the State Department was positive about the outcome as well She served effectively as "living proof of the ability of a Chinese to become integrated into a non-Chinese society."⁷⁰ However, the fact that these people were chosen specifically for their ethnic background reveals, again the idea of Asian Americans as perpetuate-outsiders. They were not quite American (in appearance and language) and therefore they would compel Asian citizens.⁷¹ However, statements of U.S. consulate employees regarding the reception of the tours state that Asians regarded them as not quite Asian either.

Sport ambassadors: Sammy Lee and the San Francisco Chinese Basketball Team

The last form of cultural diplomacy that was utilized by the State Department was sport. Dr. Sammy Lee was a second generation immigrant from Korean descent. Besides being a major in the U.S. Army and a doctor, he was the first Asian American to win a gold medal (for diving) in the Olympic games in 1949.⁷² In 1954, the State Department sent him on the Far East Goodwill Mission as a sports' ambassador: "Lee travelled all over East, South-East and South Asia to places such as India, Pakistan, Turkey, the Philippines, Hong Kong, Burma and Vietnam."⁷³ He was expected to lead a discussion on racial prejudice in U.S. society after each diving exhibition and to contradict cynics arguing that Americans did not always practiced what they preached, for if they did, he

⁶⁸ Ibidem, pp. 417.

⁶⁹ Ibidem, pp.417.

⁷⁰ Ibidem, pp. 413.

⁷¹ Lee, "History of Asian America", pp. 225.

⁷² Cheng, "Citizens of Asian America", pp. 90.

⁷³ Ibidem, pp. 93.

would not be standing before them as a two time Olympian, doctor of medicine, major in the U.S. Army, and winner of the James E. Sullivan award.⁷⁴

The San Francisco Chinese Basketball team is the other sports' team the State Department employed in 1956. The team, a ten-member ensemble that had won the National Oriental Championship from 1952 to 1956, toured Asia for seven weeks during which they played twenty- eight games against local teams and conducted youth clinics in Tokyo, Taipei, Hong Kong, Singapore, Kuala Lumpur, Penang, and Bangkok.⁷⁵ The team was promoted in Asia to enhance U.S. friendly relations with overseas Chinese. The men were in fact in Asia not called the San Francisco *Chinese* Basketball team, but were rather represented as the San Francisco Basketball Team, composed of *American* athletes, born and raised in the United States and thus American products.⁷⁶ However, they meant to serve as ambassadors for the U.S. as successful minorities. Whereas Asian audiences viewed them as American as opposed to Asians, McCarthy, U.S. ambassador for Thailand, stated: "Besides being American, they are also 'overseas Chinese' and their obvious 'Americanness' impressed the local Chinese, who could only draw the obvious conclusion that Chinese in the U.S. were accepted and respected, and enjoyed being Americans."⁷⁷ Interestingly, the tours of the Basketball team were a large success within San Francisco's Chinatown and the Far East Expedition was largely celebrated here.

2.3 Conclusion

Domestic racism created a danger to the credibility of U.S. values abroad. So the urge to utilize Asian Americans as Cold War ambassadors of American life and values were based on its negative image abroad as a racist nation. The need to demonstrate newly de-colonized Asian countries that within the U.S. anyone could live in peace and become successful regardless of ones' (ethnic) roots. The several Cold Warriors exemplified in this chapter illustrate how the State Department utilized different forms of cultural diplomacy as a means of

⁷⁴ Cheng, "*Citizens of Asian America*" pp. 94.

⁷⁵ Wu, "*America's Chinese*", pp.419.

⁷⁶ *Ibidem.* pp. 419.

soft power in addition to the hard power it used in Asia. However, it appears that the American values the warriors promoted were not as passively inhabited as the State Department might have hoped. Nevertheless, regardless of their successes the utilization of these individual Chinese Americans as a matter of Cold War diplomacy legitimized the status of the collective Asian American community as a whole domestically (who to a large extent were as a community still politically suspected of being communists) and therefore contributed to a recognition Asian Americans as American citizens within the U.S. Thus, the State Department's 'cultural diplomacy efforts can be considered to have been more persuasive to Chinese Americans than to the intended target audience: the Chinese overseas in Asia.⁷⁸

⁷⁸ Wu, "America's Chinese", pp.420.

Conclusion

This research paper has analyzed the U.S.'s imperial ambitions and efforts in the newly decolonized countries in Asia during the Cold War; and how the existence of two major world powers, or empires so to say, forced additional tools of power to be utilized. Whereas traditionally empires dominated through hard, military power, during the Cold War the United States transformed itself into a different kind of empire it was in the past, one whose strongest characteristic was that of its culture and values.

Even though the United States contained the characteristics of an empire similar to that of its predecessors, its ascendancy was not based on solely hard power, but on ideologies related to freedom and democracy such as Manifest Destiny and Global Openness. Moreover, the threat of another empire, that of the Soviet's, proved not to be easily defeated in the traditional hard, militaristic way. The U.S. needed to 'sell' its strongest characteristics through soft power, which complemented hard power and therefore became a necessary tool for the American empire. The new role provided to Asian-Americans was a clear example of soft power by the American empire.

The role of Asian-Americans became to promoting American life and ideologies in Asia. In order to counter the threat of newly decolonized Asian countries embracing the communist movement, the need to dispel the image of US domestic racism towards Asian Americans arose. In the hope of shedding this image, Asian Americans were given the role of promoting American life and ideologies in Asia as a form of cultural diplomacy, an element of public diplomacy. These foreign and domestic political issues ultimately became an additional form in which the American empire was able to combat the Soviet Union on a global scale.

In the early Cold War era, these Asian American Cold Warriors were utilized as a political strategy (cultural diplomacy) alongside military strategy, which politicized the spread of American popular culture in the early Cold War era into Asia. Consequently, it linked the American ideals of freedom for all, self-expression, consumerism and 'the good life' with American capitalism.⁷⁹ Moreover, the tours made inexplicitly clear that these ideals contradicted Soviet ideologies in every way. By connecting the notion of freedom that was

⁷⁹ Kennedy & Scott, "Enduring Freedom", pp. 315.

embedded within American life, with 'global openness' and capitalism, the Asian American ambassadors on tour in Asia connected and intertwined American values with its political and military strategies that it asserted through hard power in Asia in the early Cold War era.

Whether these Asian Americans as Cold Warriors actually contributed to a more positive image on American life and values within Asia is not an answer this research paper has tried to provide. However, it is certain these that Cold Warriors were not always received in other countries in the way the U.S. intended. Although the message of American values was distributed through these warriors quite effectively (according to U.S. consulate staff), Asians themselves often questioned the “authenticity” of the Cold Warriors and whether they were not just Asian looking Americans.⁸⁰ Nevertheless, the utilization of successful individual Asian Americans as Cold War diplomats created a sense of recognition and a feeling of loyal citizenship amongst the domestic Asian American community. Therefore, this idea that tours’ effects might have contributed more “change” in mindset to the Asian American community than to the maintenance of the American empire by addressing Asians overseas, is a topic that is still under researched and could provide interesting further research. For example, it could add further proof that the Cold War played a major role in the Civil Rights movements in the 1960s.

Whether it is not clear how effective the tours were in the maintenance of the American empire, At least by sending these Asian Americans, The U.S. set the right, peaceful example to the world. Moreover, in a larger context many scholars refer to the use of soft power during the early Cold War as a necessity to have “won” the war. As Joseph Nye said, “After all, the Cold War was won with a strategy of Containment that used soft power along with hard power.”⁸¹

81 Nye, “Public Diplomacy and Soft Power”, pp.2.

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Topics in American Identity

Ethnic Experience in Multicultural Context

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MTMV12022

Jade Snow Wong's *Fifth Chinese Daughter*
A 2nd generation Chinese-American Success Story

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Introduction

During the Mid-1950s, in the midst of the Cold War, the United States' foreign politics became increasingly concerned with the lingering threat of Soviet expansion into recently decolonized countries in Asia. Meanwhile, the Soviet's used domestic racist practices within the United States as propaganda for the expansion of their regime in Asia. Besides the African American struggle for civil rights, Asian Americans suffered discrimination as well and were stuck between the normative structures of powers; they were sometimes considered to be white and sometimes black.¹ This negative propaganda questioned the validity of the United States as the new world leader which was supposed to guide newly decolonized nations into the future.² Therefore, during the Cold War several successful second-generation Chinese Americans were employed by the State Department to go on cultural diplomatic tours in Asia during the early 1950s, in order to promote American the superiority of American liberal democracy to communism.³

Writer Jade Snow Wong was one of these "Cold Warriors" who was directed by the State Department. On her four month tour through Asia, Wong gave speeches to the Asian peoples regarding her successes in America as a woman of Asian descent. The tours were based on her autobiography *Fifth Chinese Daughter* (1950), which was considered an immigrant success story and an appraisal of American Democracy and cultural pluralism.⁴ In *Fifth Chinese Daughter*, Jade Snow Wong explains her struggle of growing up within a traditional first-generation Chinese immigrant family in San Francisco's Chinatown and her 'escape' in American culture in which she develops herself as an individual, successful second-generation Chinese American woman.

Thus, regarding *Fifth Chinese Daughter* was used as Cold War propaganda, *in what way can Jade*

¹Mary L. Dudziak, *Cold War Civil Rights* (Princeton: Princeton University Press) 2002, pp. 7. And Ellen D. Wu, "America's Chinese: Anti-Communism, Citizenship, and Cultural Diplomacy during the Cold War" *Pacific Historical Review*, Vol. 77, No. 3 (August 2008): pp. 393.

² Dudziak, *Cold War Civil Rights*, pp. 3.

³ Wu, "America's Chinese", pp. 393.

⁴ Ibidem, pp. 409.

Snow Wong's autobiography be considered as tribute to life in America for a second-generation Chinese American during the early Cold War era? In order to answer this question an analysis will be provided of a selection of differences between Chinese and American culture that Wong struggles with in *Fifth Chinese Daughter*. These examples mean to illustrate the difficulties Wong faces a second-generation immigrant, as well as the “superior” values of American life over Chinese traditional values. The second part will focus on how Wong in the last part of her book combined both her ethnic background as well as her American identity as an appraisal of cultural pluralism within American society. Together, these sections will give an insight to in what way *Fifth Chinese Daughter* depicts the struggle of a second-generation Chinese-American woman and why this autobiography was a success story, suitable for Cold War Propaganda.

1) Childhood: The Conflict of Chinese-American Hybridity

The autobiography *Fifth Chinese Daughter* (1950) narrates from Wong's childhood in the 1920s up to her early twenties in San Francisco's Chinatown. Wong's parents have lived in China a significant part of their lives and their existence in the United States is still Chinese; they speak no English, eat solely Chinese food, refer to Americans as “foreigners” and their social community is made up of Chinese families only. The family sticks to conservative Chinese traditions that are harshly colliding with the 'outside' American culture, which through the eyes of the young Jade Snow is depicted as warm, free and, careless “fun”. *Fifth Chinese Daughter* therefore depicts the struggle of growing up as a second-generation Chinese-American woman in a traditional first-generation Chinese immigrant family. This conflict is, according to Marcus Lee Hansen, the “problem of the second generation.”⁵ Whereas within American society Wong found herself being too Chinese (barely speaking English, looking Asian), her set of values and ambitions are too American within her own household. This problem, lay in the “strange dualism in which they had been born . . . how to inhabit two world at the same time was the problem of the second generation.”⁶

Wong as a second generation immigrant can thus be considered a cultural hybrid and stuck between two identities. As Robert E. Park states: “There appeared . . . the cultural hybrid, a man living and sharing intimately in to the cultural life and traditions of two distinct peoples never quite willing to break, even if he were permitted to do so, with his past and his traditions, and not quite accepted . . in the new society. He was a man on the margin of two cultures and two societies, which never completely interpenetrated and fused.”⁷ Whereas Park focuses on the Jew here, it appears that the cultural hybrid

⁵ Marcus Lee Hansen, “The Problem of the Third Generation Immigrant” in Sollors (ed.), *Theories of Ethnicity: A Classical Reader* (New York: NYU Press) 1996. pp. 203.

⁶ Hansen, “The Problem of the Third Generation Immigrant”, pp. 204.

⁷ Robert E. Park, “Human Migration and the Marginal Man” in Sollors (ed.), *Theories of Ethnicity: A Classical Reader* (New York: NYU Press) 1996. pp. 165.

can also be a second generation immigrant. Shifting in between two identities but never fully belonging in either, Wong manages to see her Chinese background from a different, freer angle than her parents. She criticizes several elements of Chinese cultural traditions that her parents hold on to in the novel, and places them in sharp contrast with the American cultural values that are also integrated within her identity.

An example of these values in *Fifth Chinese Daughter* is when Wong, who is American born, increasingly becomes aware of the limitations of her role as a woman within the Chinese family. Therefore, perhaps most prominent critique of Wong in *Fifth Chinese Daughter* is the inferior role of women in Chinese culture. At a very early phase in her life, Wong discovers the superiority within Chinese culture of having sons over daughters and the inequality between both sexes. When Wong's younger brother is born, the family throws a large feast because “the child is at last a son, after three daughters born in fifteen years . . . Forgiveness from Heaven, because he was a brother, was more important to Mama and Daddy than dear baby sister . . . But even more uncomfortable was that she herself (Wong) was a girl and . . . unalterably less significant than the son in their new family.”⁸ This fragment portrays how Wong becomes aware of this inequality as well as how she already questions the righteousness of this inequality from a very young age as opposed to her family, who regard this as normal.

Wong also faces the superiority of sons over daughters in her wish for a higher education. Throughout her childhood, Wong becomes more ambitious about getting a higher education. She is forced to go to a regular American school, to a Chinese evening school, and take music lessons. However, according to her father even her education is meant to serve her future husband and not herself; “Many Chinese were shortsighted . . . They argued it was not worthwhile to invest in their daughters' book education. But my answer was that since sons and their education are of primary

⁸ Jade Snow Wong, *Fifth Chinese Daughter* (New York: Harper) 1950, pp. 27.

importance, we must have intelligent mothers.”⁹ So even though Wong portrays her father progressive for his generation (he argues women need education), he still points out this is for a greater cause of raising educated sons. Thus, even though her father probably changed his traditional views on women’s roles slightly once living in America, his Chinese heritage still defines his perspective in a way that Wong does not understand.

Later, as graduation of American high school is approaching, Wong appears to be an intelligent student. She wants to be more than an average Chinese or American girl and study at university. When she asks her father for financial support, her limitations of being a female within a Chinese family, again, are emphasized: “You are quite familiar that it is the sons who perpetuate our ancestral heritage . . . therefore the sons must have priority over the daughters when parental provision for advantages must be limited by economic necessity.”¹⁰ In this particular scene, Wong again feels uncomfortable with the inequality of both sexes, and criticizes the Chinese tradition of female inferiority, stating that in America the values of equality for all are superior to the Chinese backwards traditions: “How can Daddy know what an American advanced education can mean to me? Why should Older Brother be alone in enjoying the major benefits of Daddy’s toil? There are no ancestral pilgrimages to be made in the United States! I can’t help being born a girl. Perhaps, even being a girl, I don’t want to marry just to raise sons! . . . I am a person, besides being a female! Don’t the Chinese admit that women also have feelings and minds?”¹¹

Besides her criticism of female roles in Chinese tradition, Wong points out the lack of self-expression and individuality within Chinese family life as another issue she struggles with as an American born Chinese-American. Within Chinese culture, the individual is of lesser importance than the family and community one lives in. This first of all, in a larger context, shows in the style in which the book is written. *Fifth Chinese Daughter* is narrated from a third-person perspective, because to write

⁹ Wong, *Fifth Chinese Daughter*, pp. 14.

¹⁰ Ibidem, pp.109.

¹¹ Ibidem, pp. 111.

from a first person narrative would be regarded selfish in Chinese tradition.¹² Moreover, Wong points out how in Chinese tradition, ones' last name appears before the first or middle name and how a Chinese woman keeps her surname until death.¹³ Consequently, Wong is required to keep the pride of the family over her own individual ambition and expression. The constant wish to express herself, control her actions and the wish for a further education is criticized by Wong's' family because all wishes are regarded selfish, and therefore, as an undermining of respect and an embarrassment to the family.

Moreover, even though the family is regarded the most important, on several occasions in her autobiography Wong points out her serious concerns with the lack of affection and conversation between parent and child, especially in contrast within American families. When Wong is still young, she hurts herself at her American school. Particularly interesting is the scene in which her American, gentle, Caucasian teacher holds her in her arms to provide comfort. This affection is new to Wong and makes her uncomfortable: "She leaned down and held Jade Snow closely . . . It was a very strange feeling to be held up to a grown-up foreign lady's bosom. She could not remember when Mama had held her to give comfort."¹⁴

Later, Wong temporarily lives with an American family in order to earn money for college. Here she explains how within this family, the right to an equal, individual "voice" for both parent and child contrasted her own: "Children were heard as well as seen; where parents considered who was right or wrong, rather than who should be respected . . . where each member appeared to have the in alienated right to assert his individuality . . . in an atmosphere of natural affection."¹⁵ This difference between reasoning as opposed to delegating orders and showing affection at times as opposed to solely criticizing when hurt, Wong realizes American ways were not only different, but might also be better

¹² Ibidem, pp. Xiii.

¹³ Ibidem, pp. 78-79.

¹⁴ Ibidem, pp. 20.

¹⁵ Ibidem, pp. 114-115.

than Chinese ways. A comparison which made her uncomfortable.¹⁶

Wong becomes increasingly aware that her parents, as Chinese born immigrants, cling to traditions that should have been adapted after they had moved to the United States. As first-generation immigrants, they do not understand American society and its opportunities for women nor the importance of individual success within America in the way that Wong does. It is only in college when Wong finds the words for expressing herself and stating she is an individual besides a Chinese daughter.¹⁷ She confronts her parents with her realization: This is America, not China . . . I am growing up to be a woman in a society greatly different from the one you knew in China . . . you must give me the freedom to find some answers myself!¹⁸

In conclusion, regarding the problem of the second generation immigrant that Hansen describes, these examples of *Fifth Chinese Daughter* have meant to depict Wong's struggle of growing up between two cultures and two identities as a Chinese-American woman. They show the division of Wong's life and how she questions and rejects the Chinese conventions, as they do not no longer apply in the context of duality in the life she faces within the United States.¹⁹ As Glorinda Andalzua states about hybridity: "I continually walk out of one culture, and into another, because I am all cultures at the same time."²⁰ Throughout the novel, Wong realizes she herself also possesses this hybrid identity which her parents do not possess: her parents come from a different cultural background than herself and fail to understand her duality. This struggle is a favorable portrayal of American culture, because what becomes clear in *Fifth Chinese Daughter* is how Wong gradually prefers the American culture over Chinese tradition. Even though Wong was raised Chinese, the American "foreign" influences which are based on equality, freedom and affection have given her opportunities as a woman which she would

¹⁶ Ibidem, pp. 20.

¹⁷ Ibidem, pp. 135.

¹⁸ Ibidem, pp. 129.

¹⁹ Kathleen Loh Swee Yin and Kristoffer F. Paulson, "The Divided Voice of Chinese-American Narration: Jade Snow Wong's *Fifth Chinese Daughter*", *Varieties of Ethnic Criticism*, Vol. 9, No. 1 (Spring 1982): pp. 56.

²⁰ Gloria Andalzua, *Borderlands = La Frontera*, (San Francisco: Aunt Lute Books) 1999.

never have had in back in China. Therefore, the autobiographies portrayal of American Democracy can be considered an appealing one to have used in American Cold War politics into countries to deter them from non-free, anti-Democratic Communist sympathies. Moreover, it countered existing stereotypes of U.S. domestic racism.

2) Adolescence: Cultural Pluralism and Ethnicity

During her childhood, Wong harshly criticizes the Chinese tradition and obviously prefers American culture and its Democratic values. However, *Fifth Chinese Daughter* also shows Wong's (even if involuntarily) connectedness with her ethnic Chinese roots. As Wong's autobiography points out, ethnicity has played an important part in the life of the American immigrant and is something that one cannot escape from. As Werner Sollors states about ethnicity in relation to American identity; "American identity is like marriage, ethnicity is like ancestry [...] Men can change their clothes, their politics, their wives, their religions, their philosophies, to a greater or lesser extend; the cannot change their grandfathers."²¹ In other words, whereas the American identity is one that an immigrant can choose to take on or not, ethnicity is something that is integrated within one's being since birth, and will never cease to exist. However, ethnicity is a broader concept within society, as M. Bulner refers to ethnicity as "a collectivity within a larger society having real or putative common ancestry, memoirs, of a shared past, and cultural focus on one or more symbolic elements which define the group's identity, such as kinship, religion, language, shared territory, nationality or physical appearance."²²

In the case of Wong, it appears that during her childhood and adolescence, she embraces her American identity in a way that it suits her as a girl coming of age. She wants to be free from the restraints of Chinese life (as a female) and enjoy the freedom that other American girls enjoy too. However, it is her ethnicity and her social background while growing up a Chinese-American in an all-Chinese neighborhood in San Francisco's Chinatown, that is a large part of her identity which she cannot and does not want to dismiss. Only after high school, a period which she used her American identity to win gain some freedom and distance from her family, she starts to embrace her ethnic Chinese identity

²¹ Werner Sollors, "Foreword: Theories of American Ethnicity" in Sollors (ed.), *Theories of Ethnicity: A Classical Reader* (New York: NYU Press) 1996, pp. xx.

²² Werner Sollors, "Foreword: Theories of American Ethnicity", pp. 19.

more increasingly. At university, when physically removed from her Chinese neighborhood, she is asked to cook Chinese food for the dean of her college. Moreover, later in her college years, she invites her family to cook for the dean and a large amount of guests to celebrate Chinese culture and food, in which both her American and Chinese traditions melt into each other as she is surrounded by both family and American friends in her American college.

The final chapters of the book are the most interesting regarding Wong's success story of blending her Chinese ethnicity and identity with her American identity. After having proved herself within American society and working on an all-American job during the Second World War, she decides to set up her own business in pottery; a Chinese handicraft. By setting up a business in Chinatown surrounded by Chinese merchants, she reconciles herself with her Chinese heritage. However, as a female businesswoman having an 'unwomanly' profession, the Chinese don't buy her work: "Caucasians came from far and near to see her work, and Jade Snow sold all the pottery she could make . . . the Chinese did not come to buy one piece from her."²³ However, Wong's individual ambition paid off: "After three months, she was driving the first postwar automobile in Chinatown."²⁴ This passage points out how Wong is not completely home in neither culture but manages to use her talents and combine best of both identities to make a successful living as a Chinese-American woman in America.

Thus, although having preferred American over Chinese culture during her childhood, in the closing chapters Wong blends her two identities into her career as well as personal life. She celebrates the perks of 'cultural pluralism', a term which emphasizes "the retention of ethnic culture and customs by the ethnic groups making up American society."²⁵ In America, cultural pluralists are second or third-generation offspring of immigrants, who "feel at home speaking English and are comfortable with

²³ Wong, *Fifth Chinese Daughter*, pp. 244.

²⁴ Wong, *Fifth Chinese Daughter*, pp. 244.

²⁵ Joan Shelley Rubin, Scott E. Casper and Paul S. Boyer *The Oxford Encyclopedia of American Cultural and Intellectual History* (Oxford, USA: Oxford University Press) 2013, pp. 271.

American economic life and democratic politics, yet still wish to retain their ancestral language , religion and custom as well as an emotional attachment to their ancestral country.”²⁶ The last chapters of *Fifth Chinese Daughter* prove that once Wong has reached adulthood and also starts to celebrate her Chinese heritage as cultural pluralists do. Interestingly, it is the Caucasians who accept her for who she is. Whereas in the free, Democratic America she is able to be both Chinese and American and still accepted by American society to pursue her individual goals. On the other hand, the majority of the Chinese residents in San Francisco’s Chinatown do not approve of her profession and consequently are portrayed as conservative and not ‘open’ to the American values Wong has inherited as a Chinese-American woman.

In conclusion, it appears therefore that even once Wong embraces her Chinese heritage in *Fifth Chinese Daughter*, this again can be considered to highlight the superiority of American culture as regards to Chinese culture. Whereas the first part of *Fifth Chinese Daughter* proves how American cultural values are free and more democratic than Chinese ones, the second chapter shows that within America one can still stay close to his or her immigrant heritage whilst adapting the best of the 'old' Chinese world into the 'new' American society. Moreover, it shows that the American people are more open and understanding to foreign heritage and cultural traditions so one can be both an American and a Chinese at the same time. Therefore, overall *Fifth Chinese Daughter* can be considered an ultimate story for Cold War propaganda to promote American life and values for Chinese, or Asian peoples.

²⁶ Ibidem, pp. 271.

Conclusion

Overall, Jade Snow Wong's autobiography can be considered as a homage to cultural pluralism. Thus, it is no surprise the U.S. State Department chose *Fifth Chinese Daughter* as a work for export during the Cold War Era. Throughout her autobiography, Jade Snow Wong manages to become a successful, independent woman regardless of her ethnic and racial background and pursue her American dream. It shows ethnicity is an integrated part of one's identity, which can be more in the fore- or background and blended with one's American identity. Moreover, as was necessary in Cold War propaganda, it shows the superiority and modernity of American values over traditional Chinese values through the emphasis Wong places on the equality of women in the United States, as well as the attention and affection for the individual.

However, the criticism towards Chinese culture later in the novel gets compensated, when Wong celebrates her Chinese heritage and decides to set up a pottery business and keeps working and living in San Francisco's Chinatown. Jade Snow Wong's story as a second-generation immigrant can therefore be considered a success story and propaganda for life in America as a woman of Asian descent. In her way, Jade Snow Wong believed in post-ethnicity, that affiliation on the basis of shared descent would be more voluntary than prescribed. She can be either Chinese if she wants, or she can be American.

As Hollinger states: "Individual Americans are to be as free as possible from the consequences of social distinctions visited upon them by others."²⁷ This is exactly what Wong tries to prove. However, since Wong's story was the first autobiography ever written by an Asian American woman, her story was most likely not one shared by many other Asian American women at the time, nor in the decades that followed. Therefore, it could be an interesting topic for further research to see how her novel compares

²⁷ David Hollinger, "An Attempt to Move Beyond Multiculturalism to a Postethnic America", pp. 440.

to other stories of second-generation immigrants of her generation, in order to create a more realistic image of the second-generation immigrant experience in San Francisco's Chinatown at the time.

Nevertheless, Wong's story counters the restraints embedded within communism, which was the goal of her tours in Asia in the 1950s. She tells her reader that regardless of one's race, ethnicity gender or personal history, individually everybody can become who they want to be within America.

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Final Campaign Plan

A Campaign plan for Democratic Candidate Mark Danish
District 63, Florida

By Cris van Wolffelaar

Political Campaigning
University of Florida
Roger Austin
December 3, 2012

Introduction

This campaign plan is written for the class POS2674 at the University of Florida in the fall semester of 2012. For me, this course functions as a part of my Master degree in American Studies.

Throughout the semester we have prepared ourselves for this campaign plan, by writing several strategy memo's on different topics within a campaign plan, such as get-out-the-vote, polling and campaign finance, in order to create a general idea of how to write these campaign plans and what to take in consideration when writing one. This final campaign plan means to be a summary of our knowledge about campaigning after taking this class for one semester.

In this plan, I will address Democratic nominee Mark Danish as if this campaign plan were written directly to him and to help him structuring his campaign. As a background for this plan, I will use my knowledge of the books and articles that we have discussed and read in class this semester. I will also use some sources that I have provided myself with and that I have used in my previous strategy memo's.

I affirm that this work in its entirety is mine alone, and that I have not received outside assistance from anyone else, including classmates, other students, or faculty. I understand that plagiarism, seeking or receiving unauthorized assistance, or any false representations regarding this exam are serious offenses punishable under the student honor code.

Cris van Wolffelaar
December 02, 2012
UF ID 4538-6585

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Campaign Plan for Mark Danish

This memo is written to Mr. Mark Danish, who is the current incumbent of District 63. In this House District race of 2014, we will defend Mr. Danish's current incumbency against Republican Shawn Harrison, who was elected in 2010 but then again unseated after Danish' victory in 2012. Regarding the history of the district, in which the Republican's have mostly held the seat even though the majority of the voters of the district are Democratic, we can assume that this race is going to be a highly competitive one. Mark Danish' victory in 2012, with a budget only a fraction of that of Mr. Harrison (and only a fraction of a majority of votes over Harrison), has been mostly based on the serious efforts he has put in voter contact and get-out-the-vote. Like he said himself, they went after the votes, not the money. So using this information, voter contact will again be a very important part of our campaign. But this time we need more in order to win. Therefore, this campaign plan will contain every step necessary in a campaign in order to win this 2014 race.

Structure of the Campaign Plan

In this campaign plan we will capture all the steps of a campaign plan in order to be as prepared as possible to win this race. We will start with an analysis of the political environment of the race. What is the district profile? We also want to take critical assumptions into consideration here. What is Mr. Danish position as being the incumbent of this seat? Here, we will identify who our own candidate's characteristics and strengths and weaknesses and so some opponent research. We will explore Danish' and Harrison's position in the political environment. Once knowing this, we will be order to create a campaign theme and message.

Having developed our message, we will explore how we can use this message when developing our strategy and tactics. We will hereby try to identify who can possibly vote for us. Who are the base Democratic voters? Who have voted for us in the past? Who can identify with the issues we address? It is important to start targeting our voters early in the campaign plan in order to now waste any time or money in addressing the wrong people who will not vote for us anyway (Republican voters for example).

A campaign can not be run without skilled employees. As a next step in our plan, we will look at what resource we need in terms of staff and an office space in order to make this campaign run smoothly. Having done so, we will then look at another necessity of a campaign which can be done by one of these employees: research. We need to conduct proper research on our opponent in order to be prepared what we can be attacked on as a candidate and what we can attack our opposition on. We also need to conduct research on our possible voters so we can target more precisely.

Then campaign budget and fundraising will be discussed: how much money do we think we will be able to raise and from which sources do we think we can get this? The last step in our campaign plan is the planning of how we spend our money and when, with an emphasis on voter contact and Get out the Vote. With this structure of the campaign plan, we will cover every step necessary in a political race: this plan starts from today until the day of the elections themselves.

Part one: an Analysis of the Political Environment

Dear Mr. Danish,

First, congratulations with your victory in the 2012 elections. With a budget of only \$20,000.00 as opposed to the almost \$300,000.00 budget of your opponent, previous incumbent Republican Shawn Harrison, we could consider your previous campaign plan to be a huge success. So now not the Republicans, but us Democrats are the incumbents in this 2014 race, which could definitely be in our advantage, since now the voters in this recently reappointed district, become familiarized our party and you as the face representing us, creating a bond of trust between voter and party and alienating the Republican Party. This district however, has had a Republican incumbent for several periods before you, even though a larger part of the voting population leans Democratic than Republican.

This information seems to tell us that the chances of a Democrat or Republican winning this race, are pretty evenly distributed and therefore our campaigning plan and voter contact will be crucial in determining our winner. In this race of 2014, the State House seat is therefore extremely competitive, and looking back at past elections, both the Republican nominee as our Democratic nominee think they will be able to- and want to win this race. Considering the swinging character of the district's past elections, the campaign we will be running in order to win will be extremely important in securing this seat.

Moreover, what is to be expected, is that Shawn Harrison, who will be your challenger in the race of 2014, will adapt a similar strategy and will besides again raising an enormous amount of money, also put more effort into voter contact in this upcoming race. Therefore, how we structure and work out our campaign is essential in order to win this race, because: "A campaign without a strategy and plan is like a sailing ship without a rudder." – Charles E. Canady. So, before we go into the tactics of our campaign. We will first develop a proper campaign strategy. However, this can only be done by first taking the Demographics of the district and some critical assumptions about past voting behavior into account.

Demographics of District 63

The first step of our campaign plan will be exploring the demographics of the district: who are the registered voters? Looking at data provided from the district, it shows that in terms of race a clear majority of the people, 68.2%, is White. Hispanics and Blacks form a rather equal minority, with 11.8% of the population being Black and 11.4% being Hispanic. A small number of 8.6% is a combination of other ethnicities. Moreover, the gender of the district is pretty evenly divided, with 46.3% of the voters being male and 53.7% being female. Also, around 16% of the voting population are female only households who live alone, which is interesting to take into consideration when addressing voters. The voting age of the registered voters is pretty evenly divided. There is a rather equal amount of voters between the age groups of 18-29 (21.5%), 30-44 (24.6%), 45-54 (20.4%), 55-64 (17.3%) with the exception of retirees (65+), which is only 16.2% of the voters. So in general, we could consider this district to be a younger leaning district, with a majority of white voters.

So how did these people vote over the past elections? The district has recently been reappointed, and therefore the district has gained a group of new voters. A percentage of only 61.1 % of the old voters is left in this new district. This probably explains why Mr. Danish could have won the elections in this new district. The old district had the habit of always voting for the Republican incumbent over the last decades. Perhaps they were more Republican leaning, or they were just familiarized with a Republican candidate holding the seat. The reappointment of the district gave us Democrats a chance that we have taken successfully: a new group of voters was still unfamiliar with the Republican's controlling the house seat. Mr. Danish' effort by ringing these people's doors (who probably had no affinity yet with the Republican tradition in the district or Mr. Harrison himself) felt familiarized with Mr. Danish and therefore the combination of reappointment of the district and Mr. Danish strategy in terms of voter contact have proved to be successful.

So we now know how voters have voted in the past elections. But how are our registered voters divided? When we look at past voting behavior of both the old and the new district, it seems that the voters have rather had similar voting behavior with a majority of the people choosing Republican nominees over Democratic nominees. Current data tells us that in our county (Hillsborough), 89,399 people are registered voters. Currently, 39.8 % of these registered voters are registered as Democrats. This is 5.1% more than there are Republicans (34.7%). Also, a rather large amount of voters (25.5%) is registered as something else. However, electoral compositions of 2010 and 2008 have proven that our

registered voters are ticket-splitting voters. Although 39.8% of voters is registered with the Democratic party, only 38.5% of them voted for a Democrat in the 2010 House seat race, while 44.4% of the voters voted Republican. This percentage is significantly large, considering only 34.7% of the people is/was registered as Republican. In 2008 however, we had more success in the district, with 42% of the people voting for Democrats and only 36.9% for Republicans. Perhaps this was due to Obama's popularity, giving the Democrats in state races a popularity boost.

Looking at this past voting behavior, this means that although Mr. Danish had a victory in 2012, the past has proven that the Democrats in this district and amongst these voters have not always been very successful. This similarity in voting behavior between old and new district is shown for example in 2008, when 46.3% of the old district voted for McCain, while 46.2% of the new district voted for him. This very similar voting behavior also happened in the Florida state elections of 2010, in which for example 47.3 % of the old district voted for Scott and 47.7 of the new district voted for him. The difference between old and new has never been more than one percent different.

Although there is a slight positive change in our direction, the information provided shows that the old as well as the new district is almost exactly similar in their voting behavior and that we only have gained a little percentage of Democratic voters in this reappointment of the district. It also shows us that registered Democratic voters have in the past proven to be disloyal to the party, and to choose a Republican candidate over a Democratic one in the House seat. Therefore, even though we are currently the party holding a majority of voters, we are still dealing with a highly competitive district.

Part 2: Strategy and Tactics

Now we have identified our political environment of the district. As a follow up, we need to identify you as a political candidate in the political spectrum in order to determine our campaign theme and message. We know that you are the incumbent and that Shawn Harrison has been so in the past. So, both of us are familiar faces for the voters. Moreover, you stand for the Democratic Party and represent teachers while Harrison is a Republican and represents small businesses, lawyers and medical institutions. Based on who we are and what we know about Harrison, we will identify our strengths and weaknesses and that of our opponent with the use of a Leesberg Grid. Then, we will move on to the next step, the theme and message of the strategy: what do people in District 63 care about? What issues are going on during these elections? Then, regarding the issues we are addressing in this campaign: we will look at the votes Mr. Danish will be likely get: Who is going to vote for him and why? Who is likely to be attracted by the issues that he is addressing? What is the rationale to voters of why they should vote for one candidate over the other?

Leesberg Grid: Mark Danish' strengths as a candidate as opposed to Shawn Harrison

Another part in divining the political environment is identifying who our candidate is in relation to his opponent. Who is Mark Danish in the political environment right now as opposed to Shawn Harrison and what are the main issues in this race? This needs to be defined before the goal of the campaign can be set. By identifying the strengths and weaknesses of both our candidates individually and in relation to one another, we can decide how Mr. Danish should frame himself in order to win, and maybe more importantly: how he should address his opponent in order for him to lose. The Leesberg Grid will help us create a theme and message to frame ourselves.

Mark Danish on Mark Danish	Shawn Harrison on Shawn Harrison
<ul style="list-style-type: none"> • Incumbent: familiar • Family man • Charismatic • In teacher's union: representing voice of union's • Attacks loopholes • Helps Florida's tourism flourish • lots of voter contact: identifiably with people and personal 	<ul style="list-style-type: none"> • previous incumbent: familiar • family man • good at handling economy: helping small businesses • strong business leader (owns law firm) • familiar with health care industry • true American capitalist • Republican values (taxes) • mobilizes (financial) resources

<ul style="list-style-type: none"> • Democratic values • Grass-roots 	
<p>Mark Danish on Shawn Harrison</p> <ul style="list-style-type: none"> • Only cares about the rich: will increase gap between poor & rich • Elitist • Unidentifiable with common District 63 inhabitant • Has lost from Danish before: has not proven himself capable enough in first term. 	<p>Shawn Harrison on Mark Danish</p> <ul style="list-style-type: none"> • Anti-capitalist • Pays no attention to small businesses • Focuses on non-urgent issues such as tourism in Florida • Economic regulation • District always performed well under Republican lead in past decades.

Voters: Who will vote for Mark Danish and why?

So we now know what Danish's strengths and weaknesses are as opposed to Shawn Harrison. But before creating a theme or message, we need to have a better understanding of who Mark Danish's voters will most likely be. Who should he be addressing in his campaign? For who are we developing our strategy? Which people will make sure Mark Danish is going to win?

1. *Voters who will definitely vote Danish*

Most voters will vote with their party registration. If we have to believe Ron Brownstein, this is about half of the voters. Others such as Fiorina believe that the amount of actual partisan voters is much smaller and that there are many swing voters that are undecided. So however large or small, there is a large base of registered partisan Democratic voters who will definitely be voting for Mark Danish in District 63 (39.8% of the registered voters in the county, 35,581 voters). Other people that will definitely vote for Danish are teachers and other people involved in education, since that is what Danish wants to focus on. Moreover, he also wants to focus on bringing more tourism to Florida, so people from this sector will also vote for him. There is a chance that some of the major US voting blocks will also vote for him, since these people identify in general more with the Democratic party than the Republican one, and they have actively supported Obama on a national level. I am talking especially about the Black and the Hispanic vote here, who are two major voting blocks in terms of race in our district. In general, it is to say that the most important group of voters will be the (white) middle class, since this is and has been Mr. Danish his major focus group in the 2012 elections (and his slogan is/was "A strong voice for the Middle Class"). Lastly there are the seniors that Mr. Danish said he would support. His health care benefits and special attention for the elderly will definitely attract senior voters.

2. *Voters who are against*

Registered republican voters will probably stick with the Republican Party. By convincing how incompatible Shawn Harrison is as opposed to Danish (negative campaigning), there might be a chance to discourage and win over previously Republican voters who have a sentiment for our candidate. These voters could be found through polling, or micro targeting. Moreover, small business owners and entrepreneurs will definitely vote against, since Shawn Harrison has made clear that they are his priority to support in his candidacy.

3. *Voter who are undecided & non-voters*

Implementing George W. Bush his campaign strategy will be a very useful strategy. First of all this will be a focus on the non-voter that is actually democratic, but just does not show up. The strategy used in 2012 by grassroots organization and volunteers and personally knocking thousands of doors in the district has proven itself in these 2012 elections to be successful. However, the victory in 2012 was only small (600 voters) so the key in 2014 is to convince these undecided and non-voters to vote for Mark Danish. This could be done by knocking on more doors in districts that are known to have a low voter turnout, or through non-traditional media. For example through giving interviews on very specific radio channels. This is an example of microtargeting, which is a very effective way to push the Democratic vote to the majority. Addressing the issues of this non-voters and become popular amongst them will make swing- and nonvoters vote for Mark Danish.

Framing

Looking at the strengths and weaknesses of both candidates, and looking at the kinds of people who will most likely vote for Mark Danish, as far as the framing concerns it will come down to strategically framing president Danish the following way in relation to Harrison:

- *Do I want a representative who:*

Is a familiar, trustworthy and charismatic face who has proved to really listen to the people's voice by personally knocking thousands of doors to talk to the people, a man who has deliberately fought for rights of employees as a union member, who managed to organize an enormous effective grassroots campaign and proven himself to fight for his cause even though the odds were against him? Do I want a charismatic, strong leader who will protect ALL American citizens as opposed to just the top and fight for equality and education for all?

Or:

Do I want a representative who:

Brings us backwards to the George W. Bush era: will I vote for an unpopular, elitist republican who is going to cut taxes, who is uninterested in none but the wealthy, who wants to keep tax loopholes in existence and who will make the richest richer. Another Republican who has been in charge already and even though having access over all possible financial resources, still not proven himself to be a rightful leader for our district?

Shawn Harrison will probably be frame Mark Danish the following way:

- *Do I want a representative who:*

Is a good business leader and who is already familiarized with being in office in the district. Someone who has a strong eye for economy and who is a republican who will give people back the freedom to decide their own lives and money. Someone who is not only experienced in politics, but also in the legal business and health care industry. Someone who will give small businesses and entrepreneurs all they need in order to flourish and bring America back to its powerful leading position.

Or:

Do I want a representative who:

Does not have an eye for business and who wants to increase taxes and take away our financial freedom. A man who has not even proven himself capable of raising a proper amount of campaign money, showing the disbelief most PACS and companies have in this man. Do I want a Democratic leader, while the past decades the district has proven itself to run perfectly smooth under the leadership of a Republican candidate?

General strategy

As this race is going to be a tight one in which both candidates have serious chances of winning, it is important for Mr. Danish to determine on which people he should spend his resources in terms of time and money on. Carefully identifying and targeting possible voters is therefore important in our strategy. For example, focusing on small business owners or on lawyering firms is useless, since Shawn Harrison has received many donations from these organizations in the race of 2012, showing how these organizations are supporting him. Moreover, looking at 2012, the resource Shawn Harrison was able to gather (in terms of money and in-kind contributions) was enormous. Us winning with this small amount of money

was a miracle, and even though it was a right choice to focus on personal contact with voters as opposed to raising money, in this election we really need to focus on gathering these finances from Pacs and organizations. Therefore, we should not only target our voters precisely to not waste time, money and energy, we should also allocate possible PACS and organizations that will give us large numbers of voters and that will also be likely to give us contributions, which we will need much in this election.

Theme

Now once we have established our strength and weaknesses and now we have framed ourselves as opposed to our opponent, the next question is how we should portray Mr. Danish to the voters. We need to have a clear main theme in order to give voters a clear image of who Mark Danish is and what he stands for, and how he is the person they should vote for. Since the (white) middle class is our main focus group, we will develop a theme and message that addresses their issues and concerns. As opposed to Shawn Harrison, who is all in favor for a strong economy and who represents only the top layer of society as opposed to the majority of middle class citizens, we will frame ourselves as being there for all the people, for the normal Floridian citizen. Also, this race will probably have the same sort of issues as the 2012 race, therefore we can adapt a similar theme as Obama did in 2012. His was Forward. We also want to emphasize this difference between candidates: the difference between progression and regression. We also want to include the majority of our voters, as opposed to the top layer. Therefore, our theme will be *“Progress for our people”*.

With this slogan, we are portraying ourselves as being progressive and going forward, as opposed to Shawn Harrison, who stands for regression: who ignores key issues that the voters are dealing with and who is not concerned with the people of our district, but merely with the general economy of the country (the economic elite of the US). Assuming that 2014 will be a similar race in terms of what they key issues will be, we have to make sure we prove ourselves to stand for progression in issues that were huge in the 2012 national elections as well as the state house elections. So we want progression in health care, the economy, liberty, jobs, tax reforms etc. The mission is to repeat this message of going *forward together* over and over again in every speech, interview or email that is sent out. Repetition and penetration of our message into the minds of the voters is the key to success and to winning this race.

Message: What are the main issues during this race?¹

So progress for our people is our main theme, the mantra of this campaign. The question is: progression in concerning which issues? What issues are Mark Danish's (potential) voters interested in? What is on the minds of the (white) middle class in 2012?

Just like during the 2012 elections, on both state and national level, a main issue in this 2014 race will be about *solving the economic crisis ad the creation and maintenance of jobs*. How do we get ourselves out of this mess? There are a lot of issues related around the economic crisis. For example the growing distance between rich and poor Americans. On a national scale, President Obama is the person to portray himself as the front man of the average American. The same goes for Mr. Danish in race on a state level. He should portray himself as someone who is representing the voice of the average American, as opposed to his competitor Harrison, who mainly focuses on the top layer of society while neglecting the voice of the majority of the people.

The *creation of jobs* in Florida is something Mr. Danish stands up for and for this campaign; it should perhaps *the* main issue in this race. Although Shawn Harrison also promotes this heavily in his campaign, we want to be clear to our voters that we promote small businesses, since they are the sources of job creation (it is just the way *how* you promote small business that we can criticize Mr. Harrison for). Moreover, we also want to focus on Floridian infrastructure: the creation of new roads, construction programs and a high speed rail are an important way to boost our economy and will create thousands of jobs. With Mr. Danish's job creation program, we will progress the economy and create employment for our people.

For Mark Danish, the enjoyment of a proper education is highly important for the progress of Florida. Florida's *public education system* is perhaps one of the most under funded in the country. Even though there are plenty of high quality schools and universities, still not every child in Florida has the possibility to enjoy this education and without this world-class education that we actually to offer, our children of today will in the future not be able to become succesfull and self sufficient citizens. Once we have educated, skilled citizens, businesses will be attracted to settle in Florida because they know we offer the employees that they need. Therefore, as opposed to cut the budget of the public school education, a habit that the Republican party tends to have, we will in our campaign make sure the voters know that we will protect funding of the public schools and universities of the district.

¹ Key issues found on: www.markdanish.com

Politicians in Florida are known to be “bought” by interest groups so they allow themselves to give themselves *tax loopholes*, exemptions and special favors: Florida has one of the most corrupt state governments in the country. We do not want Florida to just be bought by the highest bidder; we want Florida to be a clean democracy. Therefore, we will reform these tax loopholes and let everyone have the same rights and rules.

Moreover, *seniors* are an important part of the Floridian population and therefore it is obvious that we should benefit these people when creating our campaign plan. Florida should stay the number one place in the US for people to retire. They bring wealth and a safe environment to the state and therefore we should focus on their needs. Nursing homes should not be a part of the tax cut in our 2014 plan, senior healthcare should be promoted and should progress as opposed to regress.

The *environment and clean energy* is another main issue during these elections. Florida has the highest concentration of national parks of the United States, and its beautiful beaches and natural wildlife is something to cherish and something to maintain in order to keep our tourists keep on visiting us. We should put effort in protecting the environment because it is good for our economy as well as the planet. We should therefore invest in clean energy, and with the sun as our most powerful natural resource, we can create thousands of jobs too. Therefore, protecting the environment does not harm our economy; it actually provides us a boost to the economy: creating progress either way.

Last, *the housing market* plummeted in 2008. What we want now is the Florida housing market to recover and to encourage and provide resources to local banks. This way people who own homes can stay in their homes and refinance it. Also people who were victims of fraud within the housing market will be prosecuted.

Part 3: Targeting and Coalitions

Now we have developed our theme and message, it is important in order not to waste too much time and money, to distinguish who we are going to target our message to.

The base of our voters

So in order to waste as little time and money on voters that were not going to vote for us anyway, we are going to analyze past voting patterns to identify likely voters for 2014. There is, of course, the base of registered Democratic voters that we will target our message to. Although these voters are likely to vote for us, we do need to message them on a regular basis, especially given the peculiar history of the voting behavior in the district, in which many Democratic voters swing to the Republican nominees when it comes to State house elections. Moreover, we can also target precinct Democratic voters from our database. Even though they are not registered with our party yet, once they have voted for the Democratic nominee and therefore are very likely to do so again. Perhaps they just need some persuasion. So these people can be considered the base of our voters. The last group of our base voters should be the organizations that are “Recommending” or “endorsing” Mark Danish in the area. These are for example teacher associations and other local unions.

Also, there are certain geographic areas that are more likely to vote for our Democratic candidate. For example, more urban areas are more likely to vote Democratic. Also, since we are aiming for middle-class voters, we can identify areas that are likely to favor Mark Danish over Shawn Harrison. We could do this by conduct a poll (cost around \$5,000) in certain areas asking the people about what issues concern them, in order to know how to address these people in our voter communication strategy.

We should also identify the voter groups that have low priority. These are generally consistent non-voters and the registered Republican voters. These people will need a lot of convincing and even then are probably still not going to vote for us. It is a waste of time and energy to go after these people.

Targeting of Demographic Groups

Although targeting of demographic groups is a lot more difficult than looking at precinct and registered voters, it is also important in this race to target minorities in order to get that 50 % + 1. Looking at Democratic politics on a national scale, it is obvious that Obama has won the 2008 and perhaps the 2012 race by actively targeting the minority voting blocks. Looking at district 63, the white population is an obvious majority. Therefore the white middle class (our main supporters) should be our priority.

However, the Black and Hispanic vote are a shared second place when it comes to ethnicity so it is important to target these voters too. When looking at voting behaviour on a national level, it is clear that these voters tend to affiliate more with the Democratic values than the Republican ones, so by perhaps conducting a simple poll or by letting our volunteers go by their doors via door-to-door canvassing, we can figure out what is on these people's minds and what we need to do to make them vote for us.

Moreover, targeting the student population of USF could be an important part of our votes. Even though only 21.5% of the total voting population is between 28 and 29, the priority we give in our campaign plan to education, is one that would definitely benefit the average student. So even though the percentage of this age group is quite low, I am pretty confident we can get a large amount of these voters on our side and therefore targeting University students and employees should be an important part of our targeting plan.

The second important age group to target is seniors, since our message is to defend seniors and not cut on health care programs. The benefits we give to seniors should for them be a reason to vote for us. Also, the age group of 55-64, who is obviously close to retirement, should also be interested in our approach to seniors. This group consists of 17.3 % of the voters, and the 65+ group is 16,2 per cent of the voters.

So by addressing specific age groups of young people and the elderly people, we already have 54.9 % of the voters leaning towards our party to vote for. Therefore, I would say in our targeting program, we should especially focus on age groups: students and seniors. After that, we should give priority to ethnicity (Middle-class whites, Hispanics and Blacks), these people can often be pretty easily identified by their geographic location, since minorities often tend to live close to one another. They can also be identified by ethnic name dictionaries.

Unions and PACS

Also, an important part of our voters in 2012 were people who were in unions. Obviously, teaching unions are in favor of Mr. Danish his policies, but perhaps also other unions could be targeted. These could be ones who are related to tourism in Florida, or environmental groups, but also small business owners and entrepreneurs.

Part 4 Organization and Staff

We can only win this race if we are organized. As we did in our last campaign of 2012, we need to establish a large grass-root volunteer base again in order to keep on knocking onto people's doors. This proved itself to be very successful in 2012. However, this race is going to be bigger and has to be more organized in order to win again. We need to have more resources for this race, in terms of money but also in terms of people.

Staff

Of course you will be the most important person in terms of organization and in terms of staff. As being the current incumbent of the house seat, obviously you already are campaigning for yourself by just doing your job: the people see you in your function on a daily basis which is already a good start. But however, later this year we also need to start focusing on fundraising. That will be your main priority in the first year in terms of organization. You need to start meeting with people and organizations and you need to start mobilizing your friends, family and acquaintances in order to get as many votes as possible.

The more campaign activities we will implement, the more people we will need. The first step in organizing our campaign is to get a campaign manager who will be your second hand. This person will organize and assist in everything in the campaign in order to make us win. Of course, this will be a costly event, but if we want to win this race we need a person who can take responsibility full time. You have a job as the incumbent next to your campaign.

Moreover, there is me, the campaign consultant who knows what to do in the campaign. Apart from conducting the campaign plan, I will assist in the campaign during the next two years and will define how we need to position ourselves, or perhaps change our strategy when it comes to campaign strategy, fund-raising, media, and grassroots campaigning.

Volunteers can also fulfill positions. These can be a campaign treasurer, the finance committee chairman, the media/public relations coordinator, a field coordinator, a door-to door canvassing coordinator etc. We can start off with a small amount of people at first and depending on how big the campaign becomes, we can start to recruit people for these functions.

Be prepared to spend around 15% of the budget of your campaign on your staff salaries. Even though this seems like a lot of money, these people are the engine of your campaign and therefore need to be hired in order to win from Shawn Harrison, who obviously will have a large amount of money to hire

staff (looking back at his previous budget). The party itself will probably already provide us with volunteers and perhaps other resources in terms of staff (who conduct the polls for example). This needs to be discussed with the party in order to find out how many people and how many hours this will be. Staff we can ask for are campaign office staff people like an office manager, a receptionist and perhaps a secretary. However, all these functions can in our case also be fulfilled by one person: a general secretary/receptionist.

Office

We also need to rent an office for our headquarters from which we will operate for our campaign. This will be a centralized place for volunteers to meet and assist with the campaign, and it will be the office for our paid staff. It also provides an excellent meeting place for our candidate and committees, which can be extremely useful for fundraising as well.

Part 5: Research

Opposition research

In order to win, we need to conduct opposition research. We need to determine Shawn Harrison's strengths and weaknesses in order to know how to frame ourselves. As we did in the Leesberg Grid, we have established a general idea of Shawn Harrison's stand as our opponent. As a result of this, we decided how to frame ourselves and what our message and theme should be. However, this basic research of Harrison is not enough. Throughout the race, we need to keep a close eye on Harrison and we need to know everything he says and every piece of mail he sends out. When we know this, we can identify his strategy and respond to this. Also, we can attack him or defend ourselves based on what he is saying throughout the race. We need to implement Harrison's mistakes, his weaknesses and other negative results from a thorough opposition research in our own direct mail, media, speeches and debate in order to win over voters to vote for us. Negative campaigning can in this case be very effective.

Harrison will do all it takes to attack our weaknesses, therefore we should attack his. As seen in the Leesberg Grid, this could be an attack on his elitist views on economy. It can also be his failing to win the last elections even though he had so many resources available: we could show the voter there is something very wrong with this man as a politician. It also helps that Harrison was the incumbent before you, so much information should be available on his policies as a representative. This should be a great source for finding information to attack him on. Moreover, we can track his personal background and do research on for example his taxes have been paid: we should look everywhere to find something that could add to our negative campaigning plan. Being aggressive and turning Harrison's strengths into weaknesses is important in our campaign plan, and we need to start conducting oppositional research on Harrison as early as possible.

Issues and records research

Moreover, we should also conduct research in terms of what our likely voters are interested in, in order to target them correctly. This can be done by conducting (benchmark) polls. We can for example early in the race conduct polls in neighborhoods that are likely to vote for us, asking what their main issues are. Once we know this we can specifically address them with the issues that they care about. Moreover, we can also conduct polls in order to find out how big our Name ID is and what they think of Shawn Harrison as opposed to what they think of you. When we know what the general public's opinion is of

you (your strengths and weaknesses according to them) we can integrate this into how we frame ourselves for the voters and we then know how to attack Shawn Harrison.

These polls, benchmark polls, should be conducted 6 months to one year before the elections, so I suggest we start with this in January of 2014, and we should conduct this poll with a sample size of around 500 people.

Part 6: Campaign Budget and Fundraising

So now it is important to locate the finances necessary for Mr. Danish. For determining this, we need to take into account that currently he is the incumbent politician of this seat, which gives him an advantage in terms of not having to spend as much money on getting a name ID amongst voters. Also, we need to take into account that on an average basis, in the state of Florida Republican nominees need to spend more money on the elections than Democrats do (in 2012, Harrison has actually out fundraised Danish by \$200,000.00). However, the amount of money with which Mr. Danish has won the 2012 race, has been luck and a combination of factors that give him this victory.

We have to take notice that the extremely little amount of money with which he won this race in 2012, is definitely not making him win again this easily. So in order for our Democratic nominee to win this race, we need to ask ourselves the question of how much money is necessary in order to win. For this race, the estimated amount of money that should be raised for this race is \$200,000.00. This amount is based on information from precinct elections: an average of previous elections for this house seat (unfortunately mostly by Republicans) as well as an average for the general house seat in Florida. Judging by Florida's history in Democratic nominees and their fundraising, this is the absolute maximum we can estimate for Mark Danish to raise. These previous races, the ones that we based this estimation on, will be explained in the next section. Also, in this section we will give an idea of from what sources we think we can raise different amounts of money from.

Previous elections of House district 63 (former district 60)

One of the most obvious ways of establishing a campaign budget is reviewing financial records of previous, similar competitive races. On the website *Division of Elections*, we can discover who previous candidates were in district 63, what Party they represented and how much they received and actually have spent on their campaigns. So, before the elections of 2012, district 63 consisted for a large part out of the old district 60. After this district had been reappointed and became district 63, 61.1% of the old district voters became a part of this new district. It is this majority that we will look at while analyzing previous elections (so we will be analyzing the election history of district 60). This is first of all because they are still the majority of the voters of the new district, and also by judging by the precinct voting behavior of both old and new district voters in the 2010, 2008 and 2006 campaign, it shows that these old and new district voters are very similar in their choices. For example: in 2008 46,2% of the new district voted for McCain, while 46.3% of the old district voted for McCain. And in 2010, 47.7% of the

New District voted for Scott, while 47.3 % of the old district voted for him. In almost all cases, over the state elections of 2006 and 2010 and the national elections of 2008, the difference between voters of the old and new district is never bigger than 1% in terms of who they voted for.

Judging by previous elections, we can see that since 2002, the seat has *always* been won by a Republican nominee. First Republican Ed Homan had the seat for 8 years, and then Republican Shawn Harrison, our challenger, has won the district in 2010. During Ed Homan's years as being the incumbent, it seemed like he was barely challenged by his competition. This conclusion can be made by looking at his races in 2006 and 2008. In 2006 Ed Homan (being the incumbent) had established a campaign budget of \$143,333.31 while his challenger, Democrat Karen Perez, had raised an amount only as small as \$11,186.35. This amount, being more than 10 times less than Ed Homan, while Perez was being the challenger, shows that she was by no means a serious challenge for Ed Homan. The only way in which she could have won, was if Ed Homan had proven himself to be extremely incapable of the function or if he were very unpopular. This however, he was not.

In 2008, the same sort of race happened again: Ed Homan raised an even higher amount of \$159,196.00, while his challenger, Democrat F.J. Fort, only had \$7,623.00 to spend. In 2010 Ed Homan did not run in the race and this is when our opponent Shawn Harrison came into the picture. It is to say, the odds were in his favor in this race. The Republicans had been the incumbent for a long time, and Harrison out raised his Republican opponent Trey Stout by far: Harrison raised an amount of \$272,205.21, while Stout only raised \$39,254.67. So this means that with the Republican Pac's and powerful voters, Harrison was clearly more popular than Stout, and had clearly more talent in raising money for his campaign, which made him the winner. Also the Democratic nominees were not much of a challenge: they already were already the challenging party for the seat and both nominees did not manage to raise an amount of money even close to Harrison's budget.

So what does this tell us? Judging by this data provided, Let us now assume that having money equals winning: then this data proves that the Republican incumbent of the district has had no serious challengers for a long time. So even though Democrats have been the majority of the registered voters, these past elections have proven that money and incumbency are very powerful factors in a state house race. This means that even though we are the incumbents and have a bigger name ID in the district now, which should be in an advantage, our seat for 2014 is not at all guaranteed because the Republican

domination over the last decade has been pretty consistent. The only time in the last 16 years or so when a Democrat has been holding the seat was in 2000, but this was only for one period of two years. We do not want this cycle to repeat itself! Therefore, raising money far in advance of the actual elections is the most important thing to do before we even start our campaign, because the past elections in this state have proven that we need this money for our campaign in order to win. The focus that we had in 2012 on winning over voters by walking door-to-door, is a great strategy, but we cannot afford to risk our candidacy by repeating this strategy. Money is power and therefore money means victory.

Projected Campaign budget

So in order to win this race, we must collect *money*. Starting a year in advance of the actual election, we should start raising as much money as we can so we can budget our campaign afterwards. But how much can we raise for these elections? As stated before, the Republicans have always managed to raise a lot of money in this district since Ed Homan's candidacy in the 2000s. Shawn Harrison has been pretty consistent during the previous two races in terms of the amounts of money he received (both times over \$200,000.00). Mark Danish has been extremely lucky and smart in his strategy in the race of 2012. The fact that Harrison out raised Danish with more than \$200,000.00 and still managed to lose while he was the incumbent, is miraculous. Therefore, we should not count on this to happen again.

So, the previous races in district 60 were quite different to the one we are running this year. Also the race of 2012 was a special one. But what all of these races have in common, is that Republicans, and Shawn Harrison, have managed to always out raise their opponent. So where does this money come from? These sources of money that Harrison received are interesting to look at, since they tell us what PAC's, individuals and other people are interested in donating money to the Republican Party in district 63 (and former 60). Looking at how much money the winning Republican candidates have raised, we can tell they always were (until 2012) the candidates that have by far raised more money than their opponent, and that they always were the incumbent.

However, in this race we are talking about two familiar candidates that both have been the incumbents and therefore are both already familiar with the voters in terms of Name ID. Besides both having name ID, both parties have a lot of chances to win: Republicans have been the incumbents for a long time and the district tended to vote for them on a national as well as a state level. The Democrats however, have more registered voters in this area and therefore have a large chance of winning. Because of all these

factors, we can consider this race to be a highly competitive one and in 2014, probably much more money is needed than in 2012.

The reason why I think we were quite lucky in 2012 and why we need to work harder on fundraising in this 2014 campaign, is when we look at statewide races of 2012, it seems that this pattern of a Democrat winning the seat of an incumbent Republican occurred several times during these elections. Perhaps the popularity of Obama in the national campaign have added to the success of these Democratic candidates, and therefore they managed to win their campaigns with a fraction of the budget of that of their opponents. An example of 2012 is the race of District 65. Here, Republican incumbent Peter Nehr was defeated by Democrat Carl Zimmerman. Nehr had been the incumbent of the district for several periods (previously district 480, and Zimmerman managed to defeat him with a budget of \$ 47,251.68 as opposed to Peter Nehr's \$ 187,699.00. This race is interesting, because Carl Zimmerman was also a familiar face in the district: he had run for the same seat earlier, in 2008. This makes this race closely related to ours, because in our race also two familiar faces will be battling for the seat.

In district 30 Republican incumbent Scott Plakon was also defeated by Democrat Karen Castor Dentel. Dentel, who had a fairly high budget for a Democratic candidate (\$187,253.81), still had an obvious smaller amount of money raised than her opponent (\$371,419.55), but she still won. These two examples of district 30 en 65 can give us the insight that Democratic candidates are getting more popularity amongst Floridian voters. However, I tend to not believe this and estimate that this was caused by Obama's national campaigning efforts. Also, because Democrats have now gained a majority and have been more popular, we can expect the 2014 races to be extra aggressive from the Republican party and therefore we should be prepared for a backlash. We need to raise a *lot* of money to not let us be surprised!

So, judging by these earlier races in our district and by these two other districts, it seems that Republicans in almost every race spend just above \$250,000.00 on their races, with the Democratic Party always having a very small amount to spend in comparison. Taking into account that in 2008 Obama was elected and the American people in general were pretty done with Bush the Republican Party on a national level, it seems that this can be one of the causes for the higher amount that was spent on the Republican campaign in 2008. We however, are in 2012 not having any help from the national Democratic campaign so we will need all the money we can get in order to draw attention to Mr. Danish. Given the fact that this race will be very competitive because both candidates have been

elected before, and given the fact that Shawn Harrison will probably be able to raise a lot of money again from the Republican base voters and Pacs, we know now that we need a LOT of money to be sure we will win. I base my estimation of what amount of money would be necessary for this race on the amount of money that Shawn Harrison will try to raise for this race, in order for us to be even in the resources that we can use for our race. Judging by his past races of 2012 and 2010, this will be about \$200,000.00. (this is less than he has raised before, but we assume that he has lost the confidence of a lot of pac and individuals, by his embarrassing loss in 2012 while outspending Mr. Danish with more than \$200,000.00)

Projected Sources

Based on previous races in this district, we now have an estimation of how much money to raise. This will be an amount around \$220,000.00. The next question however is, where can we raise this money? In order to estimate our own finance plan and sources we will look at the Democratic sources of income in district 63 in 2010 and the ones that we had ourselves in 2012. Moreover, we will also base our budget on Shawn Harrison's income of 2010 and 2012, because he his fundraising qualities are admirable and we can learn from him in terms of fundraising. Moreover, we can try to approach several of his donators of 2012 for our campaign in 2014. Perhaps they have lost interested in Harrison and are willing to promote us for our 2014 race.

- **Regular Candidate contribution = \$25,000**

There are many individuals who support our candidate in another way than through mail. Looking at our race in 2012, there are many individual voters who have supported us with all kinds of donations. These were often seniors and teachers/professors (our main target groups): From a small amount of \$ 25,- up to the highest allowed amount of \$500,-. With quite some candidates donating this high amount of money, candidate contribution can lead up to an amount of 20,000 dollars. In the 2012 elections, Mark Danish has clearly focused more on going past peoples doors and getting there votes. The focus was simply not on getting peoples donations, but getting their votes. Now, people know who he is, so he can ask these same people that he spoke before for a donation. The focus of this campaign will expand to also receiving donations, especially from these people that feel a personal relationship with Mark Danish.

- **Direct Mail = \$15,000**

Direct mail can be targeted and addressed correctly to a hotlist of voters. It is important to keep in mind that people want to know where their money is going to and it is always important to send them a note thanking them for their contributions. Sending direct mail is a rather cost effective way of direct voter contact. People feel like they have personal contact with the candidate, and the candidate does not even have to physically walk past their doors for this, so it is pretty easy. When sending direct mail it needs to contain the following: a 1 page letter, a return (#9) envelope, a standard business envelope (#10), and a reply device such as a card. This altogether costs around a dollar per piece of mail that is sent. Therefore, let's say we send 5,000 letters while expecting a return rate of 4%, we spend \$5,000 on direct mail. But we get 200 letters back, with an average donation of \$100,- dollars, This in total will bring up an amount of \$20,000 – the amount we spent \$5,000 = a profit of \$15,000 dollars.

- **internet = 1,000**

On the internet people can give donations quite easily without any hassle from their home without having to leave the house or put any other effort in supporting the candidate financially. On Mark Danish's website people can make direct contributions. However, people like to get something in return from the candidate and like to be noticed that they gave money to the candidate. Therefore, most people will give money in other ways so they feel more recognized for their donation. Therefore, the amount of money raised via the internet will not be that significant.

- **Family and friends AND events = \$ 10,000**

It is necessary to build up a donor list. Your own direct family and friends can be asked to donate money, or you can use them as a way to raise money. Ask everyone you have known during the past ten or fifteen years. Think of not only close friends and relatives, but also clients, business and professional associates, members of boards on which you have served, individuals who have solicited contributions from you in the past, etc. A way of raising this money could be done by letting friends host events. These events can be a Kick-off diner, a birthday party, a BBQ, a home party, a hot dog cook out, a reception or a one month to go-dinner. Letting friends organize these events is an effective way to raise money, although it should be kept in mind that it should actually *collect* money, not spend it. By organizing these events we estimate to receive an amount of around \$ 10,000

- **Party =30,000**

Looking at the elections of 2012, Mr. Danish has not received a significant amount of money from the Democratic party, as opposed to Shawn Harrison, who for this race received a high contribution in terms of money and in-kind contributions such as employees and polling. During this race, we expect to receive a contribution from the Democratic Party, because we will explain to them how highly competitive this race is and how much we need to money in order to keep this Democratic seat.

- **PAC's = 70,000**

PAC's have become the major source for financing campaigns in the last couple of decades. Looking at previous races, it seems that almost all the bigger donations for Democratic candidates have come from PAC's. In the case of Shawn Harrison, health care PAC's donated a lot of money in 2012 because he is involved in nursing homes as well as that his wife is doing background screening for the longtime care industry. After seeing him fail in the 2012 race, it is a possibility that these organizations can be persuaded by our candidate to donate to him. Mark Danish will put a lot of efforts into seniors and health care. Therefore, we expect that in the 2014 race, a lot of Pacs will now give money to our candidate, because he fights for their cause and they now have had some time to get accustomed to him. Also several education pacs that donated to Shawn Harrison can perhaps be persuaded by our candidate to donate for him, because Shawn Harrison has obviously not given them any worth for their money. Also, Mark Danish will be supported massively by organizations that are related to education, such as teachers and professors. Also, senior- and student organizations will probably be PAC's that will support his cause and therefore donate money. It seems likely that in Florida, where a large amount of the population consists of (wealthy) retired Americans, there should be a fairly large amount of these organizations involving around health care around in Florida, who probably have a quite an amount to spend since they consist of these healthy retirees. It is these we need to focus on and need to take from Shawn Harrison.

The amounts donate by packs grow every year, so I expect around a third of the total amount of money raised for this campaign should consist out of PAC's: \$70,000. Wealthy health care PAC's supported by seniors will probably make up a large sum of this amount.

- **Other: small business owners \$50,000**

One of Harrison's missions as a Republican candidate is *"empowering small-business owners to create confidence in the Florida economy. Especially for entrepreneurs, who will feel confident risking their own*

capital and who do now want to rely on the government to create jobs.” However, this support of small business owners is also something that Mark Danish stands for. He wants to encourage them to start a business and maintain this and this is one the key issues that he will address in his campaign of 2014 in order to win over these voters. Therefore, the large amount of money that many small businesses have addressed in 2012, will now probably go to Mark Danish. This is because again, business owners have been disappointed in the failure of Shawn Harrison, and because they want to establish a good relationship with Mark Danish. Perhaps they will donate to either candidate. It is however definitely in their benefit to give money to Danish, because they know that he supports them.

Other: InKind donations

Also, over the past few years it shows in the database that Democratic (as well as Republican) Candidates have managed to receive a significantly high amount of donations that were not money. Although the Republican candidates have received way higher amounts of inKind donations from for example their own party, this is also a type of fundraising that we can put our efforts into. We should address the Democratic party and let them know the importance of their money or other resources such as staff in order to maintain this seat. Another important focus group of Mark Danish are students. These people often do not have a lot of money to support us financially, but they do have the time and energy and qualities to help with our campaign. Grassroots organization is a kind of inKind donation that we can definitely get from the student population of district 63 and one that we should put a lot of effort into.

Part 7: Campaign Expenditures

Voter Communication & GET OUT THE VOTE

Now we have established the amount of money that we want to raise in this 2014 race, we can plan perhaps the most important part of our campaign: the voter communication plan. Mark Danish, as having won the elections in 2012 almost exclusively by focusing on voter contact, should know pretty well how to do this. However, we still have developed a voter contact plan and a time schedule of how we are going to plan this campaign in terms of our budget.

Over the upcoming year of 2014, raising a name ID and positioning ourselves in the political spectrum will be the first important step to make in order to get voter's attention. We already have quite a name ID, because of the efforts we put into voter contact into 2012 and the thousands of doors that Mark Danish has knocked to create recognition amongst voters. However, Shawn Harrison will also put a lot of effort in this part of the campaign and therefore we still need to pursue the goal of getting a 100% name recognition in our district.

After having done so, the last couple of months of the campaign before the actual elections will be crucial in getting our voters to go out and vote for us, which will be determining who the winner of this race will be. For those last months, we will be putting all our energy into our voter contact plan, in which we will convince our voters to make their decision, actually go and vote for us and 'seal the deal'. Without this defined plan, our voter contact efforts will not be rewarded. The final two or three weeks before the elections, our voter contact and GOTV plan is the cherry on the cake of our campaigning plan and will lead us to victory.

Budget of the Campaign

Our regular voter contact and GOTV efforts are an extremely important part of our campaign. Therefore, a large part of the campaign budget (70%) should be dedicated to this. Looking at the previous election of 2012, Democratic incumbent Mark Danish raised a campaigning budget of around \$20,000.00 (an extremely low budget in comparison to his opponent, who raised around 10 times as much).

Looking at the budget we have established in the previous section, we will be expecting to raise an amount of \$200,000.00 (at its highest). For this voter communication plan, we will use this amount of money as our resource. Of these \$200,000 dollars, we will need to have around 15% to spend on our

early campaign plan, which will be on consulting, opponent research, polling (although as little as possible will be spend on polling since nobody knows who you are: focus in your polls on questioning related to the popularity of the incumbent in order to define what your chances are of winning), costs of fundraising and other overhead. The other 15% we will be spending on staff salaries as discussed earlier (campaign manager and campaign consultant).

However, money is not the only part of the “budget” of the campaign. Even though volunteers are not a resource like “money”, the many hours of costless labor they put in the campaign is in a way, a part of our budget and in our case we really depend on these volunteers in this race. Looking at previous elections (on state level as well as on a national level), raising money is clearly an important part of our Democratic campaign but organizing volunteers and grassroots organizations are perhaps for a Democratic candidate even more important than money in order to have an effective campaign. This is because previous elections have proven Democrats are less likely to receive money from big businesses than Republicans are, since they are more likely to support Republicans. The fewer dollars a candidate is able to raise, the more important your volunteer organization becomes. So, when we estimate we will probably have around \$ 200,000 to spend on our campaign in 2014, we can expect to spend 70 % of this (\$140,000) on our voting contact efforts, 40% to voter contact and 30% to get-out-the-vote contact in the last few weeks of which we will spend almost all of this in the last two months (with a maximum of spending in the last two weeks) before the elections. Besides that, we will also maximize our volunteer efforts in these last two months in order to win.

Before August, we will spend most of our time in fundraising, as opposed to actually spending money. The question remaining is, we have around \$140,000 dollars to spend in between August and November six on voter contact and GOTV, but how are we going to spend this? First, there is (almost) free regular voter contact in august and September that we will spend some time and money on, and then there will be the GOTV effort, which we will describe more thoroughly in a timeline.

Timeline

Although the planning of a campaign can start years in advance, the planning of our voter contact efforts are mostly structured in the last two months before the elections. The elections of this race will be on November 6, 2014 and the absentee ballots will be taken in a month before that, let’s say on October 7th. Therefore, in order to also make sure that we have persuaded these absentee voters, we have to start our paid efforts a couple of weeks in advance before that: saying, from the 1st of

September. But since our budget is limited and we do not want to waste money, we will first start with early regular voter contact to plant the seeds for our victory. Then, we will start spending all our money and time on GOTV efforts and voter contact in these last two crucial months.

Overview time line + budget 2014 House Seat District 63:

January-September 2014 (preparations)	<ul style="list-style-type: none"> • fundraising (estimated \$200,000) expenditures (30% = \$60,000): <ul style="list-style-type: none"> -15% staff salaries -5-10% polling & opponent research -10% fundraising expenses
August-September 2014 (creating name ID)	<ul style="list-style-type: none"> • (early) regular voter contact expenditures (5%, \$10,000): <ul style="list-style-type: none"> -1% yard signs -3% social media/website -1% palm cards
October-November 2014 (closing phase)	<ul style="list-style-type: none"> • Regular voter contact/GOTV expenditures (together 70%, 140,000): <ul style="list-style-type: none"> - 35% media - 5% signage - 10% absentee voters - 5% early voters - 15% direct mailers - door-to-door canvassing -ID telephone calls

1. January - August: preparations

As described in the budget plan, the first half of 2014 will be used to start fundraising (an estimated amount of \$200,000. Here, also volunteers will be recruited and consulting, opponent research, polling etc. will be done in order to be ready to present the candidate to the voters and opponent somewhere in August. Important is, that we will here identify who we are going to target for our regular voter contact and our GOTV contact.

Targeting Scheme

Since we expect only have very limited resources available, we need to be able to spend our money wisely enough on the right amount of people to receive those 50% +1 votes. In order to do this, we have

earlier in this campaign defined our strategy (our timing, tactics, theme and message, voter identification and money resources) already, in order to plan and run our campaign smoothly. We also have already based on who we are going to target based the demographics of the district and the message we are carrying out. As a reminder, these were in terms of ethnicity middle-class whites (68% of the population is white), and Blacks (11.8%) and Hispanic (11.4%). In terms of age groups these were the young student populations of the University, and seniors or seniors-to-be. These age groups together also form a majority of the registered voters in the district.

Considering the fact that Mark Danis has won the elections in 2012 of Republican incumbent Shawn Harrison, with a budget smaller than even a 10th of his budget, and with the district leaning Democratic, it seems very possible to win that 50%+1 percentage of voters when campaigning effectively. Looking at databases, previous Democratic voters should be addresses with high priority. Certain is though, that Shawn Harrison was taken by surprise in 2012, and that in 2014 he will do all he can to not be defeated again. Therefore, the challenge will be more difficult in 2014 and therefore we have to target even more effectively. In this case it is important to also address citizens who are either non-voters or swing-voters and who can be persuaded to go and vote for you. By targeting minorities, favorable voters, in ethnicity(Hispanics and Blacks) and certain age groups (young twenty-something's, students and almost seniors or actual seniors) our Democratic nominee can by addressing minorities, just like Obama did in 2008 and 2012, win the majority of the votes. The combination of these favorable voters and precinct voters are the targets for our GOTV effort and voter contact.

2. August – September: regular voter contact

Before October, few of the campaign money should be spend yet, because people do not know who you are yet and voters are bored of politics and do not want to have to do anything with it when the elections are not close. However, in August it is time to slowly start the engine of our campaign. In January 2014, when we start realizing our initial campaigning plan (this one), we have already slightly determined who our base voters are, by party, vote history and geography. We have gathered volunteers, researched who our opposition exactly is, and we have distinguished focus groups. Moreover, we have developed a theme and message. In early 2014, this is when we start actively with campaigning for this race. In August, the time has started to slowly start carrying out that message to the voter. So what exactly *do* we do in August and September before we reach the last two months?

The answer to this is, subtle but repetitious advertising of the candidate. In the late 19th century, Thomas Smith already had achieved wisdom over the advertising and campaigning industry. He

wrote his “Hints to Intending Advertisers” in 1885 and with his “why frequency” memo, he describes his audience that the key of a consumer (a voter in our keys) to commit to actual purchase is all based on repetitive advertisement. The product has to be thrown in the faces of its consumer in order to create a wish, a need for the consumer to buy this product. This goes for politics too. The first few times the voter sees the message of the politician he will be oblivious to it “he does not see it”. Several times later, he does recognize the message but rejects it “he turns up his nose at it”. Slowly though, after ten or so times, he will slowly start changing his mind and bring it up to conversation. However, after a long process of many doubts, the repetitious advertisement of the product pays off and the consumer commits to buying.

Although the kind of advertisement Thomas Smith talks about would nowadays be costly for our politicians, the first 10- 12 steps of the 20 steps it takes to actually commit to buying should have to cost us few to no money if we plan our early voting contact correctly. In order to secure our votes, starting early with our voting contacts, in August and September, before we start spending our budget to GOTV efforts is crucial to plant the seeds early for our victory. Ofcourse, we already have a pretty big name ID for Mr. Danish because he is the current incumbent and because he has had personal contact with a lot of voters already by going by their doors in 2012. This does not mean that there are plenty of voters that still do not know who Mark Danish or voters that still can be persuaded by just hearing his name more frequently. This is why we will start putting up yard signs around four months in advance which is a cheap way in order for our voters start recognizing our candidate. The main focus of the first yard signs should be two months in advance though. However, if Shawn Harrison puts them up earlier than these four months in advance, we need to start placing our signs right away in order to not fall behind on creating name ID, and just keep on being invasive in the voters daily life. It is on these signs where the first little bit of our money of our voter contact budget will be spent on.

Also, because we are working increase Mark Danish his name ID, it is important that our information is only one click away. For our likely future voters, we want to establish a Facebook page, perhaps a Twitter account, as an addition to the personal website that he already has. The Facebook page, just like the website, should state the goals and message of our candidate. Most of these social media are for free or just very cheap and can be very effective in order to gain name ID and to make voters familiar with who we are. Besides online information and social media, we will also start the first personal contact with voters in August and September through some more door-to-door canvassing, just like in 2012. Mr. Danish should go around target areas of likely voters and talk to voters to get them acquainted with the candidate and to see who these people are and what their issues are. While doing

this, we can also start handing out the first printed campaign literature in this period. Palm Card will be the first piece of literature printed for our campaign. We can hand these cards, which tell us basic biographical information about our candidate and a brief overview of our message, to voters when knocking on doors and meeting voters in the district.

For all of these early voter contact efforts, we should calculate a maximum of \$10,000, which will mostly be money for the social media, the design and printing of the yard signs and the palm cards. By creating this voter contact in August and September, we have planted the seeds for our GOTV phase in October and early November and hereby we have taken these necessary first 10 to 12 steps for free that Thomas Smith talked about that we need in order to convince the voter.

3. September – November 6: Voter contact and GOTV efforts (\$14,000)

In the free/low cost voter contact phase around August and September, we have formed the base of the name recognition amongst voters that we need. This is the time when our nominee as well as the volunteers actively start addressing the voters more intensively. The regular voting contact, which is 40% of our budget (\$80,000) will be spend mostly on media advertisement (dominate media!) and signage. Then, there is the GOTV effort (30%, \$60,000), which starts a month in advance and maximizes in the last two weeks before the election and keeps on being dominant until the actual day of the election itself. The role of volunteers and grassroots organization is crucial in this stage of the elections: They need to persuade voters, keep an eye on the polls to inform about necessary adjustments in the tactics, they have to make the phone calls and go by people's homes, they have to drive to the polls, they need to send out mailers etc. This part of the elections basically runs on the quantity and the quality of the volunteers in the district.

The goal of this crucial phase is to identify the voters that will vote for Mr. Danish and to actually get them to the polls. Therefore, the favorable voters should be identified and addressed. But how are we going to directly persuade and address these voters to go and vote for us?

- Media (35%: \$70,000)

How to dominate dominant media? There are different sorts of media in which Mr. Danish can present himself. First or all there is free, or earned indirect media. By appearing or giving interviews in daily or weekly newspapers, by appearing in articles and editorials or writing them, by talking on the radio and by having a website we can promote our self and gain not only name recognition amongst voters but

also spread our political message and address them to vote for us in a cost-effective way. Facebook pages and Twitter people can discuss and ask questions about the candidate, in this way volunteers can organize voter contact for a large audience with minimal efforts. Moreover, there is paid media which is a costly but highly effective indirect medium to win over voters. We can also advertise in the local newspaper on the day of the elections themselves, to remind people of both the elections and the fact that they should vote for us. Television commercials are also an effective way of gaining this important recognition amongst voters. On Facebook pages and Twitter people can discuss and ask questions about the candidate, in this way volunteers can organize voter contact for a large audience with minimal efforts.

- Signage (5%: \$10,000)

Even though the usefulness of political signs is often questioned, they are a quick and cheap way of developing name ID. Yard signs were already placed in August and September. In the last two months of the election we will also use large signage and bumper strips. Even billboards could be an effective, though costly way to gain attention amongst possible voters in the last few weeks before the elections: the voter needs to be penetrated with our message. Billboards are expensive, so could only be done when our budget allows us to do so.

- Absentee voters (10%: \$20,000- 30,000)

First, getting absentee voters who will be likely to vote for you is an important GOTV effort, because 10-15% of the registered voters are on the average not able or not willing to go voting on voting day and this number is growing every year. Therefore, it is important to have the absentee voters identified and provided with an absentee ballot on October 7. The people that request these, are very likely to vote since they took the effort of requesting them. The ballots are requested over a two- week or three-week period and should be signed and send with a special, positive personal letter from the candidate or a card/jumbo mailer with a positive, negative or contrast message. This should happen on a daily basis. This process takes time and asks for volunteers. Also, the labels should be paid on time and send at the same time as the ballots.

- Early voters (5%: \$15,000)

Although early voters are not the most important group to target, since these people usually already are registered or have made up their minds really early and are therefore not to be persuaded, they should

be encouraged to vote early so that their votes are guaranteed. Previous early voters can be tracked by looking at precinct elections and by encouraging this through door-to-door canvassing or other GOTV or voter contacting.

- Direct mailer (15%: \$30,000 = bare minimum. Preferable \$45,000 or more)

Mail can be used to persuade a group of voters with a specific message. So after having identified our target groups of favorable voters (in this case ethnic minorities, single woman households and young adults), we will send them mail with a specific message. We also will do a GOTV precinct targeting in which we will urge previous Democratic voters and registered Democrats to go and vote. Also, we will communicate personal information about the candidate in this and persuade them to actually go and vote on Election Day. Moreover, attacking Shawn Harrison with negative messages and again repeating the central message of Mr. Danish will persuade our likely voters to vote for us.

- Door-to door canvassing

Door-to-door canvassing is an important part of contact between voter and Mr. Danish himself (or his volunteers). Again, this direct contact is interactive and creates a familiarity amongst voters. Volunteers who do this should also carry with them absentee ballot request forms. The areas where the doorbells should be rang should be either areas where most of the targeted minorities live and perhaps a lot of non-voters who can still be persuaded to vote, or where the majority of the voters has voted Democratic in the past, but not too consistently (swing voting areas).

- ID Telephone calls by volunteers

Our phone locations can either be from volunteers' homes, small business locations or from a focal location (for a centralized GOTV operation). However, concerning our small budget and our large number of volunteers, it would probably most realistic for us to call from volunteer's homes. These volunteers should be provided with a list and should start making phone calls around 3 to 4 weeks (if plenty of volunteers: 1 or 2 weeks) before the elections but most of them should be made as late as possible in order to still persuade undecided voters (who will only decide in the couple of hours). In order to know where you are standing, it is useful to make these volunteers identify if the voter is favorable, undecided or against you.

Long Essay

By Cris van Wolffelaar (4528-6585)

AMH: 4571 American Civil War & Reconstruction

Fall 2012, University of Florida

How Slavery Dehumanized Both White and Black

Introduction

‘One eight of the whole population were colored slaves, not distributed generally over the Union, but localized in the Southern part of it. These slaves constituted a peculiar and powerful interest. All knew that this interest was, somehow, the cause of the war.’¹ - Abraham Lincoln

According to Abraham Lincoln, it was the institution of slavery that caused the American Civil War. Whereas the enlightenment had already abolished slavery in Europe, it long remained a common practice in the American south until it finally became outlawed in 1865 as an effect of the Thirteenth Amendment during the Civil War. Although the morality of slavery was long unchallenged, in the early 18th century people in Northern states started to realize the injustices of slave labor in the South. Even though the majority of Northerners either approved of racism, or simply did not care about the institution of slavery, a growing number of these citizens gradually became aware of the horrifying practices in the South and started to object. Abolitionist Newspapers spread through the entire South and social reformers such as William Lloyd Garrison became celebrities, making the Abolitionism a dominant movement in the Northern political spectrum.²

¹ Abraham Lincoln, *Great Speeches* (New York: Dover Publications Inc, 1991), p. 107, *Abraham Lincoln’s Second Inaugural Address* on March 4, 1865.

² “History”, last accessed on November 13, 2012, <http://www.history.com/topics/abolitionist-movement>.

Not only whites represented this movement. White abolitionist leaders often let escaped southern slaves narrate their first-hand experiences of being enslaved in order to not only inform, but to also shock their audience about the inhuman treatment of slaves and free blacks in Southern society. William Lloyd Garrison was one of these abolitionists who collaborated with former slave and activist Frederick Douglass in his abolitionist newspaper *The Liberator*.³ Douglass's words provided readers with not merely a white Northern perspective of what slavery was like in the South, but it also gave an insider's perspective from a personal victim of slavery.

Frederick Douglass was one of these black men that publicly fought the system of slavery. Having been enslaved all his life, Douglass became aware of the miserable destiny of his life as a slave and pursued his freedom in the North, where he became a political activist. He wrote for *The Liberator* and became a spokesperson for Southern slaves and the abolitionist movement. His autobiography *Narrative of the Life of Frederick Douglass* became a famous and widespread narrative, representing the unspoken voice of millions of slaves. Douglass's and many other fugitive slave narratives, have contributed in raising awareness about slavery in the South and meant to convince readers of that slavery is evil.

An often returning theme in many of these narratives was the extent to which slaves are perceived as being animalistic by their masters and mistresses and how they are treated as such. However, what these narratives suggest, is that the owning of slaves made slaveholders themselves also act like animals and savages, as opposed to the civilized and honorable lifestyle southerners often were thought to live. This change of character amongst slaveholders is an important message that is integrated in slave narratives in order to emphasize the mischief of slavery. Even for white northerners, who did not disapprove of slavery due to racist beliefs, these narratives still argued to oppose to the institution of slavery for the benefit of white Southerners, because the narratives prove that slavery

³ "History", last accessed on November 13, 2012, <http://www.history.com/topics/slavery/page2>.

dehumanized slave *and* slave owner. Therefore, slavery is malicious for society as well as mankind in general and should be eliminated.

So by showing how animalistic humans can become while owning slaves, these narratives convince their audience to be opposed to slavery. *But in what ways do slave narratives portray slaveholders as inhumane and what causes trigger them to act violent?* By perceiving better insight of how narratives describe the behavior of slaveholders, we can identify a more precise historical understanding of how (abolitionist) northern readers of these narratives perceived white slaveholding Southerners after reading these books. These abolitionist books eventually contributed to the outbreak of the Civil War and the ending of slavery. To illustrate this argument and to discover how this image of slaveholders is constructed, several Slave Narratives that were published during the mid-18th centuries will be used as primary sources. Hereby, I will use three typical “causes” for violent behavior towards slaves to illustrate why and how former slaves portray slaveholders in their autobiographies as inhuman. These causes are masculinity, greed and jealousy.

1) Violence through Masculinity

A slave is “*a person who is the legal property of another and is forced to obey them*”⁴ and so they were forced by their owners to do so. The practice of slavery in the South was able to survive for centuries due to constant intimidation and humiliation upon slaves in order to create such an extensive amount of fear of the slaveholder, that escape or resistance were ought to be impossible. Many slaves, especially field hands, had to endure physical abuse by frequently being whipped, tortured, and by performing forced labor. Mentally the abuse was perhaps even worse, since not only were slaves’ bodies not their own; also their families and marriages were not legally recognized and could be torn apart any minute.⁵

Amongst slaveholders, strict rules applied in the treatment of slaves. Absolute domination and suppression of slaves were one of these necessary precautions in order to maintain dominance. This often resulted in violent treatment of slaves, which is explicitly described in several slave narratives. Preserving authority through abuse, illustrates how white male slaveholders take their sense of masculinity to such an extreme level in order to dominate their slaves, that eventually they evolve into primitive, savage like human beings as opposed to the civilized and enlightened beings they considered themselves to be.⁶ They characterize the slaveholder as being transformed into an animal himself, just as his slaves which he treated as his cattle. Therefore in slave narratives, this portrayal of slaveholders proves its audience that owning slaves does not correlate with a civilized American society, like how people lived in the North. They mean to raise awareness that slavery is a burden to white man and a threat to society in its entirety and therefore should be outlawed.

The oppression of masculinity and manliness amongst slave men kept white slave owners in power, dominating them for centuries. By dominating black men and being able to be in control of a

⁴ “Oxford Online Dictionary”, last accessed on November 13, 2012, <http://oxforddictionaries.com/definition/english/slave>.

⁵ “History”, last accessed on November 13, 2012, <http://www.history.com/topics/slavery/page2>.

⁶ Solomon Northup, *12 Years a Slave*, (New York: Baton Rouge, Louisiana State University Press, 1968), p. 157.

human being who is as tall and as strong as themselves, white men felt even more emasculated and empowered. American Southern society was traditionally based on English manners and therefore the “Southern gentlemen”, who dominated Southern society, pretended to possess these English manners. The Southern gentleman was defined as “A man of chivalric manners and good breeding; a man of good social position; a man of wealth and leisure.”⁷ Also highly defined gender roles and a strict sense of masculinity, or “hypermasculinity”, were important for these Gentlemen.⁸ What many slave narratives try to explain to their Northern readers is that when it comes to slavery, Southern men did not live by the English gentlemen-like qualities they pretend to possess. Towards their slaves, they hypocritically acted opposite of what was considered to be this Southern gentleman. It were not the gentlemanly, but the masculine characteristics which originated from old English manners that expressed themselves in the brutal behavior of planters. These planters had the “*single-minded conviction that God had put them on earth to rule, protect the southern belle as well as the values of the south*”. Men felt like they had to behave “hypermasculine” in order to live by this standard, which often lead to the violent suppression of their slaves. This behavior ultimately became the standard amongst many plantation owners.⁹

So, these traditionally English values such as self-discipline, honor and pride lead to physical empowerment and fear to lose existing power structures amongst the Southern Gentlemen who owned a plantation.¹⁰ This was often a trigger for cruelty. An example of this is demonstrated in the autobiography “12 Years a Slave” by Solomon Northup, which was published in 1953 when Abolitionism was already widely spread in the North. Northup, who was free black man, got kidnapped by two white

⁷ Concise Oxford English Dictionary. 11th ed. 2008.

⁸ Emmeline Gross, “The Southern Gentleman and the Idea of Masculinity: Figures and Aspects of the Southern Beau in the Literary Tradition of the American South” (PhD diss., Georgia State University, 2010), last accessed on November 13, 2012, http://digitalarchive.gsu.edu/cgi/viewcontent.cgi?article=1064&context=english_diss, p. 2.

⁹ Gross, “The Southern Gentleman”, p. 4.

¹⁰ Gross, “The Southern Gentleman”, p. 1.

men in the North. Eventually he was sold to a plantation in Louisiana. As a black man who lived in freedom all his life, he experiences trouble in being submissive to his cruel master. One time, he refuses to receive a punishment by his cruel master Tibeats. In a reflex, he whips his master himself after being attacked. The physical resistance of Northup as well as the social humiliation of being attacked by his slave in front of the community turns Tibeats into a devil, who after this incident repeatedly will go as far as killing Northup in order to win his sense pride back, which is described by Northup in much detail.

¹¹ The violent ways in which Tibeats, a white gentleman, responds to being humiliated, suggest that southern slaveholders and southern society in general prefer physical violence over reason. Therefore, Northup's autobiography portrays the South as backwards and unintelligent, which forms a harsh contrast to the well-developed North in which reason and refinement was of high importance.

Frederick Douglass was another slave that could not have been suppressed mentally or physically. His ability to read combined with his natural intelligence made him conscious of the situation he was in during his years as a slave. In his autobiography "*Narrative of the Life of Frederick Douglass*" (1856), Douglass, after being repeatedly disobedient, gets sent to Mr. Covey, the "niggerbreaker", by his master Thomas.¹² Edward Covey is actually considered to have a "positive" reputation in his ways of treating slaves so violent that any form of resistance would be suppressed. In the first six months of his stay with Covey, not a week passed without his whippings. The positive image that slave owners have of this man, who sometimes tortured his slaves to death, portrays the cruel manners of Southern slave owners.

The way in which Mr. Covey violates Douglass is in the narrative literally described as a predator: "*Upon this he rushed at me with the fierceness of a tiger, tore off my clothes, and lashed me*

¹¹ Solomon Northup, *12 Years a Slave*, (New York: Baton Rouge, Louisiana State University Press, 1968), p.111.

¹² Frederick Douglass, *Narrative of the Life of Frederick Douglass, An American Slave: Written by Himself* (Boston: Bedford/St. Martins, 1993)", p. 71.

till he had worn out his switches, cutting me so savagely as to leave the marks visible for a long time after.”¹³ By this literal reference to a tiger, a predator that attacks its defenseless prey, Northup portrays Edward Covey him as a savage, Douglass depicts him as someone who acted like an animal in order to keep physical power over his slaves, proving how hypermasculinity in the South harms civilized society.

Also masculinity played an important role in the violation and suppression of female slaves. Slave masters often took sexual liberties with their female slaves. According to Harriet Jacobs, slavery “is terrible for men, but it is far more terrible for women”.¹⁴ Women often not only had to deal with violent physical abuse, but also with these “sexual liberties” their masters took.¹⁵ Harriet Jacobs, in her autobiography *Incidents in the Life of a Slave Girl* (1861), explains how her master even though he does not make her work very hard, physically abuses her on a regular basis. He even isolates her by letting her live in a separate house. Jacob refuses to mentally be suppressed by her master, which insults his sense of pride. Even though Jacobs is not suppressed in a the harshest physical way in which many slave men often were, the way in which her master demands physical and emotional control of her becomes an inhuman obsession, and until his death, years after Jacob’s escape to the North, he pursues her in order to control her just to win his pride back. Her master’s obsession means to point out the pathetic level to which her master pursues her, goes beyond what is a natural human sense of masculinity and is a disgrace for not only the “southern gentlemen”, but white man in general.

¹³ Douglass, “*Narrative of the Life of Frederick Douglass*”, p. 72.

¹⁴ Linda Brent/Harriet Jacobs, *Incidents in the Live of a Slave Girl*, ed. L. Maria Child (New York: Harcourt Brace Jobanovich, 1973), p. ix.

¹⁵ “History”, last accessed on November 13, 2012, <http://www.history.com/topics/slavery>.

2) The effects of Greed

The pride and extreme notion of masculinity that dominated Southern society is one of the triggers for acting violent and inhumane towards slaves. However, the cause why slavery initially existed was for the economic benefit of the planters, and therefore, greed. It was in the early 17th century, when white settlers in North America imported African slaves as a cheaper source of labor than indentured servants.¹⁶ Moreover, the agriculture in the Southern states was labor intensive and slavery helped to fill this shortage of laborers. Since slaves were considered property, in the same way as cattle was and were often bought for a significant price, slave owners were determined to gain a maximum profit off their property. Many slave narratives point out greed to be an obvious cause for slave owners to incline severe violence towards slaves in order to maximize profits, to such an extent that goes beyond human morality.

Solomon Northup's autobiography gives many examples of this violence by planters in order to maintain not only physical dominance over their slaves, but also to make them the most profitable workforce possible. When he talks about his former master Epps, he immediately explains in detail about Epps' crazy enjoyment in terrorizing his slaves: "*lashing them about with his whip for the pleasure of hearing them screech, as the welts were planted on their back.*"¹⁷ he stresses Epps' view upon slaves: "*he is a man in whose heart the quality of kindness or of justice is not found (...) he looked upon a colored man, not as a human being, responsible to his creator for the small talent entrusted to him, but as a "chattel personal", as a mere live property, not better except in value, than his mule or dog.*"¹⁸ Master Epps even deliberately kept his slaves underfed and hungry, whilst this was not more expensive, but because he considered slaves toiled more when being skinnier which eventually would increase his

¹⁶ "History", last accessed on November 13, 2012, <http://www.history.com/topics/slavery>.

¹⁷ Solomon Northup, *12 Years a Slave*, (New York: Baton Rouge, Louisiana State University Press, 1968), p. 122.

¹⁸ Northup, *12 Years a Slave*, p. 138.

profit. “Master Epps hogs were fed on shelled corn - it was thrown out to his niggers in the ear. The former he thought, would fatten faster by shelling, and soaking it in the water- the latter, perhaps, if treated in the same manner, might grow too fat to labor”.¹⁹ Due to these harsh treatments caused by greed, Northup refers to his master as “inhuman”, especially looking back on his years of slavery when Northup gained his freedom: “beyond the reach of his inhuman thong, and standing on the soil of the free state where I was born, thanks be to heaven, I can raise my head once more among men”. This quote stresses that Southern slave owners are not real man, but merely inhuman creature as opposed to Northerners, who are “actual men”.²⁰

The economical profit slaves brought planters led them act beyond any form of morality. Frederick Douglass explains in his narrative how he was sent by his master Thomas to Edward Covey “the slave breaker”, where he had to live and work for nine months. Edward Covey was known for his reputation and brutally whipped his slaves until they became unable to resist. This image of acting extremely violent was according to Douglass necessary in order for him to stay wealthy: “It enabled him to get his farm tilled with much less expense to himself than he could have done it without such a reputation.”²¹

Frederick Douglass’s eventually gained some freedom in terms of deciding his own employer. Whilst living in Baltimore, he did not work on the fields as most Southern slaves did. His master allowed him to hire his own time, which was a benefit to his master since he did not have to look after Douglass in any way. In this way Douglass portrays his master to be a mild slave owner, since he does not whip him on a daily basis or abuse him in any other way. This however, counts as long as Douglass lives up to his duties as a money-earning slave. As soon as Douglass once fails to pay his weekly earnings just once,

¹⁹ Northup, *12 Years a Slave*, p. 126.

²⁰ Northup, *12 Years a Slave*, p. 138.

²¹ Frederick Douglass, *Narrative of the Life of Frederick Douglass, An American Slave: Written by Himself* (Boston: Bedford/St. Martins, 1993), p. 71

even though the money was not needed, his master was infuriated: “ *he could scarce restrain his wrath. He said he had a great mind to give me a severe whipping.*”²² Even though there is no physical violence involved, it is obvious for the reader that Douglass is innocent and reasonable in this case and his master goes beyond being reasonable. Therefore, his master is not reasoning like a human being as opposed to Douglass, who seems to be the civilized man of the two.

Moreover, Harriet Jacobs, a slave who was obviously not held by her master for financial reasons argues that slavery destroys the morality, the humanity of slaveholders. In *Narrative in the Life of a Slave Girl*, Jacobs has an affair with a white man, very much to the disapproval of her jealous master. She gives birth to two children who are both fathered by this white man, called Mr. Sands. Although they are his children and he frequently visits, they are still slaves, since slavery is passed on by the mother even if the father is a free white man.²³ When Mr. Sands at one point actually is able to purchase his children from Jacob’s her master, he sends them North, instead of freeing them. Even though the love of a parent for his children is supposed to be infinite, when Mr. Sands is into financial problems, he is likely to sell his own children, and eventually let his slave daughter work as a maid for his family as opposed to giving her an education.²⁴ This betrayal of a father upon his own child because she was born as a slave, proves how slavery can distort the love of a parent to his children.

²² Douglass, *Narrative of the Life of Frederick Douglass*, p. 97.

²³ Linda Brent/Harriet Jacobs, *Incidents in the Live of a Slave Girl*, ed. L. Maria Child (New York: Harcourt Brace Jobanovich, 1973), p. 41.

²⁴ Linda Brent/Harriet Jacobs, *Incidents in the Live of a Slave Girl*, ed. L. Maria Child (New York: Harcourt Brace Jobanovich, 1973), p. 171.

3) Jealousy amongst Master and Mistress

Although slaves were ought to bring financial profit to their masters, there were also slaves who were kept as house servants to relief the Mistress of her daily duties. Especially these servants, who were mostly female, were most vulnerable for sexual assault by their masters. Although loving relationships existed, most of these women had to abide by their Master's will involuntarily. Often, they resisted, or had their own relationships with other men, which both lead to jealousy and violence by their owners, who wanted to own not only their bodies but also their minds and will. Amongst the mistresses, these affairs between their husbands and slaves lead to jealousy and horrific immoral treatment of female slaves, causing both master and mistress to act uncivilized founded by jealousy.

A full chapter in Harriet Jacobs's narrative is devoted to "the jealous mistress" who was determined to ruin Jacobs. Jacobs, as being her master's favorite slave, stresses that she did not only have to endure her master's wishes but also the jealous behavior of her mistress: "*I would rather drudge out my life on a cotton plantation, till the grave opened to give me rest, than to live with an unprincipled master and a jealous mistress.*"²⁵ She describes the fights that they had because of her Master's advances to Jacobs, and the emotions her mistress went through: "*She felt that her marriage vows were desecrated, her dignity insulted; but she had no compassion for the poor victim of her husband's perfidy.*"²⁶ The many examples slave narratives such as that of Harriet Jacobs, prove how slavery made married Christian men commit adultery in the Southern household, right before the eyes of their own wives. They mean to exemplify not only the suffering of the servant slave, but also to show the deep disturbances amongst white families that were caused by slaves living in the white household.

²⁵ Linda Brent/Harriet Jacobs, *Incidents in the Live of a Slave Girl*, ed. L. Maria Child (New York: Harcourt Brace Jobanovich, 1973), p.29

²⁶ Linda Brent/Harriet Jacobs, *Incidents in the Live of a Slave Girl*, p. 32.

Jacob's portrays her obsessive master, Dr. Flint, as a savage in terms of his undisciplined behavior. The focus in this narrative is the boundless terror her master exercises on Harriet throughout both of their lives in order to obtain totalitarian domination. Her refusal to return his sexual advances affects his pride and the choice of Jacobs to have her own affair with a white man is, to her master, unacceptable. Driven by jealousy and aggrieved pride, her Master continuously tortures Jacobs, mostly in mental ways. He isolates, threatens and manipulates Jacobs, proving the readers of *Narrative of the Life of a Slave Girl* that slaves not to underestimate the tortures of mental violence and more importantly, trying to emphasize the gradual development of evils white Southerners succumbed to when owning slaves.

A direct reference of Jacob's to her master being animalistic is when she has escaped to the North and has already been a fugitive for many years. Dr. Flint, who still pursued her after all those years, cunningly wrote her a letter pretending it to be from the younger brother of her young Mistress Emily. He pretends to sympathize with her and asks her to return, and live an easy, merely free life. However, Jacob's identifies the letter as being written by Dr. Flint himself, to which she responds: "Oh, the hypocrisy of slaveholders! Did the old fox suppose I was goose enough to go into such a trap? Verily, he relied too much on the stupidity of the African race."²⁷ The sneaky characteristics of the Fox (often used by slaves as a reference to slaveholders), seem to suit Dr. Flint well, who seems to possess none of the Gentleman-like qualities that the South was associated with, and an embarrassment for civilized white society.

The consequences of slaveholders being jealous of their slaves are also thoroughly described in Solomon Northup's narrative. As proven in Jacob's narrative, the sexual advances masters made towards their female slaves were insulting and offensive to their mistresses. He explains how the sexual

²⁷ Linda Brent/Harriet Jacobs, *Incidents in the Life of a Slave Girl*, ed. L. Maria Child (New York: Harcourt Brace Jobanovich, 1973), p. 177.

harassment of slave Patsy by her master gradually embittered her mistress. He describes the mistress as an educated, elegant woman; not the kind of woman to act cruel and inhumane to her slaves. However, her husband's preference for Patsy changed her character irrevocably: *"A sad change had come over the spirit of the woman. Now only back and angry friends ministered in the temple of her heart, until she could look on Patsy with concentrated venom. Mistress Epps was not naturally such an evil woman, after all. She was possessed of the devil."*²⁸ The hatred Mistress Epps develops towards slave Patsy turns makes her "venomous", an animal-like characteristic. This change illustrates the downfall from the educated, elegant woman that Mistress Epps once was, to the venomous embittered woman slavery made her to be.

Women like Patsy were, according to Northup, the enslaved victim stuck between lust and hate and were destined to suffer: *"If she uttered a word in opposition to her master's will, the lash was resorted to at once, if she was not watchful when about her cabin, hurled from her mistress hand, would smite her unexpectedly in the face."*²⁹ This quote demonstrates that even when female slaves were "favored" by their masters, this did not automatically mean their lives were easier than that of other slaves. He exemplifies here that even the slaves who were supposed to enjoy the most privileges (living in the house, not performing heavy labor) lived in miserable, perhaps even the worst, conditions. Most importantly, jealousy caused by slaves living amongst white family, distorted the white Southern household: *"thus did pride, jealousy and vengeance war with it avarice brute passion in the mansion of my master, filling wit with daily tumult and contention"* and drove the both men and women to unforeseeable cruelties.³⁰

²⁸ Solomon Northup, *12 Years a Slave*, (New York: Baton Rouge, Louisiana State University Press, 1968), p. 151.

²⁹ Solomon Northup, *12 Years a Slave*, (New York: Baton Rouge, Louisiana State University Press, 1968) p. 143.

³⁰ Northup, *12 Years a Slave*, p. 152.

Conclusion

The three 'causes' for violence by slaveholders upon slaves that have been described in this essay have served as examples to illustrate what has driven these white Southerners, who ought themselves to be "Southern Gentleman", to cruel barbaric suppression. It has shown the behavior human beings are capable of when owning other human beings and when fearing to lose existing power structures.

Suppression in terms of physical and mental abuse was an important factor why slavery could exist in the first place. Empowerment by extreme masculine, physical threats drove slave owners to extremes in order to maintain what was considered 'property'. Also economical greed often led to violent confrontations between master and slave. Amongst mistresses but also masters, jealousy caused mistresses to release their frustrations upon the defenseless slaves.

However, regardless of how cruel and extreme the descriptions of violence are in the examples given, the narratives by these three authors do spread an obvious message on the topic of slavery and oppression, which is addressed to Northerners as well as Southerners. An important message they point out is that even the biggest suppression of a man or woman in both physical and emotional ways cannot overcome the slaves' longing to freedom. Therefore slavery shall never become a violence free institution, which means it will always lead to violate encounters from slave owner upon slave. Solomon Northrup, Frederick Douglass and Harriet Jacobs all resisted their faith or were incapable of fulfilling their tasks as being slaves and drove their masters to extreme physical cruelty. This disobedience led eventually, to frustration and violence amongst slaveholders since they had no complete control over their 'property'. This madness amongst slave owners and the suffering of their slaves suggests that slavery is, according to the slave narratives, a burden for both races.

By explaining this process from first hand experiences, these three authors have apart from trying to inform their readers, all actively tried to give their Northern audience a negative perception of Southern society and the romantic image of the South. They spread not only the message that slavery is

a brutal institution that should be abolished because it brings up the worst out of black and white, but also that it is barbaric and uncivilized, and therefore backfires American society: slavery distances the South from the modern western world. Although these slaves also encounter racism in the North whilst escaped and criticize the Fugitive slave law the North pursued (“yet when victims make their escape from this wild beast of Slavery, northerners consent to act the part of bloodhounds, and hunt the poor fugitive back into his hen”³¹), in all these narratives a strong contrast between Southern animalistic behavior (the evil villains) and Northern human, sophisticated behavior (the good heroes) is drawn. By proving how morally correct, civilized and modern the North is in comparison to the backwards, uncivilized South, readers of these narratives are encouraged to draw a line between North and Southern society. So they are compelled to resist the practices of southern plantation owners and the practice of slavery.

In conclusion, readers of these narratives are not only informed about practices in the South from an abolitionist perspective, they are also encouraged to actively resist and oppose the practice of slavery in order to “civilize” the south (both black and white). In what ways these narratives exactly define the North after they have escaped the horrific South would provide an interesting topic for further research in order to investigate the ways in which Northerners are perceived and what their view is upon blacks and slavery. By defining how Southerners were portrayed as villains and by defining how Northerners were portrayed in contrast to this can provide us with a more precise historical insight of how white northerners were forced by slave narratives to look upon Southerners, which in eventually would lead to the Civil War and, in the many decades after, to continuous political friction.

³¹ Linda Brent/Harriet Jacobs, *Incidents in the Life of a Slave Girl*, ed. L. Maria Child (New York: Harcourt Brace Jobanovich, 1973), p. 33.

Internship Report



Report on Teaching *Beginning Dutch* at the University of Florida

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Preface

When I tell people that I just came back home from a semester in Florida, most of them immediately think of Disney World, incredible beaches, wealthy suntanned Americans and, of course, alligators. However, after spending the last four months in Florida I can tell that there is a lot more to this state than merely a holiday destination. It is also the home of an excellent University that provides students all the facilities and needs to become not only true academics, but it also with stimulating possibilities to develop themselves personally. For me, teaching and studying at UF was the best thing I could do as a beginning master student American studies. Besides having enjoyed the American student lifestyle in a typical American small town, over the last few months I have developed myself not only academically but also personally in a way that I would not be able to if I would have stayed in Utrecht.

So therefore I would like to thank Emmeline Besamusca for selecting me as the candidate for this internship, even though I probably at first hand did not seem as the most likely candidate for teaching Dutch considering my academic background. Thanks for still believing in me and giving me all this freedom and responsibility and helping me with the set-up of the course. Also, a big thanks to Ingrid Dijkstra, for always having been helpful and enthusiastic about my semesters abroad to not only the University of Florida, but also during my Bachelor's degree exchanges to the University of Madison, Wisconsin and the University of Toronto. These exchanges have unmistakably changed my life and had not been possible if she had not selected me over my competitors. Also, I want to thank Edit Nagy and James Robbins, my supervisors at the University of Florida for being so extremely friendly and helpful all the time during my stay at UF. Because of them I immediately felt at home within the department and whenever I needed help or advice they were right there for me. I could not have wished for a more helpful department.

So thank you all for your support in what has been one of the best experiences of my life!

Cris

Introduction

This internship report means to give a detailed insight of my internship as a teaching assistant of the course Beginning Dutch (DUTCH 1130) at the University of Florida during the fall of 2012. During these few months I have learned how to set up and teach a complete beginning language course from the first until the last day of the semester. This report means to show what I have done in Florida, how and why I have taught this class and especially what this experience taught me over the past four months.

I will start with the preparatory phase of the internship. In the 2nd chapter I will explain what motivated me to apply for this internship. I will also describe my previous experiences regarding language classes and the American education system which gave me the proper insight in what an American language course looks like and what I could expect. I will also talk about some of my preparatory activities in the Netherlands that were necessary in order for me to be able to teach this class properly. In the last part of this phase I will explain the goals and expectations I went to Florida with, from an academic as well as a personal perspective and how it is a useful experience in addition to my master's degree in Utrecht.

The 3rd chapter of this report focuses on my experiences with the University of Florida. I will explain what the University looks and functions like and how the department of European Studies was organized and what my situation there was like as being the first Dutch TA to teach within this department. Besides the teaching I also was enrolled into two graduate classes for my master's degree in the departments of History and Political Science. Besides teaching, these classes also took a lot of my time besides and I will describe what I did in these classes in more detail.

In chapter 4 I will explain my (language) teaching experience in more detail. First I will illustrate the general set up of language classes at UF and which students (are required to) take these classes, followed by an introduction of my 8 students. This set up of language courses at UF lead to an explanation of the set up and course syllabus of Beginning Dutch. In the next sections of chapter 4 I will explain everything that concerns the actual teaching of my class and how I as a teacher taught this class from the first day until the last. This chapter therefore focuses on the first goal of which I left Utrecht with: to gain experience and learn how to teach a language class. I will explain how I taught (what my 'teaching method' was), what I taught in terms of content and, lastly an overview of what I have learned about teaching and teaching a language class specifically. I will also describe to

what extent I have achieved my goals and expectations concerning teaching. I will end this chapter with a reflective conclusion on how I would improve myself in possible future teaching experiences.

The 5th and last chapter will go into the second goal of my internship, and that is to get a better understanding of how Americans perceive Dutch culture, or at least certain parts of it. This chapter therefore is mainly a focus on Friday's culture classes. I will give an insight of what these classes looked like by discussing the textbook used and the presentations students held on a weekly basis. I will also explain how I got closer to achieving this second goal during this internship by exemplifying two typically Dutch topics that were discussed in these classes and students' responses to it. I will end this chapter with a reflection on teaching these classes and an idea of what I learned about Americans and their perceptions and about teaching a culture class.

The last sections consist of a list of sources that have been used for the course, followed by an appendix containing examples of my teaching material. These examples will be given throughout the report but will be attached in the very back of the report in order to avoid chaos. Of course, not all of my used material will be added, but I hope these attachments give somewhat of an insight of my teaching methods and how I have improved myself as a TA throughout the semester. I will end this report by adding a small section with some information for students who are thinking of applying for this TA-ship in the future.

Altogether, with these chapters I will give an overview of what exactly I have done in Florida and how I have done it. Most importantly, it will provide a detailed description of what I have learned in these past four months about didactics, culture and, lastly, myself.

Chapter 2: Preparations

This chapter discusses three main themes that have led to me being able to teach Beginning Dutch in Florida. It is structured chronologically and first discusses what motivated me personally academically to apply for this internship and its application process (2.1). These motivations led to a certain set of goals and expectations which I went to UF with (2.2). lastly, it explains the ways in how I defined what makes a good language class teacher. I describe how I prepared myself as well as possible to live up to these standard, so I could teach Dutch 1130 in Florida and achieve my goals (2.3).

2.1 Motivations to be a TA at UF

As soon as I heard my master programme offered a possibility to go on exchange to the US for a semester, I was instantly enthusiastic. In this section I will discuss why I as an American Studies student wanted to study at the University of Florida and what academically motivated me to want to do this teaching internship. I will also shortly explain the application process.

Before starting my master's degree in American studies, I thought it would be most suitable for me to combine this with an exchange in the US because American Universities offer a larger variety of courses than back home. I had already studied at the University of Madison, Wisconsin before during my bachelor's degree which I had enjoyed very much. Also, my main interest within American Studies has always been history, and especially Southern history. The institution of slavery which dominated the American Southern states for centuries is something that I have always been fascinated with and therefore, this time I really wanted to study at a University as much South as possible, so that I could do field trips to plantations and visit historical cities such as New Orleans, Louisiana and Savannah, Georgia. I also had a friend, Susanne, who had been to the University of Florida in the semester before and she was extremely positive about her experiences in Gainesville.

Already excited about the idea of studying at Florida, I went through some reports by students from Utrecht that went to Florida in the past as well. Here, I read about a girl who had done the TA-ship in Florida and I immediately knew this was what I wanted to do. In Madison, Wisconsin I also had taken a similar language class in Spanish myself, which had inspired me. In Wisconsin, I found the set-up of the language course so motivating and enjoyable, that when I saw there was a possibility for myself to teach a similar class, I really could not resist to apply. I often thought about how interesting it would be for me to teach a language and culture class to a group of American students. I was mostly

interested at first from my American studies perspective: I was mainly focused on the cultural classes that I would have to teach, because I was interested how Americans would respond to a culture like ours, which is of course way more socialist and open-minded than theirs. Quickly, although intimidated at first at the thought of it, I also became enthusiastic about teaching a language acquisition class, which was more related to the field of linguistics. So from an academic perspective this internship was very appealing and challenging. Looking back on the experience now, I actually find the language teaching way more enjoyable than the culture classes, which was a surprise. This will however be discussed in chapter 4.

The application process took up quite some time. After having shown my interest to Ingrid Dijkstra and Emmeline Besamusca and after a meeting in which we discussed both the TA-ship in Florida as well as the one in Berkeley, I decided to apply for Florida. Unfortunately, pretty soon afterwards I heard that there would probably be no Dutch TA in Florida for the fall of 2012 due to insufficient numbers of UF students applying for the Utrecht summer programme (of which the TA-ship is funded). This was a huge disappointment and I decided to postpone my masters degree for a year because I was so determined I wanted to do this exchange/TA-ship. Fortunately, several months later Emmeline Besamusca e-mailed me with the question if I was still interested and that a TA-spot had become available. After a 2 hour interview I remember, I heard pretty soon after that she had chosen me to be the TA (on the 25th of April 2012). This was pretty short notice, since the semester in Florida already started in mid-August, so from then on the dream became reality. From then on, I started defining what my goals and expectations would be and prepare for the course as much as possible.

2.2 goals and expectations

When I applied for this internship, I might not have seemed like the most suitable candidate to teach Dutch. First, neither during my bachelor nor in my master programme have I ever been familiarized with the academic fields of teaching methodology or language acquisition, so I had a lot to learn. Also, for my American studies Master teaching a Dutch language class seemed to be a different academic discipline from the one I was studying in and therefore not completely relevant. So in order to justify this internship for my master's degree I decided to not only focus on language acquisition and teaching skills, but to also specifically focus on Dutch culture during classes and how my American students responded to this. This led to two main goals during my internship which I will explain in this section.

1) A Cross-cultural study

Having travelled a lot myself over the past few years, I have spoken to people from many nationalities and different cultural backgrounds. In my opinion, the more a person learns about a different culture or language, the better one can reflect on himself. This study of a people in isolation but also in relation to another country or culture is academically interesting. Therefore, American people and their attitudes towards different cultures are a popular topic of study within American studies. I often wondered about their attitude towards the Dutch culture, which is in many ways so different to their own. Knowing quite a bit and having strong opinions myself about American culture, I was now interested in their perspective. For example, in how American students would receive certain Dutch cultural phenomena that would be unthinkable in their own culture such as our political system, the monarchy or *Sinterklaas*.

For discussing these topics, Friday's classes would be all about Dutch history, culture and heritage. Here I was expecting to learn a lot about the American perspective on these certain topics as we would discuss them in class. Therefore, my expectation and study related goal was that my knowledge about American culture and Americans would be improved by working with American students on a daily basis. Moreover, I was hoping to hear something about- and understand their perspective on Dutch culture as well, providing me with a cross-cultural analysis of the American people. I also hoped that they would not only learn a lot about Dutch culture, but also appreciate it in regards to their own cultural background. My pursuing of this goal of understanding more of Americans and their cultural perceptions and vice versa and to what extent I achieved it, will be explained more in chapter 5.

2) Teaching a (language) class

Besides setting goals and expectations related to American studies, I was also interested in the didactics of teaching a language class during internship. Perhaps this was a more personal goal: I wanted to see whether teaching is something I want to do professionally in the future. Moreover, during my bachelor degree, I always had the idea I never learned any professional skills and felt I was not able enough to leave University yet and start working. Therefore, for me teaching this class was my personal challenge in proving to actually be able to do the job of teaching a class after four years of studying at University. During the semester I meant to improve my knowledge on didactics, language teaching methodology and overall on the process of second language acquisition. Besides discovering whether I enjoy teaching, my goal was to teach this language class successfully in which my students would enjoy the class on a daily basis as well as really learn the basics of the Dutch

language. In order to teach the class successfully I had prepared myself as well as possible beforehand in order to find out what skills or attitudes are important while being a language class teacher, which will be explained in the next section.

2.3 Preparations for teaching DUTCH 1130

During the months before my departure, I was excited as well as nervous for teaching this class so independently. First of all I had never taught anything before in my life, let alone a class at a University. Teaching was a whole new experience. Moreover, language classes in the United States have a different set up than the ones that I had been taught in the Netherlands. To teach this class properly and to be able to achieve my goals, I made sure I was prepared before I went to UF. I tried to learn as well as possible how to teach a class like this. Unfortunately I did not enrol in a class about second language acquisition because it was too short notice. However, there were several preparatory activities I have done before I went to Gainesville. I did this in order to distinguish for myself what makes a good language teacher and how I could be one. I did not do any academic research about second language acquisition. Considering the little amount of time I had left I assumed it would be more time efficient to talk to professionals in this field and to use my personal experience with language classes, as opposed to conducting academic research on language acquisition before my departure. Before departure I first looked at my teachers in previous language classes and teachers of Dutch in the Netherlands in order to define how I should teach mine. Secondly I thoroughly looked at the textbook that I was going to work with and lastly I made a weekly planning of the language classes based on the textbook in order to be as prepared as possible for the course.

2.3.1 Personal experiences with language classes

Two experiences that I had with language class teachers had help me to set up components of teaching a good language class. These experiences helped me set standards for my teaching methodology.

1) Spanish language class at Madison, Wisconsin

During my bachelor's degree I had studied for a semester at the University of Madison, Wisconsin. Here I had taken a Spanish language class ('First Year Spanish'), which was similar to the one I was going to teach at UF. This class stretched over a period of four months, in which we had 50 minutes of class every day (Monday-Friday). It was taught by a graduate student Spanish (an American himself) who was very enthusiastic and creative in his teaching and spoke strictly Spanish only. I

almost never heard him speak in English, which was intimidating in the beginning, but made me acquainted with the language pretty quickly. During the first weeks of the class I realized that the way of teaching was very different than in the Netherlands. We (the students amongst each other) played a lot of games and did 'plays'. It was a very childlike method of getting acquainted with a new language, which often was the cause of a lot of laughs and jokes, by our professor but also between the students. The atmosphere that was created by playing these games and having chats about silly topics was friendly and informal. It therefore took away a lot of the shame we felt towards one another while speaking our beginning words of Spanish. Also, because we saw each other on a daily basis, I felt more comfortable with the students around me and I was less hesitant to try and speak Spanish and less awkward to make mistakes. Also, the fact that we had a class every single day seemed to work, because I got confronted with Spanish every 24-hours. It was very intense but very productive.

So when I applied for the TA-ship in Florida I already had a general idea of what a course like this looked like and what level one should achieve after four months. I had a general idea of how much could be done in 50 minutes a day and what extra activities I could organize that would encourage my students in class. I already had a general idea many of the tasks I would have to do such as the formats of chapter tests, how to make instructions for assignments, how to take an oral exam etcetera. Overall, I can say that this Spanish language class gave me a general idea of what a course like this should look like and therefore I had the confidence to teach this class even though I had never studied Dutch academically myself.

2) Dutch at the James Boswell Institute

So taking the Spanish class in Madison, Wisconsin had given me a general idea of what a language class taught at an American university looked like. My Spanish TA had shown me his way of teaching this class which I was very impressed by. However, this class would be in Dutch and therefore I had to get acquainted with teaching my own language as a second language, something I had never thought about before. For me, Dutch was so self-evident; I did not exactly know how to teach it to someone who had never heard of it before.

In order to get an idea of what it is like to teach Dutch as a second language, Emmeline contacted Maud Beersmans for me, a teacher at the James Boswell institute. She was also the co-author of 'De opmaat'¹, the (completely new) teaching method that I was going to be using for my class in Florida.

¹ Beersmans, M. en W. Tersteeg, *'De opmaat'*. Amsterdam 2009

Maud proved to be a very helpful teacher and she showed me how she taught her language class. As in the US, she spoke strictly Dutch and used a lot of facial expressions and her hands to show the students what she was telling them. After seeing this from both Maud and my Spanish TA I decided I would also handle this strategy myself. After watching how she taught, I asked her some questions about possible difficult scenarios that I might come across with while teaching the class which proved to be very helpful. I also visited some other beginning Dutch classes at the James Boswell institute, of which one of them was with Gijsbert. Some years ago, Gijsbert had also taught Dutch at UF for a complete academic year and we talked a while about his experiences. It was very helpful for me to hear about how he learned to explain Dutch to American students and to hear what Gainesville and UF is like.

2.3.2 Defining a teaching method

Based on my previous experience in Madison and by watching Maud's classes, I defined for myself a set of standards of what would make a good teacher. I decided I would use these standards in my own class as much as possible. In my opinion, a good language class teacher should work with the following standards:

- speak Dutch only (no English)
- create variety in class (lot of extra activities/games) to keep students focussed
- use body language and use hands to describe what you are saying
- visualize words by using images or pictures
- create a safe and informal atmosphere so students feel comfortable to speak Dutch
- let students work in pairs often and let them help/correct each other as opposed to classically discussing all course material.
- constantly repeat yourself

These were the main standards I saw both David (My Spanish teacher) and Maud worked by. In chapter four I will explain more about to what extent this teaching method worked for me.

2.3.3 Exploring the textbook

For Beginning Dutch, two textbooks were used. The first one was related to the culture classes that were to be held on Friday's. This book, 'Discovering the Dutch'² will be discussed in section 5.2. As a

² Besamusca, E. en J. Verheul, *Discovering the Dutch; on culture and society of the Netherlands*. Amsterdam 2010

preparation, I read all the chapters which I planned to discuss in class so that I knew what they would be about and decided what extra materials I could provide to make these classes educative as well as entertaining for the students.

The second assigned textbook was meant for the language classes. This academic year, the textbook 'De opmaat'³ was to be used in my Dutch class. This book means to teach about the language and culture in a more modern, day-to-day way. It consists of 10 chapters and is completely written in Dutch. During the semester, I worked through chapter one until five. During spring semester the next TA will work through chapter six until ten. A more thorough description of these the textbook and its chapters will be described in chapter 4.4, and an overall reflection of my experience with teaching this book is explained in 4.7.2. In the months before my departure I mainly browsed through the textbook to see which grammatical issues would be discussed and which themes. By doing so I defined what exactly I had to teach so there would be no unexpected surprises. There were for example some topics I did not know exactly how to explain to my students. For example, I realized I had to teach about negation. I was not sure exactly how to explain the difference between *niet* en *geen* at first. Therefore, beforehand I asked friends who studied Dutch about this and I looked this up online so I would not be confronted with this problem once I was in Florida.

Overall, before departure I mainly wanted to have a general idea of what books I would be using and see if I understood their content and methods. They also provided me an idea of what themes would be discussed in class and they gave me ideas beforehand of what extra materials I could gather before and during the semester.

2.3.4 *Creating a course syllabus and schedule*

Besides talking to Maud and Gijsbert, I also talked to Emmeline a couple of times about the overall set up of the course. We adapted the existing course syllabus together.⁴ Based on my experiences as a student in the US, I knew this syllabus had to be very precise because American students really need to know exactly what is expected from them. The course syllabus means to give students a clear overview of these expectations throughout the four months of the semester. It explains them how and when the classes are taught and the rules concerning attendance. Moreover, it explains them what the components are for their final grade and what level of Dutch they are expected to be at to be able to proceed with Dutch classes in the spring semester. This set of rules and expectations

⁴ Attachment : Course Syllabus

is not only useful for the students to know what is expected from the, but also for the teacher. It gave me a clear overview of what the students and I should achieve in four months' time.

Our adaptation of the existing course syllabus was limited. We distributed the grade components a bit more different. For example, the final exam used to be worth 50% of the final grade, but considering the fact that there would be a class every day for four months, I thought it was not fair to let the final grade be so dependent on one exam. Also, during this we decided for example to let the students have an e-mail correspondence with one of my Dutch friends as part of a portfolio. We also decided how I would do the oral exams and how I would organize my culture classes on Friday and what chapters of the textbook (*Discovering the Dutch*) would be discussed.

As mentioned earlier, American students really want to know what is expected from them. Therefore the course syllabus and its clear explanation of the grade components were of high importance once I started teaching in Gainesville because it set a standard of the level that should be achieved. I will get into more specifics of the importance of the course syllabus in chapter 4.

The last important preparation, which proved to be very useful in Gainesville, was setting up a weekly agenda in which I planned the whole course in advance.⁵ The agenda was based on the five chapters of 'De opmaat' that I had to work through in four months. In the schedule, I planned what assignments from 'De opmaat' I would do and when⁶. This daily planning was set for the whole semester. I also noted in the agenda what was written in the course syllabus: the dates there were no classes, on what dates there would be deadlines, tests, presentations and the final exams. This way, I knew exactly when students would be examined and so I had an overview of how the several grade components were distributed over the semester. I designed this schedule purely for myself, to have an idea of how much needed to be done every day and so I could inform the students early when there was a test or presentation coming up. It gave me the opportunity to look forward while teaching the class.

After having finished this schedule I sent it to Maud who made some slight changes so that the order of the assignment made more sense. Making this weekly planner proved itself to be very useful because I can be a bit chaotic sometimes, and this way I could never stray off my schedule and this way I knew what was coming up in the weeks ahead of me.

⁵ Attachment : Weekly Planning, 2 examples

2.4 Summary

The months before I went to UF I had set up a set of goals that I wanted to achieve with this TA-ship, of which one of them was more related to my teaching skills and one more culturally related. By preparing for my internship the last couple of months before my departure, I had defined the components of being a good language teacher and felt knowledgeable enough to start teaching this class and fulfil my goals and expectations. I also went through the textbook to see what needed to be done and as a result, I made an overall schedule that was very useful to get an idea of the pace I needed to keep to fulfil all 5 chapters in time. Being prepared for what I was going to be teaching and when gave me an overview of the semester and the confidence that I was prepared of what was ahead of me.

3. The Academic Environment

The way in which language classes such as Beginning Dutch are taught at the University of Florida is related to the identity of the University. In order to be able to explain why this class was set up the way it was, I will in this chapter explain a bit more about the University of Florida and its student life (3.1). Within the University of Florida, there are many faculties. Within the faculty of Liberal Arts and Sciences the CES (centre of European Studies) was located. This was the supervising department of my class. The attitude of the CES and its employees influenced how I taught my class (3.2). Lastly, besides the teaching, I was quite busy with my other courses at UF that were hosted in different departments. Because they were also a big part of my academic experience at UF, I will explain my experiences with these courses and how I managed to combine them with teaching (3.3)

3.1 The University of Florida

The University of Florida was founded in 1853 and has almost 50,000 students.⁷ This makes the city of Gainesville with its 124,000 inhabitants pretty dominated by its student population.⁸ Although the university's name suggests that this is the main institution of the state, Florida is the home of thirteen universities that are spread all Florida. This might sound like a lot but is not surprising, considering that Florida is one of largest states of the United States with the fourth highest amounts of residents: In 2011 there lived 19 million people in Florida.⁹ Of all these residents, only the best students go to the University of Florida (UF), which is the highest in the ranking public University in Florida (and 17th in the 2013 US rankings of public Universities).¹⁰

Florida Gators

The University is home to the 'Florida Gators'. This college football team is not only nationally, but also internationally recognized. The gigantic stadium which seats thousands, also referred to as 'The Swamp', is where they play their home games and during these matches all of Gainesville is filled with enthusiastic students, residents, University alumni and other fans



who together celebrate the glory of their team in the colours of orange and blue. The several sports

⁷ University of Florida Admissions page, <http://www.admissions.ufl.edu/ufprofile.html>, accessed on February 9, 2013.

⁸ City Data, <http://www.city-data.com/city/Gainesville-Florida.html>, accessed on February 9, 2013.

⁹ State of Florida, <http://www.stateofflorida.com/Portal/DesktopDefault.aspx?tabid=95>, accessed on February 9, 2013

¹⁰ University of Florida: Facts&Rankings, <http://www.ufl.edu/about-uf/facts-and-rankings/>, accessed on February 9, 2013.

teams of UF (of which Basketball is also an important one) have won many championships and function in the USA as a way for University's to compete towards one another.¹¹ Students are very proud of their University and its sports teams and therefore on a daily basis, at least half of the students on campus are dressed in the colours of blue and orange, or pieces of clothing with at least one print of the significant 'Florida Gator' (down left).

Student Life

Besides the sports clubs, UF student unite in many other ways. For example through the many sororities and fraternities in Gainesville, which are similar to the traditional 'studentenverenigingen' that we have in the Netherlands. After the 'rushing period' (*ontgroening*) students become a part of



these organizations for the rest of their lives and most students wear clothing with the logo of their fraternity or sorority on a daily basis in order to show that they belong. Apart from these organizations that are mostly for entertainment purposes, there are also a lot of student clubs and organizations that mean to represent sports,

religion, ethnicity, nationality, languages and many more. There are almost a thousand of different student organizations at the University of Florida, which offers every student from anywhere in the world to feel at home and connected with like-minded people.¹²

The University Campus

Concerning the geographical size of the University, it is true that *everything is bigger in America*. The University campus is enormous by itself and walking through it will take you at least an hour. Then there are also many buildings that are not even on campus but kilometres away. This is also because the university does a lot of research in agricultural science, and they own many squares of land around Gainesville in order to conduct research. The campus hosts not only building that are used for lectures; it also has student dorms and residences, cafeterias, gyms, cinema's etcetera. Anything can be found on this campus and there are free buses that can bring students from one place to the other.

'My' buildings

The buildings that I had classes in and the one that I was teaching my class in (see photo), luckily, was about a 5 minute walk from my apartment. They were called Turlington Hall, Dauer Hall and

¹¹ College Football, <http://www.collegefootball.bz/florida>, accessed on February 9, 2013.

¹² Gator Connect Directory, <https://ufl.collegiatelink.net/organizations>, Accessed on February 9, 2013.

Flint Hall and were all organized around the Plaza Americas (a central green square at the University of Campus). This was next to Library West, the main library to study in, and also right next to Mid-Town, the part of the University where bars and restaurants are. In Turlington Hall was where I spend most of my time, because this was where my office and the Centre of European Studies (CES) was located.



3.2 The Centre of European Studies (CES)

My TA-ship was supervised by the Centre of European Studies. This small department is housed within the College of Liberal Arts and Sciences in Turlington Hall. The CES was created in 2003 and is funded by the US Department of Education.¹³ It hosts the degree programs of European Studies, Central European Studies and Modern European Studies. It also several area study programs such as Turkish- or Polish studies and several language classes of both Dutch courses offered at UF were a part of. The staff of the CES is a fairly small: it's staff only consists of four people, and the core faculty contains thirteen lecturers and professors plus three graduate student employees.¹⁴ The supervising of my teaching assistantship was done by two employees of the CES: James (also known as Jim) Robbins, and Edit Nagy.

James Robbins is the current executive director of the CES department. He previously worked at the University of California-Los Angeles and holds degrees in Modern European History.¹⁵ At the CES, he currently fulfils the main administrative tasks of the CES and also provides academic supervising to students. It was his first time supervising the TA Dutch. Edit Nagy is lecturer in the Hungarian Language Program within the CES. She also teaches area studies classes and she focuses in her research on Hungarian history. The Hungarian languages classes that she teaches are Beginning/Elementary and intermediate level and have a similar set-up as Beginning Dutch.



¹³ Centre of European Studies at UF, <http://www.ces.ufl.edu/>, Accessed on February 9, 2013.

¹⁴ People at Centre of European Studies at UF, http://www.ces.ufl.edu/people/index_core_faculty.shtml, Accessed on February 10, 2013.

¹⁵ Centre of European Studies at UF, <http://www.ces.ufl.edu/people/JimRobbins.shtml>, Accessed on February 10, 2013

I was the first TA Dutch to be placed within the CES department. The department arranged an office just for myself which was very helpful to prepare classes in and meet with students. James, who was new to being a supervisor, was extremely helpful. He personally came to pick me up from Orlando airport in August (which is a two hour drive) and was always prepared to help me with any questions I might have about UF or the city of Gainesville, which made me feel comfortable and at home right away. In terms of the supervising he did not interfere in any way with my classes but merely functioned to give advice whenever I had questions concerning the grading of students, the online workspace or about my other courses at UF.

Edit Nagy mostly functioned as my supervisor when it came to the content of my classes and my actual teaching. As mentioned earlier, she teaches Hungarian for many years now. In my first week at UF she showed me around in my classroom and taught me how the computers and online learning system works. Whenever I had questions about the teaching, or questions about how to deal with students she would give me advice which was very helpful. I also visited one of her Hungarian classes in the first week to see how she started up her class and how she introduced herself to her students. This was helpful for me, because I was not completely familiar with the way in which UF teachers approach their students. During the semester, she visited my class twice in order to see how things were going and to give advice. She would also often come up with extra materials I could use in class.

The CES and Beginning Dutch

Teaching at the CES was a very comfortable and informal experience. It was this friendly academic atmosphere that led to a similar approach in which I taught my classes. The freedom and confidence the department and James and Edit gave me in teaching my own class has been of insignificant importance because this gave me the possibility to make mistakes, but also to learn from these mistakes. Lastly, it allowed me to be creative which definitely was beneficial to the quality of the class. The relation between the UF, the CES and my class will be explained in more detail in section 4.

3.3 My other courses

Besides working for the CES, I also took classes within other departments of the college of Liberal Arts and Sciences. For my master's degree, I had to take two other classes on graduate level in order to fulfil the requirements.

Because this exchange functioned as a replacement for my Master's thesis, choosing the right classes was extremely important to me. However, because I was accepted a bit later than other students and because I had difficulty with some registration forms, I was pretty late with signing up for my classes. When I looked at the online registration system (ISIS), it appeared that none of the classes I wanted to attend were available anymore. After a time consuming e-mail correspondence with the History department it appeared that I could not register myself and therefore that I could not sign up for them online. This is an example to me of how uninformed and chaotic many aspects of the university are for exchange students that come to Florida. Although the International Office is very helpful when it comes to Visa problems or making one feel safe and at home, they were not as helpful with my course registration.

Unfortunately, even though there were still places available for the classes that I wanted to take, all the graduate history classes were taught in period 8 (from 15:00 until 16:00), exactly when I would be teaching my Dutch classes. Therefore I registered in an undergraduate History class (The American Civil War) in which the professor, Professor Matthew Gallman, gave me extra assignments to upgrade this class to a graduate level. For this class I had to read many autobiographies and for the extra paper that I had to write I read an additional 5 novels. This class was a lot of work but was a very good additional course to my main interest within American studies: Southern history and slavery.

Because history classes were not an option for me anymore due to this conflicting schedule, the other class I decided to take was in the Political Science department, and was called Political Campaigning, taught by Roger Austin. I never had taken any classes in Political Science before in my life, but Mr. Austin was extremely friendly and really wanted me to take this class because he was interested in my international perspective. To me, this class really represented what I discovered to be the American education system: it was only with seven students and the professor-student relation was completely informal. This personal level of teaching was something I really appreciated because even though I felt uncomfortable about my little knowledge about American politics in comparison to my fellow students, I had the idea I could ask anything to anyone if I could not keep up with the class. Also, this class was particularly interesting during this semester because it was the semester of the Presidential elections, and this became the main topic of the course.

Combining courses with teaching Dutch

Combining these two courses with my teaching was easily manageable. In my experience, taking two

graduate classes at UF is comparable to taking two classes at Utrecht University in terms of time consumption. In Utrecht, I always had a job on the side for about 18 hours a week and therefore I had a lot of spare time. As a result, teaching beginning Dutch was easily manageable concerning my schedule. On a daily basis, I reserved 12 until 4 p.m. for preparing and teaching my Dutch class. This was obviously a lot of time for the preparation of one class, but whenever I finished early I would work on my other classes. This way, I was always prepared to teach my class at 3 p.m. At nights, I would usually go to the library to work on my other classes.

3.4 Summary

So, the University of Florida appears to be a typical American university with its large size and student population. The University hosts many different colleges which are almost independent academic institutes by themselves, like the hosting faculty of the CES: the college of Liberal Arts and Sciences . Although all these colleges and departments have a different character, what both the CES and my other courses within the departments of History and Political science had in common, was that a lot of personal attention was given. Another similarity was the informal atmosphere amongst the staff and towards the students that was created. This I now consider to be something that characterizes UF, or perhaps the American academic atmosphere. Understanding the academic character of UF and the CES has brought me a better understanding of the set up of language classes like Beginning Dutch, which are directly related to the character of the University. This relation however, will be explained in more detail in the next section.

4. The Didactic Experience

I went to Gainesville with two goals. One of them was that I wanted to learn how to set up and teach a language course (section 2.2). The first steps in achieving this were several preparatory activities which I undertook when still in Utrecht (section 2.3). These activities helped me to start my classes as smoothly as possible and to identify what my tasks and responsibilities as a teacher were. It also helped me to define a teaching methodology.

*In this section I will specify how I taught my language class and what I have learned. To create an understanding of the structure of the course, I will first briefly introduce the language classes at UF and how they are related to be placed in a larger context regarding UF and the CES (4.1). After this, once one understands this larger context of the course, I will get more specific about the set up of specifically *Beginning Dutch*, by explaining the course outline and the grade components (4.2).*



Then, I will get into specifics about my teaching. Besides teaching hours, a lot of preparation was necessary outside of the classroom. Therefore, I will divide this into in-class (4.3) and out-of class activities (4.4), which will together give a pretty complete impression of my activities as a TA Dutch and the growth I have experienced as a teacher throughout the semester. I will end the section with a short reflection on the overall experience and to what extent I believe to have achieved my goals (4.5).

4.1 Language classes at UF

To be admitted to UF, all students must have already completed two sequential courses of a foreign language in high school or provide any proof of language proficiency. During their time as a UF student, students are encouraged to take language courses, and there are many to choose from: within the Centre of European studies (CES) and the Department of Languages, Literatures and Cultures (LLC), a wide variety of language classes such as Vietnamese, Hungarian, Spanish, Mandarin and countless of other languages are offered each semester.

CLAS Language Requirement

Because the University is such a large institute (as described in section 3.1), their colleges are consistently larger than the Dutch ones. Although within most colleges language classes are

optional, within the College of Liberal Arts and Sciences (in which the CES is placed), students are required to take an additional language course.¹⁶ This is the largest college on campus and offers 42 undergraduate majors, hosting more than 700 employees, 12,000 undergraduate students and 2,000 graduate students.¹⁷ This is twice the amount of students within the faculty of Humanities (the faculty which offers language courses) at Utrecht University. The size of CLAS therefore perhaps explains the wide range and large amount of language classes that are offered at UF, because all these 12,000 undergraduates need to fulfil their language class requirements before they graduate.

The language requirement consists of two consecutive language classes that usually take one year to complete and together are worth 10 credits. The first one is a beginning class offered in the fall semester and the second one is a more advanced level class in spring. They are at level 1000 or 2000, which means they are taught at a basic, introductory level and can be taken throughout any of the four years of the undergraduate degree, depending on the personal schedule of the student. Popular languages such as German and Spanish offer many different classes on different levels, with a maximum of 25 students per class. Many of the smaller language classes such as Dutch or Hungarian, often only have an amount ranging from little as 4 to 15 students per semester. In my case I only had 8 students to teach.

Student Diversity in Language Classes

Of my 8 students, 7 were students at the CLAS. The CLAS is an enormous department and many of its majors are ranging from languages, cultures or history to majors such as Biology, Chemistry or Computer Science. All these students from completely different disciplines, even though many of them are fairly inexperienced with it, have to fulfil their language requirements. So, whereas in Utrecht most students who take a language course are already interested in foreign languages or cultures, in the language classes at UF the students often take language classes because they simply are required to do so. Many have no affinity with language learning whatsoever. This was also the case with some students in my class, which I will get more specifically into in the next section.

4.2 My students

So because of all these students with different academic backgrounds, a specific scenario for the language class teachers is created at the University of Florida in which the teacher has to deal with students ranging from very different levels. This ranges from experienced at language learning to

¹⁶ Languages at UF, <http://www.registrar.ufl.edu/soc/languages.html>, visited on February 12, 2013.

¹⁷ College of Liberal Arts and Sciences at UF, <http://www.clas.ufl.edu/about/index.html>, visited on February 14, 2013.

students who have never been acquainted with a foreign language whatsoever. It is also the difference in age, academic level and motivation between students that shapes a diverse atmosphere. My students in Beginning Dutch were a good example of this melting pot of students.

4.2.1 Different students

After the 'add and drop week', a week in which students can still decide to change courses, I was left with 8 students. Almost all of them studied something different within the Liberal Arts and Sciences college. I had 8 students to teach, of which 6 of them were required to take the language class, and of which two took Dutch purely for their own interests. One of them majored in Biology, while another one studied Anthropology. Also, I had a student from Engineering school (a different department) and one girl that was preparing for law school. The class consisted of seven girls and one guy and only two of them had ever been familiarized with the Dutch language (one had a Dutch mother and one a father from Surinam). It was especially these two students that were the most enthusiastic, because they wanted to be able to converse with their family in Dutch.

So overall, it is to say that the academic backgrounds and personal interests for taking this class between my students were diverse. Also my students were of different ages. Half of my students were freshman, which means that they are first year students, often eighteen years old. This is pretty exceptional for a language class because mostly students are older and know more that they want when they take a language class (to fulfil their language requirement). Two other ones were sophomores (second year students), one was a Junior (third year) and one was a Senior (fourth year).

Also, and perhaps most importantly for my teaching experience, was that their experiences with learning a language were different. Whereas one of my students was Argentinean and spoke fluent Spanish, French and English already, I also had students who never studied any other language than English in their lives. I must say, that the majority of the students had studied Spanish for at least one year in high school already because this is a largely spoken language in the State of Florida. These different experiences with language acquisition amongst my students might have led to the early distinction of the levels between my students.

4.2.2 Student Efforts

So there were different backgrounds in the experiences students had with learning a foreign language. This might have intimidated students who never studied a new language at first. However,

the general atmosphere amongst my students was pretty competitive right from the start, leading to all my 8 students from different disciplines working hard to complete their language requirement successfully. In the first week with the questionnaire gave me the confidence that they would be students that would actually do the homework and study, as opposed to many students that I have met while taking language classes myself.

4.2.3 Teaching different students one class

It seemed that students who had studied different languages earlier in their lives picked up the language faster, because they first of all recognized Dutch words from different languages and secondly because they understood that there existed different grammar rules in the world than just the English one. This combination of students from different academic backgrounds placed in one course is a normal situation at UF. Therefore it is this environment which leads to the specific course outline of the UF language course, which is also manageable for students inexperienced with foreign language acquisition, which I will explain in more detail in the next section.

4.3 Course outline and Grade components

Because many of the students taking language classes at UF are not experienced at learning a foreign language, their beginning language classes are basic and manageable for students from different academic backgrounds. They are 1000- or 2000- level classes, meaning that they require little academic experience. By shortly describing the general course outline of Beginning Dutch, I will give an overview of what course material students were confronted with in four months and what level of Dutch the students were expected to speak in a beginning language class. In the grade component section, I will shortly explain what assessments students had to do in these four months' time in order to get their final grade. By explaining how my students were tested and graded, I can give an idea of the workload of Beginning Dutch and how students are gradually achieving the required level of the language. The specifics of *how* I taught them and how we together managed to achieve this level, will be explained in the next sections that include an analysis of my actual teaching experience (4.4 and 4.5)

4.3.1 Course Outline

Beginning Dutch, or Dutch 1130, is offered in fall only. It spreads over one semester. During these four months, 50-minute classes are taught on a daily basis. In my case this was in period 8, which is from 3 to 3.50 p.m. Within these four months, students are learning the basics of the Dutch language by practicing their speaking, writing, reading and listening skills. This is mostly done within

the classes, but they are also required to do daily doses of homework. The class is based on the first half of 'De opmaat'. There are cultural classes offered on one day of the week, to educate students and contextualize Dutch culture and history in addition to learning the language. These however, will be explained more thoroughly in chapter five. After four months of daily classes and by working through half of the textbook, students are expected to have a basic understanding of the Dutch language (grammar and vocabulary) and culture. Moreover, they should be able to listen, read and have basic conversations about the topics discussed in the textbook.

By doing all this, students were expected to be able to know the basics of the Dutch language and culture after four months. But the question remaining is, how did I teach them this and how did I determine whether they had actually achieved this level? Up next, by describing the grade components of the course, I will get into more depth in describing the outline of the course. Here, a clear idea will be given about how the students were assessed and how they were tested on their speaking, writing, listening and reading skills over a period of four months' time.

4.3.2 Grade components of Beginning Dutch

One of the preparatory activities concerning this course was setting up a course syllabus with Emmeline. As I have explained in section 2.3, this syllabus meant to give students clarity. It set rules about attendance and behaviour in class and it thoroughly describe what assignments and tests they were expected to fulfil in order to get their final grade. In my first lecture I went through the course syllabus with the students and explained them how final grade would be composed, in order to avoid misunderstandings throughout the semester. In this report I will do the same in order to give a general overview of the course before getting into specifics about didactics.

4.3.3 The final grade

The first thing students are interested in when they see a course syllabus, is how many points they need to score to achieve the highest grade possible. The final grade was dependent on how high the percentage was that the students would get (on the right). In the USA, it has become almost common practice for most students to get an A for their classes, which is transferable to a Dutch 8,5. However, if students would have more than 5 absences (6 to 14), it would lead to half a letter subtraction from their final grade (A would become A-). If a student would miss more than 15 classes, it would automatically lead to an E (failing grade).

The 100% that could be achieved when one completed the course was divided into several components that students were tested on throughout the semester:

- Exams (70%):
 - 20% 5 chapter tests
 - 10% midterm exam
 - 40% final exam (25 % written exam, 15% oral exam)

During the semester, every other week on Friday a chapter test was given in order to distribute the final grade evenly over the semester and to make sure that the students kept up with the class.

The midterm exam was held halfway through the semester and based on three out of five chapters of 'De opmaat'. The final included all chapters discussed and an oral part in which the students were tested on their conversational skills. The content and preparation of these exams will be discussed more detailed in section 4.5.

- 10% oral presentations

During the semester students were graded on two oral presentations. One of them was in English and worth 8% , the other one was in Dutch and worth 2% of the grade. The English presentation was held in one of the culture classes on Friday and around 15 minutes long. It was based on a chapter from Discovering the Dutch or a Dutch cultural phenomenon. This will be explained in chapter 5. The Dutch presentation was on the student's family and held halfway through the semester.

- 10% portfolio

All students were paired up with a Dutch friend of mine. They were expected to write five e-mails, all based on the five themes of 'De opmaat', to their correspondent and respond on what their correspondents were asking them or telling them. Students were encouraged to write first versions and re-write them in order to stimulate their writing skills.

- 10% class participation

Class participation was first of all related to attendance. In the course syllabus

I stated how many classes could be missed without bearing the consequences (up to 5 without consequences, 6 to 14 with half a letter subtracted off the final grade and a fail with more than 15 absences). Besides that, active participation in class and doing homework was another component of the participation grade. Students were expected to always do the homework assigned (I regularly checked) and to actively participate in class by raising their hands or by volunteering for

assignments. For example, when students never actively participated but were always there, an A- was given.

So, at the start of the semester it was clear to me how this course was set up: I knew how much had to be done to achieve a certain level and how I was going to test my students in order to fulfil this language requirement. In the next section I will describe how I managed throughout the semester to teach my students Dutch and how I prepared them for these tests and assignments.

4.4 The Textbook

Before I left to Gainesville, I browsed through the textbook and based on the chapters that needed to be discussed during the semester I set up a course syllabus. This book was the main guideline throughout the course and the chapters we discussed were all focussed around one theme.

The themes from chapter 1 to 5 were first of all meeting people and introducing yourself (chapter 1). Besides learning how to introduce yourself, in this chapter the alphabet and numerals are discussed. Concerning grammar it is the basic grammatical construction of sentences and regular verb conjugation that is explained. The second chapter is about festivities and family. The major grammar discussed here is negation, the possessive, modal verbs and inversion. In the third chapter consists mainly of a lot of vocabulary concerning shopping (groceries and clothing) and discusses personal pronouns, adjectives and discusses Er+ numerals. The fourth chapter is about travelling and discusses the main clause and the subordinate clause. It also discusses opposition and the present perfect. The fifth and last chapter that I discussed is about sport and hobbies. Here again we discussed the present perfect, frequency and the comparative and superlative. Besides the chapters, or themes, the book also has a separate grammar chapter in the back, in which the grammar rules are explained with some extra activities. These I often assigned as homework in combination with some of the assignments in the main chapter. In the back is a vocabulary section, with a list of words (written in Dutch only), organized per chapter.

Each of the above mentioned themes in 'De opmaat' focuses on all the main aspects of language acquisition, containing listening, reading, writing and speaking activities. For listening assignments, me and the students could log into the associated website of 'De opmaat' and listen to the fragments while answering the corresponding questions in the book. Also Interesting about the book is that a lot of the assignments are really about making your way through today's Dutch culture. They are activities that could actually happen when you are in the Netherlands. For

example, there is an assignment in which the students have to go to the website of the 'NS' (*Nederlandse Spoorwegen*), where they have to find out in Dutch how to get from Utrecht to Groningen by train and how much it will cost them. Another one is how to look up on the 'Albert Heijn' website¹⁸ what the specials of the week are. It were these assignments that proved to be not only instructive, but also gave students the realization that the Netherlands are a real existing country and that the Dutch language is actually 'alive'. Also, By switching between these four different types of assignments (listening, speaking, reading, writing), working with 'De opmaat' made teaching very easy. The classes were never dull for the students and just by doing the assignments chronologically, all aspects of language learning were integrated into each class.

4.5 In-class Experience

With the use of the previous sections of this chapter we have come to a clear understanding who my students were, what the class looked like from an overall perspective and how it was thematically structured. Now it is time to take a microscopic look at how my students went from speaking zero Dutch to a fair level. This section will explain how I prepared and taught my classes concerning its content. This means to show the gradual improvements of my students in their Dutch as well as my improvements as a teacher.

All the exams and other assignments that contributed to the final grade were, of course, based on what students had learned in the daily classes that I taught. As stated in my preparatory activities, I had made a weekly schedule in the Netherlands that stated when which exercises and chapters from 'De opmaat' were due (section 2.3). We chronologically worked ourselves through the chapters by doing most of the exercises in the book. My daily task in this was to provide explanation of the grammar in the textbook (in which generally nothing was explained at all) and to provide extra activities and coursework to challenge and interest the students with. Lastly, I was there to answer questions they might have and to check their homework.

4.5.1 The daily outline of a class

So when I would prepare my class each day, the outline of it was primarily based on what I had planned beforehand in this schedule. I would start preparing for the class by making a PowerPoint. I would always start the PowerPoint by providing a short overview of what would be done in that particular class. Usually the class started with a classical five to ten minute review of the homework (every once in a while I would ask the students to hand in their homework to check whether they

¹⁸ Bonusaanbiedingen, Albert Heijn homepage, <http://www.ah.nl/bonus>, last accessed on May 20, 2013.

really were keeping up). This was always the duller part of the class, but it also was a moment for students to check whether they had understood the homework and to ask any questions that they might have.

Then I would always show something fun or interesting that was either related to the theme of the textbook, news or something interesting about today's Dutch culture to raise attention. These were often short videos, news fragments or articles. Mostly these videos were from 'Het Jeugdjournaal'¹⁹ (Children's show providing the news) or '2BDutch'²⁰ (typically Dutch videos). The articles were generally from 'Nieuwsbegrip'²¹ (children's news articles). I will explain this extra material in more detail in section 5.3 After this, I would often explain something new concerning grammar in 'De opmaat'. I would use the PowerPoint to explain this classically and classically the students could ask questions by then. Working through the chapters of this textbook therefore was the main guideline of the class.

After having explained something new about Dutch grammar we would always practice this new grammar in one of the assignments from either the textbook, or in an assignment that I had prepared for them. Usually students could do these in pairs of two or in little groups, so they could integrate the newly acquired grammar into their speaking skills. Generally, every class contained each of the main aspects of language acquisition (speaking, listening, reading and writing). This was mainly because of the convenient structure of the textbook, and because I enjoyed switching between them: it kept the students awake and interested.

At the end of the class I would always give the students homework. This would usually be about three grammar assignments of about 10 questions each. Sometimes I would ask them to write something regarding the theme of the textbook. The homework would probably cost them 20 minutes to half an hour a day.

¹⁹ Het Jeugdjournaal, www.jeugdjournaal.nl. Last accessed on May 20, 2013

²⁰ 2B Dutch, www.2bdutch.nl. Last accessed on May 20, 2013

²¹ Nieuwsbegrip, www.nieuwsbegrip.nl. Last accessed on May 20, 2013

4.5.2 An example of a daily class: October 4th 2012

I have explained how I taught a class on a daily basis. To get a better understanding of what it actually looked like, I will use the class of October 4th of 2012 as an example. This class was during chapter 3, a couple of days after we discussed Dutch holidays. On this day it was October 4th, which in the textbook was a holiday: *Dierendag* (pet's day). My students found this such a funny idea that we had a national holiday for our pets that I decided to combine this holiday with the grammar that was to be discussed that day.

De planning

- Dierendag!
- Bespreken oefening 23 en 25
- Vertel wat over je huisdier
- Oefening 20
- Oefening 22



Nakijken oefening 23 en 25

- Hoofdzinnen hebben de volgende volgorde:

Subject	Persoonsvorm (werkwoord)	Overige zinsdelen	Andere werkwoorden
---------	-----------------------------	----------------------	-----------------------

Voorbeeld: U moet nu naar Amsterdam gaan.

Let op: Tijd komt altijd voor plaats/manier!

<http://www.dutchgrammar.com/en/?n=WordOrder.01>

I started the class with an overall planning of the day (slide 1). As shown below in the first slide, the structure of the class is a regular one: I start the day by talking about something interesting/funny and newsworthy (in this case: *Dierendag*). After that I went through the homework classically and in the meantime repeated the grammar of the homework and the day before, to make sure the students understood it properly (slide 2). In this case it was about regular sentence structures. Here I also provided an extra link to Dutch Grammar (which I opened) to show the students where to look for more explanation whilst being at home.

The new topic discussed in 'De opmaat' that day, was about how to structure more complex sentences. In the third slide (left below) I put the general order of sentences into a 'scheme'. I purposely kept the power points short, so I could explain them myself in class and so students would listen to what I was saying. They functioned more for the students to revise the material afterwards, if they already understood what they were about. In the fourth slide I explain in a bit more detail what *manier* in this case means. Lastly, I gave an example of a correctly structured long sentence.

Zinsstructuur: belangrijk

LINKS: onderwerp + werkwoord

MIDDEN: er/hier/daar/ + tijd + manier+ plaats
+ lijdend voorwerp

RECHTS: meewerkend voorwerp + andere
werkwoorden

ONTHOUD: Tijd – Manier – Plaats

Tijd-manier-plaats

Manier = hoe?

Hoe lang? *How long*
Hoe vaak? *How often*
In welke mate? *To what extent*
Met wie/wat? *With who or what*
Wegens wie/wat? *Because of who/what*

We gaan morgen met de auto naar Amsterdam.
Morgen = tijd
met de auto = manier
Amsterdam = plaats

In the fifth slide I did the same as at the end of the fourth slide. After this, I asked students to think of a correct long sentence themselves and we classically discussed those right away. When a student made a mistake, I gave the others the opportunity to identify the mistake and correct it. In the sixth slide I explained what changes in the sentence construction when the sentence is inverted.

Standaard zin

- *Jullie moeten aan het eind van de cursus een test doen.*

1. Jullie + moeten = onderwerp + persoonsvorm (werkwoord)
2. aan het eind van de cursus = tijdsbepaling
3. een test = lijdend voorwerp
4. doen = 2e werkwoord.

Inversie

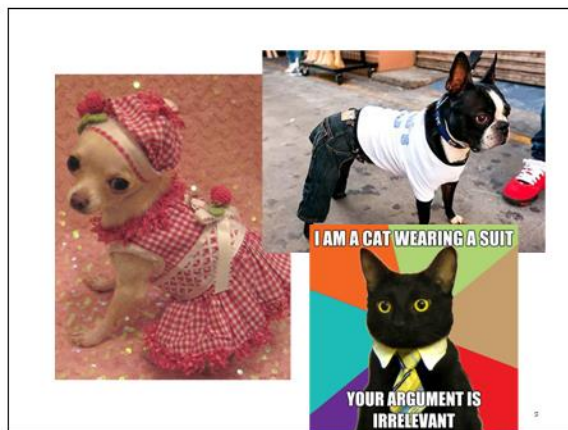
Aan het eind van de cursus moeten jullie een test doen

1. Aan het eind van de cursus = rest/tijdsbepaling
2. Moeten = werkwoord
3. Jullie = onderwerp
4. Test = lijdend voorwerp
5. Doen = 2e werkwoord

I spend about 15 to 20 minutes talking about the topic of today: *Dierendag*, revising the homework and lastly on explaining some additional grammar of what we had discussed in 'De opmaat'. Once I felt confident that the students understood the grammar, I went on to the next topic, which was about the vocabulary of the theme: shopping (clothing).

For the 7th slide I asked the students what the text meant and how they thought about not eating meat. Then I went on to the pictures (slide 8 to 10), and asked them what animals they were. I also asked them to describe what they were wearing and what colours the clothes were. Since chapter three was about adjectives too, they had to describe the outfits with adjectives.

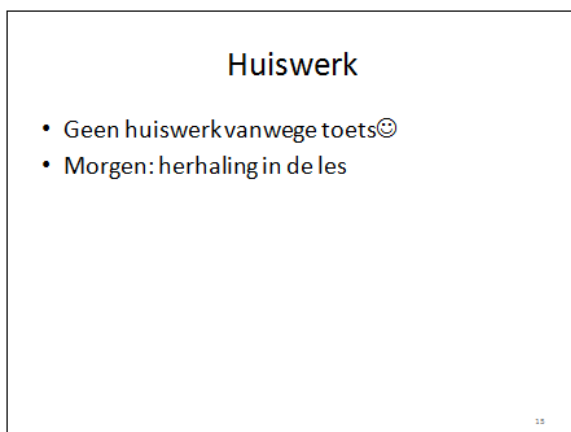
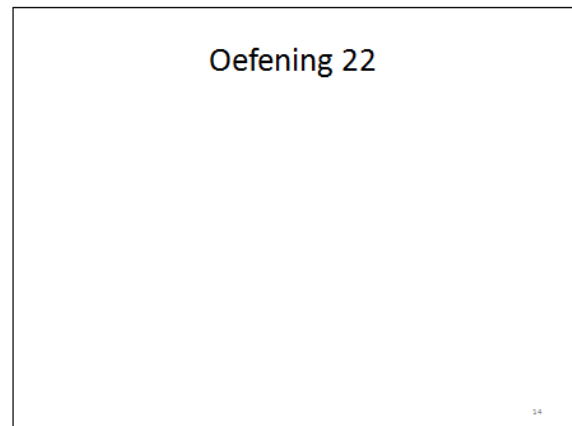
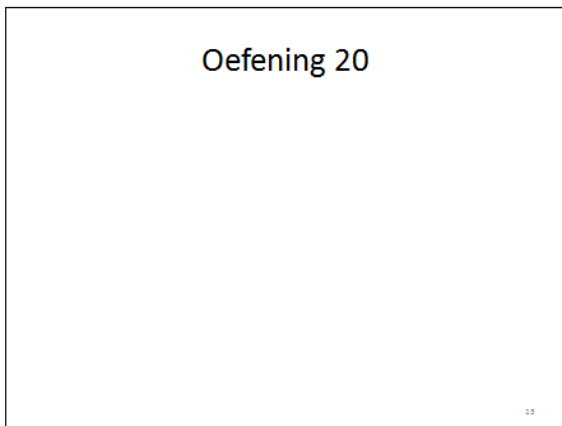
For example, A correct answer for slide 8 (upper right slide) would be: "*De cavia draagt een groen t-shirt en een groene hoed. De cavia is geel en grijs.*"



I always tried to put humour into my classes if I could, because by using these pictures students were entertained and at the same time learning something regarding the chapter of 'De opmaat'.



The 11th slide is a Penguin wearing a 'Florida Gator' outfit, which I just thought was quite funny, not necessarily relevant. The 12th slide meant to let the students start talking (in pairs of 2 or 3) about their own pets. As I noticed early on in the semester, students enjoyed talking about their personal lives so a question like this always made them enthusiastic to speak Dutch. Again, they were encouraged here to use the newly acquired vocabulary of the chapter and to use adjectives.



Slide 13 and 14 are blank. Oefening 20 and 22 were assignments of chapter 3 of 'De opmaat'. These were writing assignments that were about shopping for groceries in which students had to use newly acquired vocabulary and grammar. The last slide always showed the homework (in this case there was no homework because the day after was a revision class for the midterm) and sometimes a useful link which explained some more of the relevant grammar.

This PowerPoint show is an example of how I usually structured my 50 minute classes. When there was a test ahead, I would always prepare a review class, in which I explained the main grammar topics of the chapter once more. Overall, what I always made sure is that the class was structured and that it was clear to students what would happen in the next 50 minutes. I would also make sure that recently learned and new grammar was clearly understood by everyone. I would also always do some new exercises from 'De opmaat' and add something extra to it which was relevant, funny or interesting. I made sure that there was a combination of speaking, reading and listening integrated into each class. Lastly, I would always end with assigning homework.

4.5.3 Extra activities (outside of the Textbook)

'De opmaat' is a very 'complete' textbook. It contains a lot of assignments switching constantly between reading, writing, listening and speaking. They are also asking students to use their own creativity and interests for the assignments and make them look up Dutch websites. Although there is a broad variety of interesting exercises in the book, I also needed to prepare some extra activities for students to add to the course. They were necessary time wise, but were also just interesting and in relation to the chapter of the book. Here I will describe three examples of additional exercises that I assigned myself during classes to give an impression of what my teaching was like.

Example 1: your favourite painting

On Monday, the first class after a cultural class which was in this case about Dutch art. We were discussing colours as well as adjectives in 'De opmaat'. I assigned on Friday for students to print out a copy of their favourite painting and describe what they saw and in what colours. For example (on Van Gogh's painting 'Starry Night'): "*Het is een donker schilderij. Er zijn gele sterren. De lucht is blauw.*" Here it was important that they used the correct colors and constructed the adjectives properly. When they made mistakes I either corrected them right away or I asked them classically questions such as: is it "*De or het schilderij? Therefore is it Rood or Rode?*" The combination of something relevant from the textbook and a topic of which students could explain something about their own personal interests was something I realized worked really well. Students always prepared these assignments more thoroughly than impersonal ones.

Example 2: A Cocktail Party

Whenever I had a class containing a large amount of 'dull' grammar, I would often do an exercise with my students, which was called the cocktail party. This was based on my Spanish classes in Madison, Wisconsin. Here I would write a question in Dutch on post-its concerning the topic of the chapter. Here, students had to ask this question and the other students had to answer it in Dutch, hereby using newly acquired vocabulary and words. They would walk around the class asking each other these questions and when they both had asked each other a question they would swap their post-its and walk to someone new to do the same. In the First chapter, which is about introducing yourself, I made questions such as "*Wanneer is je verjaardag?*" "*Hoe laat ga jij naar bed?*" "*Wat is je adres?*" Students often asked for this assignment, because they could walk around the class (it gave them new energy) and be sociable. Often afterwards, I would ask students to tell something that

they learned from the other student, so they would also practice to talk about the second person and not just in the first person.

Example 3: Gap Texts

Early on I often watched 'YouTube' videos with students. They especially liked videos that they knew themselves, but then in English. For example, they loved to watch Disney or *Bert en Ernie* videos in Dutch because they could culturally relate to them which made it easier to understand them.

Therefore, I often watched Disney songs with them in Dutch and let them write down the missing lyrics in a gap-text. After this, we would always go through the lyrics and since they knew the English lyrics to the song, it was a good practice for them to see what these words were in Dutch. Examples of songs I have used with gap texts are '*Wacht maar af tot dat ik Koning' ben* from 'The Lion King'.

4.5.4 Handouts

Right from the start of the class I would often present students with hand-outs in order clearly point out my expectations of an assignment and structure for them what needed to be done. I did this for specific assignments such as the e-mail correspondence.²² On this form I told them clearly to whom, what and how much they had to write, when they had to write it and what I would be grading them on. I also instructed them what to do if their e-mail buddy (one of my friends) did not respond. In the appendix I included the hand-out. This example is very significant because it shows the amount of detail an assignment is written. I was told to do this by previous TA's and Emmeline Besamusca, because most American students get panicky if they do not know exactly what is expected from them.

I would also use hand-out's to encourage speaking Dutch in class. For example I gave them a hand-out with basic Dutch sentences and whenever they asked something in English I referred to the hand-out.²³ Using hand-out's this way was a good way to put responsibility into the student's their own hands. I would also upload everything on the class website, called E-learning, which I will describe in the next section.

4.6 Out of class experiences

Besides my hours in front of the classroom I also spend many hours in my office. Here I did not only prepare my classes and power points, I also had to deal with many additional activities as a part of my internship. These activities already started right when I arrived in Gainesville until the moment I

²² Attachment: E-mail Correspondence handout

²³ Attachment: Speaking Dutch in Class handout

had left. Together, these in- and out-of class activities form a complete view of my tasks as a TA Dutch.

4.6.1 (Setting up) the online workspace

This is one of the first things I did when I arrived in Gainesville. The online workspace of UF is called 'E-learning', and almost all Professors use this web space to post their announcements, assignments, grades and power points for their students.

In my first week Edit and Jim helped me setting up the E-learning for Dutch 1130. Here I could see who were enrolled in the class. In the days before the first class I uploaded some basic things on this page like the course syllabus, the first chapter of 'De opmaat' (the book had not been delivered to the UF bookstore so students did not have the textbook yet), a list with all the words included in the textbook including English translation and other hand-out's that I would use later in the first week.

Throughout the semester I kept using this workspace to post some interesting and helpful websites that they could look at if they wanted more information or explanation about grammatical issues such as the website *DutchGrammar* or *2BDutch*, where they could watch Dutch *YouTube* videos with English subtitles to practice their listening skills.²⁴ During the semester, I posted PowerPoint's of each class right before I was actually teaching the class so I could open that file when I was teaching.²⁵ I also posted it because they were handy for my students to review for their exams.

Lastly, the E-learning page also had a discussion forum, where students could ask questions and help one another when preparing for exams or presentations. To me, this online workspace was a great way of giving students an overview of all the materials presented in class and it was a great way for them to communicate about the class between each other. However if I were to teach this class again, in future classes I would also add a group Facebook page. This would probably be more interesting for the students, because it is more personal and easily accessible. I think it would be a great way to quickly ask each other questions and post interesting topics online. In this case, the E-Learning page would merely function for posting grades, hand-out's and PowerPoint's.

4.6.2 Preparing each class

I prepared my classes every day in the morning in my office. I would start by looking at the schedule that I had made when I was still in Utrecht and look what the planning was for the day. Then I would

²⁴ www.dutchgrammar.com, www.2bdutch.nl, www.youtube.com (geraadpleegd op 10 januari 2013)

²⁵ Attachment: E-learning printscreen

set up a PowerPoint which would include a homework review, an explanation of new grammar, extra assignments or links to websites, and lastly the homework for the next day.

Preparing a class would usually take me about 1 to 2 hours a day. Sometimes it would take a lot longer because I would be looking for extra material to help me explain a particular part of 'De opmaat' or I would be thinking of new assignments and games to do in class. This often took a lot of time because I knew little to none websites or books that had good examples of assignments for me to give my students.

4.6.3 Office hours

I would also hold weekly office hours (between 14:00 and 15:00 on Monday and Wednesday) in which I would help out my students. They rarely visited though, because often if they had questions they would come up to me right after class. However, I had one student who had a lot of difficulties. She would come up to me every other week and I would go over the grammar of the whole chapter with her during the hour. We would revise everything and I helped her think of mnemonics to help her remember. Also, my office hours functioned to talk to my students about studying in the Netherlands for exchange or summer school. Some of my students were interested in going abroad next year and I talked to them about the opportunities of studying at Utrecht and about my own experiences.

4.6.4 Supervising

In and outside of the classroom I was being supervised by Edit and Jim. This mostly happened outside of the classroom. I met up with Edit about three times in her office to talk about what I was doing and how I taught my classes. I also showed her the exams I was making and came up with questions or problems that I had. The most useful part about the supervision was when Edit came to visit my class and she took notes on how I taught. Afterwards we would discuss this in her office. The most important thing she taught me was not necessarily about how to explain certain grammar topics, but they were mostly about making the class enjoyable for the students and about putting your own creativity in the class. So Edit's supervising consisted mostly of her giving me ideas for extra activities. Concerning Jim's supervising, I met up with him informally a few times. I went to him with questions concerning the grading of students. Sometimes I did not know how strict to be, or when to let a student receive an A or a B for example. Jim supervised me in how to grade my students and how to deal with absences.


4.6.5 Preparing Exams

Besides preparing daily classes, the most time consuming part of my out-of-class experience at UF was preparing exams and practice exams. In Madison, Wisconsin my course had a similar set up, containing chapter exams as well as a midterm, a final and an oral exam. For Beginning Dutch I was expected to take the same exams. Before I left I already talked to Emmeline about what these exams should contain (grammar, vocabulary) and I looked at some of the exams that my predecessor had made. I could not simply copy these exams since they were based on a different textbook, but they were useful for designing a format and defining the length of the exams. Preparing exams was one of the hardest parts of being a teacher for the first time. It was nice to be able to hold on to something that previous TA's had done, but it was also hard because I did not have any examples of 'De opmaat'. Therefore, I will end this section with a short reflection on how I experienced this particular task.

Chapter tests

We went through five chapters of 'De opmaat' in four months and so I had to prepare chapter tests for all of them. Every other Friday there was a chapter test which often took 30 minutes to complete. The format was often a length of 4 pages, including either a listening or reading assignment, a vocabulary section, grammar exercises and a bonus question about 'Discovering the Dutch'. Whenever there was a chapter test, The Wednesday before, I had a review class in which we discussed the complete chapter and here students could ask questions. I would always prepare a chapter test for them, in which they could do extra grammar exercises. Moreover, on Thursday morning I would post the answers of the chapter test online and held office hours only (no class). This way, I could discuss any questions students still might have one to one.

As for the structure of the tests, I always started with listening or reading. I twice used a listening assignment, which I made myself. I let two other Dutch students have a conversation and I recorded it. I also used a listening fragment my predecessor had made.

<p style="text-align: right; font-size: small;">Dutch 1130: University of Florida Fall 2012</p> <p>TOETS: THEMA 2</p> <p>Naam: _____</p> <p>Instructie: Je kan in totaal 50 punten behalen op deze toets. Deze toets telt als 5 % van je eindcijfer.</p> <p>A. Luisteren: (5 punten) : Het feestje! Luister goed naar het fragment. Je hoort het fragment 2 keer. Beantwoord de volgende vragen:</p> <p>1) Waarom geeft Eva een feest?</p> <p>A) Het is Eva's verjaardag B) Ze is klaar met haar bachelor C) Ze gaat verhuizen naar een studentenhuus</p> <p>2) Hoeveel mensen nodigt Eva uit?</p> <p>A) 20 B) 10 C) 5</p> <p>3) Waarom nodigt komen er niet veel mensen op het feest?</p> <p>A) Ze heeft niet veel vrienden B) Het mag niet van haar ouders C) Haar studentenhuus is niet zo groot</p> <p>4) Wat vindt Eva een moeilijke vraag?</p> <p>A) Wat wil je hebben voor je verjaardag? B) Hoe laat is het feest afgelopen? C) Vindt je de cadeaus leuk?</p> <p>5) Hoe oud wordt Eva?</p> <p>A) 21 B) 22 C) 20</p> 	<p style="text-align: right; font-size: small;">Dutch 1130: University of Florida Fall 2012</p> <p>TOETS: THEMA 2</p> <p>B. Vocabulaire: Nederlands – Engels (5 punten)</p> <table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td>1. krijgen _____</td> <td>6. De oom _____</td> </tr> <tr> <td>2. het bierkje _____</td> <td>7. eten _____</td> </tr> <tr> <td>3. pakken _____</td> <td>8. gefeliciteerd _____</td> </tr> <tr> <td>4. de verjaardag _____</td> <td>9. De kantine _____</td> </tr> <tr> <td>5. kerstmis _____</td> <td>10. Het nichtje _____</td> </tr> </tbody> </table> <p>C. Vocabulaire: Engels – Nederlands (5 punten)</p> <table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td>1. get well/better _____</td> <td>6. The present _____</td> </tr> <tr> <td>2. to die _____</td> <td>7. The music _____</td> </tr> <tr> <td>3. the nephew _____</td> <td>8. To become _____</td> </tr> <tr> <td>4. to miss _____</td> <td>9. To want _____</td> </tr> <tr> <td>5. the pie _____</td> <td>10. The mother _____</td> </tr> </tbody> </table> <p>D. Possessief (5 punten) Vul het goede possessief in</p> <ol style="list-style-type: none"> Ik heb een broer, _____ broer studeert in Engeland. Zij geeft een feestje, want het is _____ verjaardag. Wij hebben een grote familie, _____ familie woont in Nederland. Ik heb een leuke baan! hoe is _____ baan Willem? Mijn vriend woont nog bij _____ vader en moeder. <p>E. Negatie (5 punten) Maak de zin negatief.</p> <ol style="list-style-type: none"> Houd jij van dansen? Nee, _____ Ga je morgen werken? Nee, _____ Spreek jij Frans? Nee, _____ Studeer je? Nee, _____ Begint het feest om 22:00 uur? Nee, _____ 	1. krijgen _____	6. De oom _____	2. het bierkje _____	7. eten _____	3. pakken _____	8. gefeliciteerd _____	4. de verjaardag _____	9. De kantine _____	5. kerstmis _____	10. Het nichtje _____	1. get well/better _____	6. The present _____	2. to die _____	7. The music _____	3. the nephew _____	8. To become _____	4. to miss _____	9. To want _____	5. the pie _____	10. The mother _____
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1. get well/better _____	6. The present _____																				
2. to die _____	7. The music _____																				
3. the nephew _____	8. To become _____																				
4. to miss _____	9. To want _____																				
5. the pie _____	10. The mother _____																				

For the other chapters I adapted a theme related text from either the website from 'De opmaat' or from 'Nieuwsbegrip' and asked some multiple choice and open questions about them. I adapted the texts since I often found they contained a lot of vocabulary that had not been discussed yet and I did not think this was fair towards the students. Therefore, I never simply copied and pasted them. Then, the next section would usually be vocabulary and I often made students translate 10 words from Dutch to English and the other way around. Page 1 on the left shows the questions of a listening assignment I made. The sheet on the right (page 2) the vocabulary section.

<p style="text-align: right;">Dutch 1130: University of Florida Fall 2012</p> <p>TOETS: THEMA 2</p> <p>F. Inversie (5 punten)</p> <ol style="list-style-type: none"> 1. studeren – Hij – willen – psychologie. _____ 2. Nathalie - bij haar pleegouders - in Amsterdam – woont _____ 3. Elke dag – we – met de trein – gaan – naar Den Haag _____ 4. Hij – in een café – werken – vier dagen per week _____ 5. drie jaar – zijn – in Nederland – Maria – nu _____ <p>G. Modale werkwoorden (5 punten) kies uit: <i>zullen, willen, kunnen, mogen, moeten</i></p> <ol style="list-style-type: none"> 1. _____ we samen gaan winkelen in Utrecht? 2. Haar fiets is kapot. Zij _____ een nieuwe fiets kopen. 3. Ik houd van films. Ik _____ de nieuwe film met Tom Cruise zien. 4. Bel je me snel? Ja, dat _____ ik doen. 5. Hij heeft een woordenboek nodig. _____ hij jouw woordenboek lenen? 	<p style="text-align: right;">Dutch 1130: University of Florida Fall 2012</p> <p>TOETS: THEMA 2 H. plurals (10 punten)</p> <p>zet de zin in meervoud. Denk ook aan het <u>werkwoord!</u></p> <ol style="list-style-type: none"> 1. Het feestje begint om 20:00 uur. _____ 2. De foto staat op de tafel. _____ 3. De man reist met de trein naar Amsterdam. _____ 4. Mijn neef houdt van biertjes drinken. _____ 5. het café is in het centrum van de stad. _____ <p>I: Werkwoorden (5 punten) vul het goede werkwoord in en zet het in de juiste vorm.</p> <p>Kies uit: <i>geven-krijgen-eten-drinken- dansen-zoeken-wonen-kopen-houden-hebben-doen-nemen</i></p> <ol style="list-style-type: none"> 1. _____ je veel ooms en tantes? 2. Op een feestje _____ we op salsamuziek. 3. Haar zus _____ niet van taart. 4. Mijn broer _____ in New York. 5. We _____ een cadeautje voor Anne. <p>Bonusvraag! Discovering the Dutch (2,5 punten) <i>What was the Dutch Golden Age? Explain in as much detail what and when it was.</i></p> <p>_____</p> <p>_____</p> <p>_____</p>
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The next section would be about grammar. The website of 'De opmaat' contained a PDF file with a lot of extra course material related to the chapters. This section was 'hidden' on the website, and Maud advised me to use these for my tests, which I often did. They were often grammar exercise similar to the ones in 'De opmaat' but then with different sentences. I would also often use similar exercises from the textbook, but then think of some of the sentences myself. Page 2 and page 3 (above left) demonstrate an examples of grammar assignments in chapter 2.

In the last part I would ask a fairly easy question related to a chapter from 'Discovering the Dutch' (or a different culturally related topic). They were often asking for opinions of students. Here I wanted to give the students who were not as good at studying a language a possibility to gain some extra points (page 4, right).

Midterm and Final exam

Although quite unusual in the Netherlands, midterms are standard in American undergraduate classes and so I had to take one as well. It was merely a test to see how much the students had understood so far of the chapters and a preparation for the final. The midterm was held on October 17th, and to prepare for the test we had a whole week beforehand to review chapters 1, 2, and 3. Students had their usual 50 minutes for this exam and it was in structure and set up similar to a chapter test. The only difference was that the vocabulary and grammar were based on all three

chapters as opposed to just one. It was quite a challenge for me to decide which parts of the chapters to choose, but for this I decided to pick things that either students had found difficult or topics that I knew would be important for the rest of 'De opmaat' (such as sentence construction for example) also discussed this with . In the appendix I have included the midterm.²⁶

The final exam was perhaps the most time consuming part of the internship. It is the most important test of the semester since it includes all the material discussed and as a result provides an overall insight of what the student has learned during the semester. In most classes at UF and in the previous year of Beginning Dutch, the final is worth 50% of the total grade. Emmeline and I decided however to change this to 40% so that the students had more chances throughout the semester to work on their grade. 25% out of 40% was based on the written final exam. This exam was comparable to the chapter- and midterm exams but then included assignments based on all five of the chapters of 'De opmaat'. It was a two hour exam and 7 pages long. The exam was held in the exam-week, in the last week of the semester.

The other part of the exam was an oral examination and worth 15% of the final grade. I copied the structure of the oral exam on the one I had taken in Madison, Wisconsin, but then I used my own themes and my own cartoons. A week in advance, I gave the students a hand-out with clear instructions on the oral. I also attached a grading sheet to the instructions of the oral exams, so students knew what they would be graded on.²⁷ The oral was divided into three parts of which two were individually and one group assignment. During the first part I asked the students basic questions that had been discussed many times during the semester, such as 'tell me something about your family', or 'what have you done last weekend?' The second part was an individual part which took about 5 minutes, in which they had to describe 1 from the 7 cartoons I made them prepare.²⁸ I made these cartoons by using separate pictures from the linguistics department of the University of Pittsburgh.²⁹ By putting these pictures together I created a storyline which the students had to describe in Dutch. All of these cartoons were related to the themes we had discussed during the semester.

The subjects of the conversations were all based on themes discussed in the textbook and the exam took around 15 minutes to complete. Again, students had to prepare 5 different conversations of

²⁶ Attachment: Midterm exam

²⁷ Attachment: Oral exam- grading sheet

²⁸ Attachment: Oral exam- individual assignment

²⁹ Visuals for Foreign Language instruction, University of Pittsburgh, <http://digital.library.pitt.edu/v/visuals/>, visited on 05-06-2013.

which I chose one of.³⁰ Then they had 5 minutes to talk the conversation over before starting. I recorded all of the exams so that afterwards, I could compare them to one another. Based on my expectations and on the average level of the students, I graded them.

Reflection preparing exams

Because the exams were such an important part of my teaching experience and because I found this one of the harder tasks of being a TA, I hereby add an extra paragraph in which I reflect on the exams I wrote. Preparing and grading exams was the most time consuming and most difficult part of the internship outside of the class hours. I had very little experience with making or grading tests, and no examples of how other TA's had made chapter test from 'De opmaat'. Therefore, I often asked Edit to take a look at them before I would let students take the exams. She does not speak Dutch but at least she could look and give me advice on the format.

However, I had the idea that the more experience I gained as a teacher of this course, the easier it became to make tests. This was because I mostly had to do what felt like the right thing and that is only possible based on experience. There is no guidebook or defined set of standards in making or grading exams and mostly based on my own opinion and experience, I prepared the tests. This was often difficult, for example reading assignments in chapter tests. I did not know how to ask reading questions. But by looking at tests for other language classes and by letting experienced teachers check on me, I validated my actions.

An example of when I was struggling was while grading the midterm. This was quite a significant part of the final grade. All of my students had done so well (almost A's only) that I was suspicious whether the level of my questioning was too low. To make sure it had not been, I let Maud Beersmans look do an afterwards check whether I had provided a sufficient 'summary' of chapters 1, 2 and 3 and whether the level was correct. Although she was very enthusiastic, it shows some of the difficulties I had with and how I made sure my exams were on the right level.

A last difficulty I experienced was that besides that it was difficult to decide what to test and what not, it was also hard to grade students on certain topics that were subjective. The bonus questions for example, I mainly graded on to what extend I believed students to have actually thought (and understood) about the material discussed in culture classes. Also, concerning the oral I had some

³⁰ Attachment: Oral exam- group assignment

difficulties with the grading. I talked to Jim about this. I let him listen to the oral exams I recorded and he helped me with my struggle of grading certain students.

At first, it was hard not to have any templates for my exams and having to do everything all by myself. However, by asking people with experience (whether this was in teaching Dutch or teaching language classes in general) for their opinion on my work and by looking at tests that previous TA's had made before me, I learned a lot about examination throughout the semester. I also realized, that practice makes perfect. The longer I taught the easier it became to prepare exams and grade them.

4.6 Reflection: Teaching Beginning Dutch

Before I left to Gainesville I prepared as much as possible for teaching Dutch (chapter 2). I looked at previous experiences in Madison, Wisconsin. I went to the James Boswell Institute and talked to Emmeline. As a result, I defined a set of standards of how I would teach this class (section 2.3). Looking back I worked by these standards quite successfully most of the time. Other times I noticed I failed to or I experienced other unexpected difficulties. This section will reflect on my experiences in teaching Dutch and to what extent I think I have managed to teach successfully. Besides a reflection on my own teaching, I will also write a short reflective section on working with 'De opmaat' since the course revolves around the chapters of this textbook. Therefore, this was the main guideline throughout the semester.

4.6.1 General reflection on my teaching experience

Overall, I can say that teaching the Dutch language at UF was a very enjoyable and manageable experience, even while doing this for the first time. Based on the high results of the students, on Jim's and Edit's opinion of me and on my own feeling, I think I have generally done well for a beginning teacher. Hereby I mean to say that, on most parts, I have achieved my goal of being able to teach this class successfully. I also think I put my previously defined standards of good teaching (section 2.3) in practice most of the time. I think an important reason why a lot went well is because I was very organized: I always took my time and planned everything in advance, leading to no last minute surprises.

Moreover, I have really tried to work with the teaching method I defined before leaving. I always took my time to explain things, repeated a lot of the course material and used a lot of images and body language to make my students understand me better. I also think I managed to create a good general atmosphere in the classroom, in which the students felt like they could ask questions and

make mistakes without feeling uncomfortable. This is of course also done by the students themselves and CES, which was a very comfortable host department. It was perhaps because I enjoyed the class and my students so much that I put a lot of extra unexpected time in the internship, which led to this good atmosphere and preparedness.

Also, making a clear planning of the course (of when I would do which assignments) has helped me a lot in creating a structure and a sense of security while teaching the course. Of course, sometimes I did some assignments on different days than planned, but the general planning of the course was made. This planning saved me a lot of time, which I used to create extra exercises to do in class. The schedule only contained the necessary assignments from 'De opmaat' and dates for deadlines and exams. There was still a lot of space to move around with the planning, so when something unexpected happened, I could always correct this without getting in conflict with my schedule.

This general positive conclusion however, is not free of criticism and brings along topics for future improvement. The fact that I have enjoyed and am pleased with my internship still means my teaching is not close to perfect yet after only having taught one semester. I am sure I would do it many times better if I were to teach another class. What I was not aware of and realize now, is that being a good teacher, besides knowing the language well, mainly has to do with practical experience: the more times one does it the better one becomes at it. For example, I realize I made mistakes and could have done things more efficiently now, which could not have known this beforehand. I can only do them better the next time.

With my explanation of certain grammar topics for example, I often had to figure out for myself why certain things are the way they are. Then I had to look up why it was, because to me it seemed natural. Often while explaining this to my students, they asked me questions I did not directly know the answer to. Then I had to look these answers up online to figure it out. Or they would ask me to name exceptions for example, which I often did not have by hand. Now, I know the answers to these questions and have a broader understanding of the Dutch language. I also know better now what kind of questions I can expect from students concerning Dutch grammar.

Moreover, I know now what aspects of the Dutch language are easy for students and what is more difficult. In the future I could manage my time more wisely by planning on spending more time on something difficult, than on something fairly easily understandable. Beforehand, I did not know what would be difficult for them so when it occurred that something was not understood, I had to take

more time in explaining it. This was for example the case with the present perfect: I thought students understood in class, but they still made many mistakes on the chapter tests. Sometimes I did not really have the time to explain something a third or a fourth time, because I had to get on to the next section. Thankfully, although time management was sometimes an issue, we had quite a lot of time to cover 5 chapters so I had not serious difficulties with it. In the future however, this might not always be the case. But this time I would be more prepared and would use my time more efficiently.

The last critical note is that I would really speak Dutch-only in class. Although I already planned on doing this before I left to Gainesville I realized it was not the easy way to speak Dutch to my students, who often asked for English translations. I noticed, especially in the beginning, I often switched to English. I decided fairly early on in the semester to do grammar explanations in Dutch. Explaining something difficult in a difficult new language was just too much. Therefore, I do not consider this to be a flaw. However, during the rest of the class hours, I also was tempted to switch to English a lot and let students ask questions in English. I really needed to remind myself to speak Dutch and make them speak Dutch even though they resisted. I realize now I should have been stricter with this right from the start, because it was hard to forbid something that was already so established in the routine of the class. This difficulty of changing things once established proved to also be difficult in certain sentence construction errors students made. I had not recognized some students difficulty with inversion and once they made these mistakes it was harder for them to get it right later in the semester. Being consequent and correcting errors right from the start is the last and perhaps most important lesson I have learned about the didactics of language acquisition.

4.6.2 'De opmaat'

During the semester, I focused on teaching by the set of rules/standards that I came up with before I left to Gainesville, as explained in section 2.3. In the previous part of this section I explained to which extent I achieved working by these standards. Besides my own teaching methods, I was also to a large extent dependent on the textbook while teaching Dutch. Since I worked by the chapters of the textbook this became the main guideline of how the class was organized. Whatever I taught and how I taught it, was intertwined with 'De opmaat'. The assignments in the textbook were already made, so my task was merely to explain them and guide the students through the textbook while in the meantime explaining its grammar sections and provide interesting extra material. Besides this I also had to introduce them to Dutch culture, of which I will describe my experiences in chapter 5.

Because of its significant importance, I will also shortly reflect on my experiences with working with this textbook.

Initially, 'De opmaat' seemed like a difficult book to work with because it is completely taught in Dutch and it does not seem very self-explanatory. Looking back now, it was only the first two weeks, during the first chapter that I had difficulties with the textbook. Because of this Dutch-only strategy, in the beginning I was a bit hesitant to use this textbook because it seemed like a very tough start for my students, who did not speak one word of Dutch yet. Especially for American students, who often have never studied a different language before, I thought it was a rather harsh and overwhelming way to start learning a language. In the beginning of each chapter for example, there would be a listening exercise in which the people spoke really fast. These chats immediately included a lot of new vocabulary and grammar which would be described only later in the chapter. This was always very intimidating for students, who often seemed to not understand much of what was being said. I initially did not really understand why the authors of 'De opmaat' did that.

However, on the other hand, I knew from personal experience that a Dutch only strategy would prove itself to be an effective method and being confronted with the language from the beginning. This proved itself to be true, and after a couple of days the students were still pretty overwhelmed, but getting gradually acquainted with doing everything in Dutch during class and it did not give any trouble at all during the rest of the semester. As for the listening assignments of the beginning of the chapter: I made them listen to these exercises end of each chapter again, and often they would understand them completely by then. This proved to them how much they had learned throughout the chapter and was a good confidence boost.

Besides being in Dutch only, another mentionable fact is that the book has very few explanatory sections. It just states examples and leaves the explanation in the hands of the teacher. Therefore, it is not much of a do-it-yourself handbook, but very much a book that needs to be used in class so that the teacher can add an explanation of, for example, the grammar. Because of this lack of explanation and my lack of experience, it took me a while to adapt and feel confident about the textbook and teaching it. However, I gradually discovered that it is a great book to teach with: when a book does not explain everything in much detail, it gives the teacher more freedom to explain a certain grammatical issue in their own way and it made students focus on my explanation in class and ask questions right away. Because they had to listen to me explaining things in class, they could ask questions right away and I think this made them understand the topics better. Also, having to explain all of the grammar myself, this was exactly what I needed, being a first time teacher and even having to discover myself why certain topics in grammar are the way they are.

So 'De opmaat' guided me in when I had to explain which grammatical issues. It also provided corresponding exercises concerning this grammar or concerning the vocabulary related to the chapter. The exercises were therefore very useful in immediately applying the newly acquired grammar and vocabulary. Besides being useful, these exercises were also often very fun or interesting for the students and were often interactive or made use of media such as internet.

The downwards side to all these varying and creative exercises was that it was sometimes hard to find my own additional exercises to do in class.' 'De opmaat' provided enough exercises to fill my classes with, but Edit (and Maud) had told me it was also important to do activities outside of the textbook. Because the textbook is so modern and has so many creative and present day exercises, I realized most of the time there was no need or time for additional activities. I expected to do at least one or two every class, but in practice the activities in the book were the main focus in the 50 minutes of class. This was because the book was very diverse and its exercises constantly varied from listening to talking to reading and writing. Therefore, I could chronologically follow the path of the book and still highlight all aspects of language learning within 50 minutes. To make sure the classes would not get dull, I did always manage most of the classes to prepare one extra exercise (often news-related) myself. This way I made sure my classes were not completely a mere summary of the textbook.

Overall, my personally defined teaching method and 'De opmaat' together defined how I taught my classes at UF. I used my own ideas of how I had to teach while in the meantime was using the exercises and grammar provided by 'De opmaat'. Using the textbook gave me the structure and guidance throughout the course that I needed besides using extra materials. Overall, I think I have achieved my goal of being able to teach a language class such as this one properly over the last semester. I have learned a lot about teaching and about the Dutch language, just by standing in front of a classroom every day. I have also learned about myself that I really enjoy teaching and working with students and that I would like to do this another time in the future. On the other hand, I also realized that practice makes perfect, and that in this future teaching experience, I would do a lot of things differently in order to be more efficient and a better teacher.

Summary

In this extensive chapter I have tried to captivate everything revolving around teaching Dutch at UF last semester. By explaining which students take a language class and why, the structure and content of the course is validated. I described how and what I would teach on a daily basis and what level the students ended up having after four months. My tasks are divided in an in- and out- of class activities, to provide a thorough idea of what my daily tasks in Gainesville looked like.

My overall experience in teaching Beginning Dutch at UF has been a great one. The department and my supervisors have been very helpful and the students were, even though very different in academic backgrounds, intelligent and hard working. Although it was sometimes difficult, the preparation of exams and classes generally went well and whenever I had difficulties I had different people to ask for help. All these positive circumstances combined with being well organized and having a useful handbook to teach have made teaching Dutch a manageable experience. Thereby, I believe to have achieved my didactic goal to a large extend.

5. The Cultural Experience

The 4th chapter describes my experiences in teaching a language class from a didactical point of view. However, besides having learned a lot about didactics and language acquisition, it was important for me to comprehend something about American culture during my time in Florida as well in order to validate this internship for my master's degree. Therefore, my second goal during this internship was focussed on the teaching about Dutch contemporary culture and cultural heritage. I wanted to explore how I could teach my culture classes properly. What is important to teach Americans about the Netherlands? How do I teach this? And how do they perceive our culture and traditions? Therefore in this chapter I will mostly get into specifics about Friday's culture classes. I will discuss two typically Dutch cultural topics that led to particularly interesting discussions in class and therefore provided interesting case studies for me academically. I will end this chapter by reflecting on teaching these classes and what I learned about teaching Dutch culture and about American perceptions. This will lead to an outcome of my goals and expectations.

5.1 Friday's culture classes

Language classes at UF are about more than studying a language: the goal is also to educate students about foreign cultures. This is an important aspect which is particularly stressed by classes within the Department of European Studies, since many American students have never experienced living in- or learning about a different culture themselves. This dualistic goal of language classes is stated in the catalog of the faculty of Liberal Arts and Sciences: *'Foreign language is an important component of a liberal education. Study of foreign language provides access to the cultural and intellectual heritage of cultures other than one's own. Such study also provides a new perspective on the structure and complexity of the English language.'*³¹

Of course, while learning Dutch students were confronted with Dutch culture on a daily basis, since 'De opmaat' used a lot of typically Dutch topics of conversation. Also, the extra materials I used from for example 'Het Jeugdjournaal' or 'Nieuwsbegrip' were often articles about specifically contemporary Dutch issues such as politics or the monarchy. Apart from learning about Dutch contemporary culture in Dutch, I also meant to give the students a broader perspective on our culture, history and heritage. To do this, every other Friday during the semester was specifically focussed on contemporary Dutch culture and its heritage, to give students a better understanding of

³¹ Liberal Arts and Sciences degree page, University of Florida, <http://www.registrar.ufl.edu/catalog1011/programs/las/degree.html>, accessed on June 5, 2013.

the Netherlands, and show them that not just the language, but also the country itself is very different from the US.

Besides that it was important for my students to learn about Dutch culture, it was important for me to teach this subject. Within my master's degree, not just the US and its citizens are studied in isolation but also an emphasis is placed on an international comparative- and cross-cultural approach.³² By observing my student's responds and perceptions on the topics discussed in these classes, I again learned more about American culture and perspectives.

Ofcourse, there are many similarities within our cultures and perhaps even more differences that cannot even be captured if students were to do a whole degree in Dutch studies. So since I only had one semester to teach, I decided in my Friday's culture classes to choose a few topics that were, to me the most interesting and most typical for Dutch culture and heritage. Moreover, they were also, as far as I knew, the largely contrasting with American culture. By provoking my students with either illuminating contrast or providing a clearly unknown perspective, I was aiming to get the most response and active participation from them within Friday's culture classes.

The classes were set up according to what I had discussed with Emmeline Besamusca in Utrecht. The topics chosen were also topics that were being discussed in the textbook: 'Discovering the Dutch' by Emmeline Besamusca and Jaap Verheul. For every Friday's class students had to read a chapter from 'Discovering the Dutch'. Besides the assigned reading, every Friday there would also be two students presenting and discussing one of these chapters in more detail. These presentations were given in English and were worth 8% of the total grade (the other 2% of the presentation grade was based on a presentation held in Dutch). Besides that it is important for students to learn about the Dutch culture, this also provided the students who were less talented at learning Dutch a way to boost their grade. The students together prepared a 10 to 15 minute presentations on each topic. Often they made a PowerPoint with it or gathered extra material in means of videos or articles. The goal was not only to summarize, but also to provide a personal insight and to provoke an active discussion in class. This was done by me asking students to prepare discussion topics and questions to address classically. Besides the chapters, these couples would also be asked to present a typical Dutch topic of choice, which was for example 'Queen's day' or DJ Tiesto. I wanted them to

³² American Studies Master's webpage, Utrecht University, <http://www.uu.nl/university/masters/NL/americanstudies/Pages/default.aspx?refer=/NL/Informatie/master/americanstudies>, accessed on June 5, 2013.

specifically do something that they thought was interesting so I would get their personal perspective and provoke curiosity as opposed to copying a simple Wikipedia summary.

Concerning the didactics of these classes, my approach was therefore to give students the freedom and responsibility to organize these classes themselves by holding presentations. Besides letting them prepare presentations, I myself would also afterwards discuss the topics classically and ask for opinions. However, even though these classes were the most interesting for me personally and academically, I ended up having the most difficulties teaching them. This was probably because of the freedom I gave my students with the presentation. I think I would improve the most on teaching these classes, were I to teach another class of beginning Dutch in the future, but this is something I will discuss in the reflection section.

5.2 Materials

During the semester, Dutch culture was not only discussed on Friday's. During the rest of the week, students were constantly confronted with Dutch culture and the way of life in the Netherlands due to exercises in the textbook or by extra materials from Dutch websites that I provided them with. Together, these materials formed a broad, general idea of what the Netherlands looks and functions like and about Dutch culture and its people.

5.2.1 Discovering the Dutch

Each culture class, we discussed a chapter from 'Discovering the Dutch' by Emmeline Besamusca and Jaap Verheul. The chapters in this book, published in 2010, together provide a broad but clear perspective on Dutch culture and society by addressing a wide range of subjects. The articles vary from Dutch history to its future and from art to politics. Therefore, for students from every kind of discipline, there is a topic suitable to their interests to be found making this a very interesting book to teach students in a language class at UF.

During the semester we covered a total of five chapters which I had chosen myself. Another 5 chapters would be taught in the second semester. The chapters were jointly chosen by me and Emmeline. They were about the monarchy and the political system, about the 'Dutch Golden Age', about Dutch famous painters (Rembrandt and Van Gogh), The Second World War and Anne Frank and lastly, about foreign views and prejudices about the Netherlands. I chose specifically these chapters because I personally considered them the most interesting, but mainly because they

seemed to capture very different but important aspects of Dutch culture and history that are either provoking or educational to American students.

5.2.2 'De opmaat'

'De opmaat', as discussed in section 4.3, is a fairly modern textbook that really focuses on speaking Dutch while being in the Netherlands. It teaches students to have conversations about topics that are used very frequently in the Netherlands on a daily basis. These are often topics that are not as important in the US. For example, traveling and the public transport is a subject that is addressed frequently in exercises in different chapters. In the first chapter, one of the first listening exercises is about two people making conversation in the train about where they are going. This conversation already illuminates so many aspects that are so normal to Dutch people and so unknown to Americans: taking public transport such as the train on a daily basis for example. Or living in Utrecht and working in Amsterdam (and that only being 30 minutes away).

The topics addressed in this book are specifically about contemporary Dutch culture and society and it tells a lot about how people communicate with each other and what they consider to be important in their lives on a daily basis. Therefore, during the classes from Monday to Thursday whilst using this book, students learned a lot about the daily life in the Netherlands as it is today. This opposes most of the topics discussed in Friday's culture classes, where students learned a lot about the Dutch past and its traditions. Therefore, Friday's classes provided a background story to the contemporary Dutch culture discussed during the rest of the week.

5.2.3 Extra Materials

Besides the textbooks I also used many videos, pictures and articles in my classes. They were always taken from the websites of 'YouTube', 'Het Jeugdjournaal' or 'Nieuwsbegrip'. I did this often to start the class with something fun or interesting which was not related to language learning and to get the students' attention. I decided that reading about a topic is one thing, but seeing for example Dutch politicians talking on the news or watching the royal family standing in front of a crowd is an important addition to the textbooks. It brought the topics to life.

During the semester therefore I often provided about the Netherlands that was either newsworthy and important, or typical and contrasting with American culture. These were often topics that I related to the chapters discussed in 'Discovering the Dutch' such as Dutch monarchy, or about the elections that were held and about *Sinterklaas*. Other topics were just ones that I found interesting,

such as an article about bikes, or the shortage of student housing in Utrecht. On the other hand, I sometimes showed them things that were recognizable to the students, such as letting them listen to Dutch Disney songs or Dutch rap, showing that despite our differences there are also a lot of American influences to be found.

So reading Dutch news articles, listening to Dutch movies and watching Dutch TV and movies had a dualistic goal: to teach about culture and to teach the language. It most of all provided a new, 3 dimensional perspective to the students that gave the Dutch a face and made the Netherlands more than a dot on the map.

5.3 Cross-cultural Topics

Before I left, I asked myself the question of what Americans would find the most interesting topic to learn about within Dutch culture. During the semester, I figured out that there were two topics that my students were interested in which formed the most contrast between American and Dutch culture. I noticed this because these were topics that came back in my language classes as well as my culture classes on Fridays. Often, different views and perspectives were held these topics than we do back in the Netherlands and therefore were interesting cases regarding my Masters. There were two subjects that stood out for me, and have probably taught my students the most about Dutch culture. Additionally, they have taught me the most about Americans and their culture. In this section I will explain why these topics were so different for Americans and how I taught my students about these topics. Lastly I will explain their perspective on them. This will provide a cross-cultural insight of what is so educative about this class for me as an American studies student as well as for my American students.

5.3.1 Politics and the Monarchy

During our first Friday of the semester, we started immediately with the first chapter of 'Discovering the Dutch'. This chapter was called 'Citizens, Coalitions and the Crown', addressing both politics and the monarchy, and its relation to one another. It explained the political party system in the Netherlands and the history and function of the Dutch monarchy and its role within Dutch society. This political party system is very different from the one in the US (where there are only two main parties competing). Moreover, the US does not have a monarchy but a president, another theme that was of great contrast to the students. Therefore, during the semester I found this to be a reoccurring theme in my classes. I will explain a few ways in which politics and the monarchy came up for discussion.

First there was the chapter of 'Discovering the Dutch' discussed on Friday. Here, I instructed my students as homework for the culture class to read the chapter and, for two of them, to prepare a presentation about it. It explained at first the political structure of the Netherlands. It explained how our political parties form coalitions and how we do not personally elect our prime minister, but how the parties do so. As regards to the monarchy, the chapter discussed a lot about the historical function of the monarchy and the importance of it during WW2. After the class I asked students questions about the monarchy and the political system.

Most of them were interested in the monarchy and the arbitrary functions of it. They regarded a monarchy as something that takes away Democracy, and were especially surprised by our monarchy because we are considered such a liberal country. On the other hand, few students noticed how they would like a monarchy. One student noted that it would be nice to have a head of a state which isn't choosing sides politically and who means to unite the people without trying to push a political agenda, like a president does.

Considering the political party system, they were perhaps evenly critical as about the monarchy at first. After the presentation held about the chapter, I introduced the students to some main Dutch political parties, ranging from extreme left- to right wing. Moreover, I used a visual fragment by 'Het Jeugdjournaal', in which the political party system in the Netherlands was explained in detail with the use of a lot of drawings and schemes. This way it was understandable for my students, even though the language being spoken was Dutch. After explaining this, I asked for their opinion on this system. Most of them were positive about the Dutch system and would even prefer to have this in the United States. To have more choice of parties sounded good to them, but they were concerned about to what extent a party would succeed in pushing its ideology when having to compensate so much. They were critical about the Dutch people not electing their own prime minister.

Later in the semester, the monarchy and politics were an often reoccurring themes within my language classes. I often used fragments of news articles or television clips that related to one of these themes. Especially the Monarchy often became a topic of discussion, which was a surprise, because I did not expect it to be such a prominent part of Dutch culture. An example is an article that I used in the second month from the website 'Nieuwsbegrip', which was about Queen Maxima swimming a couple of kilometres in the canals of Amsterdam for charity. By reading this, students learned a lot in terms of language acquisition (which the article was meant for). Also, it taught them

a lot about the situation of our monarchy. It taught them that the Dutch monarchy is quite informal, that they do charitable work, that Maxima is not Dutch but still fully accepted by the Dutch and so on. Also, I showed them several videos of ‘Queens Day’ in Amsterdam. Lastly, as we watched ‘Alles Is Liefde’, my students were surprised when they saw that the monarchy is also a part of Dutch popular culture, being represented in TV shows and music.

So these are just some examples of how I talked to my students about a topic which is so different in the US than in the Netherlands. Overall, a 50 minute culture class such as this one gave me and my students a lot of insights about each other’s culture. Talking about politics and especially the monarchy, I learned in this case mainly how Americans are so focused on freedom and democracy. They consider many parts of our political system not to be Democratic enough while on the other hand they realized how in the States everything is political. Teaching these classes to me, were the most difficult part of the teaching experience because it was hard to remain politically neutral.

5.3.2 *Sinterklaas*

Of all the topics that were on the planning during the semester, I expected *Sinterklaas* to be the most interesting as well as the most difficult one to discuss. Since America, due to its history, is very sensitive about race issues I prepared myself well beforehand when I discussed the holiday of *Sinterklaas* in class. It was not a topic that was discussed on a Friday as a presentation, but something I discussed while teaching my class about Dutch holidays, as an assignment in ‘De opmaat’.

I started explaining the topic by first identifying who *Sinterklaas* is and his relation to Santa Claus.

Feestdagen!

• Santa claus versus Sinterklaas




Sinterklaas en racisme




In the next slide I introduced *Sinterklaas*, by showing pictures of both figures together and I immediately addressed the race issue. Of course my students were pretty shocked by the way *Sinterklaas* looks. However, by explaining how little children perceive him to be black because he

climbs down through the chimneys, my students pretty quickly were not repulsed by the idea of *Sinterklaas*. They even enjoyed it and I did some class exercises with them by letting them listen to the songs and filling out the gaps of the missing words. I also played a game with them about the 5th of December which they enjoyed.

Somewhere halfway we also watched 'Alles is Liefde' in which *Sinterklaas* is the main topic of the movie. Here my students again were immensely enthusiastic about the fact that he is coming on a boat ('everything in Holland involves water') and about the way in which children believe in him as they do in Santa Claus. By watching this movie, they saw how *Sinterklaas* is a cultural product that is accepted in the Netherlands and because it is a tradition is not questioned morally as much as it would in the US.

The last time we discussed this topic was when it was the 5th of December and I brought food (*pepernoten*) with me to class. We informally discussed the holiday of *Sinterklaas* one more time. To me, the most surprising thing I have learned about discussing this with my students was that even though race is a very sensitive issue in the US, that this topic was still really well debatable (even with students who were ethnic minorities).

5.4 Reflection Cultural Experience

Before I left to Gainesville, teaching about today's Dutch culture and our history and heritage was the part of the class I was looking forward to the most. In the past, while I was travelling abroad, I have always thought it to be interesting to discuss Dutch culture and our traditions with foreigners. Often the result is that while discussing foreign cultures and traditions, people are able to reflect on their own from new, different perspectives. Creating, participating in and observing a cross-cultural discussion was exactly one of my study related goals before going to Florida. Looking back now there has been a mutual cultural learning experience between me and my students throughout the semester. However, to do this professionally in front of a classroom turned out to be more difficult than I expected it to be. Therefore, I will explain next what my difficulties were and what I have learned from them for possible future teaching experiences. This will lead to an overall reflection of to which extent I have fulfilled my goals and expectations.

5.4.1 Difficulties

One of my main expectations before I left was that teaching the language class would be my main challenge and teaching a cultural class would be natural to me because it is my main field of study

and a personal interest. Strangely enough, while teaching, it turned out to be exactly opposing my expectations. Whereas while teaching Dutch felt natural and always gave me many ideas for exercises or discussions, teaching the cultural classes on Friday were my biggest difficulty. Looking back now, there were three main issues that I struggled with during the semester which I would definitely do differently if I were to teach another semester.

Firstly, there was my personal struggle of not getting to personally involved in discussions. I had great difficulty deterring myself from letting students express their own opinion without trying to convince them of my views. For example, I am very opinionated about politics and the American political system, and therefore it was troublesome for me not to be too biased when discussing subjects that I have a high opinion about. I discussed my difficulties on this issue with Jim and Edit early in the semester. According to them it was not a problem to give



my own opinions. First of all, I did not think this seemed a professional attitude, secondly, it was my goal to find out more about how Americans perceive our culture and political system and by pursuing them with my own opinion I would not achieve what I wanted. So I clearly struggled with not trying to persuade students of something before I asked them for their opinions.

To resolve this problem, during the semester I changed the way I would be asking my discussion questions. I noticed how earlier in the semester I already asked biased questions (a common problem within journalism) and tried to rephrase my discussion questions by making them more open. An example is that I asked a question during the class about politics: *'Do you consider the Dutch political party system to be better than the American?'* This led to many students answering this question with yes, while perhaps if it were to be phrased differently I would have gotten a more interesting discussion and different opinions. In the future, I would ask this question in a less suggestive way, such as: *'Which political system would you prefer and why? Is one better than the other?'* This would probably encourage the students to think more critically themselves and it would incite more active participation. Lastly, I also refrained myself from being (too) opinionated, which was difficult but manageable.

A second difficulty on Friday's classes was to get an active discussion going on. On one hand I think this was out of my control: these classes were held on Friday afternoons. After this class students were starting their weekends and therefore their minds were set on other things. Moreover, we

were only with a class of 8 students meaning that to get an active discussion going on, almost all students had to be actively involved in it which is difficult. Then there was the problem that I put most of my efforts into the language class and not the culture classes, because I thought these would be more naturally evolving. This was not the case but I somehow believed in this method for way too long. On the other hand I think I could have definitely gotten more participation out of them if I were to structure the classes a bit differently. The regular structure was: First let two students hold presentations, then let them ask two discussion questions and then I would always add some discussion topics or show a videos/pictures about the topic. Throughout the hour, the students were always allowed to be passive: they only had to listen to others talking and were allowed to respond to the discussions but only if they wanted to.

By making the students prepare for example discussion questions for this class themselves I would have encouraged them to think critically about the discussed topics already beforehand. Another idea is to make them write a short piece critically comparing Dutch culture (topic depending on the chapter) to the American one. This way, they would actually read and rethink the chapters of *Discovering the Dutch* and would be prepared for some discussion afterwards. Also, it would have been interesting for me in relation to my masters to make them write cross-cultural reflections. Overall, I think this problem would definitely be the one I would most improve on if I were to teach again. I know now what works and what does not and if I were to put more time and creativity in these classes, I think discussions can easily be more interesting.

This leads to the third and last difficulty, which was measuring how students were reflecting on Dutch culture in relation to their own and how this developed throughout the semester. This happened because I often asked to biased questions (difficulty one) and secondly because I allowed the students to be passive (difficulty two), I never managed to see a clear change of mind amongst the attitude of students towards their own, or towards my culture. I did let them all write a short reflection about this afterwards, but I think to get proper results I was too later with this. To achieve my study related goals and get a better understanding of how Americans perceive Dutch culture, I should have let them write cross cultural essays about the chapters of 'Discovering the Dutch' throughout the semester. Here I could have gotten a more accurate insight of how my students thought about certain issues and perhaps, how their perspectives did or did not change during the semester. Because of this lack of data, I think I lacked some academic perspective in fulfilling my second goal of the internship: my culturally related goal.

5.4.2 Outcome goals and expectations

Overall it is to say that although unexpected, the culture classes on Fridays were my main difficulty during this internship. Saying this, I also think I have learned the most of them regarding didactical experience. Although it was my goal to learn how to teach a language class properly, I think I learned even more about how to teach a culture class properly. By making mistakes I have learned what not to do, and what I should do in future teaching experiences.

Of course, there are also a lot of decisions that I made which were successful and have fulfilled my expectations. Before I left I hoped to generate enthusiasm for Dutch culture and to create a better understanding amongst students regarding our culture and traditions. I can say I believe to have achieved this goal. Many students now plan on visiting or studying in the Netherlands (either exchange or summer school) and they often discuss Dutch culture with their friends. One of the ways in which I (successfully) tried to generate enthusiasm was by asking students to also hold presentations regarding a topic of choice. Whenever something was not just about something Dutch, but also related to them personally, they became enthusiastic. For example when a student held a presentation about Dutch music, because she was such a fan of DJ Tiesto, or when a girl talked about 'Queen's day', because she had been there herself once. I soon realized that students wanted to be able to relate something about Dutch culture to their own experiences and I often managed to connect the two. Moreover, I think my own passion for talking about Dutch and American culture lead to a lot of cross-cultural discussions which raised the students their curiosity as well. For example, by organizing activities such as the 5th of December or by making students all wear orange for a day, I realized students starting to create their own enthusiasm for Dutch culture.

Besides creating enthusiasm and understanding, my main culturally related goal of this internship was to get a proper understanding of the American perspective on several typically Dutch cultural products. As I mentioned in the previous section, I have experienced a series of problems which led to me not being able to providing a fully academic analysis on this topic. It is not to say that I did not learn a lot concerning cross-cultural analysis because I did. Already by living in the US and by working with American students on a daily basis taught me more than books ever could. Just simply talking to them in class gave me much more insight on the American perception of Dutch culture and traditions. However, the main difficulty was turning this information into academic data and to thoroughly analyze the developments of the perceptions of my students. Therefore, I can say that I have personally fulfilled my goal on learning more about Americans and their perceptions. I can also say I fulfilled my goal by making my students enthusiastic and educated about Dutch culture.

Summary

Teaching Friday's culture classes proved to be more difficult than the language classes. I experienced difficulty with not being allowed to be too opinioned on topics that I am personally interested about and students were on the other hand often not opinioned enough. Besides letting them prepare presentations, it was hard to get students to participate actively in classes. On the other hand, topics that I thought would be more difficult for my students to understand such as politics, the monarchy and Sinterklaas, were accepted and even admired by my students and they showed a large interest in all that was related to Dutch popular culture.

Were I to teach again, many changes would be made in my teaching strategy to improve the culture classes by forcing more active participation from students, by presenting myself more neutrally and give more attention to personal interests. Though, in conclusion, I did learn a lot about Americans and their culture and they, perhaps, even more about the Dutch than expected. In that way, I realized that this culturally related goal can never fully be fulfilled after living in the US for four months. It can only be partly fulfilled, which it has been. is partly fulfilled. However, I hope to learn a lot more about Americans and their views from a personal as well as academic perspective in the near future.

Sources

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Websites:

www.dutchgrammar.com

www.jeugdjournaal.nl

www.nieuwsbegrip.nl

www.nt2opmaat.nl

www.onzetaal.nl

www.YouTube.com

www.2bdutch.nl

Appendix

Attachment :Course syllabus

<p style="text-align: center;">Introduction to Dutch Language & Culture 1 (DUT 1130) <i>Fall 2012</i></p> <p>Instructor : Cris van Wolffelaar E-mail : ecvanwolffelaar@ufl.edu Office : 33.. Turlington Hall Office hours : Monday, Tuesday & Wednesday 4-5 PM</p> <p>Course Description / Objectives This course aims to provide students with a thorough foundation in Dutch language skills, i.e. speaking, listening, writing and reading. In particular, speaking will play an important role in this course. Students will learn the Dutch sound system as well as verb conjugations, tenses, vocabulary, idiomatic phrases, prepositions, adjectives, adverbs to name a few grammar concepts. Students in Dutch 1130 will also learn about everyday life and culture in the Netherlands from textbook reading and assignments and activities outside the textbook.</p> <p>CLAS Language Requirement Dutch 1130 is the first part of a two semester year long course and the successful completion of both courses (DUT 1130 & 1131) fulfills the 10 credit language requirement for the College of Liberal Arts and Sciences at the University of Florida. Please note that you must complete DUT 1130 with a letter grade of "C" or better in order to continue in DUT 1131. In order to fulfill the CLAS language requirement at the University of Florida you must pass both DUT 1130 and 1131 with a letter grade of "C" or better.</p> <p>Texts The course will build on the following two text books:</p> <ul style="list-style-type: none"> Maud Beersmans & Wim Tersteeg, <i>De opmaat. Naar NT2-niveau A2</i>. Boom, 2009 (order from www.nt2.nl/nederlands_voor_beginners/de_opmaat) 	<ul style="list-style-type: none"> Emmeline Besamusca & Jaap Verheul (eds.), <i>Discovering the Dutch. On Culture and Society of the Netherlands</i>. Amsterdam University Press, 2010. (available on www.amazon.com) <p>Grades Your final course grade will consist of the following components:</p> <ul style="list-style-type: none"> 40% final exam 10% midterm exam 20% chapter tests 10% oral presentations 10% portfolio 10% class participation <p>Final Exam (40%) The final exam in this course is cumulative, incorporating all chapters, topics, vocabulary, and grammar from the entire semester. The final exam will contain a written as well as an oral section. For the oral component, students will work in pairs. The final exam is not optional and cannot be missed.</p> <p>Midterm Exam (10%) The midterm exam is cumulative, incorporating all chapters, topics, vocabulary, and grammar from the first part of the semester. It consists of a written part only. The midterm exam is not optional and cannot be missed.</p>
<p>Chapter Tests (20%) Every other week a chapter test is scheduled. They will be listed in the course schedule, which will be handed out in class at the beginning of the semester. The chapter tests consist of a written part only, and concern vocabulary, topics and grammar covered in the relevant chapter.</p> <p>Oral Presentations (10%) Each participating students will give two oral presentations during the semester. Topics are to be chosen from a list compiled by the instructor, based on the vocabulary and themes from the textbook material. Alternative topics need approval of the instructor.</p> <p>Portfolio (10%) During the semester, you will compile a portfolio of written assignments. A correspondence with a Dutch student in Utrecht is part of these assignments. Further details and instructions will be provided in class.</p> <p>Class Participation (10%) The completion and practice of daily exercises inside as well as outside of class (homework) are required for progress in the acquisition of a second language. Homework is considered part of class participation. In class, active participation means coming to class on time, prepared, and actively and constructively contributing to class activities. Consistent use of Dutch in class will positively reflect in the grade for class participation.</p> <p>Attendance Class attendance is mandatory. As this is a fast-paced and group oriented method of learning, attendance is essential for the development of language acquisition. Please note that cell phones, blackberries, or social media are not allowed during class!</p> <p>Absences If you must miss class due to an excused absence (family emergency, illness, religious holiday or participation in an approved academic or athletic event), you need to notify your instructor (in advance, whenever possible) and be prepared to provide follow-up</p>	<p>documentation. Note that it is always <i>your</i> responsibility to find out what you missed while absent and make up any missed work.</p> <p>There is a maximum of five absences. More absences will reflect in the final course grade as follows: 6-14 absences will lead to ½ letter subtracted from the overall course grade (i.e. A- will turn into B+). 15 absences or more will lead to a failing grade ("E") in the course overall.</p> <p>Need a Grade Boost? In chapter tests, the midterm and the final exam, bonus questions will provide an opportunity to add a few bonus points to your test/exam result.</p> <p>Grading Scale There is no curve in this class; all outstanding work will receive an "A". Grades will be based on the following percentages:</p> <ul style="list-style-type: none"> A = 90% or above 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 = 60-63% D- = 57-59% E = 56% or below <p>For further information, please consult the UF website: http://www.isis.ufl.edu/minusgrades.html</p> <p>Accommodations</p>

Attachment: weekly planner (2 examples)

VOORLOPIGE PLANNING WEEK 1 T/M 7
(voor eigen gebruik)

In het kort:

- Week 1 Introductie cursus + cursus opzet
- Week 2 Hoofdstuk 1 vrijdag: presentatie DtD
- Week 3 Hoofdstuk 1 vrijdag: chapter test H1
- Week 4 Hoofdstuk 2 vrijdag: presentatie DtD
- Week 5 Hoofdstuk 2 vrijdag: chapter test H2
- Week 6 Hoofdstuk 3 vrijdag: presentatie DtD
- Week 7 Hoofdstuk 3 vrijdag: chapter test H3
- Week 8 Review vrijdag: presentatie DtD
- Week 9 Review woensdag: midterm chapter 1,2,3 (do en vrij film)
- Week 10 Hoofdstuk 4 vrijdag: presentatie DtD
- Week 11 Hoofdstuk 4 vrijdag: chapter test H4
- Week 12 Hoofdstuk 5 vrijdag: vrij, geen presentatie
- Week 13 Hoofdstuk 5 vrijdag: presentatie DtD
- Week 14 Hoofdstuk 5 dinsdag: chapter test H5 (wo, do, vrijdag vrij)
- Week 15 Herhaling
- Week 16 Voorbereiding examens
- Week 17 Examen

Week	Date	Chapter	In class	Homework	Grammar
2	27 aug	Hoofdstuk 1: Kennis maken	- personal pronoun, verb present tense (persoonlijk voornaamwoord + werkwoord tegenwoordige tijd) - 1, 2	3, 4	1
	28 aug		- 6, 7	5, taalhelp getallen (p. 18, 19)	2
	29 aug		- taalhelp 19 en 20 - 8, 11 -- sentence construction, questions (grammatical zinsbouw)	12	

Attachment: handout e-mail correspondence

Dutch 1130, University of Florida
Fall 2012

☺ Instructie voor de e-mailcorrespondentie ☺

- Deze e-mailcorrespondentie is je portfolio.
 - Het zijn 4 email opdrachten.
 - Het portfolio moet je inleveren op 30 november.
 - In totaal moet je minimaal : 4 e-mails versturen, van minimaal 10 zinnen per e-mail.
4 e-mails ontvangen.
 - Elke email moet over het thema van het boek gaan. (thema 1=kennismaken, thema 2=feesten,
thema 3=boodschappen doen & winkelen, thema 4= vervoer).
 - Stel vragen en beantwoord vragen in de e-mails. Vraag wat jij interessant vindt!
Bijvoorbeeld: Waar ken ik hem of haar van? Wat doet hij of zij dagelijks?
 - Google translate helpt je met woorden, maar niet met de volgorde van zinnen.
 - Ik kijk na op spelling, grammatica en 'nzet'.
-
- Als je geen reactie krijgt, vertel het me dan zo snel mogelijk.
 - Als je de antwoorden niet begrijpt, help elkaar of vraag het aan mij.
 - Je mag iedereen met 'je' aanspreken.

Veel plezier!

1. Claudia Whitmarsh Liselotte de Wit liselottedewit@msn.com
2. Kristen van Dyke Marthe van Vugt marthe_vanvugt@hotmail.com
3. India Solomon Annemarie Oskam annemarietjuh_me@hotmail.com
4. Ryan Schmidt Gert Top gert-top@hotmail.com
5. Alexander McKinney Hannah van Wolffelaar hannahvanwolffelaar@hotmail.com
6. Sydney Folsom Veerle Askamp veerle_askamp@hotmail.com
7. Amanda Brauen Anouk van den Eijnden anouk_1992@hotmail.com
8. Augustina Bonaventura Roosmarijn de Groot roosfleur@gmail.com
9. Lauren Adamson Marthe Koetsier marthee@hotmail.com
10. Matthew Bateman Marlot van der Kolk marlotvanderkolk@gmail.com

Attachment: handout speaking Dutch in class

Dutch 1130: University of Florida
Fall 2012

Nederlands spreken tijdens de les

1. Ja _____
2. Nee _____
3. Mag ik wat vragen? _____
4. Hoe spel je dat? _____
5. Wat betekent dit? _____
6. Hoe schrijf je dit? _____
7. Ik snap het niet _____
8. Ik snap het al _____
9. Ik weet het antwoord niet _____
10. Mag ik naar de wc? _____

Attachment: e-learning printscreen

The screenshot shows a web browser window displaying an e-learning platform. The address bar shows the URL: <https://elearning2.courses.ufl.edu/portal/site/UFL-DUT1130-15244-82012/page/ccc963ff-673b-46ff-9ecf-c565e06c69c>. The page title is "e-Learning : DUT1130: 644". The browser's language is set to "EN Engels (Verenigde Staten)".

The interface includes a navigation menu on the left with options like Home, Announcements, Assignments, Assessments, Calendar, Chat Room, Discussions, Gradebook, Gradebook 2, Lessons, Mail, Resources, Site Info, Site Stats, Syllabus, Student Help FAQ, and Help. The main content area shows the course "DUT1130: 6442, Fall 2012" and a "Resources" section. The resources are listed in a table with columns for Title, Access, Created By, Modified, and Size.

Title	Access	Created By	Modified	Size
DUT1130: 6442, Fall 2012 Resources				
Chapter 1: De Opmaat	Entire site	Elisa Van Wolffelaar	Aug 22, 2012 11:10 am	6 items
Chapter 2: de opmaat	Entire site	Elisa Van Wolffelaar	Sep 20, 2012 11:33 am	3 items
Chapter 3: de opmaat	Entire site	Elisa Van Wolffelaar	Oct 5, 2012 2:35 pm	2 items
Chapter 4: de Opmaat	Entire site	Elisa Van Wolffelaar	Oct 31, 2012 5:31 pm	2 items
Handouts	Entire site	Elisa Van Wolffelaar	Aug 22, 2012 11:14 am	5 items
Powerpoints	Entire site	Elisa Van Wolffelaar	Aug 22, 2012 1:46 pm	15 items
ANTWOORDEN OEFENINGEN MIDTERM.docx	Entire site	Elisa Van Wolffelaar	Oct 15, 2012 2:15 pm	40.7 KB
Vocabulaire opmaat Nederlands-Engels.pdf	Entire site	Elisa Van Wolffelaar	Aug 22, 2012 1:05 pm	191.7 KB
midterm oefeningen	Entire site	Elisa Van Wolffelaar	Oct 12, 2012 2:42 pm	33.4 KB

Attachment: Midterm exam

UF College of Liberal Arts & Sciences | 1
MIDTERM DUTCH 1130


Naam: _____

Instructie:
Je kan in totaal 100 punten behalen op deze toets. Deze toets telt als 10 % van je eindcijfer.

A) Leesvaardigheid (10 punten)
Lees dit artikel over Donald Duck. Beantwoord de vragen.

Iedereen kent het tijdschrift Donald Duck. Dit jaar wordt het tijdschrift 60 jaar. Donald Duck begon als eend die bij de brandweer wilde. Hij beleeft al 60 jaar veel avonturen.

Het begin
60 jaar geleden, in 1952, verscheen de eerste Nederlandse Donald Duck. Hij viel gratis in de brievenbus bij 2 miljoen families. Het tijdschrift was een groot succes en iedereen in de familie, jong en oud, vond de strips erg leuk. Donald Duck is na zestig jaar nog steeds populair: mensen lezen graag de verhalen van de grappige eend. Het is echt een traditie en deel van de Nederlandse cultuur: in Nederland is het nog steeds het meest populaire tijdschrift.



Duckstad
Donald Duck woont in Duckstad. Hij woont daar met zijn neefjes Kwak, Kwik en Kwak. Zijn rijke oom Dagobert woont er ook. Andere bekende figuren zijn Katrien Duck, Gous Geluk en Gjs Gans.

Het jubileum
Dit jaar vieren we de 60-jarige verjaardag. Er komen twaalf speciale Donald Ducks. Elke maand bezoekt Donald Duck een andere provincie. Er zijn er al negen verschenen. De provincies Gelderland, Flevoland en Overijssel komen de volgende maanden aan de beurt. Ook in het stripmuseum vieren ze de verjaardag. Daar begint op 20 oktober een tentoonstelling over de eend. Donald Duck opent zelf de de tentoonstelling. Tot 13 januari 2013 kun je de tentoonstelling in het museum in Groningen zien.

Woordentijds:
het tijdschrift = the magazine
de brandweer = the fire brigade
de brievenbus = the mailbox
de eend = the duck
beleven = to experience
de verhalen = the stories
de tentoonstelling = the exhibition

1. Bij welke mensen is Donald Duck het meest populair?
a) bij kinderen
b) bij volwassenen
c) bij kinderen en volwassenen

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Hoe viert Donald Duck zijn verjaardag?
a) Hij wordt gratis voor 2 miljoen families
b) er komen negen speciale Donald Ducks
c) Er komt een tentoonstelling over Donald Duck

1. Dagobert Duck is:
a) de broer van Donald's vader of moeder
b) de broer van Donald Duck
c) de vader van Katrien

2. Wiet is waar (true) over Donald Duck:
a) Hij heeft een rijke oom
b) Zijn tijdschrift is jarig
c) A en B zijn waar

B) Vocabulaire (20 punten)
Let op: verjeet bij zelfstandig naamwoorden (nouns) niet om aan te geven of het een de/het woord is!

1. The aunt	_____	6. The dress	_____
2. The surname	_____	7. Delicious	_____
3. The birthday	_____	8. The potato	_____
4. The afternoon	_____	9. Difficult	_____
5. The orange	_____	10. Saint Nicholas	_____

Vul het woord in. Kies uit onderstaande woorden.
bier – oma – zoon – vlees – groente – eindexamen – nationaliteit – tweeling – familie – bloem – gezin – studie – niche – meneer – echtpaar – trein – brood – Nederland – salami – Nederlander

1. Ik ben vegetariër dus ik eet geen _____.

2. Mijn vrouw en ik hebben net een kind gekregen. We zijn nu een _____.

3. Welke _____ wil jij gaan doen? Biologie of Natuurkunde?

4. Ik ben geboren in Nederland dus ik ben een _____.

5. Ik vind sla lekker. Welke _____ vind jij lekker?

6. Mijn zus heeft een _____ . Haar dochters lijken op elkaar.

7. Ik woon nu één jaar in _____.

8. Hij moet studeren voor zijn _____.

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D) Meervoud (10 punten)
Zet de zin in meervoud: Het zelfstandig naamwoord + werkwoord!

- De taxi staat te wachten. _____
- Het huis in Nijmegen is mooi. _____
- Het feestje van Anne en Johan is gezellig. _____
- De flex win staat al een week open. _____
- De oom van Anne geeft haar altijd veel cadeaus. _____

E) Hulpwerkwoorden (10 punten)

Florian
Florian en Anna gaan boodschappen doen. Florian en Anna zijn een tweeling en worden morgen allebei 21 jaar oud. Het is dus morgen 1 verjaardag. Daarom geven 2 een feestje. Anna gaat een cheesecake maken met aardbeien, dat is 3 favoriete fruit. Florian koopt geen taart voor het feestje, dat vindt 4 niet lekker. Florian houdt wel van snacks, dus koopt 5 chips en pretzels.

Daarom = because of that allebei = both
Tweeling = twins

Antwoorden opdracht

- _____
- _____
- _____
- _____
- _____

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B) Inversie/zinsbouw (20 punten)
zet de zin + werkwoord in de goede volgorde. Let op: begin de zin met het woord met de HOOFDLETTER capital

- Volgende week zaterdag – een feestje – Anne en Johan – in Amsterdam – geven.

- onze dochter Judith – naar huis – Morgen – komen – met de trein.

- studeren – In September – gaan – in Utrecht – studeren – ik

- altijd – boodschappen – ik – doen – in de supermarkt – Op zaterdag

- wilken – Anne – kopen – haar broertje – voor – een cadeautje.

- Elke week – de meisjes – dansen – gaan – in een club

- Simone en Mila – gaan – Twee keer per jaar – in Amsterdam – winkelen

- uit – Engeland – julle – komen

- vertrekken – Om vijf uur – mijn trein – naar Groningen.

- een kopje koffie – 'S ochtends – drinken – altijd – ik

C) Bijvoeglijk naamwoorden (10 punten)

- (geel) De bananen zijn _____. Een _____ banaan.
- (rood) De aardbeien zijn _____. De _____ aardbeien.
- (goedkoop) De schoenen zijn _____. De _____ schoenen.
- (klein) Het huis is klein. _____ Een _____ huis.
- (lekker) Het kopje koffie is _____. Een _____ kopje koffie.

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F) Modale werkwoorden (10 punten)
omcirkel het goede antwoord

Annemarie: 'Roos, (kunnen/zullen/willen) we binnenkort (soon) naar de bioscoop gaan?
Roos: 'Ja gezellig, ik (wil/moet/mag) wel naar de bioscoop! Wanneer (ga/kan/mag) je?
Annemarie: 'Ik (moet/mag/kan) morgenmiddag werken, dus dan kan ik niet. We (kunnen/willen/moeten) wel morgenavond gaan?
Roos: 'Ja! Dat is een goed idee! Tot morgenavond dan!
Annemarie: Tot dan!

G) Negatie (10 punten)

- Kan jij goed dansen? Nee, _____
- Heb jij Nederlandse ouders? Nee, _____
- Vindt jij Amsterdam een mooie stad? Nee, _____
- Vindt u salsa muziek mooi? Nee, _____
- Spreek jij goed Nederlands? Nee, _____

B ONUSVRAAG (5 punten)
What about the movie *Alles is Liefde* do you consider typically Dutch? Or what fits in with stereotypes?
Base your answer on your own ideas or name examples that we have discussed in class!

Attachment:Final Exam

DUTCH 1130: University of Florida
Fall 2012

FINAL EXAM DUT1130 FALL SEMESTER 2012 10 DEC 2012

Naam: _____

Instructie:
Je kan in totaal 100 punten halen voor deze toets. Deze toets telt als 25 % van je eindcijfer.

A) VOCABULAIRE (10 punten)
Geef de Engelse vertaling van de volgende woorden:

1. Het feestje _____	6. De afspraak _____
2. Het vliegtuig _____	7. De klacht _____
3. De stad _____	8. De oma _____
4. Het kaartje _____	9. Het kopje _____
5. Het gezin _____	10. Het dorp _____

Geef de Nederlandse vertaling van de volgende woorden :
Let op de lidwoorden (De/Het).

1. The journey _____	6. Pretty _____
2. The boy _____	7. The aunt _____
3. The birthday _____	8. The holiday _____
4. Yesterday _____	9. Dirty _____
5. The wedding _____	10. Big _____

B) MEERVOUD (5 punten)
Geef de juiste meervoudsvorm van de volgende zelfstandige naamwoorden (nouns).

- de oom _____
- het huis _____
- de baby _____
- de neef _____
- de radio _____

1

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C) SCHRIVEN (10 punten)
Maak het dialoog in het Nederlands. Er zijn meerdere antwoorden goed.
Let op spelling en grammatica!

- Je loopt de Coffee Company (a Dutch version of Starbucks) in Nederland binnen. Je wilt graag een koffie bestellen. Hoe bestel (order) je koffie in het Nederlands? (2p)

- Je praat met een meisje in de Coffee Company. Het meisje vraagt je naam en waar je vandaan komt. Hoe zeg je dit in het Nederlands? (2p)

- Zeg hoe je heet en vraag het meisje wat haar naam is en naar haar studie. (2p)

- Ze vraagt wat je van Nederland vindt. Geef je mening (opinion). (1p)

- Je moet naar Amsterdam met de trein van half vier, dus je vraagt haar naar de tijd. Hoe doe je dat? (1p)

- Je moet naar het station, maar eerst vraag je of ze zaterdag naar de bioscoop wil. Hoe doe je dat? (2p)

D) INVERSE (10 punten)
Schrijf de woorden in de juiste volgorde en zet het werkwoord in de juiste vorm.
Gebruik de tegenwoordige tijd.

- Volgende week – Anne – naar Bangkok – vliegen.

2

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2. Janneke – kopen – taart, want – zij – zijn – jarig.

3. Martijn – altijd – gaan – naar de sportschool – op zaterdag.

4. Vandaag – mijn vrienden – zullen – gaan – op volleybalkamp.

5. Ik – leuk – vinden – het, als – een feestje – Anne – geven.

E) VOLTOOID DEELWOORD (perfectum). (5 punten)
Zet de zinnen om naar de juiste tijd. Neem de hele zin over.

1. Fred studeert hard voor zijn final exam. (studeren)
voltooid deelwoord: _____

2. Mijn moeder kookt aardappelen en bonen. (koken)
voltooid deelwoord: _____

3. Wij zijn in Amsterdam. (zijn)
voltooid deelwoord: _____

4. Wij trouwen in Nederland. (trouwen)
voltooid deelwoord: _____

5. Jullie kijken de nieuwe James Bond film. (kijken)
voltooid deelwoord: _____

3

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F) ADJECTIEVEN, COMPARATIEVEN EN SUPERLATIEVEN (15 punten)
Geef de juiste vorm van het adjectief, de comparatief en de superlatief.
Remember the irregular adjectives!

1. (delicious) Het ontbijt was (a) _____, de lunch van gisteren was (b) _____, maar het diner was (c) _____.

2. (beautiful) De Franse taal is (a) _____, Engels is nog (b) _____, maar Nederlands is (c) _____.

3. (good) Dat is een (a) _____ antwoord, maar ik vind zijn antwoord (b) _____ en haar antwoord is (c) _____.

4. (expensive) Dat zijn (a) _____ schoenen, maar de tas was (b) _____ en de jas was (c) _____.

5. (large) Utrecht is een _____ stad, maar Amsterdam is _____ en Miami is _____.

G) FREQUENTE EN TIJDSAANDUIDINGEN (5 punten)
Vul de tegenstelling (oppositie) van het gegeven woord in.

Voorbeeld: soms - vaak

1. Ik heb veel eten gekocht voor mijn feestje, maar _____ bier en wijn.

2. Annemarie gaat vroeg op zondag naar de bioscoop, maar _____ op zaterdag.

3. Wij gaan meestal op zondag naar de kerk, _____ hebben we geen zin.

4. De muziekschool is open van 9 uur 's ochtends _____ 5 uur 's middags.

5. _____ jaar ging ik op vakantie naar India. Volgend jaar ga ik naar Nepal.

H) BUIVOEGLIJK NAAMWOORDEN (5 punten)

1. (rood) Annemarie draagt een _____ jurkje op het feest.

2. (duur) Ze draagt er ook schoenen van Gucci bij. Dat zijn _____ schoenen!

4

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3. (geel) Annemarie's vriend Jasper draagt een _____ broek.

4. (leuk) Op het feest draait de DJ _____ muziek.

5. (saai) Mark is ook op het feest. Hoewel iedereen danst, vindt Mark het feest erg _____.

I) SUBJECT, OBJECT OF EEN BEZITELIJK VOORNAAMWOORD (10 punten)
Vul de lege ruimtes in en verwijst naar de juiste persoon.

De familie Van der Vaart op vakantie

De familie Van der Vaart gaat dit jaar naar Spanje op vakantie. 1 hebben een hotel gereserveerd aan de Costa del Sol. De familie vertrekt vandaag met de auto vanuit Utrecht. 2 hond, Labrador Pluto, gaat ook mee. Tijdens de reis, speelt zoon Dennis alleen maar op 3 Nintendo. Hij zegt niets. Dochter Maria heeft er ook niet veel zin in: 4 wil liever op vakantie met 5 vriendinnen of met 6 vriendje Mark. Peter, de vader, vindt dit gezeur en zegt tegen zijn vrouw Anneke dat 6 kinderen vervend zijn. "Nee", zegt Anneke, "dat vervelende karakter hebben ze van 7!" Dit vindt Peter niet leuk: 8 wordt boos op Anneke. "Weet je wat?" zegt Peter tegen 9: "ga jij maar lekker met 10 op vakantie!" En hij stapt uit de auto en loopt weg.

EINDE

Zin hebben = to feel like something vervend = spoiled karakter = character vertrekken = to leave

Antwoorden opdracht G


1. _____ 6. _____

2. _____ 7. _____

3. _____ 8. _____

4. _____ 9. _____

5. _____ 10. _____



5

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J) NEGATIE (5 punten)

1. Heb jij veel honden en katten? Nee, _____

2. Komen jouw ouders uit Nederland? Nee, _____

3. Heeft u toevallig ook lamsvlees? Nee, _____

4. Vind u salsa muziek mooi? Nee, _____

5. Spreek jij Portugees? Nee, _____

K) LEZEN (10 punten)

We sms'en!
Het was 3 december precies twintig jaar geleden. Toen heeft een Engelsman het eerste sms'je ter wereld verstuurd. Sms is iets heel belangrijks geworden. Maar de tijd van sms is bijna voorbij.


Neil Papworth was in 1992 22 jaar oud. Hij schreef de eerste sms op zijn computer. Zijn bericht was voor een collega. Het was: 'Merry Christmas'. In 1993 verstuurdde Nokia de eerste sms met een telefoon, dit kon met maximaal 160 letters.

Sinds 2000 wordt er veel ge-sms't. In 2010 zijn een miljard sms'jes per maand verstuurd. Sms'jes waren erg duur, en veel telefoonbedrijven zijn erg rijk geworden. Een sms versturen kost hun bijna geen geld, maar een sms kost klanten 35 cent!

De sms-taal kwam op. 160 letters is niet veel. Eerst zijn er afkortingen gekomen, zoals ff. Is en LOL. Emoticons zoals :) zijn ook populair. Dat was makkelijk om je humeur te laten weten. Daarna kwam T9. Bij elke toets horen drie letters. Je typt de eerste letters van een woord. Daarna maakt de telefoon er een woord van. Nohias gaat dat niet altijd goed. Je wilt bijvoorbeeld sms'en: "ik hoor dat je ziek bent". Maar het wordt: "ik hoop dat je ziek bent".

In 2012 is de sms niet erg populair meer. Want berichten sturen kan nu op veel manieren. Er zijn veel apps voor. De bekendste is Whatsapp. Sterft de sms voor altijd uit?

De sms – the text het humeur – the mood
de klant – the customer de toets – the key
het bericht – the message uitsterven – to die out



6

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Vragen bij de tekst (opdracht 1)

1. Waar gaat deze tekst over? Geef antwoord in één zin.

2. 'Bedriven zijn erg rijk van sms'jes geworden' Waarom?

3. Wat is vervelend aan T9?
 - A) De telefoon maakt vaak niet het woord dat jij wilt typen
 - B) Je typt de eerste letters van een woord, daarna maakt de telefoon je woorden af
 - C) Geen van beiden (none of the above)
4. Waarom lijkt de tijd van de sms voorbij?
 - A) sms versturen is erg duur voor klanten (35 cent)
 - B) Mensen sturen nu berichten met apps
 - C) sms'jes versturen is niet populair bij klanten
5. "De eerste sms is verstuurd vanaf een Nokia."
 - A) Waar
 - B) Niet Waar

**** BONUSOPDRACHT: WERKWOORDEN ** (5 punten)**
Zet de werkwoorden in de goede vorm.

1. Andrea _____ (zijn) een Amerikaanse.
2. Jullie _____ (studeren) aan de Universiteit Utrecht
3. _____ (willen) jij een kopje koffie?
4. Ik _____ (reizen) veel voor mijn werk.
5. Hans _____ (geven) een cadeautje aan Maria.

7

Attachment: oral exam group assignment

<p style="text-align: right;">Dutch 1130: University of Florida Fall 2012</p> <p>The Final Oral Exam</p> <p><u>Instructions</u></p> <p>This oral examination will be a part of your final exam for the course Dutch 1130. The examination will consist out of three parts: a group assignment, a basic interview and an individual assignment.</p> <p>Groepsopdracht (5-7 minuten)</p> <p><i>One of the following topics will be chosen. You have to prepare for all of them a conversation of around 5 minutes. Be as creative as possible and use the grammar and vocabulary discussed in the chapters of De Opmaat.</i></p> <p>Situatie 1) de Vakantie</p> <p>In this conversation A and B pretend to be two friends that are planning to go on a holiday together. However, they do not know where or when to go. They are both very different in your opinion on how much the holiday should cost and what it should look like in general. You have to find a compromise in this and go together anyway.</p> <p>Some things you could talk about in your conversation:</p> <ul style="list-style-type: none"> • Where you are going • How you are getting there • How long you are going • With who you are going • What you are going to do there • Where you will be staying and much money the accommodation will cost <p>Situatie 2) de Date</p> <p>In this conversation consists of two parts. In the first part A and B are two old high school friends accidentally run into each other on the street. They have a casual conversation and decide to go on a date. A and B have not seen each other in 10 years and have no idea what the other is up to. In the second part they go on the actual date. This date will first be in a restaurant (the rest you can decide for yourself), where they order food and drinks.</p> <p>Some things you could talk about in your conversation:</p> <ul style="list-style-type: none"> • Talk about what you are doing now (work, family, etc.) • Order the food and drinks • Talk about hobbies, interests, favorite food: anything you would talk about in a conversation! <p style="text-align: right;">1</p>	<p style="text-align: right;">Dutch 1130: University of Florida Fall 2012</p> <ul style="list-style-type: none"> • Talk about a possible next date <p>Situatie 3) de Surprise Party</p> <p>Two friends are organizing a surprise party for a friend. They first need to do grocery shopping and they will bake a cake for this person. They are thinking of what present to buy and who to invite for the party.</p> <p>Some things you could talk about in your conversation:</p> <ul style="list-style-type: none"> • When you are going to throw the party • Who you are going to invite • What you need to buy for the party (and what cake you are making) • What music you are going to play • What you will be doing at the party (dancing or singing etc.) <p>Situatie 4) Winkelen voor de Bruiloft</p> <p>One of you decides needs to buy new clothes because your sister is getting married. You are going to shop in the mall and try to find the right clothing for the wedding. This is not so easy, because the wedding has a theme (decide for yourself). The other person is the person that works in the shop. Together you are trying to find the right outfit and trying on all different sorts of clothing.</p> <p>Some things you could talk about in your conversation:</p> <ul style="list-style-type: none"> • Talk about the wedding: when and where • What colors you need or what kinds of fabrics • What kind of clothing you need • How much the outfit should cost • Try to bargain: get a deal <p>Situatie 5) de vakantie naar New York</p> <p>A is going on a holiday to New York: a city where A has never been before. A is currently on her/his way to the Big Apple and during her/his flight A starts talking to the person in the seat next to A. This person B actually comes from New York and B explains to A what sights and attractions should not be missed. B is also very interested in where A is from.</p> <p>Some things you could talk about in your conversation:</p> <ul style="list-style-type: none"> • A can tell about where he/she is from and what is interesting about that city/country • B can tell about the sights and attractions in New York • Tell about future or past travels of A and B: places they want to see or have seen • Talk about the accommodation A is staying in <p style="text-align: right;">2</p>
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Attachment: oral exam example individual assignment

One of the following cartoons will be chosen. You have to be able to explain what is happening in the cartoon. Be as creative as possible and use the grammar and vocabulary discussed in the chapters of De Opmaat.

1) Erik's Avond

Attachment: Grading form oral exam

Dutch 1130: University of Florida
Fall 2012

Beoordeling Mondeling Tentamen

Naam: _____

Datum: _____

Deel 1: Individuele opdracht Opdracht: _____

1. Voorbereiding	Preparation	1	2	3	4	5
2. Artikulatie & spreektempo	Articulation & speaking rate	1	2	3	4	5
3. Vocabulaire	vocabulary	1	2	3	4	5
4. Juiste toepassing van grammatica	Proper use of grammar	1	2	3	4	5
5. Inhoud (originaliteit)	Content (originality)	1	2	3	4	5
6. Algehele kwaliteit	Altogether quality	1	2	3	4	5

Deel 2: Groepsopdracht Opdracht: _____

1. Voorbereiding	Preparation	1	2	3	4	5
2. Artikulatie & spreektempo	Articulation & speaking rate	1	2	3	4	5
3. Vocabulaire	Vocabulary	1	2	3	4	5
4. Juiste toepassing van grammatica	Proper use of grammar	1	2	3	4	5
5. Inhoud (originaliteit)	Content (originality)	1	2	3	4	5
6. Altogether Quality	Altogether quality	1	2	3	4	5

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Samenvatting

Het lesgeven aan de University of Florida is wat mij betreft een echte aanrader! Ik heb er ontzettend van genoten en er veel van geleerd. Hoewel ik zelf geen taalkundige achtergrond heb, heb ik als Master student American Studies prima zelfstandig deze cursus kunnen geven. De vrijheid die je gegeven wordt is enorm binnen deze stage, maar als je van wat eigen verantwoordelijkheid houdt, creatief bent en als niet bang voor een uitdaging, dan is het een absolute kans om zelfstandig een talencursus te geven, iets wat natuurlijk een bijzondere kans is!

De Universiteit

De universiteit van Florida zelf is een typisch Amerikaans product. De omvang ervan en het aantal studenten dat aan UF studeert is enorm groot: er studeren wel 50.000 studenten! Hierom is de stad Gainesville eigenlijk compleet gedomineerd door UF, waardoor Gainesville een echte studenten stad is. Alles draait om het comfort van de student, niet verkeerd dus! Deze grootte zorgt er ook voor dat er aan de universiteit vele extra faciliteiten beschikbaar zijn, zoals een hoop bibliotheken, vergaderzalen, gratis gratis busvervoer, taxi's, een gratis sportschool, een gratis huisartsenpraktijk, gratis filmavondjes etcetera. De faciliteiten die UF (bijna altijd gratis) aanbiedt aan de studenten zijn zo gevarieerd dat de universiteit wel een dorp opzich lijkt waarin alles wat je maar kan wensen wordt aangeboden.

De universiteit beschikt daarnaast over vele sportclubs en studentenverenigingen waardoor iedereen van elke nationaliteit, etniciteit en religie zijn plaats kan vinden. Er zijn ook veel fraternity's en sorority's die veel feestjes organiseren en waar men de echte ervaring kan opdoen zoals men die altijd in de films ziet. Hoewel deze clubs allemaal erg dominant zijn, is toch wel het UF football team, 'the Gators' de meest prominente club van de universiteit. Gedurende het najaar zijn de football wedstrijden en tienduizenden studenten en alumni trekken dan naar Gainesville om gekleed in oranje en blauw (de kleuren van de universiteit) de wedstrijd te komen kijken in het stadion ('The Swamp') of in een van de vele gezellige barretjes van Gainesville. Kortom, aan the University of Florida in Gainesville vind je als student de echte American college experience, en dat onder een eeuwig stralend zonnetje omringd met palmbomen.

Vakken volgen

Qua niveau zijn de vakken die je aan de University of Florida volgt redelijk makkelijk in vergelijking met het Nederlands universitair onderwijs. Ik heb twee mastervakken gevolgd, maar vond de hoeveelheid onderzoek die ik moest doen behoorlijk laag. Hoewel het wellicht qua diepgang niet zo

uitdagend was, was de hoeveelheid aan tijd die de vakken kostten dan wel weer erg hoog. Ik moest veel boeken lezen en elke week voor beide vakken erg veel schrijven. Hierdoor was ik alsnog net zoveel bezig met mijn studie als wanneer ik in Nederland zou studeren. Wel was het ook erg leuk dat de graduate vakken in enorm kleine klasjes worden gehouden. Voor het ene vak zat ik maar met zeven studenten in de klas, en met de andere maar met 15. Hierdoor is het contact met elkaar en de docent erg persoonlijk en informeel. Deze sfeer is mij zeer goed bevallen en stimuleerde mij om hard te studeren (want je wilt natuurlijk niet afgaan in zo'n kleine groep!).

Tip: Ook al lijkt de keuze van vakken aan UF behoorlijk ruim aangezien er zoveel verschillende departementen zijn, toch is aan de andere kant de garantie dat je ook werkelijk geplaatst wordt voor een van deze vakken als exchange student weer kleiner. Ga er dus vooral niet uit dat je automatisch het vak mag volgen wat je in Nederland gekozen hebt en orienteer je goed tijdens je voorbereidingen op wat er zoal in de online catalogus te vinden is (dat kan erg chaotisch en moeilijk te vinden zijn) en zet je zinnen niet op slechts 3 of 4 vakken!

Het lesgeven

Als TA Dutch heb je dagelijks een klas studenten onder je hoede. Je geeft van maandag tot en met vrijdag elke dag 50 minuten les, vier maanden lang. Je doet alles in dit geval zelf, dus je bereidt de lessen zelf voor, maakt zelf powerpoints en presenteert de stof zelf aan de studenten en neemt tentamens af. Het boek dat je gebruikt is een redelijk nieuwe lesmethode die in Nederland ook wordt gebruikt die je al een hoop houvast geeft wat betreft de invulling van de lessen. Naast werken uit 'De opmaat' geef je ook om de vrijdag een cultuurles gebaseerd op het boek *Discovering the Dutch*.

Dagelijks ben je minimaal een en maximaal twee uur bezig met het voorbereiden van de lessen. Het is handig om alvast een algemene planning van hoe je het semester gaat indelen wanneer je nog in Nederland bent. Mijn dagelijkse werkzaamheden kostten mij gemiddeld 3 uur per dag. Ik heb dagelijks voor de les een powerpoint gemaakt als de basis van de les. Hierin behandelden we ten eerste het opgegeven huiswerk om te kijken of iedereen alles gemaakt en begrepen heeft. Daarna gingen we vaak een actueel tekstje of televisiefragmentje bespreken om iedereen een beetje wakker te schudden en interesse te wekken voor de les en het onderwerp (dit waren vaak typisch Nederlandse onderwerpen die ik hier aansneed). Hierna volgde vaak een uitleg over nieuwe grammatica of iets anders nieuws uit het boek ('De opmaat'), gevolgd door het doen van oefeningen

uit het boek of zelfbedachte oefeningen in kleine groepjes. Aan het einde van de les gaf ik altijd het huiswerk op en beantwoorde ik vragen die studenten mogelijk nog hadden.

Naast lessen in elkaar zetten is er nog het voorbereiden van al het toetsmateriaal (midterms, chaptertest, final exam en oral exam). Dit was een taak die mij ook veel tijd heeft gekost maar die wellicht in de toekomst minder tijd zal kosten als je gebruik kan maken van materiaal van vorige TA's (ik was de eerste die 'De opmaat' gebruikte).

Tips!

- ga wonen in The Courtyards of in het internationale studenten complex van de Universiteit (Weaver Hall). Vele andere residences lijken dichtbij op de kaart, maar zijn in feite super ver weg, waardoor je altijd afhankelijk bent van de bus. Indien je dit niet wilt, kan je ook in prive studentenwoningen wonen. Deze kamers worden aangeboden op www.craigslist.org/gainesville.
- Neem na het semester nog minstens een week of twee de tijd om rond te reizen! Alleen al in Florida is er zoveel te zien en te doen en je gaat veel mensen ontmoeten die hetzelfde van plan zijn.
 - 21 jaar of ouder zijn is echt een pre in Amerika. Als je dit nog niet bent, mag je vaak kroegjes niet in en kan je ook geen auto huren.
- Regel je visum zaken zo vroeg mogelijk. Het consulaat in Amsterdam kan streng zijn en als je iets niet in orde hebt moet je later weer terug komen. Ze houden geen rekening met je vlucht!
- Ga bij de navigators, ik heb er erg veel leuke activiteiten rondom Gainesville mee ondernomen en we zijn op een cruise naar de Bahama's geweest! De navigators matchen een Amerikaanse student met een exchange student en stimuleren zo het contact tussen Amerikanen en uitwisselings studenten. De activiteiten die ze organiseerden waren altijd gezellig en goedkoop. Je kan je aanmelden op www.navigatorsintl.com
- Als je Nederlands gaat geven ga dan van tevoren langs bij het James Boswell instituut. Het is altijd fijn om te zien hoe anderen Nederlands geven en ik heb er veel aan gehad om zelf inspiratie op te doen.
- Verzamel ook alvast wat extra materiaal uit Nederlandse boeken of tijdschriften of neem films mee met Engelse ondertiteling: het is altijd handig om extra materiaal al bij je te hebben want online is het moeilijk te vinden.
- Zorg dat je de materialen van de vorige TA op je computer hebt. Hier kan je veel van overnemen en dit scheelt enorm veel tijd en werk. Ook contact hebben met vorige TA's kan je een hoop hulp bieden tijdens het semester.