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Special Note for Fall, 2017:  

The number of students registered for this class is much larger than usual. While I am thrilled to see such an interest in this topic, I am challenged to provide a thought provoking, dynamic, discussion based class for a large number of students. So, in an effort to maintain an interactive environment, the class will be structured as follows:  

1. Weekly lectures will be available online through SAKAI. I will post lecture notes as well as recorded versions of each lecture. You will be responsible for the weekly readings and viewing the lectures each week PRIOR to the class meeting.  
2. This class is scheduled to meet on campus twice a week for 1 hour and 20 minutes. These on campus meetings will be reserved for DISCUSSION sections. Students will be assigned to either a Tuesday or Thursday section during the regular class meeting time (1:10-2:30). Sections will number approximately 35 students to foster class participation and interaction, and important facet of this class.  
3. Students are expected to attend a weekly on campus discussion section prepared to talk about the lecture and the readings for the week. Preparation for the discussion, including reviewing the weekly lecture material and readings, are to be completed PRIOR to the on campus class meeting. Assignments for sections will be communicated later this summer; students are expected to attend their assigned section.  
4. I encourage you to come to class with questions about the lecture and the readings. However, I will not provide a lecture during the on campus meetings - my hope is that we can create a great discussion based format each week.  

Lastly, I know that this format is not what students were expecting when you registered for this class. However, I hope you understand that I am attempting to maintain the integrity of the discussion component, which is, based on student feedback, the thing many students enjoy the most about this class. I am sending this information well in advance of the beginning of the fall semester to allow those
students who are uncomfortable with this scenario to find an alternate class AND to let everyone know what to expect regarding the set up of this class. Please feel free to contact me if you have any questions or concerns!

FOR YOUR REFERENCE, please note the following days when BOTH SECTIONS will meet:

TUESDAY, 10/17 - Quiz # 1
TUESDAY, 11/14 - Begin Lecture 9
TUESDAY, 11/21 - More on Lecture 9
TUESDAY, 12/12 - COMPREHENSIVE TEST - Last class meeting

THURSDAY, 10/19 - Lecture 6 beginning
THURSDAY, 11/16 - Quiz # 2
THURSDAY, 11/16 - Quiz # 2

Overview:

This class examines how reproductive health policy is crafted in the U.S. We will look at the issue in a broad scope, including social, political, cultural as well as the physical and medical aspects of reproductive health policy. Focus areas such as birth control, abortion, defining family, legislation such as The Patient Protection and Affordable Care Act, surrogacy, fertility, male concerns, education and workplace factors, among others, will be considered.

We will begin by briefly reviewing the policy process and players who impact the political landscape as well as the factors that shape policymaking such as religion, morality, values, economics, and others. As the semester progresses, we will focus our conversations on specific topics, applying concepts we have learned throughout the semester to these issues. Key discussions include how and why various policies developed; the broad implication of sexual and reproductive policies; and the impact that these concepts have in the context of social, political and cultural issues. Critical thinking is required!

We will use readings, news articles, discussions and visual aids including movies and clips from the internet to examine this process. Since reproductive health policy issues involve a dynamic and often-changing process, please note that your assigned readings may change weekly to capture the most recent developments in this area.

Reproductive Health Policy is not solely a lecture course. Your ACTIVE PARTICIPATION is key to its success. Students are expected to prepare for, attend and participate in each class. I will repeat - DISCUSSION and CLASS PARTICIPATION ARE KEY COMPONENTS TO THIS CLASS. Class participation comprises 25% of the final grade.
AN IMPORTANT NOTE ABOUT DISCUSSION. Students enrolling in this class should understand that discussions will present AT LEAST TWO SIDES to every issue. All views are welcome and encouraged. A classmate, or the professor, may present an argument that you strongly disagree with. Constructive dialogue will be strongly supported throughout the semester, as we at Rutgers have a wonderful opportunity to learn from peers in such a diverse student body. If you are not comfortable hearing views that are different from your long held beliefs, please see Dr. Berger to discuss if this class is the right match for you. FURTHERMORE, we will discuss topics including, but not limited to, sexual assault, rape, abortion, birth control, surrogacy and transgender. Included in these discussions will be movies and/or readings that may be considered “graphic” by some individuals. Students who may be uncomfortable with the aforementioned discussions or movies should discuss their concerns with Dr. Berger prior to committing to this class.

This is your trigger warning.

Lastly, if you have had a personal experience with one or more of the topics to be discussed in this class, and are uncomfortable attending a specific discussion section, please do not hesitate to communicate your concerns with Dr. Berger.

By the end of the class, students should be able to:
1. Understand the “how and whys” of the political and policymaking processes – including the Big 5 – and how they impact sexual and reproductive health
2. Describe how conflict, debate and value systems create differing and often complex views of reproductive health policy.
3. Understand the role of government in sexual and reproductive health policy – federal, state and local levels – and how they may interact.
4. Become familiar with the current controversies in the field of reproductive health policy including campus sexual assault, sex and gender, funding of Planned Parenthood.
5. Discuss traditional cultural and social biases that differentiate between men and women and how traditional beliefs contribute to our thinking about family and other issues.
6. Understand how various elements play a role in shaping reproductive health policies, including: Gender, Economics, Values, Employment, Fertility, Family … and any other inputs we prioritized throughout our discussions
7. Explain why reproductive health policies encompass more than just abortion, birth control and pregnancy…and be able to discuss what other factors may be involved.
Required Texts and Readings:

Textbook: There is 1 book required for this class.


Articles: In addition to the text, you will be assigned a number of articles each week. These articles may be from a newspaper, a website or an academic journal and vary in length. Newspaper articles are often short, while journal articles tend to run a number of pages. Please bring articles with you to class each week. Additionally, we will view relevant movies or clips from the internet.

I will provide citations for the articles, not direct links. With few exceptions, the articles will not be posted on SAKAI. Although this is not a research class, I expect every student to be able to locate an article when given the citation. These are skills that college students should possess. It is your responsibility to print copies of the articles, read them prior to class and bring them to class for discussion.

Tips on finding the assigned articles: Every student has access to the Rutgers University Library databases and research tools. Use them! Some of the articles will not be accessible through Google. Some databases and resources you may find of particular help include:

<table>
<thead>
<tr>
<th>Databases:</th>
<th>Resources:</th>
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<tbody>
<tr>
<td>Access World News – for Star Ledger articles</td>
<td>National Women’s Law Center</td>
</tr>
<tr>
<td>EBSCO</td>
<td>Kaiser Family Foundation</td>
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<tr>
<td>JSTOR</td>
<td>National Council of State Legislators</td>
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<tr>
<td>Westlaw – News and Business Tab</td>
<td>Women’shealth.gov</td>
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<tr>
<td>FACTIVA (try this for NJ Law Journal articles)</td>
<td>Planned Parenthood Federation</td>
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<tr>
<td>CQ Researcher</td>
<td>Guttmacher Institute</td>
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<tr>
<td>Journalistressources.org</td>
<td>Right to Life</td>
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Occasionally, an article is particularly difficult to find, or the citation is incorrect. Please let me know if you have trouble locating a particular article.

Grading

Grading is based on 4 factors: performance on 1 final test, 2 quizzes and class participation. Pop quizzes on the readings may be given on any day. All materials covered by the texts, class discussions, videos, special readings, lectures and guest lecturers are to be expected on the quizzes/final test.
Breakdown of grading:

- Final: 35%
- Class Participation: 25%
- Quiz I: 20%
- Quiz II: 20%

**Pop Quizzes/Extra Credit/Homework Assignments.**

Dr. Berger reserves the right to give a pop quiz at any time during the semester.

There will be at least 2 opportunities for extra credit. The first is a written assignment due on October 3 for Tuesday section students and October 5 for Thursday section students. **The assignment is due at the beginning of class in hard copy only. Late papers or e-mail will not be accepted.** A check+ = 2 points on your final exam grade while a check = 1 point.

The second option for extra credit is a short video project that must be done in groups of 2 or more. You will choose a topic related to Sexual and Reproductive Health Policy that is NOT covered in class.

In a video of not less than 1 ½ but not more than 2 minutes, a. Present your policy topic; b. Discuss the 2 sides to the issue or the pro and con; c. Explain which side you agree with and why. You must include at least 6 references. Feel free to be creative in how you present your information. I am looking for clarity, synthesis of the material, critical thinking and creativity. **Please post your video on youtube and send me the link. DO NOT SEND the video directly to me.** Here, a check+ = 3 points for each group member on your final exam while a check = 2 points. Due date for video extra credit project: Friday, 11/17 @ 10am. **Video links submitted after this date and time will not be accepted.**

Any questions regarding the grading of exams, quizzes, group projects or written assignments must be brought to Ms. Berger’s attention within **2 DAYS after receipt back of the grade in question.**

**Assignments:**

All assignments that are to be handed in are due at the beginning of the class period. Unless otherwise noted, assignments are to be handed in by hard copy, NOT e-mail. **Late assignments will lose one third of a grade for each day they are late.** Extension requests must be discussed no less than 3 days in advance of the due date.
Grading Explanation.

An A grade will be awarded to an assignment that both fulfills the terms of the assignment and shows evidence of out-of-the-ordinary original, creative, analytical, and interesting thought. A B grade will be awarded if the terms of the assignment have been fulfilled thoroughly and thoughtfully, with some evidence of originality and creativity. Assignments that merely fulfill the terms of the assignment will receive a C grade. Assignments that fail to fulfill the terms of the assignment will receive a D. An assignment that does not approximate the terms of the assignment will receive an F. Assignments must be handed in on time. If emergencies occur, let the instructor know in a timely fashion.

Grading Rubric:

Please note the correlation between number grades and letter grades for this class:

A= 91-100
B+ = 90 - 87  B = 86 - 81
C+ = 80 – 77  C = 76 – 70
D = 69 – 61  F = 60 and below

Absences:

Class participation is a key element of this class. Discussions and lectures will touch on points not covered by the lecture notes, so attending each class is important as is taking notes during class. If you expect to miss one or two classes, please use the University absence reporting website, https://sims.rutgers.edu/ssra/ to indicate the date and reason for your absence. Unfortunately you will also have to contact me directly as I am not notified by the website.

Unexcused students earn a “0” in class participation for that day. Students who are excused from class will earn an “excused” for that day. Regardless of excused status, each student is responsible for making up any missed work as well as obtaining the class notes for that day from a classmate.

Assignments: Electronic Submissions

Students are responsible for assuring that all electronic submissions are readable in common formats regularly used by Rutgers University. Most frequently, these common formats are Adobe Acrobat’s PDF and Microsoft’s Word and Excel. Apple’s word processing and spreadsheets programs, Pages and Numbers, are not common formats regularly used by the university; as such, Pages and Numbers documents are not acceptable for electronic submission. In all class of electronic submission, the risk is
with the student to ensure that the document or other electronic files open and is readable as intended on commonly available operating systems and formats. Electronic submissions that fail to open, or open but display unreadable characters, and cannot be timely corrected under ordinary circumstances, are subject to a grade of “F” due to non-submission.

Class Participation:

After each class I assign all students an individual grade based on the following 5 indicator scale: + (92-97); +/- (87-91); - (81-86); -/0 (78-80); 0 (70-75); NP (65). Class participation is assessed weekly based on the quality of comments, not quantity. Simply coming to class alone but not participating in the discussion does not count as class participation. I am looking for evidence that a student has completed the assigned readings and arrives to class prepared for discussion. I assess this through the questions, comments and statements made (or not) by students each week. To calculate the final class participation grade, I use an average of these class-specific grades.

If you have any questions or concerns regarding your participation, please feel free to discuss your concerns with me at any time. I am happy to work with students who in the past have been uncomfortable speaking out in class.

Please note that no special waivers will be given for those not participating in class discussion. While I understand that not every student is comfortable speaking in class, this is your chance to “think outside the box” and work on communication skills that you will need when you graduate and enter the workforce. I am happy to meet with students who would like to discuss tips/suggestions for increasing their class participation voice.

Lastly, attendance will be taken for record keeping purposes only. Attendance by itself DOES NOT COUNT toward the class participation grade and POINTS ARE NOT EARNED FOR MERELY ATTENDING CLASS.

USE of electronics in class: Laptops are to be used by students for notetaking only. Cellphones must be turned OFF during class time. Texting and/or sending e-mails during class time will not be tolerated.

E-mail:
I do my best to check e-mail daily. Make sure you include the following on any correspondence with me: a greeting (such as “Dear Professor Berger” or “Hello Ms. Berger”); the class name (I teach more than one class); and please sign off with your name.
IMPORTANT: Please check your e-mail or the SAKAI class site daily. I will communicate with you via e-mail any updates or changes that will be posted on the SAKAI site. Be sure to let me know if you see an update on SAKAI but did not receive an e-mail regarding the information.

**Class Schedule**

**Lecture 1 - Introduction**

*September 5, 7*

*What is Policy?...Politics...Reproductive Health - Comprehensive Overview*

**Text:**
- Preface (pp. xv-xviii)
- Overview (pp. 1-3)

Please review the syllabus prior to class and make sure you have a copy with you or can access it electronically. We will review the syllabus in class so please come with any questions you may have regarding the semester’s assignments.

**Articles:**

- **New York Times (NYT):** “Virginity Test’ Stokes Indonesia Debate” by Joh Cochrane, 12/12/14
- **AEI.org:** “How to Make Feminism Great Again” by Christina Hoff Sommers, 12/5/16
- **Real Clear Health:** “Why Men and Women Lie About Sex and How it Complicates Health” by Shervin Assari, 4/2/17
Lecture 2 - Policy: Nuts and Bolts

September 12, 14

Government and its role...Policy Lenses...Politics...Communication and Framing

Text:
- Chapter 4 (pp. 26-33) legal
- Chapter 5 (pp. 34-40) religion
- Chapter 20 (pp. 141-143) men
- Chapter 23 (pp. 155-157) framing

Articles:
- [www.rwjf.org](http://www.rwjf.org): “Morality, Politics and Health Policy” Chapter 1 by James Morone, 2004, Rutgers University Press. [Note: You will need to search for this chapter once you get to the website, it will not automatically connect to this article]

View:
- [Retro Report](http://example.com): On Account of Sex
- If you feel you need a refresher regarding how a bill becomes a law, I suggest watching [School house Rock: I’m Just A Bill](http://example.com). A very short animated video, it explains in clear, basic terms the legislative process. Warning - it is very old! No high end computer graphics here.

CLASS CANCELLED September 19, 21

Lecture 3 - Focus on Schools: Sexual Assault on College Campuses; Sex Education

September 26, 28

Extra Credit Assignment: Written homework due next class

Text:
- Chapter 9 (pp. 54-5) Values Debate and Reproductive Rights

Articles:
Sex Ed

- **NYT.com:** “When Did Porn Become Sex Ed?” by Peggy Orenstein, 3/20/16
- **NYT.com:** “Program Battles Ill Effects of Sex by Getting Fathers and Sons to Talk About It” by Winnie Hu, 11/17/15
- **VIEW:** This Week Tonight with Jon Oliver: Sex Ed., 8/9/15
- **Sexual Assault**
  - **CNN.Com:** “Brock Turner to Leave Jail After Serving 3 Months for Sexual Assault” by Emanuella Grinberg, 9/1/16
  - **Washington Post:** “There’s been a Big Change in how the news media covers sexual assault” by Frank Baumgartner and Sarah McAdon, 5/11/17
  - **Washington Post:** “A Cruel and Unusual Punishment in a Prep School Sex Scandal” by Ruth Marcus, 11/3/15

Optional Articles:
- **NYT.com:** “Campus Sex…With A Syllabus” by Jessica Bennett, 1/9/16
- Know Your IX: Understanding the Campus saVE Act
- Letter from Stanford Rape Survivor
- Testimony of Brock Turner

View in Class: Videos: Blurred Lines/Bang Bang

Recommended Reading: **Rutgers Today:** Rutgers Expands Support for Sexual Assault Victims, 6/26/17
**NYT:** “Rethinking Campus Rape Policy” OP-ED, 7/21/17

Lecture 4 - Affordable Care Act and General Medical Issues

**October 3, 5**

**EXTRA CREDIT WRITTEN HOMEWORK DUE TODAY – OCTOBER 3 FOR TUESDAY SECTION AND OCTOBER 5 FOR THURSDAY SECTION. MUST BE IN HARD COPY AND MUST BE HANDED IN ON THE ASSIGNED DAY ONLY AT THE BEGINNING OF CLASS. LATE SUBMISSIONS AND E-MAIL VERSIONS WILL NOT BE ACCEPTED.**

**HOMEWORK ASSIGNMENT:** Who are your representatives? We have spent time in this class discussing the role of government and its impact on reproductive health policy. So it is important for you to know who represents YOUR interests on the federal and state levels? Make sure you include your name and the address you are using for this assignment:

1) Your federal representatives, namely 2 U.S. Senators and 1 Congressman/woman and the Congressional district you live in;
2) Your state representatives, namely 1 State Senator and 2 Assemblypersons and the state legislative district you live in. Please use your home address and include it on your homework. If you do not live in New Jersey, use your New Brunswick address.

3) Pick a piece of legislation that is related to reproductive health policy on the federal or state level and find out how your representatives voted on it. Explain why you chose this particular bill.

To help you find this information, here are some helpful websites: www.nj.leg.state.nj.us; www.house.gov; www.usa.gov; www.congress.org

Text:
- Chapter 22 (pp. 150-4) reproductive issues in the ACA

Articles:
- General Medical Issues
  - Theguardian.com: “The Medical Research Gender Gap: How Excluding Women from Clinical Trials is Hurting Our Health” by Amy Westervelt, 4/30/15
  - NCHS Data Brief: Confidentiality concerns and Sexual and Reproductive Health Care Among Adolescents and Young Adults Aged 15-25 #266, December 2016. US Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics
  - WATCH: “Obamacare: The Affordable Care Act Explained”. By Keith Hughes, approx. 17 minutes long

Recommended/Supplemental Reading: Great explanations about healthcare issues:
http://www.theskimm.com/noexcuses/healthcare

Lecture 5 - Beginning the Discussion about Family ... Abortion, Birth Control, Pregnancy ... Up to Roe

October 10, 12
History of Abortion and Birth Control...Who controls reproduction?... Abortion as policy issue....
Quiz # 1, next Tuesday all sections meet!

Text:
- Chapter 2 (pp 4-12;14-17) History on Abortion Part 1.
  You may OMIT the following sections: p. 6, Immigration impacts; p. 9, both new sections; p. 11, “How did ‘genocide’...”; p. 15, Abortions in criminal era
- Chapter 9 (pp. 55-58, omit abolitionist section) Values and Debates
- Chapter 10 (pp. 61-65) Contraception

Articles:
Abortion/Birth Control

- *Buck v. Bell* (included in SAKAI reading Controlling Reproduction. Part V)
- Guttmacher Institute: *Contraceptive Use in the United States: Fact Sheet,* September 2016

View:
- If These Walls Could Talk @ abortionfilms

Recommended: I encourage you to read more about the *Griswold* and *Roe* cases.

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**QUIZ 1:** Tuesday, October 17. Both sections meet for quiz on Tuesday. Quiz covers Lectures 1-5

Both sections meet Thursday, October 19 to begin Lecture 6

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**Lecture 6 – Abortion, Birth Control, Pregnancy …**

**The Post Roe Era**

*October 19, 24, 26*

States, Courts, Advocates, Fetal Rights, Pregnancy Limitations

**GUEST LECTURER**

All Sections Meet on Thursday, October 19 to begin Lecture 6 discussion. **VIEW IN CLASS:** SILENT SCREAM

**Text:**

- Chapter 11 (pp. 66-70) *Contemporary Abortion Politics I*
- Chapter 12 (pp. 78-79) *Contemporary Abortion Politics II*
- Chapter 13 (pp. 80-7) *Contemporary Abortion III – Activism, Law and Policy*
- Chapter 14 (pp. 88-97) *Fetuses*
Articles:
- **Vox.com**: “CBO: Defunding PP Would Result in Thousands More Unplanned Pregnancies” by Julia Belluz, 6/27/17
- **NYT**: “A Paid Hour a Week for Sex? Swedish Town Considers It” by Dan Bilefsky and Christina Anderson, 2/23/17

View:
- **The Silent Scream**: It is an anti-choice video from the early 1980’s...Classic viewing.

Recommended Reading: **WP**: “Tennessee Woman Who Attempted Coat Hanger Abortion Faces three New Felony Charges” by Katie Mettler, 11/18/16

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**Lecture 7 - Families, Fertility and Surrogacy**

*October 31, November 2*

*Changing Family Composition, Fertility, Surrogacy*

Text:
- Chapter 15 (pp. 100 – 112) **Family Building**

View:
- **Retro Report**: Baby M

Articles:
  *Surrogacy*
- **S.L.**: “Experts: Suit Raises Questions About Maternity” by Kathleen O’Brien, 11/14/16
- **NorthJersey.com**: “Court Upholds NJ Surrogate Parent Law” By Michael Linhorst and Melissa Hayes, 10/24/12
  *Infertility*
- **American Bar Association Journal (ABA Journal)**: “Contentious Battles Between Couples Over Preserved Embryos Raise Legal and Ethical Dilemmas” by Anna Stolley Persky, June 2016

Recommended Reading: **New Jersey Lawyer**: “Regulating the Right to Procreate” by Kimberly Mutcherson, August 2017
Lecture 8 - Gender Issues I: Family and Workplace Policies...

November 7, 9

Quiz # 2 next week on Thursday, 11/16. Both Sections Meet on Tuesday and Thursday.

No Text, only Articles:

- Milkman, Ruth: “Women’s History and the Sears Case” Feminist Studies 12, #2 (Summer 1986)
- Brookings.org: “Paid Leave for Fathers Too, Please” by Richard Reeves and Eleanor Krause, 2/21/17
- Journalist Resource.org: “Women’s Access to Family Leave Is Not Improving, but Men’s Is” by David Trilling 4/20/17
- AEI.org: “Why it Matters That Mandated Family Leave Is Not a Free Lunch” by Benjamin Zycher, 3/31/17

VIEW:

- Retro Report: Mommy Wars

Recommended Reading: NYT: “It’s Not Just Mike Pence. Americans Are Wary of Being Alone with the Opposite Sex” by Claire Cain Miller 7/1/17

QUIZ #2: Thursday, November 16, Lectures 6-9.
Both sections meet for the quiz on Thursday.
Both sections also meet on Tuesday, November 14 to begin Lecture 9

Lecture 9 - Gender Issues II: More on Families; Gay, Lesbian, Transgender; Education
November 14, 21, 28, 30 - BOTH sections will meet to discuss Lecture 9 on 11/14 and 11/21

Text:
- Chapter 9 (pp. 58-59) Values Debate and Reproductive Politics
- Chapter 15 (pp. 98-100) Family Building...

Articles:
- **NYT**: “What Makes a Woman?” by Elinor Burkett, 6/7/15
- **NYT Magazine**: “Men of Wellesley: Can Women’s Colleges Survive the Transgender Movement?” by Ruth Padawar, 10/19/14. Or, you may find this article under” Sisterhood is Complicated: What is a Woman’s College When Gender is Fluid?”
- **Time**: “My Brother’s Pregnancy and the Making Of a New American Family” by Jessi Hemple, 9/12/16

VIEW IN CLASS:  Jenner: 40 Years After Gold, Sports Illustrated (22 min)
Time.com: Transgender Men See Sexism From Both Sides

Recommended Reading: **Thehill.com**: “Trump to ban transgender people from all military service” by Rebecca Kheel and Rebecca Savransky, 7/26/17

November 21 - Thursday classes meet but BOTH sections meet to discuss Lecture 9.

November 23: Happy Thanksgiving!

**Lecture 9 continued** - Gender Issues II: More on Families; Gay, Lesbian, Transgender; Education

November 28, 30

December 5, 7:
Wrap Up/ Catch Up; Review for Test
Tuesday, December 12: FINAL TEST
BOTH SECTIONS MEET
Last Class! Have a great winter break