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Phone: 732-603-9375  
Office Hours: Monday and Thursday, 11:30 – 12:30 and by Appointment; Civic Square Building, Room 262

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, 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 30% of the final grade.
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. Become familiar with the current controversies in the field of reproductive health policy including campus sexual assault, sex and gender, funding of Planned Parenthood.

4. Discuss traditional cultural and social biases that differentiate between men and women.

5. 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.

6. 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 article 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:

**Databases:**  
Access World News – for Star Ledger articles  
EBSCO  
JSTOR  
Westlaw – News and Business Tab  
FACTIVA (try this for NJ Law Journal articles)  
CQ Researcher  
Journalistresoures.org

**Resources:**  
National Women’s Law Center  
Kaiser Family Foundation  
National Council of State Legislators  
Women’shealth.gov  
Planned Parenthood Federation  
Guttmacher Institute  
Right to Life

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 5 factors: performance on 1 final exam, a group presentation project, 2 short reaction papers based on weekly readings, 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 exams.

**Breakdown of grading:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Final</td>
<td>25%</td>
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<tr>
<td>Class Participation</td>
<td>30%</td>
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<tr>
<td>Debate Project</td>
<td>20%</td>
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<tr>
<td>Reaction Paper I</td>
<td>10%</td>
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<tr>
<td>Reaction Paper II</td>
<td>15%</td>
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Quizzes and Homework Assignments: One “final” grade will be calculated for all quizzes and homework assignments. Based on that grade, extra points will be added onto your final exam grade.
For example, if your homework grade is an A, you will receive 2 extra points. The grade of B earns you 1 extra point. Any grade of C or below qualifies you for no extra points.

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.

**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/](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.

Since this class meets only once per week, missing one class means missing a lot of information. Each student is responsible for making up any missed work as well as obtaining the class notes for that day from a classmate.

**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 full grade for each day they are late.** Extension requests must be discussed no less than 3 days in advance of the due date.

**Class Participation:**

After each class I assign all students an individual grade based on the following 5 indicator scale: + (91-96); +/- (87-90); - (81-86); -/0 (78-81); 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.

**Debate Project:**

One theme we will focus on throughout the semester is the idea that there are always two sides to each issue (and often, more than two). Discussion and debate are an integral part of the policymaking process. To this end, we will hear student generated views on two sides of a Reproductive and Sexual Health policy topic that is NOT covered in depth by this class. Working in groups of approximately 4, you will choose a reproductive health policy topic. Your topic must be approved by Dr. Berger. You may NOT choose a general topic that is covered by the lectures. For example, you may not choose “abortion” but you may use a topic related to abortion, such as parental notification. Each group must focus on a different topic and approval is given on a first come, first serve basis. So, it is to your advantage to pick a group and topic early.

Once approved, your group will split into pro/con sides of the topic. Your group will have 20 minutes for their presentation. Please follow the different parts of the assignment as described below.

Specifics of the assignment include:

1. Submission of groups and topics by: Friday, 9/25 @ 12:30 pm
   - I MUST have this information by e-mail
   - You must include the full names of each group member, your proposed topic (as specific as possible) and a preference for presentation dates.
2. Groups and topics must be FINALIZED by: 9/29, before I leave class!
3. Presentations are scheduled for: Round 1, October 20 and October 22
   Round 2, November 19 and November 24
4. Presentations are limited to 20 minutes per group to follow these divisions:
   a. 5 minute pro
   b. 5 minute con
   c. 5 minute (2 1/2 minutes per group) rebuttal
   d. 5 minute question and answer from the class
5. You must provide specific reasons for your positions, not just “I think” or “This is good because...” Engage the class and make the presentation interesting.
6. It is important to mention references in your presentation. For example, you should make sure you cite at least 3 studies/polls/data sets as you present your argument.
7. Each member of the group must speak during the “debate”
8. This project is graded as a GROUP effort – one grade for all group members.

You are responsible for meeting with your group members OUTSIDE of class time as needed. Attendance is MANDATORY on ALL presentation days, regardless of when your group is presenting. Points will be deducted from your final grade if you do not attend these classes.

Please note that required information must be submitted by the deadline as noted or I will subtract 1/3 of a grade from the final Debate project grade.

Reaction Papers:

You will have two short reaction papers to write during the semester based on the lectures of your choice. The first paper must address a topic covered in Lectures 2-5 only; the second paper must address a topic covered in Lectures 6-9 only.

Each paper MUST be written on the lecture for that week and MUST be handed in on the first day of that lecture, usually but not always a Tuesday, unless otherwise noted. You may NOT write about a lecture that we have already discussed, unless specifically noted. I want to hear your views on the readings before they are discussed in class. Late papers will not be accepted.

Having read the week’s assignment, please frame a good question about the topic overall or a particular reading and briefly wrestle with an answer. For example: Were you convinced by the author’s argument? Why or why not? Has “X” factor been overlooked? Might “Y” be a better way to approach the issue because …

Most lectures will include two or three questions to guide your thinking for that particular topic.

These are just some examples of approaches to take in your reactions papers. However, specific parameters to follow must include:

- You MAY NOT simply summarize the article. Critical thinking is required.
- Your papers may not be longer than ONE PAGE in length, double spaced. I will allow a 2nd page for references only.
- Papers will be accepted only at the beginning of class. I will not accept papers via e-mail, they must be in hard copy.

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.

**Coursework Requirements:**

Rutgers University Policy on Academic Integrity applies to all coursework. Students in this class and in all courses at Rutgers University are expected to uphold the highest standards of academic integrity. Cheating, plagiarism in written work, receiving and providing unauthorized assistance and sabotaging the work of others are among the behaviors that constitute violations of the Policy on Academic Integrity. If you are not familiar with this policy, please review it at: [http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers](http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers).
Class Schedule

Lecture 1 - Introduction
September 1
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. 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
• Realclearpolicy.com: “Differing Definitions of Discrimination” by Robert VerBruggen, 11/8/13
• Journalistsresource.org: “Changes in Americans’ attitudes about sex: Reviewing 40 years of data” 5/27/15

*** SEPTEMBER 8 = MONDAY CLASSES ***

Lecture 2 - Policy: Nuts and Bolts
September 3, 10
Government and its role...Ideologies...Policymaking...More on Politics
Reaction 1 due either 9/3 or 9/10

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:

• **Star Ledger (S.L.):** “Poll: US Voters Back Planned Parenthood” by Jonathan D. Salant, 8/5/15
• **Slate.com:** “A Pregnant Worker’s Right To Sue” by Dahlia Lithwick, 3/25/15
• **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]

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

**September 15, 17**

Reaction 1 due 9/15

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

Articles:

  - **Sex Ed**
  - **The Atlantic:** “What Schools Should Teach Kids About Sex” by Jessica Lahey, 3/6/15
  - **NYT.com:** “She Can Play That Game Too” by Kate Taylor, 7/12/13
  - **NYT.com:** “Regulating Sex” by Judith Shulevitz, 6/28/15
  - **The New Yorker:** “The Trouble With Teaching Rape Law” by Jeannie Suk, 12/14/14
  - **S.L.:** “Boy’s Sexual Advances Ruled Harassment” by Alex Napoliello, 5/14/15

Optional Articles:

• **www.state.nj.us/education:** Curriculum and Instruction: Comprehensive Health and Physical Education. Core Curriculum Content Standards. FAQ: Health and Family Life Education
• **Guttmacher Institute:** “Facts on American Teens’ Sexual and Reproductive Health” June 2013
• **Kaiser Family Foundation (KFF.org)/The Washington Post:** Survey of Current and Recent College Students On Sexual Assault, 6/12/15

**View in Class:** This Week Tonight with Jon Oliver: Sex Ed., 8/9/15,
Lecture 4 - Affordable Care Act; Single Parents and Reconsidering ‘Family’

September 22, 24

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? For next week, please hand in the following information in class in hard copy. 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 addresses. 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
• Time.com: “The Heart of Man” by Alexandra Sifferlin, 5/18/15
• Theguardian.com: “The Medical Research Gender Gap: How Excluding Women from Clinical Trials is Hurting Our Health” by Amy Westervelt, 4/30/15
• NYT: “No, Giving More People Health Insurance Doesn’t Save Money” by Margot Sanger-Katz, 8/4/15

ACA
• Centers for Medicare and Medicaid Services (cms.gov): “How the Affordable Care Act is Helping Men Lead Healthier Lives and Afford Health Insurance” Press Release, 6/14/13

Suggested, but not required: Background information on the contraceptive mandate. pewresearch.org/fact-tank/2015/08/05/contraception-mandate-questions/

View In Class: Video - Woman Walking Around NY, 10/14
Lecture 5 - Abortion, Birth Control, Pregnancy...Up to Roe

September 29, October 1 ... Movie 10/6

History of Abortion and Birth Control...Who controls reproduction?...Abortion as policy issue....
Reaction 1, last chance, 9/29.

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)
- Mature Sex and GYN Controversy
  - NYT: “Gynecology’s Gender Question” by Denise Grady, 12/24/13
  - Bloomberg.com: “Sex With Your Wife or Rape? Husband of Alzheimer’s Patient Takes the Stand” by Brian Gruley, 4/17/15

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

VIEW IN CLASS: If These Walls Could Talk

October 13: CLASS CANCELLED!

WORK ON YOUR DEBATE PROJECTS

Lecture 6 - Abortion, Birth Control, Pregnancy...The Post Roe Era

October 8, 15
States, Courts, Advocates...Fetal Rights...Pregnancy Limitations
Reaction 2 due 10/8
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:

- **Bbc.co.uk:** “BBC-Ethics-Abortion: Introduction”
- **NYT:** “What Abortion Rights Supports Need to say” by Katha Politt, 8/5/15

**VIEW IN CLASS:** The Silent Scream

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

**October 20, 22**

*Changing Family Composition, Fertility, Surrogacy, Viagra*

*Reaction 2 due 10/22*

***Possible Homework Assignment, TBA***

Text:

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

Articles:

- **NYT:** “Paternity Case for a New Jersey Mother of Twins Bears Unexpected Results: Two Fathers” 5/7/15
- **Viagra**
- **Washingtonpost.com:** “FDA Advisory Panel Recommends Approval of ‘Female Viagra’” by Brigid Schulte, 6/4/15
- **Baby M/Surrogacy**
- **Infertility**
- **Time.com:** “Too Old To Be A Dad?” by Jeffrey Kluger, 4/22/13
OCTOBER 27, 29 – Presentations, Group 1
Attendance is Mandatory

**Lecture 8 - Gender Issues I: Family and Workplace Policies**

November 3, 5
Reaction 2, due 11/3

No Text, only Articles:

- Milkman, Ruth: “Women’s History and the Sears Case” *Feminist Studies* 12, #2 (Summer 1986)
- theatlantic.com: “Why Women Still Can’t Have It All” by Anne-Marie Slaughter, 7/2012
- S.L: “Keeping Dad Out of the Delivery Room” Editorial, 3/14/14
- Washington Post: “Netflix just made parenting a lot easier for some of its employees. It also exposed a flaw in how we view paid leave” by Alizah Salario, 8/11/15

**Lecture 9 - Gender Issues II: Gay, Lesbian, Transgendered; More on the Changing Family; Education**

November 10, 12 .... 17 if needed
Reaction 2, Last Chance, due 11/10

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?”
- **Journalistsresource.com**: “Evaluating Gender Similarities and Differences Using Metasynthesis” by Farah Qureshi, 6/24/15
- **Pewforum.org**: “Changing Attitudes on Gay Marriage” 7/29/15
- **S.L.(Tribune News Service)**: “How Supreme Court Paved Way for Gay Rights vs. Religious Freedom Fight” by David Savage

**November 19, 24**: Group 2 Presentations
Attendance is Mandatory

**HAPPY THANKSGIVING – No Class 11/26**

**Lecture 10** - Wrap Up/ Catch Up/ Student Generated Review
December 1: Wrap Up, Catch Up
December 3: Student Generated In Class Review

**Final Exam** - Last 2 Days of class, December 8 & 10