

Professor Jocelyn Elise Crowley  
Public Policy Program-Bloustein School  
Rutgers, The State University of New Jersey  
Course Number:762:335

Office, Room 549, (732) 932-2499x872  
e-mail: jocelync@rutgers.edu  
Thursdays, 11:30am-2:30pm  
NTI--120 Albany Street, Tower 2, Suite  
250

Office Hours: Tuesdays, 11am-1pm  
And By Appointment

### **Gender, the Family, and Public Policy-Undergraduate**

Gender is one of the most important ways through which American life, both private and public, is defined. This course will primarily explore the historical evolution of women's role in both the family and the labor market, following a life course approach. In addition, in recent years policymakers have also paid more attention to men and their needs within the family; their role and responsibilities will therefore also be covered.

The goal of the course is to encourage you to think about the ways in which gender informs and defines daily life, and the effects of gender on an individual's life chances. You will also learn to think critically about the ways in which public policies can and cannot be used to improve these life circumstances.

#### **Course Requirements:**

Class sessions will be organized as follows. During the first hour, I will lecture on the topic scheduled for that day. The second hour will be devoted to class discussion/group projects. You must do the reading prior to coming to class and bring your readings to class. **In addition, you must bring the class activity and worksheet to class each week (you do not need to read or do the worksheet for the class activity prior to class—I will give you time to do this in class).**

There will be 2 exams, one oral presentation, and one longer research paper in this class.

Grades will be determined as follows:

1. 2 Exams, 25 points each, 50 points
2. 1 Paper, 30 points, 30 points
3. 1 Oral Presentation, 10 points
4. Class Participation, 10 points

**The exams** will consist of essay questions and identifications based on the readings and lectures.

**Research paper and oral presentation:** Write an 8-10 page paper (not including the bibliography) on a topic related to work/family/care and gender that has the potential to be addressed by public policy. This can be a topic we cover in class but it does not have to be. Present both sides of the debate around the issue, identify the ways in which race and class are highlighted in these debates, and articulate what questions future research should address on the issue. You **must** use both in-class readings and outside sources that are approved (ALL papers must cite one of each of these 3 types of sources: books, peer-reviewed journal articles, and newspapers in BOLD in the bibliography). Students will present their papers on the last days of

class. I require that all papers be turned in to me in hard copy form AND electronic form under the Assignment tab in Sakai. All papers must conform to the style sheet attached to this syllabus. There are also 2 documents on Sakai that will help you format your paper formally: one related to the passive voice, and one related to APSR citation style. Please read them carefully.

**Class participation:** Students will be graded on class participation. Participation means the following in this course: 1) Regular, on time attendance, 2) Respectful contributions to class discussions, 3) Courtesy toward your professor and colleagues (no sleeping, web surfing, texting, answering cell phones in class).

**Grading Policy:** 90-100:A; 87-89:B+; 80-86:B; 77-79:C+; 70-76:C; 60-69:D; 59 and below is a failing grade. Papers are due within the first five minutes of class; late papers will lose 5 points per day.

**Academic Integrity:** Violations of academic integrity will be taken very seriously. Definitions of plagiarism and other violations, along with their penalties, are posted in numerous documents on <http://academicintegrity.rutgers.edu/integrity.shtml>. Each student is responsible for reading and understanding these documents. Papers will all be run through Turnitin.com, an anti-plagiarism service.

The following required book must be purchased at the bookstore on Albany Street. All other readings and activities/worksheets will be available under the “Resources” tab on Sakai for this course: <http://sakai.rutgers.edu/>.

**Required Book:**

Coltrane, Scott, and Michele Adams. 2008. *Gender and Families*, Second Edition. Lanham, MD: Rowman and Littlefield.

**I. Introduction: Course Overview. Gender and the American Family.** Week 1 (January 20).

**II. A. The Changing Nature of the Family and the Politics of Reproduction:** Week 2 (January 27).

Coltrane and Adams, Chapters 1 and 3.

CLASS ACTIVITY: Rural Alabama County Cracks Down on Pregnant Drug Users Article AND Worksheet.

B. Reproductive Rights, Birth Control, Sex Education, and Abortion: Week 3 (February 3).

**LIBRARY SESSION AT ALEXANDER LIBRARY (Room 413, 4<sup>th</sup> Floor).**

Tone, Andrea, ed. 1997. *Controlling Reproduction*. Wilmington, DE: Scholarly Resources. Parts V. and VI.

C. Nonmarital Births: Week 4 (February 10).

McLanahan, Sara, “Growing Up Without Father.”

Popenoe, David. “Life Without Father”

Roberts, Dorothy, “The Absent Black Father.”

All in Daniels, Cynthia (ed.). 1998. *Lost Fathers: The Politics of Fatherlessness in America*. New York: St. Martin's Press.

CLASS ACTIVITY: Dollar-A-Day Program Article AND Worksheet.

### **WEEK 5 (February 17): Exam 1.**

#### **III. Gender and Parenting Challenges in America**

A. Women and Work: A Brief History: Week 6 (February 24).

Coltrane and Adams, Chapter 4.

CLASS ACTIVITY: No Way to Treat a Lady Article AND Worksheet; ALSO, print out Lisa Belkin's "The Opt Out Revolution" and bring to class (13 page article on Sakai)

B. Household Labor. Week 7 (March 3). **PAPER OUTLINES AND INTRODUCTIONS DUE.**

Bianchi, Suzanne M., Robinson, John P. And Melissa A. Milkie. 2006. *Changing Rhythms of American Family Life*. New York: Russell Sage Foundation. Chapters 1, 3, 4, and 10.

CLASS ACTIVITY: Chapter 8 from Hochschild, Arlie Russell. 2003. *The Second Shift*.

New York: Penguin Books AND Second Shift Worksheet; Also print out Annette Lareau's piece on Unequal Childhoods

C. Workplace Flexibility and Family Leave: Week 8 (March 10).

Gornick, Janet C. and Marcia K. Meyers. 2003. *Families that Work: Policies for Reconciling Parenthood and Employment*. New York: Russell Sage Foundation Press, Chapter 5.

CLASS ACTIVITY: Workplace Flexibility Worksheet.

D. Child Care, Early Preschool Education, and After School Care. Week 9 (March 24).

Gornick, Janet C. and Marcia K. Meyers. 2003. *Families that Work: Policies for Reconciling Parenthood and Employment*. New York: Russell Sage Foundation Press, Chapter 7.

CLASS ACTIVITY: Afterschool Programs Article 1 and Article 2 AND Worksheet.

E. When Families Dissolve: Child Support and Child Custody: Week 10 (March 31).

Coltrane and Adams, Chapter 7.

CLASS ACTIVITY: Women should have a choice and men should, too? Article and Worksheet.

### **Week 11 (April 7). Exam 2.**

#### **IV. Women, Aging, and the Family**

A. Women and Retirement from Paid Work; Carework for the Aged; Course Conclusions. Week 12 (April 14).

Meyer, Madonna Harrington and Pamela Herd. 2007. *Market Friendly or Family Friendly? The State and Gender Inequality in Old Age*. New York: Russell Sage Foundation, Chapters 4-5.

CLASS ACTIVITY: Retirement Elusive for Many Women Article and Worksheet.

### **WEEK 13. Class Presentations (April 21)**

### **WEEK 14. Course Conclusions and Class Presentations–Paper Due (April 28)**

## WRITING A PAPER: Style Sheet

**“Tell me what you are going to tell me. Tell me. Tell me what you told me.”**

1. Understand the Question. Make sure you are prepared to answer the question.
2. Make an Argument: This involves taking a stand on an issue and marshalling evidence to support the stand.
3. Outline
  - A. First paragraph- I should know what your argument is. Hit me over the head with it. Also, provide me with a road map of your paper.
  - B. The body of paper should include your points of proof. Please transition between paragraphs.
  - C. Last Paragraph-Make sure you include a solid conclusion. Repeat thesis. Add to thesis.

### **STYLE**

1. Avoid run-on sentences, general reflections, and the passive voice (see Sakai for examples of the passive voice).
2. Follow basic format requirements exactly. This means 10/12 pt font, one inch margins, page numbers, and double-spaced.
3. Always spell check, spell out numbers less than ten, and keep to the paper's length (except tables and graphs should be called Table 1 and Graph 1, for example).
4. Always include an alphabetized bibliography.
5. CITATIONS: You must cite your sources within the text in the following format (Author Year, Page Number) or (Author Year)-if no page number is appropriate. EXAMPLE: “I love the word Blah” (Brown 1999, 56). Note that the period comes *after* the parentheses. Please consult 1998 or later version of the *American Political Science Review (APSR)* for appropriate format (also known as APSA Style). You can examine articles with their citation styles by accessing *APSR* through the JSTOR online journal database available at the Rutgers University Libraries website. Cite ideas that are not your own, quotes, statistics, etc. You should include the complete citation for Brown in the alphabetized bibliography. See Sakai for examples of proper citation style.
6. Do not string together a series of quotes. Use your own words. If you must use quotes, follow these guidelines. If the quote is under 3 lines, use quotation marks. Example: “If I do not use quotation marks correctly, Prof. Crowley will go crazy.”  
More on quotes: If the quote is more than 3 lines, indent it, single space it, and do *not* use quotation marks. Example:

The meaning of Blah is simple. You simply need to address all aspects of the word. Blah can be used in a variety of different circumstances. Most of us would like to use the word Blah all of the time because it is better than Yada, Yada, Yada (Brown 1999, 56).
7. Avoid contractions, informal language, and weak words like “feel,” “says,” “believe,” “seem,” “get,” and “appear.”
8. Identify interest groups as having a particular political leaning if they have one (i.e., the Heritage Foundation, a conservative think tank,..)
9. Underline or italicize book, journal, and newspaper titles in the text, footnotes, and bibliography.

10. Members of Congress should be identified the first time they appear in your paper as follows: Robert Torricelli (D-NJ), and thereafter as simply Torricelli or Senator Torricelli.
11. Do not identify scholars as professors, but rather as a member of their field. (i.e., political scientist John Kingdon, NOT Professor John Kingdon)
12. Use footnotes to cite statistics, explain data, and to provide the reader with more info. Footnotes should be placed at the end of the sentence.
13. Always capitalize Congress, President, House, House of Representatives, and Senate.
14. Do not end sentences with a preposition.

**RESOURCES:**

Rutgers University Learning Center: This Center will help you edit and rewrite your papers. Contact: Shawn Taylor in room 205A at the Regina B. Heldrich Science Bld. on Douglass Campus. Email him at [sktaylor@rutgers.edu](mailto:sktaylor@rutgers.edu) or call him at 732-932-2732.