

**ENGL/WGST 199 – Research-Based Writing—Gender Stereotypes in Popular  
Representations of the Medical Profession  
Spring 2019**

**Course Meetings:** TR, 3:10pm-4:30pm

**Course Location:** Basil 118

**Instructor:** Scott O’Neil, ABD

**Office:** Cyber Café (I needs my coffee)

**Office Hours:** TR, 2pm-3pm

**Office Phone:** N/A

**Email:** [soneil@sjfc.edu](mailto:soneil@sjfc.edu)

**Course Description:**

There is perhaps no other field more constructed around gender stereotypes than the medical profession. This course will explore a sampling of these representations across the “age of television” (roughly the 1950s through to the present) in order to engage with the following questions: Which medical professions are portrayed as specifically “male” or “female”? Do those portrayals reinforce or critique gender stereotypes? How and to what degree do we see representation of the trans and gender non-binary population in these texts? How are these representations similar to or different from their real-life counterparts? Our texts will include a representative sampling of television shows and films from the past 70 years. CITATION STYLE: MLA.

**Required Materials:**

All readings are linked or uploaded to Blackboard, including several readings that will be hosted on my professional website. I make significant effort to ensure that you don’t need to spend money on the readings for this class. I ask in return that you consistently *do* the reading for this class.

**Student Learning Goals for 199 Courses:**

1. Students will be able to locate, select, analyze, evaluate, and integrate information and materials relevant to an issue and the questions it raises.
2. Students will be able to analyze and incorporate research in support of their position, solution to a problem, or answer to a question.
3. Students will be able to identify multiple perspectives on a text/issue and articulate those perspectives.
4. Through critical revision, students will learn to assert a position and support it using the tools of research in a well-developed, well-reasoned written document (Goals 1-4 met by the research paper)
5. Students will be able to effectively present and defend some aspect of their research, using oral communication skills.

**Course Policies:**

**Attendance.** I take attendance every day. The reality is that outside of a rare few, most students who regularly miss class will not pass college courses. Illness happens (and

“powering through” while sick only serves to infect the rest of us), as do life circumstances. My general rule is that if you need to miss class for any reason (and I don’t need to know the reason), just let me know in advance. Also, have a plan in place for rare missed classes—know what work needs to be done (ie: check Blackboard) and have a “buddy” in the class from whom you can get the notes.

**Late Work.** My late work policy is similar to my attendance policy—I need to know in advance. If you speak with me at least 24 hours before an assignment is due, I can almost always work out some sort of an extension, within reason (Note: “Within reason” generally means a day or two, and never more than a week past the original deadline). Again, I do not need to know the reason for the extension request—you all are likely to have wildly different schedules and may have mid-terms or family events that fall near major due dates. You are adults. If you need a little more time, just ask for it in advance and we’ll be good. I will not accept late assignments in situations where I did not hear from the student at least 24 hours before the deadline

Note: All assignments are due at the start of class unless otherwise noted.

**Syllabus changes.** Changes may be made to the syllabus throughout the semester. I will provide notification of any changes to the syllabus or schedule. Please bring the syllabus with you to every class period, as we will discuss it regularly.

### **St. John Fisher College Policies:**

Be aware that St. John Fisher College policies apply to the classroom. SJFC policies (including policies on sexual harassment and the student code of conduct) are available on the Student Conduct webpage (<http://www.sjfc.edu/student-life/conduct/college-policies.dot>). Please familiarize yourself with these policies if you are not already.

**Academic Integrity.** All students, regardless of level or school, are responsible for following the St. John Fisher College Academic Integrity Policy in addition to any other individual school’s or program’s academic expectations and/or professional standards. Every student is expected to demonstrate academic integrity in all academic pursuits at all times. If a student suspects that another student has violated the Academic Integrity Policy, he or she should contact the instructor for that course and provide support for that suspicion. Any finding of responsibility and associated sanctions for a violation of the Academic Integrity Policy is retained per the College records policy. All students are expected to be familiar with the details of the Academic Integrity Policy: <https://www.sjfc.edu/policies/academic-integrity/>

**Students with Disabilities.** In compliance with St. John Fisher College policy and applicable laws, appropriate academic accommodations are available to students with disabilities. All requests for accommodations must be supported by appropriate documentation/diagnosis and determined reasonable by St. John Fisher College. Students

with documented disabilities (physical, learning, psychological) who may need academic accommodations are advised to refer to the Disability Services website (<http://home.sjfc.edu/AcademicAffairs/Disabilities/DisabilityOverview.asp>)

Questions should be directed to the Coordinator of Disability Services in the Office of Academic Affairs, Kearney 202. Late notification will delay requested accommodations.

**Evaluation:**

Bibliography Workshop	5 points
Bibliography "Translation"	5 points
Annotated Bibliography	10 points
Shark Tank Presentation	10 points
Lit Review Assignment	10 points
Critical Lens Assignment	10 points
Close Reading Assignment	10 points
Intro/Conclusion Assignment	10 points
Final Paper	30 points

**TOTAL      100 points**

**Grading Scale:**

93%-100%	A	80%-82%	B-	67%-69%	D+
90%-92%	A-	77%-79%	C+	63%-66%	D
87%-89%	B+	73%-76%	C	60%-62%	D-
83%-86%	B	70%-72%	C-	59% and below	F

A -- Achievement that is outstanding relative to the level necessary to meet course requirements.

B -- Achievement that is significantly above the level necessary to meet course requirements.

C -- Achievement that meets the course requirements in every respect.

D -- Achievement that is worthy of credit even though it fails to meet fully the course requirements.

F -- Represents failure and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed.

**COURSE CALENDAR:**

<b><u>Date:</u></b>	<b><u>Writing Skills</u></b>	<b><u>Content Discussions</u></b>	<b><u>Readings and Assignments Due</u></b>
T: 1/15	Intro. Point of research. Kinds of sources.  Brief overview of the parts of a paper.  Syllabus Review	Riddle. Purpose of WGST. What is a “lens”? Cartoon example and close reading. Classic photo.	-Find the classroom.  -Be alive.
R: 1/17	Inquiry. How to find a research question.  -Intro annotated bibliography assignment.	Representations from the 1930s-1950s. How is gender represented? Stereotypes? Roles? Tropes?	-Prison Nurse (1939) -Dr. Kildare -Dr. Kildare (Radio) -2 Episodes of <i>The Medic</i>
T: 1/22	Bibliography skills and writing an annotation. Skimming strategies. Purdue OWL.	Representations from the 1960s	- <i>Ben Casey</i> - <i>The Nurses</i>
R: 1/24	Time for Bib workshop assignment (gather information)	Representations from the 1970s	-3 Episodes of <i>M*A*S*H</i> -Episode of <i>The Brady Bunch</i> -Episode of <i>Trapper John, MD.</i>
T: 1/29	Library session	We will meet in L-100 (computer classroom) in the Lavery Library.	
R: 1/31	Return Bibliography Workshop and give	Representations from the 1980s	- <i>China Beach</i> - <i>HeartBeat</i>

	"Translation" assignment.		- <i>Doogie Howser</i> - <i>Golden Girls</i>
T: 2/5	Research hacks (Google Scholar, Google Books, Bookfinder, Bib Mining, etc).	Representations from the 1990s	- <i>Dr. Quinn, Medicine Woman</i>
R: 2/7	Intro list of primary sources—expand in the class based on student suggestions.	We did a very necessary re-review of the bibliography process	
T: 2/12	Introduce the Shark Tank assignment protocol.	Representations from the 1990s	- <i>E.R.</i> - <i>Animaniacs</i>  -The 2 <sup>nd</sup> ungraded version of the bibliography assignment is due (typed and printed out, please).
R: 2/14	Review expectations of Shark Tank presentation / What they need to have for Tuesday.	Representations from the 2000s	- <i>Scrubs</i> - <i>House MD</i>
T: 2/19	<b>SHARK</b>		
R: 2/21	<b>WEEK</b>		
T: 2/26	Lit review Workshops (topic sentence trees, attribution, quotation use, citation format)	N/A	- <b>Annotated Bib due</b> - <b>Graded version of Bibliography assignment AND translation due.</b>

R: 2/28	Lit Review Workshops (topic sentence trees)	N/A	
3/3-3/10	<b>Spring Break. No class.</b>		
T: 3/12	Lit Review Drafting	N/A	
R: 3/14	Lit Review peer review	N/A	
T: 3/19	Critical Lens Workshop (examples, options, personal and research interests, PoV)	N/A	<b>-Lit Review Assignment Due</b>
R: 3/21	Critical Lens Workshop (drafting)	N/A	
T: 3/26	Close Reading Workshop (Listing and ranking options. Re-reading w/ notations)	N/A	
R: 3/28	Close Reading Workshop (topic sentence trees)	N/A	<b>-Critical Lens Assignment Due</b>
T: 4/2	Close Reading Workshop (drafting)	N/A	
R: 4/4	Close Reading Workshop (peer review)	N/A	

T: 4/9	Introduction Paragraph Workshop	N/A	-Close Reading Assignment Due
R: 4/11	Conclusion Paragraph Workshop	N/A	
T: 4/16	Hodge-podge workshop	N/A	-Intro/Conclusion Assignment Due
R: 4/18	<b>No Class: Easter Break</b>		
T: 4/23	Revision/editing workshop (citation check, quotation use, Most Common Comments issues).		
R: 4/25	Revision/editing workshop (Read aloud/peer presentation)		
<b>Final exams begin on 4/29</b>			