

**HS/KIN 169**  
**Final Exam Questions**  
**FALL 2009**

**Directions:**

Please select only four (4) of the following questions to answer.

- Answer each question as completely as possible.
- **One double-spaced typewritten page minimum per question**
  - (At least ONE FULL PAGE per answer w/ 2 page maximum)
- Please proof read and check for spelling – it will count.
- **Exams must be submitted *in person* during the regularly scheduled exam time-frame or they will be marked late and assessed a penalty.**

**Due Date: Monday December 14, 2009**

**Time: 9:45AM-12:00PM**

**Questions:**

1. Drawing on material from the entire course, especially the second half, answer the following:  
Why is it important to discuss stress and stress management from both biological *and* sociological positions?  
Please discuss how race, socioeconomic status, and gender all relate to increased experiences of stress for individuals - especially if they are not “privileged” in any of these areas.
2. Please (comprehensively) explain how socioeconomic status, race, and health are linked.
3. Reflecting on the article, “Research and Clinical Perspectives on Mexican Migration,” explain why it is important for health care providers to pay attention to the issues of Mexican immigration/migration. Be sure to talk about the both the stress-related impact of the migration experience as well as some of the intervention strategies offered.
4. Explain the notion of “race” as a *social construction*. What are the consequences of adherence to the persistent explanation for racial difference in strictly biological terms? Please be sure to talk about how issues of power and oppression are related to the ability categorize certain people. What are some implications for health and wellness outcomes?
5. One important topic we covered in class this semester was the impact of the media (in all its forms) on the expectation of social roles related to gender. Explain how the media often perpetuates particularly narrow representations of both women and men, the consequences of these representations, and what one can do to counteract these powerful messages. Feel free to incorporate information from our readings, class presentations, and in-class video presentations in your answer.
6. Over the balance of the semester (in the readings, lectures and class presentations), we have talked about the need for *targeted interventions* in order to successfully address the stress and health concerns of particular (and often marginalized) populations. Give an example of one such intervention. Be sure to identify the population the intervention would target, as well as some background on the issues facing that particular population.
7. Part of the purpose in teaching the course was to get you to think critically about the intersection of diversity and inequality, health and stress, and social actions and interventions. With this in mind, tell me something that you learned this semester that maybe surprised you, angered you, or confirmed something you suspected all along. Be sure to cite relevant sources in your response and talk about how your realization may influence your future behaviors and actions. In other words – back up your position!