

San José State University
Kinesiology
Kin/HS 169, Diversity, Stress, and Health; Spring 2012

Section 1

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Office Hours:	M/W 9:30-10:15 AM and by appointment
Class Days/Time:	MW 12:00 – 1:15 PM
Classroom:	YUH 201A
Prerequisites:	<ul style="list-style-type: none">• Passage of the Writing Skills Test (WST)• Upper Division Standing (56 units)• Completion of CORE GE• Courses to meet Areas R,S, and V of SJSU must be taken from three different departments, or distinct academic units.
GE/SJSU Studies Category:	Area S

Course Description

This course covers the impact of structured inequalities and related psychosocial and environmental stressors on the health and social status of diverse groups. It will also offer analysis of social actions and behavioral interventions that lead to greater equality, as well as mediate stress and optimize health.

Course Premise, Goals and Student Learning Objectives

Premise

Diverse racial and cultural groups that encounter prejudice and structured inequalities experience a form of social injustice that results in triple jeopardy. First, their experiences with prejudice, discrimination, and structured inequalities often result in unequal access to, and ownership of, various resources (e.g., social support, health care,

employment and education opportunities, financial and corporate advancement opportunities). Second, their experiences of inequality are invariably associated with chronic psychosocial and environmental stressors (e.g., social alienation, language barriers, cultural conflicts, violent neighborhoods, exposure to chemical hazards, overcrowded housing) that are often disruptive to a person's lifestyle and productivity in the work environment. Third, the chronic stressors experienced by racial and cultural groups often result in health-related disorders and/or illnesses.

Goals

Students will study the interrelationship of individuals, racial/ethnic groups, and cultural groups to understand and appreciate issues of diversity, equality, and structured inequalities in the U.S., its institutions, and its culture within the context of stress and health. How one's identity, behavior, and health are shaped by cultural and social influences in the contexts of equality and inequality will be addressed throughout the course. From both a theoretical and experiential perspective, students will study behavioral interventions, social actions, and positive interactions that: (a) diminish or eliminate inequalities and related stressors; and (b) promote health and social justice. Through cooperative and interactive exercises, students will develop ideas for new legislation and new social actions that promote equality and social justice. Processes (historical, social, economic, and political) that lead to either greater equality or structured inequality will also be analyzed.

Particular attention will be given to examining inequalities that have been interwoven into the fabric of various social institutions (e.g., health care systems, educational institutions, advertising/media agencies, financial and legal system, business corporations, sport organizations and franchises, religious denominations, government/military institutions) within the context of stress and health;

GE/SJSU Studies Learning Outcomes (SLOs)/assessment: SJSU Studies – AREA S (self, society, & Equality In The U.S.).

Upon successful completion of this course, students will be able to:

Area S Objective 1: Describe how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identity are shaped by cultural and societal influences in contexts of equality and inequality

- (*Assessment: Personal Inequality Paper, Essay Exam Questions*)

Area S Objective 2: Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the United States

- (*Assessment: Research Paper, In-Class Group Assignment*)

Area S Objective 3: Describe social actions by religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups leading to greater equality and social justice in the United States

- (*Assessment: Social Action Model/Presentation, Essay Exam Questions, In-Class Writing*)

Area S Objective 4: Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups in the United States

- (Assessment: *Personal Inequality Paper, In-Class Writing, Group Activities*)

Course Content Learning Outcomes

Upon successful completion of this course, students will be able to:

(LO5) recognize and describe structured inequalities and related psychosocial and environmental stressors and health risks prevalent in racial/ethnic groups and cultural groups:

- (1) racial/ethnic groups: African Americans; Hispanics/Latinos; Asian Americans/Pacific Islanders; Native Americans; Multiracial groups; and,
- (2) cultural groups: disability; sexual orientation ; gender; age; religion; and class;

- socioeconomic status and its relationship to inequities, access to resources, and the stress response will be addressed as a sub-goal to this objective;
- the role of religion in promoting equality and fellowship, as well as prejudice and separatism, will be addressed as a sub-goal to this objective;

(LO 6) describe physiological, psychological, and immune responses to chronic stressors experienced by racial and cultural groups which lead to increased health risks (e.g. ACTH axis, vasopressin axis, thyroxine axis, general adaptation syndrome, and the effects of anger/hostility on the cardiovascular system);

(LO 7) describe how stereotyping, prejudice, and structured inequalities shape the identity, behavior, and health of racial and cultural groups;

(LO 8) describe and apply behavioral and cognitive interventions that reduce/eliminate structured inequalities and prejudice, as well as mediate stress and promote optimal health;

(LO 8) recognize and describe historical, social, economic, and/or political processes that lead to either greater equality or structured inequality in the U.S.; and

(LO 9) describe social actions and positive interactions that have been successful in diminishing/eliminating inequalities for racial and cultural groups, as well as construct new paradigms for reducing structured inequalities and related stressors.

COURSE CONTENT

A. Structured Inequities and Related Psychosocial Stressors and Health Consequences for Racial and Cultural Groups

This course will identify and analyze structured inequities and related psychosocial stressors and health behaviors experienced by diverse cultural groups in U.S. The origin and historical patterns of structured inequities and their political, social, and economic processes will also be addressed. Social and individual actions that have led to greater equality will be disclosed through lectures, interactive learning, and critical thinking assignments. The diverse groups discussed will include:

- Ethnicity
- Race
- Class
- Age
- Sexual Orientation
- Disability
- Gender
- Religion

B. Chronic Stress: Physiological Consequences

- ACTH axis
- Thyroxine axis
- Anger/Heart Disease
- Vasopressin Axis
- General Adaptation Syndrome

C. The Role of Perception on Stress and Prejudice

- Importance of the perceptual process
- The link between perception and culture
- How values and beliefs influence perception and shape behavior

D. Racial/Ethnic Groups: Inequities and Related Stressors

1. Racial/ethnic groups:

- African American
- Hispanic/Latino
- Asian American/Pacific Islander
- Native American
- Multiracial groups

2. Equity issues & stressors: ethnic differences and similarities

- Stressors associated with acculturation: challenges and obstacles
- Racial biases and their effect on employment and educational opportunities
- Predisposition to particular diseases and/or health problems/disorders
- Psychophysiological effects of discrimination and prejudice
- Ethnic diversity and stressors in the academic environment
- Socioeconomic outcomes of prejudice
- Ethnicity and politics: causes and mediators of stress
- Acceptance and integration into social, political, and business environments
- Maintenance of cultural heritage and identity
- Communication barriers

E. Racial/Ethnic Groups: Inequities and Related Stressors

*Americans of European decent will also be discussed as a cultural group. The resources and privileges of this group will be discussed as a comparative measure in terms of the structured inequities experienced by other racial and cultural groups. Ways in which persons of privilege can diminish oppression and social injustice will be examined. Inclusion versus exclusion will be discussed as an essential process for reducing structured inequalities and related psychosocial stressors. Stratification and oppression within this cultural group will also be examined.

F. Cultural Groups: Inequities and Related Stressors

1. Gender

- Gender-specific health risk factors
- Male gender role stress: emotional inexpressiveness, restricted socially acceptable roles, and masculine ideology that promotes maladaptive behaviors
- Gender bias in the workplace and its effect on health
- Stress and health risks within single-parent households
- Feminine ideology that promotes the need “to be all things to all people” resulting in health related problems and maladaptive coping strategies
- Monolithic and public view of the female body resulting in eating disorders and

various surgical procedures

- Treatment & recovery from breast cancer and prostate cancer
- Issues related to domestic violence, sexual and verbal assault, and rape

2. The Role of Religion in Promoting Equality and Social Justice, as well as Discrimination and Separatism

- Framework for coping with personal loss, illness, death, and uncertainty
- Achieving spirituality, social support, and a sense of connectedness
- Social integration, fellowship, and cohesiveness
- Bias within religions; prejudice between religions
- Stress and inequalities resulting from religious beliefs and discrimination
- Hate crimes against religions

3. Sexual Orientation

- Self-perception of sexual identity and sexual orientation
- Societal and family acceptance/rejection of divergent orientations
- High incidence of teenage suicide among gay, lesbian, bisexual, and transgender groups
- The impact of socioeconomic status on acceptance of diverse groups
- Social and military discrimination
- Issues for HIV-positive individuals, families, and communities
- Gay, lesbian, bisexual, and transgender discrimination

4. Disability, Functional Impairment, and Psychosocial Stress

- Self and societal perceptions of disability
- Coping positively with consequences of disability
- Successful cognitive functioning
- Socioeconomic status and access to resources

5. Issues of Age and Health

- Negative stereotyping; optimizing cognitive functioning and reversing disability
- Biases of health care professionals toward older adults resulting in inequities
- Physical disease, functional impairment, and depression in older adults
- Inadequate research involving seniors that are healthy and in the upper SES
- Alienation from the mainstream; age discrimination in the work environment
- Mismanagement of pain in infants and children; pharmacological interventions
- Childhood and adolescent stress in the context of violence, drugs, peer pressure
- Morbidity and mortality in children and adolescents: risk behaviors and violence
- Mentorship's and apprenticeships for supporting positive interests and abilities

6. Socioeconomic Status and Health Risk Factors

- Impact of poverty on physical, mental, and emotional health
- Economic status and HIV risk
- Access to technology, and impact on mobility and personal advancement
- Relationship between variable-income occupations, stress, and health
- Socioeconomic outcomes of prejudice

G. Identity, Behavior, and Health of Racial and Cultural Groups are Shaped by Societal and Cultural Influences in the Contexts of Equality and Inequality

1. Application: The role of societal and cultural forces in shaping identity, behavior, and health in the contexts of equality and inequality will be examined throughout the course as related to racial and cultural groups.
2. Application: Identity and behavior as dynamic constructs are affected by social, cultural, and environmental influences. For example, individuals who are socioeconomically disadvantaged with respect to both income and job status may generate perceptions that not only indicate they have less financial resources than others but, also that they are moderate or poor providers for their families. They may further perceive that they are socioeconomically oppressed because of their race. If they have been unable to achieve social support or social integration in the work environment or feel a lack of respect from their work supervisors, other self-perceptions will evolve. Collectively, these perceptions will play a significant role in shaping identities. These individuals are also likely to report exposure to a greater number of stressors and less availability of individual and social resources. Health consequences will follow, if interventions are not employed to manage the stressors.
3. Application: In the U.S., sexual orientation identity is strongly shaped by cultural and societal influences. In a society marked by homophobia and heterosexism, lesbian and gay youth are particularly at risk. Media images rarely offer positive comprehensive depictions of gay life, legislative acts are often aimed at excluding gays/lesbians from policies and protections (i.e. Prop. 22), homophobic jokes and insults frequently go uncontested in high school cultures, and many health care workers are unaware of or insensitive to the specific needs of their gay/lesbian patients encounter the same types of discrimination from their family members as they do in the wider society. These daily realities might result in higher levels of stress, lower self-esteem, lower self-efficacy, internalized homophobia, and closeted behavior (which leads to more stress) for gay and lesbian youth, and significantly rob them of the psychological, emotional, and social resources necessary to flourish in early adulthood.

H. Recognition and Description of Historical, Social, Economic, and Political Processes that led to greater equality or structured inequality in the U.S.

1. Application: Examples of topics discussed are: (a) social constructions of race, ethnicity, gender, sexual orientation, disability, age, class, and religion; (b) dominant ideologies related to race, ethnicity, gender, sexual orientation, disability, age, class, and religion; (c) how ideologies have shifted during the 20th century concerning racial groups, gender, age, disability, sexual orientation, and religion; (d) how the various shifts in ideologies have shaped the identity and behavior of racial/cultural groups; and (e) SES stratification in relation to the above racial/cultural groups.

I. Social Actions, Constructive Interactions, and New Models Promoting Equality

1. Analysis of local, state, and federal legislation that has led to greater equality and social justice
2. Description of various outreach programs, support groups, organizations, mentorships, and community programs leading to greater equality and social justice for both racial and cultural groups
3. Creation of new social action models and ideas for new legislation by students for the purpose of creating greater equality

4. Consciousness raising through art, advertising, and the media

J. Laboratory Assignments: Developing Internal & Social Resources

1. Laboratory exercises involving behavioral, cognitive, and social interventions will be interwoven into the curriculum throughout the semester.

2. Interventions will be selected from, but not limited to, the following:

- progressive neuromuscular reeducation and autogenic training;
 - peer-conflict mediation; anger-control training;
 - biofeedback training for chronic pain and stress-related disorders
 - cognitive restructuring; negotiating and problem solving methods;
 - strategies for developing advocacy and support groups;
- culturally sensitive interventions; health promotion strategies.

Required Texts/Readings

Textbook

Kin/HS 169 Course Reader. Available at Maple Press, 481 E. San Carlos St., (408) 297-1000. You are strongly encouraged to bring the reader to class each day.

Library Liaison

Peggy Cabrera: 808-2034

Classroom Protocol

Students are expected to arrive to class at or before the start of class. Students are expected to listen (not to engage in conversation with other students) during lecture. Questions and observations from students are encouraged. Cell phones must be turned off during class.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Assignments and Grading Policy

Writing Assignments: Students will complete both in-class and out-of-class writing.

In-Class Writing:

Students will use introspective, problem solving, and critical thinking techniques for in-class writing assignments by: (a) addressing stressors and risk behaviors unique to diverse populations; (b) identifying innovative ideas or models for eliminating inequalities; (c) identifying health-promoting behaviors and programs for specific diverse populations; (d) identifying social and cultural influences that have played a role in shaping students' perceptions of people and events in their environment; and (e) evaluating stress reduction applications. Students will be evaluated on the following criteria: ability to write in a clear, coherent, and concise manner including proper grammar and syntax; ability to critically analyze and synthesize material from class lectures; and, ability to generate and express alternative ideas for health promotion and equality.

Out-of-Class Writing

1. Personal Inequality Assignment: (Due: March 7)

Students will engage in reflection to disclose a personal inequality previously experienced that involved psychosocial stressors and health issues. After completing the reflective process, student should complete a written analysis of their personal inequality by addressing the following components: (a) the origin of the structured inequity; (b) historical, social, political, or economic processes associated with the inequity; (c) description of stressor and its impact on personal health; (d) a behavioral, cognitive, or social intervention that was used (or could have been used) to reduce/eliminate the stressor; (e) a personal or social action that was taken (or could have been taken) to diminish/eliminate the inequality, as well as create greater equality.

In addition, students will interview someone from a diverse group who has experienced a structured inequality and discuss in writing: (a) identification of ethnic or cultural group represented; (b) the origin and nature of the inequality; (c) historical, social, political and/or economic processes involved; (d) description of the stressor and its impact on the individual's health and lifestyle; (e) an intervention that was used (or could have been used) to reduce/eliminate the stressor; (f) a personal or social action that was taken (or could have been taken) to reduce/eliminate the inequality leading to greater equality.

The paper (4-6 pages, double spaced) should ***integrate and synthesize information from at least two academic peer-reviewed journals*** that relate to one or more components that are addressed in the assignment (e.g., social or cultural context of the inequality, appropriateness of chosen intervention, social action or strategies for diminishing the inequality, impact of stressor on personal health). Reference citations must be in the format and style recommended by the American Psychological Association (APA) manual (5th edition) unless otherwise specified by the course instructor. Papers will be evaluated on the following criteria: (a) content and organization including synthesis of primary references; (b) adherence to the assignment guidelines; (c) citations, references, and format; (d) syntax, grammar, and spelling; and (e) creativity and insight expressed through the integration of all components of the assignment.

2. Research Paper (Due: May 2)

Students will synthesize current research related to structured inequalities experienced by a particular diverse group in the U.S. Students will also describe stressors and health consequences related to the inequalities identified. The group selected should represent one or more of the following characteristics: race, ethnicity, gender, religion, disability, sexual orientation, socioeconomic status, and age. Students will discuss important research findings and the implications of these findings in a review paper (5-7 pages, double-spaced), *citing a minimum of five academic peer-reviewed journals*. Papers should include a synopsis, analysis, and application of current research as reported in the literature. In addition, papers should address the impact of inequities/stressors from a physiological, psychological, or emotional perspective. Social actions and behavioral interventions for reducing/eliminating inequities and related stressors and health consequences must also be addressed. Evaluation criteria include the following: (a) identification of ethnic/cultural group, structured inequalities association with selected ethnic/cultural group, political, historical, economic, and/or social processes that have produced diversity, equality and/or structured inequality, related stressors and health consequences, and constructive individual/social action(s) that have led to greater equality and social injustice; (b) synthesis, critical analysis and application of the literature; (c) adherence to the assignment guidelines; (d) citations, references, and format; (e) syntax, grammar, and spelling; (f) originality and creativity. Students will have the opportunity to present the findings from this paper to the class during a 10 minute presentation.

Other Participation

- Development of Oral Communication Skills

All sections of the course will provide opportunities for students to develop their oral communication skills. Individual section instructors will select activities that will include the following: (a) small interactive group discussions with students sharing information obtained in their personal equity assignments; (b) student panels relating to the topics covered in the research paper; (c) individual student presentations; (d) group presentations on topics appropriate to the course content.

IX. GRADING

- Examinations:

Examinations (midterm and final) and quizzes will be administered throughout the semester. The examinations and/or quizzes will include both objective and essay questions; essay questions will be required on examinations and/or quizzes.

- In-class and Out-of-class Writing:

The in-class and out-of-class writing assignments (previously described) exceed the minimum SJSU Studies requirement of 3000 words. The American Psychological Association (APA) manual (6th edition) will be required for out-of-class assignments unless otherwise specified by the course instructor. **No late papers.**

- Social Action Model and Small Group Presentation: Due April 25
Oral presentation and paper outlining a practical social action model.

- Laboratory assignments: Internal and Social Resources:
Laboratory and interactive assignments designed primarily to increase students' internal resources and, secondarily and to make students more aware of available social resources will include: problem solving and cooperative learning exercises for managing prejudice and structured inequalities; critical thinking assignments involving the creation of new social action models for reducing/eliminating inequalities and related psychosocial and environmental stressors; and behavioral and cognitive interventions for mediating stress and health risks associated with prejudice, discrimination and structured inequalities.

X. GRADING MODEL

The above content and assignments will be evaluated as follows:

Assessment

(a) Midterm Examination.....	25%
(b) Final Examination.....	25%
(c) Laboratory Assignments.....	20%
• Quizzes/In-class assignments	(10%)
• Social action model/presentation/outline	(05%)
. Lab evaluations	(05%)
(d) Out-of-Class Assignments.....	30%
• Personal inequality/interview paper	(15%)
• Final research paper	(15%)

Converting Points to Grades:

To convert total points into a letter grade, use the following scale:

98-100 points = A+	72-77 points = C
92-97 points = A	70-71 points = C-
90-91 points = A-	68-69 points = D+
88-89 points = B+	62-67 points = D
82-87 points = B	60-61 points = D-
80-81 points = B-	below 60 = F

University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The [LARC website](http://www.sjsu.edu/larc/) is located at <http://www.sjsu.edu/larc/>.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>

Kin 169 / Diversity, Stress, and Health; Spring 2012 Tentative Course Schedule

List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.

Table 1 Course Schedule

Week	Date	Topics, Readings(*), Assignments, Deadlines
1	Jan. 25	Introduction to the course
2	Jan. 30 Feb. 1	What is stress? *Comprehensive stress management: -What is stress? Physiological consequences of stress *Comprehensive stress management: -Stress psychophysiology
3	Feb. 6 Feb. 8	Physiological consequences of stress *same as above Illness and Disease: The mind-body relationship *The perseverative cognition theory: A review
4	Feb. 13 Feb. 15	Stress intervention lab: Autogenics Sleep deprivation *Why do we need a health psycho... *Seeing the unexpected: How sex...
5	Feb. 20 Feb. 22	Gender *Stressful life events, social support Gender *The health of men: Structured... *Masculinities and men's health:
6	Feb. 27 Feb. 29	Sexual orientation *Do ask, do tell Sexual orientation *Heterogeneity of health disparities *Adolescent sexual orientation and *Mental health correlates of per...
7	Mar. 5 Mar. 7	Age: infants, children, Adolescents, and older adults *Breaking down the myths of aging Personal inequity assignment due *Reversing disability in old age *Strategies of coping with lone-
8	Mar. 12 Mar. 14	Intervention lab: PMR Midterm Examination
9	Mar. 19 Mar. 21	Midterm results and review Race, ethnicity, and culture *Critical race theory today *Glossary of terms
10	Apr. 2 Apr. 4	Race, ethnicity, and culture *Panel II: Macrosocial and environ *Telling tales: What stories can Race, ethnicity, and culture *Racial identity and the state: The
11	Apr. 9	Race, ethnicity, and culture

Week	Date	Topics, Readings(*), Assignments, Deadlines
	Apr. 11	Stress lab: Guided imagery/Meditation
12	Apr. 16 Apr. 18	Socioeconomic status and health *Socioeconomic status and the Multiculturalism *The working class majority Disability and stress *Social-cultural context of dis... *The meaning of health for wom
13	Apr. 23 Apr. 25	Religion as stressor/buffer against stress *The circle of the soul: The *Diversity stress as morality... Review social action/legislation assignment Social Action/legislation and presentations
14	Apr. 30 May 2	Stress lab: Art and the creative process Assignment #2 due Presentations
15	May 7 May 9	Presentations Presentations
16	May 14	Presentations
Final Exam	May 22 Tuesday	Final Examination: Bring a scantron 882-E 9:45 to noon