San José State University  
College of Applied Sciences & Arts/Department of Kinesiology  
KIN/HS 169, Diversity, Stress, and Health, Sections 04, 06, 07  
Fall 2016

Course and Contact Information

Instructor: Karin Jeffery, Ph.D.
Office Location: SPX 156
Telephone: (408) 924-8946
Email: karin.jeffery@sjsu.edu
Office Hours: Wednesday 10:00 a.m. to 12:00 noon, or by appointment
Class Days/Time:  
Section 07: Tuesday/Thursday 7:30-8:45 am  
Section 04: Tuesday/Thursday 9:00-10:45 am  
Section 06: Tuesday/Thursday 12:00-1:15 am
Classroom: YUH 236
Prerequisites: Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted). Upper division standing (60 units) and Completion of Core General Education. 100W is strongly recommended as a prerequisite or co-requisite to all Self, Society, and Equality in the U.S. courses.

GE/SJSU Studies Category: Area S - Self, Society, & Equality in the U.S.

Students are strongly encouraged to satisfy GE Areas R, S, and V with courses from departments other than the major department. Completion of, or co-registration in, a 100W course is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students (University Policy S12-9).

Course Description

Impact of structured inequalities on stress and health of diverse populations. Analysis of physiological/psychosocial health factors related to diversity, as well as behavioral interventions and social actions that mediate stress and optimize health and social justice. 3 units

Course Premise, Goals, and Learning Outcomes

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 educational 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, 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 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 systems, business corporations, sport organizations and franchises, religious denominations, government/military institutions) within the context of stress and health.

**GENERAL EDUCATION LEARNING OUTCOMES (GELOs) FOR AREA S:**

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

- **GELO 1.** Describe how identities (religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences in contexts of equality and inequality.
- **GELO 2.** Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the United States.
- **GELO 3.** Describe social actions which have led to greater equality and social justice in the U.S. (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age).
- **GELO 4.** Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups in the U.S.

**COURSE LEARNING OUTCOMES (CLOs)**

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

- **CLO 1.** Recognize and describe structured inequalities, and related psychosocial and environmental stressors and health risks prevalent in racial, ethnic, and cultural groups.
- **CLO 2.** Describe physiological, psychological, and immune responses to chronic stressors experienced by racial and cultural groups which lead to increased health risks.
- **CLO 3.** Describe how stereotyping, prejudice, and structured inequalities shape the identity, behavior, and health of racial and cultural groups.
- **CLO 4.** Describe and apply behavioral and cognitive interventions that reduce/eliminate structured inequalities and prejudice, as well as mediate stress and promote optimal health.
- **CLO 5.** 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

- Structured inequities and related psychosocial stressors and health consequences for racial and cultural groups
- Chronic stress: Physiological consequences.
- The role of perception on stress and prejudice.
- Racial, ethnic, and cultural groups: Inequities and related stressors.
- Identity, behavior, and health of racial and cultural groups: Societal and cultural influences in the contexts of equality and inequality.
- Historical, social, economic, and political processes that lead to greater equality or structured inequality in the U.S.
- Social actions, constructive interactions, and new models promoting equality.
- Laboratory assignments: Developing internal & social resources.

Required Texts/Readings

Textbook*
ISBN (custom version at Spartan Bookstore): 9781121897434
ISBN (loose-leaf from Publisher): 9780077804831

*A pdf of the 10th edition of this textbook will also be available on Canvas.*

Other Readings

Additional readings will be available on Canvas.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf).

This course combines theory and experiential learning. Personal applications will be emphasized. Classes consist of lecture, large and small group discussions, multimedia presentations, and guided laboratory activities.

All general education courses are required to assess students' written work including grammar, clarity, conciseness, and coherence. Out-of-class assignments are to be well written with correct grammar and spelling. Grades may be lowered on assignments that fail to meet these criteria.

All out-of-class assignments are due on the dates indicated, and should be typed, double-spaced, using normal typeface and margins (e.g., 12 point font, 1 inch margins). Assignments will be evaluated on the following criteria: (a) content, (b) organization, (c) analysis and critical thinking, (d) citing and use of appropriate references, when required, (e) syntax, grammar, and spelling. All assignments must be original work for this course. Assignments should reflect your best work, and must be uploaded to Canvas by the beginning of class on the due date. Hard copies are NOT required.
Assignment 1. Personal Inequality Assignment:

Part A: Describe one of your own experiences
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 and nature of the structured inequality.
(b) Historical, social, political, and/or economic processes associated with the inequality.
(c) Description of the stressor and its impact on your personal health and lifestyle.
(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 reduce/eliminate the inequality, as well as create greater equality.

Part B: Interview another person who has experienced personal inequality (does NOT need to be the same kind of experience you described for yourself)
Students will interview someone from a diverse group who has experienced a structured inequality and discuss in writing:

(a) Identification of the interviewee’s ethnic or cultural group.
(b) The origin and nature of the structured inequality.
(c) Historical, social, political, and/or economic processes associated with the inequality.
(d) Description of the stressor and its impact on the interviewee’s personal health and lifestyle.
(e) A behavioral, cognitive, or social 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, as well as create greater equality.

Assignment 2. Research Paper:

Professional journal articles, or scholarly articles, have undergone a review process before publication. This means that the article has been reviewed by experts and typically revised prior to publication. The peer-review process helps to ensure that high quality articles are published. For this assignment, it is recommended that you begin searching for articles using Academic Search Premier (one of the library’s databases) and on the search menu, check the box to limit your search to peer-reviewed articles.

For this assignment, students will synthesize current research related to one of the structured inequalities described in Assignment 1. Students will also describe stressors and health consequences related to the inequalities identified. For the group(s) affected by this inequality, students will discuss one or more of the following characteristics: race, ethnicity, culture, gender, religion, disability, sexual orientation, socioeconomic status, or age. Students will discuss important research findings and the implications of these findings in a review paper (5 pages, double-spaced, not including the reference page), citing a minimum of three (3) 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 (NOTE: for (a) through (d), you will revise and resubmit your work from Assignment 1):

(a) Identification of ethnic/cultural group.
(b) Identification of the structured inequalities associated with selected ethnic/cultural group.
(c) Identification of the political, historical, economic, and/or social processes that have produced diversity, equality and/or structured inequality.
(d) Related stressors and health consequences.
(e) Constructive individual/social action(s) that have led to greater equality and social injustice.
(f) Synthesis, critical analysis and application of the literature.
(g) Adherence to the assignment guidelines.
(h) All references must be appropriately cited in the text.
(i) A reference list must be included.
(j) A maximum of two sentences may be direct quotations.

Assignment 3. Social Action Project:

Based on the work done in Assignments 1 and 2, students will investigate and/or create a practical social action/intervention model for reducing or eliminating inequalities and related psychosocial and environmental stressors. This assignment requires an oral presentation using PowerPoint, Prezi, or another presentation software programs. The presentation should do the following:

(a) Identify a particular inequality, and provide a brief overview of the issue.
(b) Focus on practical rather than ideal action strategies.
(c) Include at least one “Resource Guide” slide that identifies resources, both on and off campus, that can be utilized by classmates.
(d) Articulate exactly how the intervention strategy will help to reduce or eliminate the inequality itself or the related stressors associated with the inequality.

Each student will give a 10-minute in-class presentation and also submit their slide presentations via Canvas.

Examinations

Two midterm exams and a final examination will be administered during the semester. Each exam will consist of 50 multiple-choice and true/false questions. For each exam, please bring a Scantron form 882-E, a #2 pencil, and an eraser. The exams will not be cumulative.

Final Examination

The final exam will be given on the following days:
Section 07: Wednesday, Dec. 14, 7:15-9:30 am
Section 04: Friday, Dec. 16, 7:15-9:30 am
Section 06: Monday, Dec. 19, 9:45 am – 12:00 noon

The final exam will follow the same format as Midterm Exams 1 and 2: there will be 50 multiple-choice and true-false questions, each worth 2 points. The final exam will not be cumulative.

The complete final exam schedule is available at http://info.sjsu.edu/static/catalog/final-exam-schedule-fall.html

Grading Information

Percentage Weight for Each Assignment

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Inequality Assignment (total for Parts A &amp; B)</td>
<td>15%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>15%</td>
</tr>
<tr>
<td>Social Action Project</td>
<td>20%</td>
</tr>
<tr>
<td>Participation (laboratory and in-class assignments)</td>
<td>20%</td>
</tr>
</tbody>
</table>
Determination of Grades:

<table>
<thead>
<tr>
<th>Assignment of Final Course Grade</th>
<th>100-97%=A+</th>
<th>96-93%=A</th>
<th>92-90%=A-</th>
</tr>
</thead>
<tbody>
<tr>
<td>89-87%=B+</td>
<td>86-83%=B</td>
<td>82-80%=B-</td>
<td></td>
</tr>
<tr>
<td>79-77%=C+</td>
<td>76-73%=C</td>
<td>72-70%=C-</td>
<td></td>
</tr>
<tr>
<td>69-67%=D+</td>
<td>66-63%=D</td>
<td>62-60%=D-</td>
<td></td>
</tr>
<tr>
<td>Below 60%= F</td>
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</tbody>
</table>

Penalties for late or missed work:

<table>
<thead>
<tr>
<th>Due Date.</th>
<th>Received.</th>
<th>Deduction.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday.</td>
<td>Wednesday through Thursday.</td>
<td>Drop 1 grade step (e.g., A minus → B plus)</td>
</tr>
<tr>
<td></td>
<td>Friday through Sunday.</td>
<td>Drop 2 grade steps (A minus → B)</td>
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<tr>
<td></td>
<td>Monday through start of class on the following Tuesday.</td>
<td>Drop 1 full grade (A minus → B minus)</td>
</tr>
<tr>
<td>Thursday.</td>
<td>Friday through Saturday.</td>
<td>Drop 1 grade step (e.g., A minus → B plus)</td>
</tr>
<tr>
<td></td>
<td>Sunday through Tuesday.</td>
<td>Drop 2 grade steps (A minus → B)</td>
</tr>
<tr>
<td></td>
<td>Wednesday through start of class on the following Thursday.</td>
<td>Drop 1 full grade (A minus → B minus)</td>
</tr>
</tbody>
</table>

Students must speak with the instructor regarding assignments that are more than 1 week late.

Classroom Protocol

All students should demonstrate respect for themselves, each other, and the instructor at all times. Intense discussions are encouraged, but never at the expense of respect and understanding. We may not agree with one another, but we do need to hear and respect one another.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on the Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/”
# Tentative Course Schedule

*Subject to change with fair notice. Changes will be announced in class and/or via email, and posted on Canvas.

## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug. 25</td>
<td>Course introduction; greensheet review; 8-minute stress management activity.</td>
</tr>
</tbody>
</table>
| 2    | Sept. 1  | Psychophysiology of stress.  
Watch TED talk: *Your Body Language Shapes Who You Are*. 
In-class discussion and video worksheet. |
| 3    | Sept. 6  | Begin watching *Stress, Portrait of a Killer* (the “Baboon video”)  
Begin in-class discussion and Baboon Video Worksheet.  
| 3    | Sept. 8  | Finish watching *Stress, Portrait of a Killer*.  
Finish in-class discussion and Baboon Video worksheet.  
Lab: Diaphragmatic breathing, body scanning. |
| 4    | Sept. 13 | Introduce Personal Inequality Project.  
Readings due: Greenberg Ch. 9. *Meditation*, Ch. 15. *Diversity and Stress*.  
Lab: Meditation.  
Deadline: 350-word description of your experience with diaphragmatic breathing and body scanning lab (Canvas). |
| 4    | Sept. 15 | Stress and the college student, stress interventions  
Readings due: Greenberg Ch. 17. *Stress and the College Student*.  
Group discussion/in-class activity: Diversity, stress, and current events.  
Deadline: 350-word description of your experience with mediation lab (Canvas). |
<p>| 5    | Sept. 20 | Catchup day/Midterm Exam 1 Review. |
| 5    | Sept. 22 | Midterm Exam 1: Greenberg Chs. 1, 2, 3, 9, 12, 17, plus all labs and videos. Bring: Scantron Form 882-E, #2 pencil and eraser. |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
</table>
| 6    | Sept. 27 | Diversity and gender.  
            Video: *Tough Guise 2*  
            In-class discussion and video worksheet.  
            Deadline: Personal Inequality Paper, Part A. |
| 6    | Sept. 29 | Gender issues, continued.  
            Video: *Killing Us Softly*  
            In-class discussion and video worksheet. |
| 7    | Oct. 4   | Gender issues, continued.  
            Readings posted on Canvas.       |
| 7    | Oct. 6   | Diversity and race.  
            Video: *Race, the Power of Illusion.*  
            In-class discussion and video worksheet.  
            Readings due: Greenberg Ch. 10. *Autogenic Training and Imagery.*  
            Lab: Autogenic training and imagery. |
| 8    | Oct. 11  | Race issues, continued.  
            Video: *Becoming American.*  
            In-class discussion and video worksheet.  
            Introduce Assignment 2, Research Paper.  
            Readings posted on Canvas (Zieff article).  
            Deadline: 350-word description of your experience with autogenic training and imagery lab (Canvas). |
            Lab: Progressive relaxation.  
            Deadline: Personal Inequality Paper, Part B. |
| 9    | Oct. 18  | Special guest presenters from ZeeMee.com  
            Readings due: Greenberg Ch. 12. *Other Relaxation Techniques.*  
            Deadline: 350-word description of your experience with progressive relaxation lab (Canvas).  
            Lab: Quieting reflex, 6-second calming sequence. |
| 9    | Oct. 20  | Race issues, continued.  
            Video: *Bad Sugar.*  
            In-class discussion and video worksheet. |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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</thead>
<tbody>
<tr>
<td>10</td>
<td>Oct. 25</td>
<td>Deadline: 350-word description of your experience with quieting reflex and 6-second calming sequence labs (Canvas).</td>
</tr>
<tr>
<td>10</td>
<td>Oct. 27</td>
<td>Catchup day/Midterm Exam 2 Review.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Midterm Exam 2: Greenberg Chs. 10, 11, 12, plus all labs and videos after Exam 1.</td>
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<td>Bring: Scantron Form 882-E, #2 pencil and eraser.</td>
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<tr>
<td>11</td>
<td>Nov. 1</td>
<td>Diversity and age.</td>
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<tr>
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<td>Video: <em>TED talk: How to Live to Be 100+</em>.</td>
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<tr>
<td></td>
<td></td>
<td>In-class discussion and video worksheet.</td>
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<tr>
<td>11</td>
<td>Nov. 3</td>
<td>Diversity and disability.</td>
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<tr>
<td></td>
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<td>Video: <em>TED talk: I’m Not Your Inspiration, Thank You Very Much.</em></td>
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<td>In-class discussion and video worksheet..</td>
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<tr>
<td>12</td>
<td>Nov. 8</td>
<td>Disability issues, continued.</td>
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<tr>
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<td>Special guest presenter: Gerardo Garay.</td>
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<tr>
<td>12</td>
<td>Nov. 10</td>
<td>Diversity and religion.</td>
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<tr>
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<td>Watch TED talk: <em>What Do You Think When You Look at Me?</em>..</td>
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<td></td>
<td>In-class discussion and video worksheet.</td>
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<td></td>
<td>Lab: 8-minute stress management activity</td>
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<tr>
<td>13</td>
<td>Nov. 15</td>
<td>Watch TED talk: <em>How childhood trauma affects health across a lifetime.</em></td>
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<td></td>
<td>In-class discussion and video worksheet.</td>
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<tr>
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<td></td>
<td>Deadline: 350-word description of your experience with 8-minute stress management activity (Canvas).</td>
</tr>
<tr>
<td>13</td>
<td>Nov. 17</td>
<td>Diversity and age.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Video: <em>TED talk: How to Live to Be 100+</em>.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In-class discussion and video worksheet.</td>
</tr>
<tr>
<td>14</td>
<td>Nov. 22</td>
<td>Age, continued.</td>
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<tr>
<td></td>
<td></td>
<td>Readings due: Greenberg Ch. 19, <em>Stress and Older Adults</em>.</td>
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<td></td>
<td>Lab: “Eating mindfully” before Thanksgiving.</td>
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<tr>
<td>14</td>
<td>Nov. 24</td>
<td>*** THANKSGIVING BREAK ***</td>
</tr>
<tr>
<td>15</td>
<td>Nov. 29</td>
<td>Yoga for Stress Management with special guest instructor.</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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<td>------------------------------------------</td>
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<tr>
<td></td>
<td></td>
<td>Deadline: 350-word description of your experience with the mindful eating lab (Canvas).</td>
</tr>
<tr>
<td>15</td>
<td>Dec. 1</td>
<td>Yoga for Stress Management with special guest instructor.</td>
</tr>
</tbody>
</table>
| 16   | Dec. 6  | Deadline: Final project.  
|      |         | Presentations.  
|      |         | Deadline: 350-word description of your experience with yoga for stress management (Canvas). |
| 16   | Dec. 8  | Presentations, continued.  
|      |         | Final exam review. |
| Final Exam | Dec. 16 (Friday) | Final exam: Greenberg Chs. 8, 13, 14, 15, 18, 19, plus all labs and videos after Exam 2.  
|      |         | When:  
|      |         | Section 07: Wednesday, Dec. 14, 7:15-9:30 am  
|      |         | Section 04: Friday, Dec. 16, 7:15-9:30 am  
|      |         | Section 06: Monday, Dec. 19, 9:45 am – 12:00 noon  
|      |         | Where: YUH 236  
|      |         | Bring: Scantron Form 882-E, #2 pencil and eraser.  
|      |         | Link to final exam schedule: http://info.sjsu.edu/static/catalog/final-exam-schedule-fall.html |