

San José State University
College of Applied Sciences & Arts/Department of Kinesiology
KIN/HS 169, Diversity, Stress, and Health, Sections 01 and 03
Fall 2018

Course and Contact Information

Instructor:	Karin Jeffery, Ph.D.
Office Location:	SPX 156
Telephone:	(408) 924-8946
Email:	karin.jeffery@sjsu.edu
Office Hours:	Monday/Wednesday 12:00-1:15 p.m., or by appointment
Class Days/Time:	Section 01: Monday/Wednesday 10:30-11:45 am Section 03: Monday/Wednesday 1:30-2:45 pm
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

KIN/HS custom textbook – available only at Spartan Bookstore.

Other Readings

Additional readings will be posted on Canvas. Details will be provided in class.

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) at <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 Identity Essay

What are the various components of your identity (or identities) that make you who you are?

Students will engage in reflection to describe the various aspects of their identity. What is it that makes you who

you are? You can talk about such aspects as “race” (we will see why, scientifically speaking, there is no such thing; it is purely a social construct), ethnicity, cultural background, life experience, birth order, socioeconomic status, religion, gender identification, and so on.

Essays should be about 600 words long and should reflect your best writing.

Assignment 2. Annotated Bibliography in Preparation for Social Action Project

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 submit an annotated bibliography *citing a minimum of five (5) academic, peer-reviewed journals* related to their intended Social Action Project. Details on the format of an annotated bibliography will be provided on Canvas and reviewed extensively in class.

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 program. The presentation should do the following:

- (a) Identify a specific 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 or team of students will submit their presentations via Canvas.

Examinations

Two midterm exams and a final examination will be administered during the semester. Each exam will consist of multiple-choice and true/false questions. All exams will be administered online via Canvas. The exams will not be cumulative.

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

Grading Information

Percentage Weight for Each Assignment

Personal Identity Essay	5%
Annotated Bibliography	5%
Social Action Project	10%
Participation (laboratory and in-class assignments)	50%

Midterm Exam 1	10%
Midterm Exam 2	10%
Final Examination	10%

Grading Scale

100-98% = A plus	97-93% = A	92-90% = A minus
89-88% = B plus	87-83% = B	82-80% = B minus
79-78% = C plus	77-73% = C	72-70% = C minus
69-68% = D plus	67-63% = D	62-60% = D minus
Below 60% = F		

Due Dates and Lateness Penalties

For all assignments, grades will be reduced by 10% for every day late, starting **immediately** after the deadline.

Examples:

- If a 10-point assignment is due on Wednesday at 11:59 p.m., and is submitted on Thursday any time between 12:00 a.m. and 11:59 p.m., the grade will be reduced to 9 points.
- Similarly, the grade will be reduced to 8 points for 2 days late, 7 points for 3 days late, etc.

Students must speak with the instructor about assignments that are 7 days late or more.

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](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

KIN/HS 169 Sections 01 and 03 Diversity, Stress, and Health, Spring 2018 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

Week		Topics, Readings, Assignments, Deadlines
1	Aug. 22	Course introduction, greensheet, textbook.
2	Aug. 27	Introduction to stress; psychophysiology of stress. Stress Lab 1: UCLA MARC Breathing Meditation (5 minutes).
2	Aug. 29	Psychophysiology of stress, continued.
3	Sept. 5	Video: TED talk: <i>Your Body Language Shapes Who You Are</i> + discussion. Stress Lab 2: UCLA MARC Breath, Sound, Body Meditation (12 minutes).
4	Sept. 10	Psychophysiology of stress, stress-related disorders (effects of chronic stress on various systems of the body). Introduce Personal Identity Project. Deadline: Description of your experience with Stress Lab 1.
4	Sept. 12	Video: <i>Stress, Portrait of a Killer</i> (the “Baboon video”) + discussion. Introduce reading and discussion questions: Perceived well-being. Stress Lab 3: UCLA MARC Body Scan for Sleep. Deadline: Description of your experience with Stress Lab 2.
5	Sept. 17	Finish watching <i>Stress, Portrait of a Killer</i> .
5	Sept. 19	Diversity and gender. Video: <i>Tough Guise 2</i> + in-class discussion. Stress Lab 4: Autogenic training. Deadline: Description of your experience with Stress Lab 3.
6	Sept. 24	Video: <i>Tough Guise 2</i> (continued).
6	Sept. 26	Catchup day/Midterm Exam 1 Review. Deadline: Personal Identity Essay.
7	Oct. 1	Midterm Exam 1: All lectures, labs, and videos EXCEPT <i>Tough Guise 2</i> .
7	Oct. 3	Introduce annotated bibliography project and format. Stress Lab 5: UCLA MARC Meditation for Working with Difficulties (7 minutes). Deadline: Description of your experience with Stress Lab 4.
8	Oct. 8	Gender issues, continued.

Week		Topics, Readings, Assignments, Deadlines
		Video: <i>Killing Us Softly</i> + in-class discussion. Stress Lab 6: “A Day at the Beach.” Deadline: Description of your experience with Stress Lab 5.
8	Oct. 10	Gender issues, continued.
9	Oct. 15	ISSSSC Student Research Fair
9	Oct. 17	ISSSSC Town Hall Meeting: 50 th Anniversary of Smith and Carlos
10	Oct. 22	Diversity and race. Video: <i>Race, the Power of Illusion</i> + in-class discussion. Stress Lab 7: Progressive relaxation. Deadline: Description of your experience with Stress Lab 6.
10	Oct. 24	Race issues, continued. Video: <i>The House We Live In</i> + in-class discussion.
11	Oct. 29	Race issues, continued. Stress Lab 8: Meditating with Music.
11	Oct. 31	Catch-up day Deadline: Description of your experience with Stress Lab 7.
12	Nov. 5	Race issues, continued. Video: <i>Bad Sugar</i> + in-class discussion.
12	Nov. 7	Race issues, continued. Video: <i>Not Just a Word</i> + in-class discussion. Deadline: Annotated bibliography for Social Action Project.
13	Nov. 14	Midterm Exam 2 Review and study guide.
14	Nov. 19	Midterm Exam 2: All lectures, labs, readings, and videos after Exam 1.
15	Nov. 26	Diversity and disability. Video: TED talk: <i>I’m Not Your Inspiration, Thank You Very Much</i> + in-class discussion.
15	Nov. 28	Diversity and religion. Watch TED talk: <i>What Do You Think When You Look at Me?</i> + in-class discussion.

Week		Topics, Readings, Assignments, Deadlines
		Stress Lab 9: UCLA MARC Loving Kindness Meditation (9 minutes). Deadline: Description of your experience with Stress Lab 8.
16	Dec. 3	Video: TED talk: <i>How Childhood Trauma Affects Health across a Lifetime</i> + in-class discussion.
16	Dec. 5	Diversity and age. Video: TED talk: <i>How to Live to Be 100</i> + in-class discussion. Stress Lab 10: Mindful eating. Deadline: Description of your experience with Stress Lab 9.
17	Dec. 10	Final exam review. Deadline: Description of your experience with Stress Lab 10.
Final Exam	TBA for each section	Where: YUH 236 Link to final exam schedule: http://info.sjsu.edu/web-dbgen/narr/catalog/rec-16332.html