

**San José State University
CASA/Department of Kinesiology
KIN 169, Diversity, Stress, and Health, Section 1,
Spring 2013**

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| Instructor: | (Daniel Murphy) |
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| Office Hours: | (M-TH 12 -1pm.) |
| Class Days/Time: | (MW1:30 – 2:45pm.) |
| Classroom: | (SH 345) |
| Prerequisites: | (Passage of the Writing Skills Test (WST); Upper Division Standing (60 units); Completion of CORE GE; Courses to meet Areas R, S, and V of SJSU Studies <i>must be taken from three different departments, or distinct academic units.</i>) |
| GE/SJSU Studies Category: | (Area S) |

Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on <http://sjsu.desire2.learn.com>. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor).

Course Description

The impact of structured inequalities and related psychosocial and environmental stressors on the health and social status of diverse groups. Analysis of social actions and behavioral interventions that lead to greater equality, as well as mediate stress and optimize health.

Course Goals (CO) and Student Learning Objectives (SLO)

PREMISE AND GOALS

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

COURSE OBJECTIVES (CO)

Upon completion of the course, students will be able to:

- (a) 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;
- (b) describe physiological, psychological, and immune responses to chronic stressors experienced by racial and cultural groups which lead to increase health risks (e.g. ACTH axis, vasopressin axis, thyroxine axis, general adaptation syndrome, and the effects of anger/hostility on the cardiovascular system);
- (c) describe how stereotyping, prejudice, and structured inequalities shape the identity, behavior, and health of racial and cultural groups;
- (d) describe and apply behavioral and cognitive interventions that reduce/eliminate structured inequalities and prejudice, as well as mediate stress and promote optimal health;
- (e) recognize and describe historical, social, economic, and/or political processes that lead to either greater equality or structured inequality in the U.S.; and
- (f) 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.

Student Learning Objectives (SLO)

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*)

Required Texts/Readings

Textbook

KIN/HS 169 Custom Textbook. Available only at Spartan Bookstore.

Classroom Protocol

- Students are expected to be courteous during class. Any student engaging in disruptive behavior may be asked to leave. Please turn off all cell phones, pagers, PDAs or other electronic devices. The use of anything that beeps or vibrates during class is disruptive and will not be tolerated. Using a device, even silently, such as texting or websurfing, is distracting and students who engage in these actions may be asked to leave. Further disruption may be cause for the student's behavior being reported to the SJSU Office of Student Conduct and Ethical Development.
- All materials must be original works of the student and typed with text and references in APA format.
- Assignments are due *at the beginning of class* on the assigned date. Papers are to be used for this class only.
- Late papers will be penalized -1/3 of one (1) letter grade each day it is late.

- There are NO make-ups on the quizzes, with the exception of officially sanctioned University activities or serious and compelling personal circumstances. So, it will be important to regularly attend class.
- Only under extreme circumstances will an “incomplete” grade be assessed.
- Please inform the instructor if you need course adaptations because of a disability, or if you need special arrangements in case the building needs to be evacuated.
- Finally, students are encouraged to periodically check out the course homepage for various websites and other information (e.g. quiz/exam hints, current events) related to sport and culture.

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

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.

COURSE ASSIGNMENTS

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; and (d) identifying social and cultural influences that have played a role in shaping students' perceptions of people and events in their environment. 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. *(The in-class assignments comprise at minimum 2 double-spaced pages of writing in the form of quizzes, in-class reflections, and critical thinking exercises)*

Out-of-Class Writing

Personal Inequality Assignment:

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 five (5) 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.

Research Paper

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 (5) 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 justice; (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.

In-Class Presentation

Social Action Model and Small Group Presentation

In teams of no more than four, students will be required to investigate and present a *practical* social action/ intervention model for reducing or eliminating inequalities and related psychosocial and environmental stressors. It will be important to 1) identify a particular inequality, including a brief overview of the issue, 2) focus on practical rather than ideal action strategies, 3) identify resources, both on and off campus, that can be utilized by classmates, and 4) articulate exactly how the intervention strategy will help to reduce or help to eliminate the inequality itself or the related stressors associated with the inequality. Students will use prez.com PPTs only for this assignment.

Other Participation

Active Student Participation: Oral communication, reflective and critical analysis skills

Students are required to actively participate in laboratory exercises by analyzing and applying behavioral, social, and cognitive interventions for the purpose of diminishing structured inequalities, as well as related psychosocial/environmental stressors and health consequences. Some laboratory assignments will also include reflective exercises to determine the effectiveness of the interventions and the degree to which individual resources have been enhanced. There will be 12 online postings (10pts each/120pts.) and 8 (8-16pts. each) handouts.

Students will participate in critical analysis by: (a) describing how identity, behavior, and personal health are shaped by cultural and societal influences in the contexts of equality and inequality; (b) identifying historical, social, political, and economic processes that produce structured inequality and equality in the U.S.; and (c) recognizing and/or developing social actions and positive interactions that lead to greater equality, diminish related stressors, and promote optimal health.

Evaluation of oral communication skills will be based upon the following criteria: (a) ability to communicate ideas in a clear and concise manner; (b) ability to apply critical analysis to issues related to diversity; (c) accuracy of material presented; and (d) ability to respond to questions relative to subject area.

GRADING

Examinations:

Examinations (midterm and final) and 1 (one) 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.

Social Action Model and Small Group Presentation:

Oral presentation and resource guide 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.

GRADING MODEL.

The above content and assignments will be evaluated as follows:

Assessment.

(a) Midterm Examination (100pts.) 20%.

(b) Final Examination (100 pts.) 20%.

(c) Laboratory/In-Class Assignments/Participation 20%.

- Labs, In-class writing assignments, postings, participation (8%).
- Quizzes (x3) (2%).
- Social action model/presentation (100pts.)(10%).

(d) Out-of-Class Assignments (100 pts. each) 40%.

- Personal inequality/interview paper (20%).
- Final research paper (20%).

Letter Grade Values:

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

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 inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association

(CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit [the LARC website](http://www.sjsu.edu/larc/) for more information 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/HS 169, Diversity, Stress, & Health, Section 1, Spring 2013.

Course Schedule* . (*subject to change).

| WE EK | DATE | TOPIC/READINGS/ASSIGNMENTS |
|----------|--------------------|--|
| 1 | Jan.23 | Introduction to Course. Introduction: Responsibilities, expectations, and course objectives. <i>Read: Chapter 1 The Nature of Stress</i> |
| 2 | Jan. 28 Jan. 30 | Introduction to the Psychophysiology of Stress and Coping. Video: Stress: Natural Killer. Stress: Physiology. <i>Read: Chapter 2 The Body: The Battlefield for the Mind's War Games</i> |
| 3 | Feb. 4 Feb. 6 | Stress: Emotion & Cognition. <i>Read: Chapter 3 The Emotions: From a motivation of Fear to a Motivation of Love</i> <i>Read: Chapter 4 The Mind: The Psychology of Stress</i> |
| 4 | Feb. 11 Feb. 13 | Introduction to Diversity. <i>Read: Chapter 9 Introduction to Multicultural Health</i> |
| 5 | Feb. 18 Feb. 20 | Stress Management Interventions. Diaphragmatic Breathing. Progressive Relaxation. Cognitive Restructuring. Self-talk. Visualization and Guided Imagery. Autogenic Training. <i>Read: Ch. 5 – 8 Stress Mgmt. Techniques</i> <i>Psychophysiology Quiz (D2L)</i> |
| 6 | Feb. 25 Feb. 27 | Gender. Video: Toughguise (Men's Health) Video: Killing Us Softly (Women's Health) |
| 7 | Mar. 4 Mar. 6 | Sexual Orientation. <i>Read: Chapter 17 Nonethnic Populations: Lesbian, Gay, Bisexual, and Transgender (LGBT) Individuals; Migrant Farmworkers</i> Video: The Gay Marriage Thing. |
| 8 | Mar. 11 Mar. 13 | Race. Video: Race: The Power of Illusion. Latino Populations. <i>Read: Chapter 12 Hispanic and Latino American Populations</i> Video: Becoming American |
| 9 | Mar. 18 Mar. 20 | American Indian Populations. Video: Bad Sugar <i>Read: Chapter 13 American Indian and Alaska Native Populations</i> Midterm Exam. Personal Inequality Paper Due. |
| 10 | Apr. 1 Apr. 3 | African American Populations. Video: Dr. Hotspot <i>Read: Chapter 14 African American Populations</i> |

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| 11 | Apr. 8 Apr. 10 | Asian American Populations. <i>Read: Chapter 15 Asian American and Pacific Islander Populations</i> Caucasian Populations. <i>Read: Chapter 16 Caucasian American Populations</i> |
| 12 | Apr. 15 Apr. 17 | Age. <i>Read: Chapter 18 Aging, Dying, and Death</i> Disability. <i>Read: D2L Articles on Disability</i> |
| 13 | Apr. 22 Apr. 24 | Technostressors/Bioethics. <i>Read: D2L Articles on Bioethics/Stem Cell Research</i> Socioeconomic Status. Video: 30 Days. |
| 14 | Apr. 29 May 1 | Socioeconomic Status. Healthcare. Video: Sick Around the World. <i>Read: Chapter 11 Complementary and Alternative Medicine</i> <i>Read: D2L Article on Healthcare</i> |
| 15 | May 6 May 8 | Social Action Group Presentations (1-3). Social Action Group Presentations (4-6) <i>Read: Chapter 19 Closing the Gap: Strategies for Eliminating Health Disparities</i> |
| 16 | May 13 | Catch-up day. Last day of instruction. Review for final exam. <i>Final Scholarly Research Paper Due.</i> |
| 17 | May 21 | Final Exam: May 21, 2012 12:15pm. – 14:30pm. |