

San José State University
CHHS/Department of Kinesiology
KIN/HS 169, Diversity, Stress, and Health, Section 1 & 4

Spring 2021

Instructor:	Matt Crockett
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Office Hours:	Tuesday/Thursday 12p-1p, or by appointment at other times
Class Days/Time:	N/A; This is a fully asynchronous course.
Classroom:	N/A
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).

Class Format

This is a fully asynchronous course, meaning that there are no mandatory live meetings. All course materials can be found on the Canvas Learning Management System, which can be accessed at <http://www.sjsu.instructure.com>. You are responsible for regularly checking Canvas and the messaging system through MySJSU.

Course Description

This course will cover the impact of structured inequalities on stress and health of diverse populations. This will include 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.

Course Goals and Student 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

- ***Assessment: Personal Health and Identity Paper***

GELO 2: describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the United States

- *Assessment: Research Paper*

GELO 3: describe social actions that 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)

- *Assessment: Research Paper*

GELO 4: recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups in the U.S.

- *Assessment: Personal Health and Identity Paper*

Course-Specific Learning Outcomes (CLOs)

Upon successful completion of the 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

KIN 169 custom textbook available only in the bookstore.

Other reading assignments will be posted to Canvas.

Course Requirements and Assignments

Writing Assignments

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

In-Class Writing: 2 pages (minimum)

Personal Health and Identity Paper: 4-6 pages

Research Paper: 5-7 pages

Personal Health and Identity Paper

In this paper students will explore the connection between their social identity and health. Students will select two parts of their identity (choosing from gender, ethnicity, socioeconomic status, sexuality, disability, age, and/or religion) and discuss two specific health risks supported by research that are associated with the chosen aspects of their identity. Students will write a 4-6 page paper addressing the following components: (a) critical discussion of the cultural and societal influences, including instances of inequality and interactions with other sociocultural groups, that have shaped the student's identities; (b) detailed description of specific health risks associated with the chosen identities; (c) discussion of the historical, social, political, and/or biological contexts that contribute to the associated health risks; (d) discussion of personal and social interventions, including constructive interactions between social groups, that could be taken to prevent or treat the associated health risks. This paper will satisfy GELO 1, which states that students should be able to describe how identities are shaped by cultural and societal influences in contexts of equality and inequality, and GELO 4, which states that students should be able recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups in the U.S.

The paper (4-6 pages, double spaced) should *integrate and synthesize information from at least three (3) academic, peer-reviewed journals* that relate to one or more components that are addressed in the assignment (e.g., social or cultural context of social identity, appropriateness of

chosen intervention, personal/social actions or strategies for diminishing the health risks). Reference citations must be in the format and style recommended by the American Psychological Association (APA) manual 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, 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 and structured inequalities associated with selected group; (b) political, historical, economic, and/or social processes that have produced diversity, equality and/or structured inequality; (c) related stressors and health consequences; and (4) constructive individual/social action(s) that have led to greater equality and social justice. Evaluation criteria include the following; (a) synthesis, critical analysis and application of the literature; (b) adherence to the assignment guidelines; (c) citations, references, and format; (d) syntax, grammar, and spelling; and (e) originality and creativity. This paper will satisfy GELO 2, which states that students will be able to describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the United States, and GELO 3, which states that students will be able to describe social actions that 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).

Participation

Participation includes in-class writing, discussion postings, quizzes, contributions to class discussions, and laboratory activities.

In-Class Writing

Students will use introspection, 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: (a) ability to write in a clear, coherent, and concise manner including proper grammar and syntax; (b) ability

to critically analyze and synthesize material from class lectures; and (c) ability to generate and express alternative ideas for health promotion and equality.

Examinations

In lieu of a traditional multiple choice-based test, the midterm will consist of two discussion-based activities, one occurring in the first half of the semester and the other in the second half. For each activity, students will be required to read several articles before posting a creative and critical response on the Canvas discussion board, and post a follow-up response to another student’s questions. Students will finish the activity by writing a short debrief that analyzes the online discussion with their peers. The posts will be graded on whether they are: interesting, creative, critical, and coherent.

The final exam will be a short essay based exam that will assess your understanding of the material from the entire semester. You will be asked to answer five broad questions about what we learned this semester. The five questions will be randomly selected from a full list of potential questions, which cover the major ideas from this past semester. You will be given access to the list of questions in advance of the exam, and you are encouraged to work together with other students to brainstorm how to respond to these questions before the exam. However, each student's actual answers on the exam must be written in their own words and be original for this specific class.

Grading Model

Personal Health and Identity Paper	25%
Research Paper	25%
Participation Exercises (10 total, only top 8 counted)	20%
Midterm Posts & Discussions (2 parts worth 10% each)	20%
Final Examination	10%

Assignment of Grades

A plus	97-100%	A	93-96%	A minus	90-92%
B plus	87-89%	B	83-86%	B minus	80-82%
C plus	77-79%	C	73-76%	C minus	70-72%
D plus	67-69%	D	63-66%	D minus	60-62%
		F	Below 60%		

- 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>.

- Note that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”
- Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Policies

- All materials must be original works of the student and typed with text and references in APA format. No essays or assignments from other classes may be used for this class.
- Specific due dates and times are listed on Canvas. Late assignments will be penalized one grade step (e.g., A- → B+) each day they are late.
- Only under extreme circumstances will an “incomplete” grade be earned, and use of the “incomplete” grade will be consistent with SJSU policies.
- Students are encouraged to periodically check the course homepage for various websites and other information (e.g. quiz/exam hints, current events) related to the course.

Library Liaison

Adriana Poo is the library liaison for the KIN department. You can reach her at 408-808-2019 or Adriana.poo@sjsu.edu.

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 Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>”

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Spring 2021 Course Schedule

(Subject to change with fair notice from the instructor)

Week 1 (2/1 – 2/6): Sociological Assumptions

- Reading Assignments
 - Sociological Imagination Excerpt
 - Gilbert (2020)
 - CDC Obesity Article
- Assignments
 - What is your Lens

Week 2 (2/8 – 2/13): Stress in America

- Reading Assignments
 - Braveman & Gottlieb (2014)
 - Stress in America Article
 - Textbook Chapter 1
- Assignments
 - One Nation Under Stress Questions

Week 3 (2/15 – 2/20): Physiology of Stress

- Reading Assignments
 - Textbook Chapter 2 & 3
 - Peart (2011)
- Assignments
 - Visual Representation of the Stress Response

Week 4 (2/22 – 2/27): Psychology of Stress

- Reading Assignments
 - Shulevitz (2019)
 - Evans (2019)
 - Kim (2020)
- Assignments
 - Questions on Evans (2019) & Kim (2020)

Week 5 (3/1 – 3/6): Basic Mechanisms of Inequality & Stress

- Reading Assignments
 - Economic inequality and biological harm
 - Neumayer & Pluemper (2016)
 - Neoliberalism & Mental Health
- Assignments

- Life Expectancy in America

Week 6 (3/8 – 3/13): History of Class Inequality in America

- Reading Assignments
 - Neoliberal looting of America
 - Jobs we need
 - European workers vs. American workers
- Assignments
 - Resource Inequality Exercise

Week 7 (3/15 – 3/20): Midterm #1

- Reading Assignments
 - Midterm Readings #1
 - Film: American Winter
- Assignments
 - Midterm Discussion #1 (Details on Canvas)

Week 8 (3/22 – 3/27): Basic Mechanisms of Race & Health

- Reading Assignments
 - Textbook chapter on Multicultural health
 - Racial Disparities in COVID-19
 - Williams (2012)
- Assignments
 - Midterm Discussion Debrief
 - Personal Health & Identity Paper

SPRING BREAK (3/29 – 4/3)

- NO ASSIGNMENTS

Week 9 (4/5 – 4/10): Sociohistorical dimensions of racial & ethnic discrimination in America

- Reading Assignments
 - Cornel West Introduction to Race Matters
 - 1619 Project
 - Yu (2019)
- Assignments
 - Personal Health & Identity Paper

Week 10 (4/12 – 4/17): Midterm #2

- Reading Assignments
 - Greatest White Privilege is Life Itself
 - 1619 Project Excerpt
 - “White Like Me”
- Assignments
 - Midterm Discussion #2 (Details on Canvas)

Week 11 (4/19 – 4/24): Basic Mechanisms of Gender & Sex

- Reading Assignments
 - Of mice, men, and women
 - Phillips (2005)
 - Doyal (2001)
- Assignments
 - Midterm #2 Debrief
 - Media Critique

Week 12 (4/26 – 5/1): Sociohistorical Dimensions of Gender & Sex

- Reading Assignments
 - Black (2018)
 - How a job acquires a gender
 - Intersectionality and gender bias
- Assignments
 - Media Critique
 - Tough Guise 2 Reflection

Week 13 (5/3 – 5/8): Sexual Orientation & Stress/Health in America

- Reading Assignments
 - Origin story for the queer community
 - Anti-LGBT bias and violence
- Assignment
 - Stonewall reflection

Week 14 (5/10 – 5/15): Disability & Stress

- Reading Assignments
 - The hidden extra costs of living with a disability
- Assignments
 - Defiant Lives Reflection

Week 15 (5/17 – 5/22): Final Exam & Final Paper

- Final Paper
- Final Exam