

**San José State University
CHHS/Department of Kinesiology
KIN/PH 169, Diversity, Stress & Health
Sections 04 & 08, Spring 2021**

Instructor:	Michelle Ruban, M.A.
Office Location:	Zoom
Email:	Michelle.ruban@sjsu.edu
Office Hours:	By appointment via Zoom
Class Days/Time:	Section 4: Wed 12:00pm-1:15pm Section 8: Wed 1:30pm-2:45pm
Classroom:	Canvas/Zoom
Prerequisites:	Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.
GE/SJSU Studies Category:	Area S - Self, Society & Equality in the U.S.

Course Format

This course will adopt an online delivery format using Canvas. The class will meet weekly through Zoom during scheduled class time and all remaining materials will be delivered on Canvas asynchronously. Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free equipment loan program available for students. Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible or at the latest one week before the test date to determine an alternative. See Learn Anywhere website for current Wi-Fi options on campus.

Canvas and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at <http://www.sjsu.edu/people/firstname.lastname> and/or on Canvas Learning Management System course login website at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through MySJSU on Spartan App Portal <http://one.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates. For help with using Canvas see Canvas Student Resources page (http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources)

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

The textbook is only available through JBLearning. The ISBN for the electronic version of the book for KIN 169 is: 9781284014495.

Students can purchase it directly from JBLearning here:

<https://www.jblearning.com/catalog/productdetails/9781284014495> (links to an external site)

Other Readings

Other readings for the course such as research articles and videos will be made accessible through Canvas.

Library Liaison

The kinesiology library liaison is Adriana Poo (Adriana.Poo@sjsu.edu)

Course Requirements and Assignments

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Recording Zoom Classes

This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

Students are not allowed to record without instructor permission

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy ([S12-7](#)) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

Writing Assignments.

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

Online Discussion Writing: 2 pages (minimum).

Personal Health and Identity Paper: 4-6 pages.

Research Paper: 4-6 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 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 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.

Final 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 (4-6 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). See Canvas for details.

Participation.

Participation includes online discussion postings, quizzes, contributions to live class discussions, and take-home laboratory activities. See Canvas for details.

Online Discussion Postings.

Students will use introspection, problem solving, and critical thinking techniques for online discussion posts. There will be 7 posts total, 10 points each. Students will do this 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. See Canvas for details.

Contributions to Class Discussions and Laboratory Activities.

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. Laboratory and interactive assignments are designed primarily to increase students' internal resources and, secondarily, to increase awareness of available social resources. Activities 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. 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. See Canvas for details. See Canvas for details.

Examinations.

A multiple choice-based midterm and final examination will be administered during the semester. Exams are taken on Canvas, closed book, timed, and locked browser. See Canvas for details.

Late Policy: deduction for late assignments (includes participation assignments and major assignments) described below. See Canvas for specific grading rubrics.

Due Date.	Received.	Deduction.
Sunday	After class Sunday through Tuesday. Wednesday through Friday. Saturday through the following Sunday.	Drop 1 grade step (e.g., A minus → B plus) Drop 2 grade steps (A minus → B) Drop 1 full grade (A minus → B minus)
Tuesday	After class Tuesday through Thursday. Friday through Sunday. Monday through the following Tuesday.	Drop 1 grade step (e.g., A minus → B plus) Drop 2 grade steps (A minus → B) Drop 1 full grade (A minus → B minus)
Friday	After class Friday through Sunday. Monday through Wednesday. Thursday through the following Friday.	Drop 1 grade step (e.g., A minus → B plus) Drop 2 grade steps (A minus → B) Drop 1 full grade (A minus → B minus)
<i>Students must speak with the instructor regarding assignments that are more than 1 week late.</i>		

Grading Model.

Personal Health & Identity Assignment.	20%.
Final Research Paper.	20%.
Participation (Postings, Discussions & Handouts, etc).	20%
Midterm Examination.	20%.
Final Examination.	20%.

Assignment of Grades: A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.

Grade	Percentage
A plus	96.5 to 100%
A	92.5 to 96.4%
A minus	89.5 to 92.4%
B plus	86.5 to 89.4 %
B	82.5 to 86.4%
B minus	79.5 to 82.4%
C plus	76.5 to 79.4%
C	72.5 to 76.4%
C minus	69.5 to 72.4%
D plus	66.5 to 69.4%
D	62.5 to 66.4%
D minus	59.5 to 62.4%
F	59.4 and below

Classroom Protocol & Policies.

- 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.
- Students are expected to be courteous during online classes. Any student engaging in disruptive behavior may be asked to leave the session. 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 *as specified on Canvas as well as the course calendar* unless otherwise noted. Late papers will be penalized according to late penalty on previous page.
- There are NO make-ups for in-class labs or activities, 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 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.

University Policies.

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on Syllabus Information web page (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

February 8, 2021 is the last day to drop this class without a "W" being assigned. According to university policy, dropping the class after the drop deadline is permissible only for serious and compelling reasons, and requires written documentation. Unsatisfactory performance in course work is not a serious and compelling reason. The last day to add the class is February 15, 2021. However, students who receive add codes should use them as soon as possible.

Land Acknowledgement.

While we gather at San José State University, we are gathered on the ethnohistoric tribal territory of the Thámien Ohlone, who were the direct ancestors of the lineages enrolled in the Muwekma Ohlone Tribe, and who were missionized into Missions Santa Clara, San José, and Dolores. The San José State University community also recognizes the importance of this land to the indigenous Muwekma Ohlone people of this region, and consistent with our principles of community and diversity strives to be good stewards on behalf of the Muwekma Ohlone Tribe whose land we occupy.

KIN 169 – Diversity, Stress, and Health Proposed Schedule

Subject to fair change with notice. All changes will be posted on Canvas.

WEEK & DATES	CONTENT (MODULES)	ASSIGNMENTS
		*all homework assignments & exams due by 11:59pm on due date
1 – 1/27	Course Intro – Get Started! Ch. 1 – The Nature of Stress Stress Interventions Introduction	Discussion Post due 2/2
2 – 2/3	Ch. 2 – Physiology of Stress Ch. 7 – Cognitive Restructuring Film: <i>Portrait of a Killer</i>	
3 – 2/10	Ch. 5 - Stress Emotions Ch. 6 – Personality Traits Ch. 9 – Diaphragmatic Breathing	Review Personal Health & Identity Paper
4 – 2/17	Ch. 2 – Sociology of Stress, Stress & Disease Film: <i>One Nation Under Stress</i> Ch. 10 – Meditation & Mindfulness Ch. 11 – Mental Imagery & Visualization	<i>One Nation Under Stress</i> Film Handout due 2/23
5 – 2/24	Ch. 15 – Introduction to Multicultural Health Ch. 16 – Theories & Models of Health Sleep	
6 – 3/3	Ch. 23 – Gender, Women’s & Men’s Health, LGBTQIA+, Aging, Disability Films: <i>Tough Guise 2 & Killing us Softly</i>	
7 – 3/10	Race Article: Smedley & Smedley (2005) Film: <i>Race: The Power of the Illusion</i> Ch. 12 – Progressive Muscular Relaxation	<i>Race: The Power of the Illusion</i> Film Handout due 3/16
8 – 3/17	Socioeconomic Status (SES), Article: Braveman & Gottlieb (2014) Films: <i>Dr. Hotspot & Sick Around America</i> Ch. 13 – Autogenic Training	Personal Health & Identity Paper due 3/19
9 – 3/24	Midterm (covers ALL content from first half of the semester) due 3/24	Midterm due 3/24 (available all day)
10 – 3/31	SPRING BREAK!	
11 – 4/7	Socioeconomic Status & Healthcare continued Film: <i>Sick Around the World</i>	Review Final Research Paper
12 – 4/14	Ch. 21 – Asian American Populations Ch. 14 – Exercise & Stress Film: <i>Place Matters</i>	<i>Place Matters</i> Film Handout due 4/20

13 - 4/21	Ch. 20 – African American Populations Ch. 17 – Religion, Rituals & Health; Spirituality Film: <i>When the Bough Breaks</i>	<i>When the Bough Breaks</i> Film Handout due 4/27
14 – 4/28	Ch. 18 – Hispanic & Latino American Populations Ch. 14 – Nutrition & Stress Film: <i>Becoming American</i>	<i>Becoming American</i> Film Handout due 5/4
15 -5/5	Ch. 19 – American Indian & Alaskan Native Populations Ch. 8 – Healthy Boundaries: Behavior Modification Film: <i>Bad Sugar</i>	<i>Bad Sugar</i> Film Handout due 5/11
16 – 5/12	Ch. 22 – European & Mediterranean American Populations Articles: McIntosh (1989) & Kayne West	Final Research Paper due 5/11
17 - 5/17	Promoting Cultural Competence	
17 - 5/17	<i>Section 4 Final Exam on Thursday, May 20th (available all day)</i> <i>Section 8 Final Exam on Wednesday, May 19th (available all day)</i>	