

San José State University
CHaHS/Department of Kinesiology
KIN/HS 169, Diversity, Stress, and Health

Section 06, Spring, 2021

Course and Contact Information

Instructor(s):	Karen Moreno, PhDc, M.A.
Office Location:	Online Zoom
Email:	karen.moreno@sjsu.edu
Office Hours:	Thursdays 1:30 PM – 2:30 PM or By Appointment email karen.moreno@sjsu.edu to schedule
Class Days/Time:	Tuesdays and Thursdays 1:30 PM-2:45 PM
Classroom:	Online Zoom
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

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 Format

This course has adopted an online format with synchronous and asynchronous class meetings, lectures, activities, and exams. **Access to the Internet will be necessary** in order to engage with the course materials and information provided through Canvas and assigned weblinks. **A webcam** will be required for class meetings and the Midterm and Final examinations. Technology requirements

include Microsoft Office Suite, and Adobe Acrobat DC. The Midterm and Final examinations will be conducted with Respondus LockDown Browser.

MYSJSU Messaging

Course materials, such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System](http://sjsu.instructure.com) course login website at <http://sjsu.instructure.com>. You are responsible for regularly checking with the system through [MYSJSU](http://one.sjsu.edu) on [Spartan App Portal](http://one.sjsu.edu) <http://one.sjsu.edu>. For help with using Canvas see [Canvas Student Resources page](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources) (http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources)

Course 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, 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.

GE Learning Outcomes (GELO)

Upon successful completion of this GE 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 Learning Outcomes (CLO)

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.

Required Texts/Readings

Textbook

KIN 169 Custom textbook. ISBN: 9781284014495.

Students will need buy and use the book through JBLearning's e-book infrastructure.

JBLearning: <https://www.jblearning.com/catalog/productdetails/9781284014495> The price is \$56.91.

Other Readings

Specific articles can be found on Canvas.

Library Liaison

The kinesiology library liaison is Adriana Poo (Adriana.Poo@sjsu.edu), 408-808-2019. Course

Requirements and Assignments

Course Syllabi describes the expected time commitment for SJSJ courses: “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.”

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

- [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) at <http://www.sjsu.edu/senate/docs/S16-9.pdf>.
- Office of Undergraduate Education’s [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Final Examination or Evaluation

A final examination will be conducted online on the scheduled day provided on the calendar. The examination will be cumulative, and will consist of multiple choice, true and false, matching, fill-in, and short answer questions. The final exam will NOT be given early.

More details can be found in [University policy S17-1](http://www.sjsu.edu/senate/docs/S17-1.pdf) (<http://www.sjsu.edu/senate/docs/S17-1.pdf>) which states that “Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

Grading Information

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, and (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 specified due date.

- Emailed assignments will NOT be accepted.
- Late assignments will NOT be accepted unless there is a serious and compelling emergency.
- There are NO make-ups for online activities, with the exception of officially sanctioned University activities or serious and compelling personal circumstances. So, it will be important to regularly check Canvas and attend Zoom Class Meetings.

More guidelines on grading information and class attendance can be found from the following university policies:

- [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)
- [University Attendance and Participation Policy F15-12](http://www.sjsu.edu/senate/docs/F15-12.pdf) (<http://www.sjsu.edu/senate/docs/F15-12.pdf>)
- [University Grading System Policy F18-5](http://www.sjsu.edu/senate/docs/F18-5.pdf) (<http://www.sjsu.edu/senate/docs/F18-5.pdf>)

Determination of Grades

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

Personal Health and Identity Paper	20%
Research Paper	20%
Participation (Labs, Worksheets, Discussion handouts, Leading Discussion)	20%
Midterm Examination	20%
Final Examination	20%

Excellent participation: Always reads assigned material before class. All activities and discussion posts are completed by assigned due dates and demonstrate an understanding and application of the course content. Student actively and appropriately contributes to, and participates in, class activities, including discussions and activities. Written work and class contributions demonstrate excellent thought and insight.

Above average participation: Assigned material is usually read before class. Activities and discussion posts are completed with some understanding and application of the course content. Student usually contributes to class discussions. Written work and class contributions demonstrate thought and insight.

Average participation: Assigned material is sometimes read before class. Most activities and discussion posts are completed with some understanding and application of the course content. Student occasionally contributes to class discussions. Written work and class contributions demonstrate some thought and insight.

Below average participation: Student attends class but is frequently unprepared (has not completed assigned readings or activities and discussion posts). Rarely contributions to class discussions; demonstrates minimal thought and insight.

Classroom and Zoom Meeting Protocol

Active participation in all lecture and activity sessions is expected. This requires that EACH class member makes an INDIVIDUAL COMMITMENT to be an active participant in the teaching/learning process. Individual contributions and differing viewpoints will be appreciated and respected. 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.

All students should demonstrate respect for themselves, each other, and the instructor at all times. This includes arriving for Zoom Class Meetings on time, and, if arriving late, entering the session without disrupting the lecture or class activities.

A few words on cell phones and other distractions: Cell phones should be turned off and other distractions removed, as much as possible, during Zoom class meetings. A vibrating cell phone is still an activated cell phone. Texting, e-mailing, surfing on your cell phone or laptop, or watching television are not appropriate classroom activities. They distract your attention, as well as the attention of those participating in the class with you, and you may miss vital information.

Participation in Online Activities:

Students are required to actively participate in activities and 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. The activities 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.

Examples of activities include, but are not limited to, small and large group discussions, written responses to videotapes, participation in interventions such as meditation, autogenic training, progressive muscle relaxation, diaphragmatic breathing, cognitive restructuring, active listening, and online/discussion writing, and presentations.

Additional Information

Major Assignments for this course will include:

Personal Health and Identity Paper

In this paper students will explore the connection between their social identity, stress and health. Students will define their identity (such as, gender, ethnicity, socioeconomic status, sexuality, disability, age, and/or religion) and discuss specific stressors and 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 stressors and health risks associated with the chosen identities; (c) discussion of the historical, social, political, and/or biological contexts that contribute to the associated stressors and 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 stressors and 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).

Online/Discussion Writing (minimum of 2 pages)

Students will use introspection, problem solving, and critical thinking techniques for online/discussion 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.

Deduction for late assignments:

Due Date.	Received.	Deduction.
Friday	After 11:59 PM Friday through Saturday Sunday through Wednesday 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)
Thursday	After 11:59 PM Thursday through Saturday Sunday through the following Tuesday Wednesday through the following Thursday	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)

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

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<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) (<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.

Additional Information

This course will use APA citation and reference for all scholarly writing. Some activities for this course will be provided through Kahoot, a free online learning game app. All links for class activities will be provided in the appropriate week's module.

KIN 169-06, Diversity, Stress, and Health Spring 2021

Proposed Course Schedule

Subject to change with fair notice.

Changes will be announced in our Zoom Class session and posted on Canvas.

All readings should be complete before the Zoom Class Meeting.

Week	Date	Module	Topics and Readings	Activities and Assignments	Due Dates
1	1/28 Thurs	1	Zoom Class Meeting Topic: Health Disparities, Course Introduction and Expectations	1. Reading for Tuesday 2/2	2/2
2	2/2 Tues	2	Zoom Class Meeting Topic: Social Determinates of Health, Stress and Coping, <i>Introduce Personal Health and Identity Paper</i> Reading: 1. Textbook Ch 15: Introduction to Multicultural Health (pg. 263-280) 2. Stress and Health Disparity (Handout) 3. Fact Sheet: Health Disparity (Handout)		
	2/4 Thurs	2	Online Activities and Assignments	1. Circles of my identity – Discussion Post 2. Reading for Tuesday 2/9	2/4 2/9
3	2/9 Tues	2	Zoom Class Meeting Topic: Stress in a Changing World – Defining stress, stress theories, stress and health, Concept Maps Reading: 1. Textbook Ch 2: The Sociology of Stress (pg. 28-39)		
	2/11 Thurs		Online Activities and Assignments	1. Concept Map: Stressors associated with my identity 2. Reading for Tuesday 2/16	2/11 2/16
4	2/16 Tues	2	Zoom Class Meeting Topic: Stress in a Changing World – Stress and Discrimination: The Conscious and Unconscious Reading: 1. Textbook Ch 2: The Sociology of Stress (pg. 39-40) & ISMs (Handout)		

Week	Date	Module	Topics and Readings	Activities and Assignments	Due Dates
8	3/16 Tues	8	Zoom Class Meeting Topic: The Media and Stereotypes – Student lead Discuss		
	3/18 Thurs		Online Activities and Assignments	1. Reading for Tuesday 3/23	3/23
9	3/23 Tues	9	Zoom Class Meeting Topic: Stress Management and Awareness <i>Introduce Scholarly Paper</i> Reading: 1. Textbook Ch.10: Meditation and Mindfulness 2. Brown-Iannuzzi et al. (2014)		
	3/25 Thurs		Online Activities and Assignments	1. Mindful Attention Awareness Scale 2. Submit Topic for Scholarly Paper by 3/30	3/25 3/30
10	3/30 Tues		SPRING BREAK MARCH 29 – APRIL 2		
11	4/6 Tues	10	Zoom Class Meeting Topic: Stress Prone & Stress Resistant Personality Traits, <i>Introduce Annotated Bibliography</i> Reading: 1. Textbook Ch 6: Stress-Prone and Stress-Resistant Personality Traits		
	4/8 Thurs		Online Activities and Assignments	1. How Hardy Are You? 2. Reading for Tuesday 4/13	4/8 4/13
12	4/13 Tues	10	Zoom Class Meeting Topic: Introduction to Multicultural Health and Cultural Competence Reading: 1. Textbook Ch. 16: Theories and Models Related to Multicultural Health		

Week	Date	Module	Topics and Readings	Activities and Assignments	Due Dates
	4/15 Thurs		Online Activities and Assignments	1. Video: Cultural Competence Strategies (0:07:45) 2. Video Quiz 3. Annotated Bibliography Due Today 4. Reading for Tuesday 4/20	4/15 4/20
13	4/20 Tues	11	Zoom Class Meeting Topic: MCH Case Studies Reading: 1. Textbook Ch. 18 (pg. 2. Textbook Ch. 19 (pg. 3. Textbook Ch. 20 (pg.		
	4/22 Thurs		Online Activities and Assignments	1. Case Study 2. Reading for Tuesday 4/27	4/22 4/27
14	4/27 Tues	11	Zoom Class Meeting Topic: MCH Case Studies Reading: 1. Textbook Ch. 21 (pg. 2. Textbook Ch. 22 (pg. 3. Textbook Ch. 23 (pg.		
	4/29 Thurs		Online Activities and Assignments	1. Case Study 2. Reading for Tuesday 5/4	4/29 5/4
15	5/4 Tues	11	Zoom Class Meeting Topic: MCH Case Study, Weight Bias Reading: 1. Article: Weight Bias: A Primer for the Fitness Industry		
	5/6 Thurs		Online Activities and Assignments	1. Video: Weight Bias in Health Care (0:16:56) 2. Reading for Tuesday 5/11	5/6

Week	Date	Module	Topics and Readings	Activities and Assignments	Due Dates
16	5/11 Tues	11	Zoom Class Meeting Topic: Closing the Gap: Strategies for eliminating Health Disparities Reading: 1. Textbook Ch 24: Closing the Gap: Strategies for eliminating Health Disparities	1. Scholarly paper Due 5/11	5/11
	5/13 Thurs		Zoom Class Meeting Final Exam Review		
	5/20 Thurs		Final Exam: Online Date: Thursday 5/20 Time: 12:15 PM-2:30 PM		