

San José State University

College of Applied Sciences & Arts/Kinesiology

KIN/HS 169, Diversity, Stress, & Health, Sections 01 and 02, Fall 2017

Course and Contact Information

Instructor:	Karin Jeffery, Ph.D.
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Office Hours:	Monday 12:00 to 2:45 p.m., or by appointment
Class Days/Times:	Monday-Wednesday Section 01: 9:00-10:15 a.m. Section 02: 10:30-11:45 a.m.
Classroom:	YUH 236
Prerequisites:	Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted). Upper division standing (60 units) and Completion of Core General Education.
GE/SJSU Studies Category:	Area S - Self, Society, & Equality in the U.S.

Students are strongly encouraged to satisfy GE Areas R, S, and V with courses from departments other than the major department. Completion of, or co-registration in, a 100W course is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students (University Policy S12-9).

Course Description

Impact of structured inequalities on stress and health of diverse populations. Analysis of physiological/psychosocial health factors related to diversity, as well as behavioral interventions and social actions that mediate stress and optimize health and social justice. 3 units.

Course Premise, Goals, and Learning Outcomes

Premise

Diverse racial and cultural groups that encounter prejudice and structured inequalities experience a form of social injustice that results in triple jeopardy. First, their experiences with prejudice, discrimination, and structured inequalities often result in unequal access to, and ownership of, various resources (e.g., social support, health care, employment and educational opportunities, financial and corporate advancement opportunities). Second, their experiences of inequality are invariably associated with chronic psychosocial and environmental stressors (e.g., social alienation, language barriers, cultural conflicts, violent neighborhoods, exposure to chemical hazards, overcrowded housing) that are often disruptive to a person's lifestyle and productivity in the work environment. Third, the chronic stressors experienced by racial and cultural groups often result in health-related disorders and/or illnesses.

Goals

Students will study the interrelationship of individuals, racial/ethnic, and cultural groups to understand and appreciate issues of diversity, equality, and structured inequalities in the U.S., its institutions, and its culture within the context of stress and health. How one's identity, behavior, and health are shaped by cultural and social influences in the contexts of equality and inequality will be addressed throughout the course. From both a theoretical and experiential perspective, students will study behavioral interventions, social actions, and positive interactions that: (a) diminish or eliminate inequalities and related stressors; and (b) promote health and social justice. Through cooperative and interactive exercises, students will develop ideas for new legislation and social actions that promote equality and social justice. Processes (historical, social, economic, and political) that lead to either greater equality or structured inequality will also be analyzed.

Particular attention will be given to examining inequalities that have been interwoven into the fabric of various social institutions (e.g., health care systems, educational institutions, advertising/media agencies, financial and legal systems, business corporations, sport organizations and franchises, religious denominations, government/military institutions) within the context of stress and health.

GENERAL EDUCATION LEARNING OUTCOMES (GELOs) FOR AREA S:

Upon successful completion of this course, students will be able to:

- GELO 1. Describe how identities (religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences in contexts of equality and inequality.
- GELO 2. Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the United States.
- GELO 3. Describe social actions which have led to greater equality and social justice in the U.S. (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age).
- GELO 4. Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups in the U.S.

COURSE LEARNING OUTCOMES (CLOs)

Upon successful completion of this course, students will be able to:

- CLO 1. Recognize and describe structured inequalities, and related psychosocial and environmental stressors and health risks prevalent in racial, ethnic, and cultural groups.
- CLO 2. Describe physiological, psychological, and immune responses to chronic stressors experienced by racial and cultural groups which lead to increased health risks.
- CLO 3. Describe how stereotyping, prejudice, and structured inequalities shape the identity, behavior, and health of racial and cultural groups.
- CLO 4. Describe and apply behavioral and cognitive interventions that reduce/eliminate structured inequalities and prejudice, as well as mediate stress and promote optimal health.
- CLO 5. Describe social actions and positive interactions that have been successful in diminishing/eliminating inequalities for racial and cultural groups, as well as construct new paradigms for reducing structured inequalities and related stressors.

COURSE CONTENT

- Structured inequities and related psychosocial stressors and health consequences for racial and cultural groups

- Chronic stress: Physiological consequences.
- The role of perception on stress and prejudice.
- Racial, ethnic, and cultural groups: Inequities and related stressors.
- Identity, behavior, and health of racial and cultural groups: Societal and cultural influences in the contexts of equality and inequality.
- Historical, social, economic, and political processes that lead to greater equality or structured inequality in the U.S.
- Social actions, constructive interactions, and new models promoting equality.
- Laboratory assignments: Developing internal & social resources.

Required Texts/Readings

Textbook

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

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

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

All general education courses are required to assess students' written work including grammar, clarity, conciseness, and coherence. Out-of-class assignments are to be well written with correct grammar and spelling. Grades may be lowered on assignments that fail to meet these criteria.

All out-of-class assignments are due on the dates indicated, and should be typed, double-spaced, using normal typeface and margins (e.g., 12 point font, 1 inch margins). Assignments will be evaluated on the following criteria: (a) content, (b) organization, (c) analysis and critical thinking, (d) citing and use of appropriate references, when required, (e) syntax, grammar, and spelling. All assignments must be original work for this course. Assignments should reflect your best work, and must be uploaded to Canvas by the beginning of class on the due date. Hard copies are NOT required.

Assignment 1. Personal Inequality Assignment:

Part A: Describe one of your own experiences

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 and nature of the structured inequality.
- (b) Historical, social, political, and/or economic processes associated with the inequality.
- (c) Description of the stressor and its impact on your personal health and lifestyle.
- (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 reduce/eliminate the inequality,

as well as create greater equality.

Part B: Interview another person who has experienced personal inequality (does NOT need to be the same kind of experience you described for yourself)

Students will interview someone from a diverse group who has experienced a structured inequality and discuss in writing:

- (a) Identification of the interviewee's ethnic or cultural group.
- (b) The origin and nature of the structured inequality.
- (c) Historical, social, political, and/or economic processes associated with the inequality.
- (d) Description of the stressor and its impact on the interviewee's personal health and lifestyle.
- (e) A behavioral, cognitive, or social 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, as well as create greater equality.

Assignment 2. Research Paper:

Professional journal articles, or scholarly articles, have undergone a review process before publication. This means that the article has been reviewed by experts and typically revised prior to publication. The peer-review process helps to ensure that high quality articles are published. For this assignment, it is recommended that you begin searching for articles using Academic Search Premier (one of the library's databases) and on the search menu, check the box to limit your search to peer-reviewed articles.

For this assignment, students will synthesize current research related to either: (1) one of the structured inequalities described in the Personal Inequality assignment, or (2) a structured inequality related to the final Social Action Project. Students will also describe stressors and health consequences related to the inequalities identified. For the group(s) affected by this inequality, students will discuss one or more of the following characteristics: race, ethnicity, culture, gender, religion, disability, sexual orientation, socioeconomic status, or age. Students will discuss important research findings and the implications of these findings in a review paper (5 pages, double-spaced, not including the reference page), *citing a minimum of three (3) 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 (NOTE: for (a) through (d), you will revise and resubmit your work from Assignment 1):

- (a) Identification of ethnic/cultural group.
- (b) Identification of the structured inequalities associated with selected ethnic/cultural group.
- (c) Identification of the political, historical, economic, and/or social processes that have produced diversity, equality and/or structured inequality.
- (d) Related stressors and health consequences.
- (e) Constructive individual/social action(s) that have led to greater equality and social injustice.
- (f) Synthesis, critical analysis and application of the literature.
- (g) Adherence to the assignment guidelines.
- (h) All references must be appropriately cited in the text.
- (i) A reference list must be included.
- (j) A maximum of two sentences may be direct quotations.

Assignment 3. Social Action Project:

Based on the work done in Assignments 1 and 2, students will investigate and/or create a *practical* social action/ intervention model for reducing or eliminating inequalities and related psychosocial and environmental stressors. This assignment requires an oral presentation using PowerPoint, Prezi, or another presentation software program. The presentation should do the following:

- (a) Identify a specific inequality, and provide a brief overview of the issue.
- (b) Focus on practical rather than ideal action strategies.
- (c) Include at least one “Resource Guide” slide that identifies resources, both on and off campus, that can be utilized by classmates.
- (d) Articulate exactly how the intervention strategy will help to reduce or eliminate the inequality itself or the related stressors associated with the inequality.

Each student will give a 10-minute in-class presentation and also submit their slide presentations via Canvas.

Examinations

One midterm exam and a final examination will be given during the semester. Both exams will consist of 50 multiple-choice and true/false questions. For each exam, please use a Scantron form 882-E, a #2 pencil, and an eraser. The exams will not be cumulative.

Final Exam Schedule

The final exam will be given on the following days:

Section 01: Monday, December 18, 7:15-9:30 am

Section 02: Friday, December 15, 9:45 a.m. - 12:00 pm

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

Extra Credit

You can earn any number of extra credit points in this class, provided you meet these two conditions:

1. All extra credit assignments must be approved in advance.
2. All extra credit assignments must be received by Wednesday, Dec. 6 at 12:30 p.m. (Extra credit submissions will **not** be accepted after this date/time.)

You have two ways to earn extra credit:

1. You can complete additional stress labs/relaxation techniques. You will receive 10 extra credit points for every additional write-up you submit.
2. Special events, lectures, etc.: During the semester, I will learn about guest speakers, lectures, or other events that are particularly relevant for our class. Whenever this happens, I will post an announcement with event details. If you attend one of these events and submit a writeup/reflection (300 words minimum) on Canvas, you can earn 10 extra credit points.

Likewise, if you learn of an interesting speaker, lecture, workshop, or other event that might be relevant to our class, please let me know asap.

Grading Scale

As stated above, assignments are not weighted. Your final grade will be assigned based on your total points at the end of the semester. You can earn a maximum of 200 points, not counting extra credit.

200-194 points = A-plus	193-186 points = A	185-180 points = A-minus
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179-174 points = B-plus	173-166 points = B	165-160 points = B-minus
159-154 points = C-plus	153-146 points = C	145-140 points = C-minus
139-134 points = D-plus	133-126 points = D	125-120 points = D-minus
Below 120 points = F		

Due Dates and Lateness Penalties

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

Most Canvas submissions (online course completion certificates, LinkedIn profiles, etc.) will be worth 10 points and will be due on Wednesdays at 12:30 p.m. (start of class). Therefore, lateness penalties will be assigned starting at 12:31 p.m.

Example:

- If a 10-point assignment is due on Wednesday at 12:30 p.m, and is submitted any time between 12:31 p.m. Wednesday and 12:30 p.m. Thursday, the grade will be reduced to 9 points.
- Similarly, the grade will be reduced to 8 points for 2 days late, 7 points for 3 days late, etc.

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

Classroom Protocol

Attendance

Students are strongly encouraged to attend and participate in all class sessions. Students shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith with prior written notification via email to the instructor.

Computers, Cell Phones, Etc.

During class, students may use computers only for class-related activities such as taking notes, following lectures posted on Canvas, or finding websites to which the instructor directs students during the lecture. Students should avoid “surfing the web”, texting, etc. during class. The instructor reserves the right to close the computer or ask the student to leave class. This will affect your participation grade for the class.

KIN/HS 169 Sections 01 and 02 Diversity, Stress, and Health, Fall 2017 Tentative Course Schedule*

*Subject to change with fair notice. Changes will be announced in class and/or via email and Canvas.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug. 23	Course welcome; course overview and learning objectives; grading policies.
2	Aug. 28	Definition and psychophysiology of stress.

Week	Date	Topics, Readings, Assignments, Deadlines
		Lecture: What is Stress?
2	Aug. 30	More about mindfulness. Handout and Activity: Yes-No-Maybe list. Lecture: Psychophysiology of stress. Stress Lab 1: UCLA MARC Breathing Meditation. Deadline: Introductory Discussion – Getting to Know You.
3	Sept. 4	No class – Labor Day (campus closed).
3	Sept. 6	Stress Psychophysiology and Power Posing. Watch TED talk: <i>Your Body Language Shapes Who You Are</i> ; in-class discussion. Stress Lab 2: UCLA MARC Breath, Sound, Body Meditation. Deadline: 300-word reflection on UCLA MARC Breathing Meditation.
4	Sept. 11	Yoga for Stress Management. Intro to Yoga, with special guest instructor.
4	Sept. 13	Intro to Yoga, continued. Deadline: 300-word reflection on UCLA MARC breath/sound/body lab.
5	Sept. 18	Relationship among Diversity, Stress, and Health. Watch video: <i>Stress, Portrait of a Killer</i> (the “Baboon video”); in-class discussion and video worksheet.
5	Sept. 20	Continue <i>Stress, Portrait of a Killer</i> and related activities. Lab: Autogenic training. Deadlines: 300-word reflection on yoga labs; extra credit write-up on presentation by Dr. Vic Convertino.
6	Sept. 25	Neuroplasticity and Adverse Childhood Experiences (ACEs) Watch TED talk by Dr. Nadine Burke-Harris. Introduce Personal Inequality Project.
6	Sept. 27	Continue activities from Monday.

Week	Date	Topics, Readings, Assignments, Deadlines
		Lab: UCLA MARC Body and Sound Meditation (3 minutes). Deadline: 300-word reflection on autogenic training.
7	Oct. 2	NO CLASS Extra credit: Attend Stanford ATXpo.
7	Oct. 4	Group writing activity for Personal Inequality Project. Stress Lab 6: Body Scanning.
8	Oct. 9	9:00 class (section 01): Career Readiness; SJSU Career Center Resources and Services, with special guest presenter Nellie Rochon-Ellis, M.A. 10:30 class (section 02): Diversity and gender: <i>Tough Guise 2</i> .
8	Oct. 11	Start/continue diversity and gender: <i>Tough Guise 2</i> . Stress Lab 7: UCLA MARC Meditation for Working with Difficulties
9	Oct. 16	Finish watching <i>Tough Guise 2</i> ; start watching <i>Killing Us Softly 4</i> .
9	Oct. 18	9:00 class (section 01): Finish <i>Killing Us Softly 4</i> . 10:30 class (section 02): Career Readiness: SJSU Career Center Resources and Services, with special guest presenter Lynn Lewis. Stress Lab 8: Progressive Relaxation. Deadline: Personal Inequality Paper.
10	Oct. 23	Diversity and ability/disability. Special guest presenter Gerardo Garay.
10	Oct. 25	Diversity and ability/disability, continued. 9:00 class (section 01): TED talk: <i>I'm Not Your Inspiration, Thank You Very Much</i> . 10:30 class (section 02): Ability/disability issues; special presentation by Rob Shindler. Stress Lab 9: UCLA Loving-kindness Meditation.
11	Oct. 30	Discuss social action project guidelines; group work on social action projects. Deadline: Midterm exam (take-home).

Week	Date	Topics, Readings, Assignments, Deadlines
11	Nov. 1	<p>Diversity and race.</p> <p>Readings due: Textbook Chapter 2.</p> <p>Video: <i>Race, the Power of an Illusion</i>. (Episodes 1-3 are available via streaming through the SJSU library. Go to https://library.sjsu.edu, type "Race, the power of an illusion" into the search box, and click the link that appears for streaming. You will need to log in for off-campus access to SJSU.)</p> <p>Stress Lab 10: A Day at the Beach.</p>
12	Nov. 6	<p>Diversity and race, continued.</p> <p>Readings due: Textbook Chapter 3.</p> <p>Video: <i>Race, the Power of an Illusion (continued)</i>. (Episodes 1-3 are available via streaming through the SJSU library. Go to https://library.sjsu.edu, type "Race, the power of an illusion" into the search box, and click the link that appears for streaming. You will need to log in for off-campus access to SJSU.)</p>
12	Nov. 8	<p>Diversity, race, and SES.</p> <p>Readings due: Textbook Chapter 4.</p> <p>Video: <i>Unnatural Causes: Bad Sugar</i> (Video is available via streaming through the SJSU library. Go to https://library.sjsu.edu, type "Unnatural Causes" or "Bad Sugar" into the search box, and click the link that appears for streaming. You will need to log in for off-campus access to SJSU.)</p> <p>Stress lab TBA (not graded).</p>
13	Nov. 13	<p>Diversity, race, and SES, continued.</p> <p>Video: <i>Unnatural Causes: In Sickness and in Wealth</i>. (Video is available via streaming through the SJSU library. Go to https://library.sjsu.edu, type "Unnatural Causes" or "In Sickness and in Wealth" into the search box, and click the link that appears for streaming. You will need to log in for off-campus access to SJSU.)</p>
13	Nov. 15	<p>Diversity and age.</p> <p>TED talk: <i>How to live to be 100+</i>.</p> <p>Stress lab TBA (not graded).</p>
14	Nov. 20	<p>Diversity and religion.</p> <p>TED talks: <i>What It's Like to Be Muslim in America</i> and <i>A Highly Scientific Taxonomy of Haters</i>.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
14	Nov. 22	No class (campus open)
15	Nov. 27	Social action presentations. Stress lab TBA, time permitting (not graded).
15	Nov. 29	Social action presentations.
16	Dec. 4	Social action presentations. Stress lab TBA, time permitting (not graded).
16	Dec. 6	Social action presentations.
17	Dec. 11	Course wrap-up and final exam review.
Final Exam	Dec. 15 or Dec. 18	Section 01: Monday Dec. 18, 7:15 - 9:30 a.m. Section 02: Friday Dec. 15, 9:45 a.m. - 12:00 p.m. Complete final exam schedule: http://info.sjsu.edu/static/policies/final-exam-schedule-fall.html