

San José State University
CASA/Department of Kinesiology
KIN/HS 169, Diversity, Stress, & Health, Section 4
Fall, 2015

Instructor:	Karin Jeffery (karin.jeffery@sjsu.edu)
Office Location:	SPX 156
Telephone:	408-535-3500 (KIN dept. main)
Email:	Please contact me through Canvas
Office Hours:	TTH 8 – 8:45am, or by appointment
Class Days/Time:	TTH 10:30 – 11:45am
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. 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).

Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the syllabus and major assignment handouts may be found on <http://www.sjsu.edu/at/ec/canvas/index.html>. You are responsible for regularly checking with the messaging system through MySJSU or other communication system as indicated by the instructor.

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.

Course Goals and Student Learning Outcomes

PREMISE AND GOALS

Premise

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

Goals

Students will study the interrelationship of individuals, racial/ethnic, 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 Inequality 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 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)
- *Assessment: Social Action Model/Presentation*
- GELO 4:** recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups in the U.S.
- *Assessment: Personal Inequality 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/HS 169 Custom Textbook - available only at Spartan Bookstore

Course Requirements and Assignments

Writing Assignments

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

In-Class Writing: 2 pages (minimum)

Personal Inequality Assignment: 4-6 pages

Research Paper: 5-7 pages

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. (*The in-class assignments comprise at minimum 2 double-spaced pages of writing in the form of quizzes, in-class reflections, and critical thinking exercises.*)

Out-of-Class Writing

Personal Inequality Assignment

Students will engage in reflection to disclose a personal inequality previously experienced that involved psychosocial stressors and health issues. After completing the reflective process, student should complete a written analysis of their personal inequality by addressing the following components: (a) the origin of the structured inequity; (b) historical, social, political, or economic processes associated with the inequity; (c) description of the stressor and its impact on personal health; (d) a behavioral, cognitive, or social intervention that was used (or could have been used) to reduce/eliminate the stressor; (e) a personal or social action that was taken (or could have been taken) to diminish/eliminate the inequality, as well as create greater equality.

In addition, students will interview someone from a diverse group who has experienced a structured inequality and discuss in writing: (a) identification of ethnic or cultural group represented; (b) the origin and nature of the inequality; (c) historical, social, political and/or economic processes involved; (d) description of the stressor and its impact on the individual's health and lifestyle; (e) an intervention that was used (or could have been used) to reduce/eliminate the stressor; (f) a personal or social action that was taken (or could have been taken) to reduce/eliminate the inequality leading to greater equality. The paper (4-6 pages, double spaced) should ***integrate and synthesize information from at least five (5) academic, peer-reviewed journals*** that relate to one or more components that are addressed in the assignment (e.g., social or cultural context of the inequality, appropriateness of chosen intervention, social action or strategies for diminishing the inequality, impact of stressor on personal health). Reference citations must be in the format and style recommended by the American Psychological Association (APA) manual (6th edition) unless otherwise specified by the course instructor. Papers will be evaluated on the following criteria: (a) content and organization, including synthesis of primary references; (b) adherence to the assignment guidelines; (c) citations, references, and format; (d) syntax, grammar, and spelling; and (e) creativity and insight expressed through the integration of all components of the assignment.

Research Paper

Students will synthesize current research related to structured inequalities experienced by a particular diverse group in the U.S. Students will also describe stressors and health consequences related to the inequalities identified. The group selected should represent one or more of the following characteristics: race, ethnicity, gender, religion, disability, sexual orientation, socioeconomic status, or age. Students will discuss important research findings and the implications of these findings in a review paper (5-7 pages, double-spaced), ***citing a minimum of five (5) academic, peer-reviewed journals***. Papers should include a synopsis, analysis, and application of current research as reported in the literature. In addition, papers should address the impact of inequities/stressors from a

physiological, psychological, or emotional perspective. Social actions and behavioral interventions for reducing/eliminating inequities and related stressors and health consequences must also be addressed. Evaluation criteria include the following: (a) identification of ethnic/cultural group; structured inequalities associated with selected ethnic/cultural group; political, historical, economic, and/or social processes that have produced diversity, equality and/or structured inequality; related stressors and health consequences; and constructive individual/social action(s) that have led to greater equality and social injustice; (b) synthesis, critical analysis and application of the literature; (c) adherence to the assignment guidelines; (d) citations, references, and format; (e) syntax, grammar, and spelling; (f) originality and creativity.

Social Action Model/Small Group Project

In teams of no more than five, students will investigate and produce (using Prezi.com) a *practical* social action/ intervention model for reducing or eliminating inequalities and related psychosocial and environmental stressors. This assignment requires an oral presentation and resource guide. It will be important to (a) identify a particular inequality, including a brief overview of the issue, (b) focus on practical rather than ideal action strategies, (c) identify resources, both on and off campus, that can be utilized by classmates, and (d) articulate exactly how the intervention strategy will help to reduce or eliminate the inequality itself or the related stressors associated with the inequality.

Participation

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

Students are required to actively participate in laboratory exercises by analyzing and applying behavioral, social, and cognitive interventions for the purpose of diminishing structured inequalities, as well as related psychosocial/environmental stressors and health consequences. 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.

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

Evaluation of oral communication skills will be based on the following criteria: (a) ability to communicate ideas in a clear and concise manner; (b) ability to apply critical analysis

to issues related to diversity; (c) accuracy of material presented; and (d) ability to respond to questions relative to subject area.

Participation with REEF Polling (Clicker) Technology

I will be using REEF Polling as a student response system in class this term. REEF Polling helps me to understand what you know and gives everyone a chance to participate in class. I **will not** use REEF Polling to keep track of attendance; please see the attendance policy on page 8 of the syllabus. Participation with REEF Polling will account for 5% of your final grade.

Device Options:

You will have several options available to participate in clicker sessions:

REEF Polling App: Allows you to use your smart phone, tablet, or even laptop in class as a clicker to participate.

Clicker Remote: You can request to borrow a Clicker remote from eCampus (eCampus@sjsu.edu) for free. Remotes are to be returned to eCampus at the end of the semester.

How to Request REEF Polling (smart phone, tablet, and laptop users)

Please visit <http://tinyurl.com/sjsuclicker> and fill out the request form. You will be contacted by eCampus with further instructions

How to Request a Clicker Remote

Send an email to eCampus@sjsu.edu and request to loan a Clicker remote. Further instructions will be provided to you by eCampus on scheduling a pickup.

Examinations

A midterm and final examination will be administered during the semester. Format will include both objective and essay questions.

GRADING MODEL

Personal Inequality Assignment	20%
Research Paper	20%
Social Action Model/Small Group Project	10%
Participation (laboratory and in-class assignments = 5%, REEF polling = 5%)	10%
Midterm Examination	20%
Final Examination	20%

Assignment of Grades

A+ = 97-100%	A = 93-96%	A- = 90-92%
B+ = 87-89%	B = 83-86%	B- = 80-82%
C+ = 77-79%	C = 73-76%	C- = 70-72%

D+ = 67-69%	D = 63-66%	D- = 60-62%
F = 0-59% Unsatisfactory		

- 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.

Classroom Protocol

- Students are expected to be courteous during class. Any student engaging in disruptive behavior may be asked to leave. The use of anything that beeps or vibrates during class is disruptive and will not be tolerated. Using a device, even silently, for non-class-related activities such as texting or websurfing, is distracting, and students who engage in these actions may be asked to leave. Further disruption may be cause for the student’s behavior being reported to the SJSU Office of Student Conduct and Ethical Development.
- All materials must be original works of the student and typed with text and references in APA format.
- Assignments are due *at the beginning of class* on the assigned date. Papers are to be used for this class only.
- Late papers will be penalized 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.
- Please inform the instructor if you need course adaptations because of a disability, or if you need special arrangements in case the building needs to be evacuated.
- 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

Emily Chan is the Kinesiology reference librarian, emily.chan@sjsu.edu. Phone number: (408) 808-2044.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arise. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course. "Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material." In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

"Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or

upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic Integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the Americans with Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout

from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of the Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All writing specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>.

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate, or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit the [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

KIN/HS 169, Diversity, Stress, & Health, Section 4
Fall 2015 Course Schedule
 (subject to change with fair notice)

<u>Week</u> Dates	Topic	Content & Due Dates	Readings
<u>Wk 1</u> Aug 20	Introduction & Overview	Introduction: Responsibilities, expectations, and course objectives	
<u>Wk 2</u> Aug 25 Aug 27	Introduction to the Psychophysiology of Stress and Coping (LN1)	Stress Basics Guest presenter: Intro to Stress Management and Yoga	Wear loose comfortable clothing; be prepared to participate
<u>Wk 3</u> Sep 1 Sep 3	Psychophysiology of Stress and Coping. (cont'd)	Stress Basics (cont'd) Stress: Physiology. Video: Stress: Natural Killer.	Read: Chapter 1 The Nature of Stress Read: Greenberg, Ch. 1, PDF Read: Chapter 2 The Body: The Battlefield for the Mind's War Games
<u>Wk 4</u> Sep 8 Sep 10	Stress: Emotion & Cognition. (LN1B) Introduction to Diversity. (LN2)	Stress Basics (cont'd) Stress & Emotions Diversity Handout: Ch. 1-4 Assessments/Worksheets Due Sep 24 – hard copy PDF only	Read: Chapter 3 The Emotions: From a motivation of Fear to a Motivation of Love Read: Chapter 4 The Mind: The Psychology of

			Stress
<u>Wk 5</u> Sep 15 Sep 17	Diversity & Cultural Terms (Ch. 10)	Lecture	Ch. 10 Multicultural Lecture – PPT under textbook
<u>Wk 6</u> Sep 22 Sep 24	Stress Management Interventions. (LN10A-F)	Diaphragmatic Breathing. Progressive Relaxation. Cognitive Restructuring. Self-talk. Visualization and Guided Imagery. Autogenic Training. <i>Handout: Ch. 1-4 Assessments/Worksheets Due</i> Handout: Happy Place Due Oct 1 – upload to Canvas	Read: Ch. 5 – 9 Stress Mgmt. Techniques
<u>Wk 7</u> Sep 29 Oct 1	Gender. (LN3A-3B)	Video: Toughguise (Men's Health). Video: Killing Us Softly (Women's Health). <i>Handout: Happy Place Due – upload to Canvas</i> Media Ad Project - Due Oct 8 – Hard copy of Ad, upload text	Read: Chapter 12: Religion, Ritual.
<u>Wk 8</u> Oct 6 Oct 8	Gender (con't) Sexual Orientation. (LN3C)	Lecture Video: The Gay Marriage Thing <i>Media Ad Project Due</i>	Read Chapter 18 Nonethnic Pops, LGBT; Migrant Farmworkers
<u>Wk 9</u> Oct 13 Oct 15	Catch-up-Day, Midterm Review Midterm	<i>*Midterm Examination*</i>	

		<i>Scantron Form 882-E</i>	
<u>Wk 10</u> Oct 20 Oct 22	Race. (LN4, LN5A, B, C)	Video: Race: The Power of Illusion. Race: Lecture <i>Personal Inequality Paper Due</i>	Read: Chapter 13 Hispanic and Latino American Populations
<u>Wk 11</u> Oct 27 Oct 29	Race. (LN4, LN5A, B, C) Latino Populations. (LN5D)	Video: Becoming American Video: Bad Sugar	Read: Chapter 14 American Indian and Alaska Native Populations
<u>Wk 12</u> Nov 3 Nov 5	Catch-Up Day Race – African Americans Race - Asian Americans	Video: When the Bough Breaks Video: Place Matters	Read: Chapter 15 African American Populations Read: Chapter 16 Asian American and Pacific Islander Populations
<u>Wk 13</u> Nov 10 Nov 12	Whiteness (LN5B)	Caucasian Populations. Read: Chapter 17 Caucasian American Populations Read: Kanye Article & White Privilege (canvas) & White Privilege Article	Read: Chapter 17 Caucasian American Populations
<u>Wk 14</u> Nov 17 Nov 19	Age. (LN11) Disability. (LN9)	Lecture Video: How to Live to Be 100+ Lecture	Read: Chapter 19 Aging, Dying, and Death Read: Canvas Articles on Disability

<u>Wk 15</u> Nov 24 Nov 26	Technostressors (LN7.) (No class – Thanksgiving holiday)	Handout Technostress – Due Dec. 3 <i>Social Action Projects Due</i>	Course Reader Articles: x4
<u>Wk 16</u> Dec 1 Dec 3	Socioeconomic Status. (LN8). Healthcare. (LN8).	Video: Sick Around the World – PBS: http://www.pbs.org/wgbh/pages/frontline/sickaroundtheworld/ . (at home viewing) <i>Technostress Handout Due</i>	Read: Chapter 11 Complementary and Alternative Medicine Read: Canvas Article on Healthcare
<u>Wk 17</u> Dec 8	Catch-Up Last day of instruction. Review for final exam.	<i>Final Scholarly Research Paper Due.</i>	Read: Chapter 20 Closing the Gap: Strategies for Eliminating Health Disparities.
<u>Wk 18</u> Dec 16	Final Exam	Venue: YUH236 Time: Wed Dec. 16, 9:45am – 12:00pm <i>Scantron Form 882-E</i>	