

**San José State University**  
**CHHS/Department of Kinesiology**  
**KIN/PH 169, Diversity, Stress, and Health, Section 2**

**Spring 2022**

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<b>Office Hours:</b>	Tuesday/Thursday 12:00pm - 1:00pm, or by appointment at other times
<b>Class Days/Time:</b>	Mondays & Wednesdays, 10:30am – 11:45am
<b>Classroom:</b>	YUH 236
<b>Prerequisites:</b>	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.
<b>GE/SJSU Studies Category:</b>	Area S - Self, Society, & Equality in the U.S.

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

### **Class Format**

This is a hybrid course, which means that some portions of the course will be in person, while other parts will be asynchronous online. Due to the resurgence of COVID-19, we will spend the first three weeks of the course meeting via Zoom, the link for which is on the Canvas homepage for this class.

### **Course Description**

This course will cover the impact of structured inequalities on stress and health of diverse populations. This will include analysis of physiological/psychosocial health factors related to

diversity, as well as behavioral interventions and social actions that mediate stress and optimize health and social justice.

## **Course Goals and Student Learning Outcomes**

### **Premise**

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

### **Goals**

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

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

## **General Education Learning Outcomes (GELOs) for Area S**

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

**GELO 1:** describe how identities (religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences in contexts of equality and inequality

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

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

- *Assessment: Research Paper*

**GELO 3:** describe social actions that have led to greater equality and social justice in the U.S. (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age)

- *Assessment: Research Paper*

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

- *Assessment: Personal Health and Identity Paper*

### **Course-Specific Learning Outcomes (CLOs)**

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

**CLO 1:** recognize and describe structured inequalities, and related psychosocial and environmental stressors and health risks prevalent in racial, ethnic, and cultural groups.

**CLO 2:** describe physiological, psychological, and immune responses to chronic stressors experienced by racial and cultural groups which lead to increased health risks.

**CLO 3:** describe how stereotyping, prejudice, and structured inequalities shape the identity, behavior, and health of racial and cultural groups.

**CLO 4:** describe and apply behavioral and cognitive interventions that reduce/eliminate structured inequalities and prejudice, as well as mediate stress and promote optimal health.

**CLO 5:** describe social actions and positive interactions that have been successful in diminishing/eliminating inequalities for racial and cultural groups, as well as construct new paradigms for reducing structured inequalities and related stressors.

### **Course Content**

- Structured inequities and related psychosocial stressors and health consequences for racial and cultural groups
- Chronic stress: Physiological consequences
- The role of perception on stress and prejudice
- Racial, ethnic, and cultural groups: Inequities and related stressors

- Identity, behavior, and health of racial and cultural groups: Societal and cultural influences in the contexts of equality and inequality
- Historical, social, economic, and political processes that lead to greater equality or structured inequality in the U.S.
- Social actions, constructive interactions, and new models promoting equality
- Laboratory assignments: Developing internal & social resources

## **Required Texts/Readings**

KIN 169 custom textbook available only in the bookstore.

Other reading assignments will be posted to Canvas.

## **Course Requirements and Assignments**

### **Personal Health and Identity Paper**

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

The paper (4-6 pages, double spaced) should ***integrate and synthesize information from at least three (3) academic, peer-reviewed journals*** that relate to one or more components that are addressed in the assignment (e.g., social or cultural context of social identity, appropriateness of chosen intervention, personal/social actions or strategies for diminishing the health risks). Reference citations must be in the format and style recommended by the American Psychological Association (APA) manual unless otherwise specified by the course instructor. Papers will be evaluated on the following criteria: (a) content and organization, including synthesis of primary references; (b) adherence to the assignment guidelines; (c) citations, references, and format; (d) syntax, grammar, and spelling; and (e) creativity and insight expressed through the integration of all components of the assignment.

## **Research Paper**

Students will synthesize current research related to structured inequalities experienced by a particular diverse group in the U.S. Students will also describe stressors and health consequences related to the inequalities identified. The group selected should represent one or more of the following characteristics: race, ethnicity, gender, religion, disability, sexual orientation, socioeconomic status, age. Students will discuss important research findings and the implications of these findings in a review paper (5-7 pages, double-spaced), *citing a minimum of five (5) academic, peer-reviewed journals*. Papers should include a synopsis, analysis, and application of current research as reported in the literature. In addition, papers should address the impact of inequities/stressors from a physiological, psychological, or emotional perspective. Social actions and behavioral interventions for reducing/eliminating inequities and related stressors and health consequences must also be addressed. Evaluation criteria include the following: (a) identification of ethnic/cultural group and structured inequalities associated with selected group; (b) political, historical, economic, and/or social processes that have produced diversity, equality and/or structured inequality; (c) related stressors and health consequences; and (4) constructive individual/social action(s) that have led to greater equality and social justice. Evaluation criteria include the following: (a) synthesis, critical analysis and application of the literature; (b) adherence to the assignment guidelines; (c) citations, references, and format; (d) syntax, grammar, and spelling; and (e) originality and creativity. This paper will satisfy GELO 2, which states that students will be able to describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the United States, and GELO 3, which states that students will be able to describe social actions that have led to greater equality and social justice in the U.S. (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age).

## **Participation**

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

## **In-Class Writing**

Students will use introspection, problem solving, and critical thinking techniques for in-class writing assignments by: (a) addressing stressors and risk behaviors unique to diverse populations, (b) identifying innovative ideas or models for eliminating inequalities, (c) identifying health-promoting behaviors and programs for specific diverse populations, and (d) identifying social and cultural influences that have played a role in shaping students' perceptions of people and events in their environment. Students will be evaluated on the following criteria: (a) ability to write in a clear, coherent, and concise manner including proper grammar and syntax; (b) ability to critically analyze and synthesize material from class lectures; and (c) ability to generate and express alternative ideas for health promotion and equality.

## **Examinations**

In lieu of a traditional multiple choice-based test, the midterm and final will consist of short essay-based questions that will assess your understanding of the material. You will be asked to answer five broad questions about what we learned this semester. The five questions will be

randomly selected from a full list of potential questions, which cover the major ideas from this past semester. You will be given access to the list of questions in advance of the exam, and you are encouraged to work together with other students to brainstorm how to respond to these questions before the exam. However, each student's actual answers on the exam must be written in their own words and be original for this specific class.

## Grading Model

Canvas Discussion Activity	5%
Personal Health and Identity Paper	22.5%
Sociohistorical Analysis Paper	22.5%
Participation Exercises (9 total, only top 7 counted)	25%
Group Midterm	12.5%
Final Examination	12.5%

## Assignment of Grades

A.....	93-100
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.....	<59

- SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.
- Note that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”
- Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for

the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

## Policies

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

## Library Liaison

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

## University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>”

# KIN/PH 169, Diversity, Stress, & Health

## Spring 2022 Course Schedule

**(Subject to change with fair notice from the instructor)**

<u>Date</u>	<u>Topic</u>	<u>To Do Before Class</u>	<u>Due (always on Saturday)</u>
Wednesday, 1/26	Course Introduction		
Monday, 1/31	Sociological Assumptions	Read: "Sociological Imagination" Excerpt	
Wednesday, 2/2	Stress in America	Read: Braveman & Gottlieb (2014) Social Determinants of Health	<b>What is your lens?</b>

Monday, 2/7	NO CLASS	Watch: "One Nation Under Stress"	
Wednesday, 2/9	Stress in America	Read: Shulevitz (2019)	<b>Questions on Film</b>
Monday, 2/14	PsychoPhysiology of Stress	Read: Textbook Chapter 3	
Wednesday, 2/16	PsychoPhysiology of Stress	Read or Watch: "Why Zebras Don't Get Ulcers"	<b>Visualizing the Stress Response</b>
Monday, 2/21	PsychoPhysiology of Stress	Read: Why is Psychological Stress Stressful?	
Wednesday, 2/23	PsychoPhysiology of Stress	Read: Evans (2019) & Kim (2019)	<b>Personal Stress Assessment</b>
Monday, 2/28	NO CLASS	Watch: "In Sickness and In Wealth" Read: "How Economic Inequality Inflicts Real Biological Harm" & Neumayer & Pluemper (2016)	
Wednesday, 3/2	Mechanisms of Inequality & Stress	Watch: "Capital in the 21st Century"	<b>Personal Health and Identity Paper</b>
Monday, 3/7	Sociohistorical Dimensions of Class Inequality	Read: "Neoliberal Looting of America" & "How neoliberalism is damaging your mental health"	
Wednesday, 3/9	Sociohistorical Dimensions of Class Inequality	Read: "American Capitalism is Brutal"; Watch: Class Dismissed	<b>Resource Inequality Exercise</b>
Monday, 3/14	NO CLASS	Read: "Who Killed the Knapp Family?"; Watch: "American Winter"	
Wednesday, 3/16	Midterm Review	Catch up on Material	
Monday, 3/21	Group Midterm		
Wednesday, 3/23	NO CLASS	Work on midterm answers	<b>Midterm Submission</b>
Monday, 3/28	<b>SPRING BREAK</b>		
Wednesday, 3/30	<b>SPRING BREAK</b>		

Monday, 4/4	Basic Mechanisms of Race, Ethnicity, & Health	Read: Chapter on Multicultural Health Watch: Dr. Kittles Lecture	
Wednesday, 4/6	Basic Mechanisms of Race, Ethnicity, & Health	Watch: "When the Bough Breaks"; "Becoming American"; "Bad Sugar"	<b>Life Expectancy in America Questions</b>
Monday, 4/11	Sociohistorical Dimensions of Race & Ethnicity	Read: Cornel West's Introduction to 'Race Matters'	
Wednesday, 4/13	Sociohistorical Dimensions of Race & Ethnicity	Read: Zinn (2003) Drawing the color line; Yu (2019) Finding Asian identity	<b>Discussion Posting</b>
Monday, 4/18	Sociohistorical Dimensions of Race & Ethnicity	Watch: "Slaying the Dragon" & "Latinos Beyond Reel"; Read: "Asian American is Fiction"	
Wednesday, 4/20	Sociohistorical Dimensions of Race & Ethnicity	Watch: "Great White Hoax"; Read: "Who actually gets to create Black pop culture?"	<b>Discussion Debrief</b>
Monday, 4/25	Gender, Sex, & Sexuality	Read: "Of mice, men, and women"	
Wednesday, 4/27	Gender, Sex, & Sexuality	Read: "Gender as a social determinant of health"	<b>Media Critique</b>
Monday, 5/2	Gender, Sex, & Sexuality	Read: "How a job acquires a gender and less authority if its female"	
Wednesday, 5/4	Gender, Sex, & Sexuality	Watch: "Killing us Softly 4" & "Growing up Trans"	<b>Optional: Reflection on Films</b>
Monday, 5/9	Disability & Final Thoughts	Watch: "Tough Guise 2"	
Wednesday, 5/11	Disability & Final Thoughts	Read: "Hidden extra costs of living with a disability"; Watch: "Defiant Lives"	<b>Optional: Defiant Lives Reflection</b>
Monday, 5/16	Review for Final Exam		<b>Final Paper</b>
5/16 -- 5/21	Complete Final Exam on Canvas		