

San José State University
CHaHSD/Department of Kinesiology
KIN 169, Diversity, Stress and Health
Section 05, Spring, 2022

Instructor:	Karen Moreno, PhDc, M.A.
Office Location:	SPX 170
Email:	karen.moreno@sjsu.edu
Office Hours:	Mondays and Wednesdays 11:00 AM – 11:45 AM and By Appointment
Class Days/Time:	Tuesdays and Thursdays 10:30 AM – 11:45 AM
Classroom:	236 Yoshihiro Uchida Hall
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

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 a Hybrid design with synchronous in-person and Zoom class meetings, and online activities. Access to the Internet will be necessary to access the course materials and information provided through Canvas and assigned weblinks. The Midterm and Final examinations will be conducted with Respondus LockDown Browser. A webcam will be required for class meetings and the Midterm and Final examinations

MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](#). You are responsible for regularly checking with the messaging system through [MySJSU](#) on [Spartan App Portal](#) (or other communication system as indicated by the instructor) to learn of any updates. **For help with using Canvas see [Canvas Student Resources page](#).**

Course Goals

Students will study the interrelationship between individual, racial/ethnic and cultural groups to understand and appreciate issues of diversity and structured inequalities in the U.S. How one's identity, behaviors, and health are shaped by cultural and social influences in the contexts of equality and inequality will be addressed throughout the course. Students will study behavioral interventions and social actions that: (a) diminish or eliminate inequalities and related stressors; and (b) promote health and social justice. Additionally, processes (historical, social, economic, and political) that lead to either greater equality or structured inequality will 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 and Presentation*)
- 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.

Final Examination or Evaluation

A final examination is the culminating activity for this course, which 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.

Determination of Grades

Grade	Points	Percentage
A plus	240.0 to 250.0	96 to 100%
A	232.5 to 237.5	93 to 95%
A minus	225.0 to 230.0	90 to 92%
B plus	215.0 to 222.5	86 to 89 %
B	207.5 to 212.5	83 to 85%
B minus	200.0 to 205.0	80 to 82%
C plus	190.0 to 197.5	76 to 79%
C	182.5 to 187.5	73 to 75%
C minus	175.0 to 180.0	70 to 72%
D plus	165.0 to 172.5	66 to 69%
D	157.5 to 162.5	63 to 65%
D minus	150.0 to 155.0	60 to 62%

Grading Information for GE “This course must be passed with a C- or better as a CSU graduation requirement.”

Grading Information

Course Activities and Assignments	Percentage of Course Grade
Participation in Classroom & Laboratory Activities	20%
Personal Health and Identity Paper	20%
Scholarly Research Paper	20%
Midterm Examination	20%
Final Examination	20%

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.

Deduction for Late Assignments:

Due Date	Received	Deduction
Tuesday	After 11:59 PM Tuesday through Wednesday	Drop - 1 grade step (e.g., A minus → B plus)
	Thursday through Friday	Drop - 2 grade steps (e.g., A minus → B)
	Saturday through the following Monday	Drop - 1 full grade (A minus → B minus)
Thursday	After 11:59 PM Thursday through Friday	Drop - 1 grade step (e.g., A minus → B plus)
	Saturday through Sunday	Drop - 2 grade steps (e.g., A minus → B)
	Monday through the following Wednesday	Drop - 1 full grade (A minus → B minus)

Classroom Protocol

All students should always demonstrate respect for themselves, each other, and the instructor. 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.

A few words on cell phones, headphones, and laptops. Cell phones should be turned off and other distractions removed during class meetings. A vibrating cell phone is still an activated cell phone.

Texting, e-mailing, or surfing on your cell phone or laptop are not appropriate class meeting activities. They distract your attention, as well as the attention of those participating in the class with you.

Participation in Zoom Class Meetings and Online Activities:

Zoom class meeting activities include lectures and small and large group discussions. Online activities include reading articles and viewing videos, responding to guided video and article questions, participating in quizzes, writing personal reflections, and taking part in discussion boards. Additional activities include self-assessments and engaging with stress management interventions such as meditation, autogenic training, diaphragmatic breathing, and cognitive reappraisal.

Active participation in all lecture and online 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.

Excellent participation: Always reads assigned material before class. All self-assessments are completed timely and demonstrate the ability to apply course content to one's life. Student actively and appropriately contributes to, and participates in, class activities, including discussions and labs. Written work and class contributions demonstrate excellent thought and insight.

Above average participation: Assigned material is usually read before class. Self-assessments are completed with some application to one's life. 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 self-assessments are completed with some application to one's life. 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 self-assessments). Rarely contributes to class discussions; demonstrates minimal thought and insight.

Additional Information

This course will use APA citation and reference for all scholarly writing.

University Policies

Per [University Policy S16-9](#), 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 \(https://www.sjsu.edu/curriculum/courses/syllabus-info.php\)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php). Make sure to visit this page to review and be aware of these university policies and resources.

KIN 169-05, Diversity, Stress, and Health Spring 2022 Proposed Schedule

Subject to change with fair notice

Complete all reading before class meetings

Week	Date	Module	Topics and Readings	Activities and Assignments	Due Dates
	Thursday 1/27		Course Introduction and Expectations		
1	Tuesday 2/1	1	Topic: Social Determinants of Health Disparities Reading: <ul style="list-style-type: none"> Textbook Ch 15: Introduction to Multicultural Health (pg. 263-280) 		
	Thursday 2/3		Topic: Identity, Health & Stress Reading: <ul style="list-style-type: none"> Stress and Health Disparity (Handout) Fact Sheet: Health Disparity (Handout) <i>Introduce Health & Identity Paper Due 3/3 11:59 on Canvas</i>	Activity: Circles of my identity Discussion Post	Tuesday 2/8 11:59 on Canvas
2	Tuesday 2/8	2	Topic: Introduction to Stress and Stressor Reading: <ul style="list-style-type: none"> Textbook Ch 1: The Nature of Stress Stressors PDF 		
	Thursday 2/10		Topic: Transactional Model of Stress and Coping Reading: <ul style="list-style-type: none"> Coping PDF 		
3	Tuesday 2/15	3	Topic: Stress Psychophysiology Reading: <ul style="list-style-type: none"> Textbook Ch. 3: Physiology of Stress 		
	Thursday 2/17		Topic: Stress Psychophysiology		

Week	Date	Module	Topics and Readings	Activities and Assignments	Due Dates
4	Tuesday 2/22		<p>Topic: Biofeedback, Diaphragmatic Breathing, and Heart Rate Variability</p> <p>Reading:</p> <ul style="list-style-type: none"> • Textbook Ch. 13: Clinical Biofeedback • Heart Rate Variability Handout • Textbook Ch. 9: Diaphragmatic Breathing 		
	Thursday 2/24	3	<p>½ Class Biofeedback Lab Half of the class will meet in person for the Biofeedback Lab</p>	<p>Activities: Half of the class will view the Video-Stress: Portrait of a Killer (0:56:06) online & Discussion Post</p>	Thursday 2/24 11:59 PM on Canvas
5	Tuesday 3/1		<p>½ Class Biofeedback Lab Half of the class will meet in person for Biofeedback</p>	<p>Activities: The other half will view the Video-Stress: Portrait of a Killer (0:56:06) online and complete the Video Discussion post</p>	Tuesday 3/1 11:59 PM on Canvas
	Thursday 3/3	4	<p>Topic: Stress in a Changing World</p> <p>Reading:</p> <ul style="list-style-type: none"> • Textbook Ch 2: The Sociology of Stress (pg. 28-39) 	<p>Personal Health and Identity Paper Due Today 11:59</p>	
6	Tuesday 3/8	5	<p>Topic: Stress and Discrimination</p> <p>Reading:</p> <ul style="list-style-type: none"> • The Relationship Between The ISMs (Handout) • Social Determinants of Health: Discrimination (Article Link) 	<p>Activity: Implicit Association Test (IAT) and Reflection</p>	3/10 11:59 PM on Canvas
	Thursday 3/10		<p>Topic: Stress and Discrimination</p> <p>Reading:</p> <ul style="list-style-type: none"> • Berjot & Gillet (2011) <p><i>Introduce Scholarly Paper Due 5/5 11:59 PM on Canvas. Paper Topic Due 3/24 on Canvas</i></p>		

Week	Date	Module	Topics and Readings	Activities and Assignments	Due Dates
7	Tuesday 3/15	6	Topic: Stress-Prone and Stress-Resistant Personality Traits Reading: <ul style="list-style-type: none"> Textbook Ch 6 Stress-Prone and Stress-Resistant Personality Traits 	Activity: Hardy Personality Profile	3/17 11:59 PM on Canvas
	Thursday 3/17		Review for Midterm		
8	Tuesday 3/22		Midterm Exam		
	Thursday 3/24	7	Topic: Mindfulness and Meditation Reading: <ul style="list-style-type: none"> Ch.10: Meditation and Mindfulness <p><i>Introduce Annotated Due 4/7 11:59 PM Canvas</i></p>	Scholarly Paper Topic for Approval Due Today Activity: Five Facet Mindfulness Questionnaire (FFMQ)	11:59 PM on Canvas 4/5 11:59 PM on Canvas
9	Tuesday 3/29		Spring Break 3/28 -4/1		
10	Tuesday 4/5	7	Topic: Mindfulness and Discrimination Reading: <ul style="list-style-type: none"> Brown-Iannuzzi et al. (2014) Mindfulness and Racial Justice Article Link 	Activity: Mindfulness and Racial Justice Discussion Post	4/7 11:59 PM on Canvas
	Thursday 4/7	8	Topic: Stereotypes and the Media	Annotated Bibliography Due Today	11:59 PM on Canvas
11	Tuesday 4/12	8	Topic: Stereotypes and the Media Video: Killing Us Softly 4	Activity: Stereotypes and the Media Discussion Post	4/14 11:59 PM on Canvas
	Thursday 4/14	8	Topic: Video Discussion		
12	Tuesday 4/19		Topic: Media Stereotypes Student Lead Discussion	Activity: Media Stereotypes	11:59 PM on Canvas
	Thursday 4/21		Topic: Media Stereotypes Student Lead Discussion	Activity: Media Stereotypes	11:59 PM on Canvas
13	Tuesday 4/26		Topic: Media Stereotypes Student Lead Discussion	Activity: Media Stereotypes	11:59 PM on Canvas

Week	Date	Module	Topics and Readings	Activities and Assignments	Due Dates
	Thursday 4/28	9	<p>Topic: Multicultural Health and Cultural Competency</p> <p>Reading:</p> <ul style="list-style-type: none"> Textbook Ch. 16: Theories and Models Related to Multicultural Health 		
14	Tuesday 5/3		<p>Topic: Multicultural Health and Cultural Competency</p> <p>Video: Cultural Competence Strategies (0:07:45)</p>	<p>Activity: Cultural Competence Video Quiz</p>	5/5 11:59 PM on Canvas
	Thursday 5/5		<p>Topic: Weight Bias, Stress, and Health Inequality</p> <p>Reading:</p> <ul style="list-style-type: none"> Article: Weight Bias: A Primer for the Fitness Industry 	<p>Scholarly Paper Due Today 11:59 PM on Canvas</p>	
15	Tuesday 5/10		<p>Topic: Closing the Gap: Strategies for Eliminating Health Disparities</p> <p>Reading: Textbook Ch 24: Closing the Gap: Strategies for Eliminating Health Disparities</p>		
Last Class	Thursday 5/12		Final Exam Review		
Final Exam	Friday 5/20		9:45 AM – 12:00 PM		