

San José State University.
CHHS / Department of Kinesiology.
KIN/HS 169, Diversity, Stress, & Health, Section 81 (online). Spring 2022.

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| Instructor: | Lacey Atkinson, M.A. |
| Office Location: | Zoom |
| Telephone: | N/A |
| Email: | Lacey.atkinson@sjsu.edu |
| Office Hours: | Mon/Tues 8:00- 9:00 am; or by appointment (hosted via Zoom) |
| Class Days/Time: | Tuesday's 9:00 – 10:15 am |
| Classroom: | Canvas/Zoom. |
| Prerequisites: | Passage of the Writing Skills Test (WST); Upper Division Standing (60 units); Completion of CORE GE; Courses to meet Areas R, S, and V of SJSU Studies <i>must be taken from three different departments, or distinct academic units.</i> |
| GE/SJSU Studies Category: | (Area 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 (Optional)

All course materials can be found on the Canvas Learning Management System, which can be accessed at <http://www.sjsu.instructure.com>. You are responsible for regularly checking Canvas and the messaging system through MySJSU.

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.

The ISBN for the electronic version of the book for KIN 169 is: 9781284014495.

Students can purchase it directly from JBLEarning here: <https://www.jblearning.com/catalog/productdetails/9781284014495> (Links to an external site.)

Readings are uploaded and posted under each module.

Course Requirements and Assignments.

Writing Assignments.

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

Online Discussion Writing: 2 pages (minimum).

Personal Health and Identity Paper: 4-6 pages.

Research Paper: 4-6 pages.

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 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 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.

Final 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 (4-6 pages, double-spaced), ***citing a minimum of five (5) academic, peer-reviewed journals***. 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). See Canvas for details.

Participation.

Participation includes online discussion postings, contributions to live class discussions, visibility via camera and take-home laboratory activities. See Canvas for details.

Online Discussion Postings.

Students will use introspection, problem solving, and critical thinking techniques for online discussion posts. Students will do this 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. See Canvas for details.

Contributions to Class Discussions and Laboratory Activities.

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. See Canvas for details. See Canvas for details.

Examinations.

In lieu of your typical multiple choice midterm/final exam, we will have discussion based assessments. Review the guidelines posted on Canvas for details.

Grading Model.

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| Personal Health & Identity Assignment. | 20%. |
| Final Research Paper. | 20%. |
| Participation. | 20%. |
| Midterm. | 25%. |
| Final Examination. | 15%. |

Assignment of Grades.

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

- 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 & Policies.

- Students are expected to be courteous during online classes. Any student engaging in disruptive behavior may be asked to leave the session. Please turn off all cell phones, pagers, PDAs or other electronic devices. The use of anything that beeps or vibrates during class is disruptive and will not be tolerated. Using a device, even silently, 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 unless otherwise noted. Late papers will be penalized 1/3 of. Letter grade (-4%) (e.g., A- → B+) each day late.
- There are NO make-ups for in-class labs or activities, with the exception of officially sanctioned University activities or serious and compelling personal circumstances. So, it will be important to regularly attend class.
- 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 regularly check the course homepage for various websites and other information (e.g. quiz/exam hints, current events) related to the course.
- With this being an online course, students must have access to a computer, internet connectivity, and be able to actively participate using a webcam when asked during class.

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.

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> .

| Date. | Content. | Reading Assignments. | Written Assignments. |
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| Week 0 T 2/1 | Course & class introduction | | |
| Week 1 T 2/8 | Sociological Assumptions | See Week 1 Module | DUE 2/13: What is your lens? |
| Week 2 T 2/15 | Stress in America | See Week 2 Module | Due 2/20: "One Nation Under Stress" Questions |
| Week 3 T 2/22 | Physiology of Stress | See Week 3 Module | Due 2/27: Stress response drawing, diagram, or infographic |
| Week 4 T 3/1 | Psychology of Stress and Stress Management | See Week 4 Module | Due 3/6: Questions on Evans (2019) and Kim (2020) |
| Week 5 T 3/8 | Basic Mechanisms of Inequality and Stress | See Week 5 Module | DUE 3/13: Resource Inequality Exercise |
| Week 6 T 3/15 | History of Class Inequality in America | See Week 6 Module | DUE 3/20: Personal Health and Identity Paper |
| Week 7 T 3/22 | MIDTERM #1 (see canvas for details) | | |
| Week 8 T 3/29 | Spring Recess (No Class) | | |

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| Week 9 T 4/5 | Basic Mechanisms of Race and Health | See Week 9 Module | DUE 4/10: Respond to another student's question on the discussion board & Midterm #1 Discussion Debrief |
| Week 10 T 4/12 | Racial and Ethnic Identity MIDTERM #2 (see canvas for details) | See Week 10 Module | DUE 4/17: Dangers of the model minority stereotype |
| Week 11 T 4/19 | Basic Mechanisms of Gender and Sex | See Week 11 Module | DUE 4/24: Respond to another student's question on the discussion board & Midterm Discussion #2: Debrief |
| Week 12 T 4/26 | Sociohistorical Dimensions of gender & sex inequality in America | See Week 12 Module | DUE 5/1: Media Critique |
| Week 13 T 5/3 | Sexual Orientation | See Week 13 Module | DUE 5/8: Stonewall Reflection |
| Week 14 T 5/10 | Disability and Stress | See Week 14 Module | DUE 5/15: "Defiant Lives" Reflection |
| Week 15 T 5/17 | FINAL EXAM & FINAL PAPER (see canvas for details) | | |