



PHYS ED 121 Health, Wellness, and Culture: A Critical Perspective (3 units)

Professors: Lon Rork, UC Berkeley Physical Education
Class Times: TTh 12:30-2:00pm
Location: Hearst 210
Contact: lonrork@berkeley.edu
Office: 185 Hearst Memorial Gymnasium
Office Hours: By Appointment
Required Texts: *Critical Perspectives on Health* by Peter Duncan
Health Equity: A Solutions Focused Approach by K. Bryant Smalley, Jacob C. Warren, M. Isabel Fernandez
Global Population Health: A Primer by Richard Skolnik

I. Course Description: This course focuses on the sociocultural approaches to health and wellness by engaging in a critical and multicultural perspective upon the scholarly study of human well-being and critiquing contemporary approaches to health and wellness, three (3) units.

II. Statement of Course Goal and Objectives: The goal of this course is to introduce students to sociocultural issues affecting health and wellness and to use analytical skills, including a critical perspective, in examining issues in the discipline. Objectives: At the conclusion of the course, students shall be able to:

- Analyze health and wellness via a cultural lens with sociocultural factors such as race, class, sex, and gender.
- Apply different approaches of multiple methods (e.g., neurophysiology, social science, history) for examining health and wellness issues
- Identify the strengths and weaknesses of quantitative and qualitative methods in health and wellness research
- Evaluate cultural systems that give rise to inequities in health and wellness
- Assess how health and wellness can be constructed culturally and may be potentially biased
- Develop sound research skills to be able to read, to interpret, and to implement research in health and wellness
- Demonstrate how to research and to prepare a written paper on an approved topic in health and wellness, using the publication guidelines from either the American Medical Association (AMA) or the American Psychological Association (APA)

III. Method of Assessment and Evaluation: Final grades shall be based on the percentage of the overall points accumulated during the semester according to the following scale:

| | |
|------------------------------|-------------------------|
| Unit Examinations (5) | 100 points (25%) |
| Written Reflections (5) | 100 points (25%) |
| Written Research Paper | 75 points (18.8%) |
| Class Presentation | 25 points (6.2%) |
| Cumulative Final Examination | <u>100 points (25%)</u> |
| Total Points | 400 points (100%) |

The written paper is a 5 to 10-page, typewritten paper on an approved topic. The purpose of the research paper is for you to investigate a pertinent issue in health, wellness, and culture or a related area, present the evidence about it – from primary sources, where possible – and to take a stand on the issue. You are evaluated based on your ability to analyze the evidence and to present a cogent argument. You will then give a 5 to 8-minute presentation about the topic to the class. See the specific directions at the end of this document as well as on the course’s website for further details.

| GRADE (FOR ROSTER) | GRADE POINTS PER UNIT | RECOMMENDED PERCENTAGE BREAKDOWN | DESCRIPTION |
|--------------------|-----------------------|----------------------------------|---|
| A+ | 4.0 | 94–100% | Excellent: The grade of "A+", when awarded at the instructor's discretion, represents extraordinary achievement, but does not receive grade point credit beyond that received for the grade of A. |
| A | 4.0 | 94–100% | |
| A- | 3.7 | 90–93% | |
| B+ | 3.3 | 86–89% | Good |
| B | 3.0 | 83–85% | |
| B- | 2.7 | 80–82% | |
| C+ | 2.3 | 76–79% | Fair: Each course in a certificate program must be completed with a grade of C or better, although some programs have higher requirements. |
| C | 2.0 | 73–75% | |
| C- | 1.7 | 70–72% | |
| D+ | 1.3 | 66–69% | Barely passed |
| D | 1.0 | 63–65% | |
| D- | 0.7 | 60–62% | |
| F | 0.0 | < 60% | Failed |

IV. Course Requirements

1. All examinations must be completed according to the university’s policies and by the posted due dates.

2. The assignments must be submitted digitally by the posted due dates. **Late assignments are not accepted.**
3. Each student must abide by the university's honor code (see <https://teaching.berkeley.edu/berkeley-honor-code>):

“As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others.”

Violation of the Honor Code shall result in a grade of an “F” for the course.

4. This is a university course; “extra credit” is not available. Just complete everything properly initially.
5. The use of laptops and other electronic equipment is encouraged during class; however, all tasks being conducted or viewed should be related to the course and not distracting to others.
6. Attendance is expected, but is not graded in a lecture-based course; students are graded on their individual performances on the examinations and the assignments.
7. Students should be prepared for each lecture by having read the appropriate materials and viewed the corresponding presentations and other materials in accordance with the course schedule. Students not prepared for class may be dismissed.
8. Enjoy the course. You are here at UC Berkeley - the top public institution of higher education in the world - because you are one of the best and the brightest. Do your best; always act with honor.
Fiat Lux.

V. Official Policies of the University of California at Berkeley

Statement of Accommodation. The University of California at Berkeley provides reasonable accommodations to students with disabilities through the Disabled Students' Program (<https://dsp.berkeley.edu>). For more information regarding these services, please contact the staff in the Disabled Students' Program via telephone at 510.642.0518, visit in person at 260 Cesar Chavez Student Center, or email at dsp@berkeley.edu.

Accommodation of Religious Creed. The University of California at Berkeley is compliant with Education code, Section 92640(a) and permits any student to undergo a test or examination, without penalty, at a time when that activity would not violate the student's religious creed, unless administering the examination at an alternative time would impose an undue hardship which could not reasonably have been avoided (see <https://sa.berkeley.edu/uga/religion> for detailed information).

Academic Integrity. “You are a member of an academic community at one of the world's leading research universities. Universities like Berkeley create knowledge that has a lasting impact in the world of ideas and on the lives of others; such knowledge can come from an undergraduate paper as well as the lab of an internationally known professor. One of the most important values of an academic community is the balance between the free flow of ideas and the respect for the intellectual property of others. Researchers don't use one another's research without permission; scholars and students always use proper

citations in papers; professors may not circulate or publish student papers without the writer's permission; and students may not circulate or post materials (handouts, exams, syllabi--any class materials) from their classes without the written permission of the instructor.

“Any test, paper or report submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from your instructor. In all of your assignments, including your homework or drafts of papers, you may use words or ideas written by other individuals in publications, web sites, or other sources, but only with proper attribution. If you are not clear about the expectations for completing an assignment or taking a test or examination, be sure to seek clarification from your instructor or GSI beforehand. Finally, you should keep in mind that as a member of the campus community, you are expected to demonstrate integrity in all of your academic endeavors and will be evaluated on your own merits. The consequences of cheating and academic dishonesty—including a formal discipline file, possible loss of future internship, scholarship, or employment opportunities, and denial of admission to graduate school—are simply not worth it.” (Quoted directly from <https://teaching.berkeley.edu/statements-course-policies#academic>).

All students must abide by the *Berkeley Campus Code of Student Conduct* <https://sa.berkeley.edu/code-of-conduct>.

Scheduling Conflicts. Please notify the instructor in writing by the second week of the term about any known or potential extracurricular conflicts (such as religious observances, graduate or medical school interviews, or team activities). The instructor shall try his or her best to help you with making accommodations, but cannot promise them in all cases. In the event there is no mutually workable solution, you may be dropped from the course. (For more information, see the *Guidelines Concerning Scheduling Conflicts with Academic Requirements* <https://academic-senate.berkeley.edu/sites/default/files/guide-acad-sched-conflicts-final-2014.pdf>).

VI. Safety and Emergency Preparedness. The University of California at Berkeley has numerous contacts for emergency situations. In the event of an emergency, the following information may be helpful (See <http://emergency.berkeley.edu/contacts.shtml>):

- Emergency Contacts <http://emergency.berkeley.edu/contacts.shtml>
- WarnMe/Nixie emergency alerts <https://warnme.berkeley.edu>
- Campus Emergency Management Areas <http://emergency.berkeley.edu/emerg-mgmt-areas.shtml>
- Campus Map <http://emergency.berkeley.edu/lib/img/campusmap.pdf>
- Safe and Well by the American Red Cross <https://safeandwell.communityos.org/cms/>

Course Layout and Tentative Course Schedule

This course is offered in the traditional, in-person format. All quizzes and tests are closed book and are expected to be completed in class during the assigned class time. Irrespective of the mode of delivery, all assignments and examinations are the same for each student. For example a timed, closed-book examination with randomized questions, is to be completed in-class over the required reading and lectures. The examinations are in alignment with the policies of UC Berkeley as indicated by the Berkeley Center for Teaching and Learning (see <https://teaching.berkeley.edu/best-practices-remote-examinations>). Further, each student is given a question or a set of questions about the reading and lectures and is to provide a written reflection, answering the question(s) in bCourses. One key component of a learned individual is the ability to write with brevity and clarity, from a position of knowledge and with command of the subject matter. The written reflections are going to help students develop those skills. The written reflections are to be well researched, brief (no more than 500 words), and completed within bCourses.

Health and wellness are enhanced by exercise, science-based contemplative practices, a healthy diet, a green environment, and community health. The scholarship related to these areas is diverse, multidisciplinary, and informing applications, interventions, and policy. This scholarship and its applications are also subject to race, class, and culture biases, and can engender problematic social outcomes, from eating disorders and body shaming to food deserts to the cultural barriers to exercise, green spaces, and yoga and contemplative practice.

This course focuses on the sociocultural approaches to health and wellness. It does so in two complementary ways: (1) by engaging students in a critical and multicultural perspective upon the scholarly study of health and wellness; and (2) by critiquing contemporary approaches to health and wellness, which can be read as overly male and Western European, to broaden the student's awareness of health and wellness from multiple cultural perspectives.

The first part of the course grounds the student in an understanding of cultural critique – with specialized discussions on sociocultural issues such as race, class, gender, and poverty. It devotes class sessions to an appreciation of the different methods of studying health and wellness, from the neurophysiological to the historical, again with a keen eye upon how critical ideas – happiness, fitness, diet – are constructed. It will then engage students through sessions led by faculty members and experts from different disciplines to offer various diverse backgrounds and perspectives. These sessions will dive deep into different approaches to health and wellness, with a special focus on sociocultural disparities, and useful interventions. Each week students will get a broad lecture on these topics from both the professor of record as well as scholars and experts across disciplines and will be engaged in class discussions regarding these lectures.

Tentative Course Schedule

Week 1:

August 25: Introduction and Overview

- Read the syllabus; review the course site in bCourses, where numerous articles are posted for the weekly readings and lectures. Familiarize yourself with the texts for the course. Take note of the chapter goals, learning objectives, and guiding questions for each chapter. Using these properly, especially before reading the chapters, aids in learning the material.

Week 2

August 30: The Academic Study of Health and Wellness and Using the Cultural Lens to Examine the Sociocultural Issues Affecting Health and Wellness

- Read Chapters 1-2 in *Critical Perspectives on Health*

September 1:

- Read Chapters 3-4 in *Critical Perspectives on Health*

Week 3

September 6: Critical Analysis in Health and The Scientific Method from the Gene to Culture

- Read Chapter 5 in *Critical Perspectives on Health*
- Read Nixon et al. (2017). Seven-step framework for critical analysis and its application in the field of physical therapy. *Physical Therapy and Rehabilitation Journal*, 97(2), 248-257. <https://doi.org/10.2522/ptj.20160149>

September 8: Reflection on Health Studies: Why Reflect? and/or Gene Culture Co-evolution

- Read Chapter 6 in *Critical Perspectives on Health*
- Read Arjamaa, O., & Vuorisalo, T. (2010). Gene-Culture Coevolution and Human Diet: Rather than acting in isolation, biology and culture have interacted to develop the diet we have today. *American Scientist*, 98(2), 140–147. <http://www.jstor.org/stable/27859479>
- Complete Written Reflection #1 in bCourses – Thursday September 8th
- Declare the topic for the research paper – Sunday September 11th

Week 4:

September 13: Take Quiz 1 in class- All readings, podcasts, videos, class activities, and lectures to date

- Read Higgins. (2011). Why reflect? Recognising the link between learning and reflection. *International and Multidisciplinary Perspectives*, 12(5), 583-584
<https://doi.org/10.1080/14623943.2011.606693>
- Read Ryan, M. (2013). The pedagogical balancing act: teaching reflection in higher education, *Teaching in Higher Education*, 18(2), 144-155.
<https://doi.org/10.1080/13562517.2012.694104>

September 15: No In-Person Class

- Utilize this time to work on your research paper

Week 5: Health Equity: Overview, History, and Key Concepts

September 20: Health Equity

- Read Chapters 1-2 in *Health Equity: A Solutions Focused Approach*

September 22: Health Equity Continued

- Read Chapters 3-4 in *Health Equity: A Solutions Focused Approach*
- Listen to the Podcast interview with Dr. Camara Jones, Research Director on the social determinants of health at the Centers for Disease Control
<https://unnaturalcauses.org/assets/uploads/media/jones.m4a?phpMyAdmin=199c5031e3c5t2c9c23f6>
- Complete Written Reflection 2 in bCourses

Week 6: Women's Health and Philosophy of Health

September 27: Guest Presentation: Erin Perkins, NP, Medical Director, Saint Mary's College

- Read Chapter 7 in *Critical Perspectives on Health*
- Read Chapters 10 and 11 in *Health Equity: A Solutions-Focused Approach*
- Read Nordenfelt, L. (1986). Health and disease: Two philosophical perspectives. *Journal of Epidemiology and Community Health*, 41, 281-284.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1052546/pdf/jepicomh00237-0001.pdf>
- Read Goosens, W.K., (1980). Values, health, and medicine. *Philosophy of Science*, 47(1), 100-115.
https://www.jstor.org/stable/pdf/187145.pdf?casa_token=N7yyfGrqnsAAAAAA:gSyb65HIPZ5mDXi1eVY5lzp_NkUsRmoiJe-dkMb1H3cAoa4RGDs6LRWDDvDarguzO45joRdlldWXde1gs8Jh6p0IBJZ4CU1O0RiwpbjF9AIfbtb-W7w

September 29: Quiz 2 in class - All readings, podcasts, videos, class activities, and lectures to date

Week 7 - Social Class and Poverty and the "Production of Health"

October 4: Guest Presentation: Kendra Barnes, UC Berkeley Physical Education, Dance

- Read Chapter 5-6 in *Health Equity: A Solutions Focused Approach*
- Read Geyen, D. J. (2012). Behavioral changes for African Americans to improve health, embrace culture, and minimize disparities. *ECI Interdisciplinary Journal for Legal and Social Policy*, 2(1), Article 2.
<https://digitalscholarship.tsu.edu/cgi/viewcontent.cgi?article=1015&context=thebridge>
- Read *African American Health: Creating Equal Opportunities for Health* by the Centers for Disease Control and Prevention. https://www.cdc.gov/vitalsigns/aahealth/index.html#anchor_1490281920

October 6: Watch in Class: Not Just a Paycheck

- <https://www.kanopy.com/en/berkeley/video/62781>

Week 8: Child Health Equity and Ethics and Equity in Health and Wellness

October 11: Guest Presentation: Dr. Chris Vlasses, UCSF Children's Hospital

- Read Chapter 8-10 in *Critical Perspectives on Health*
- Read Chapter 17 in *Health Equity: A Solutions Focused Approach*

- Read Conrad, P. & Barker, K. K. (2010). The social construction of illness: Key insights and policy implications. *Journal of Health and Social Behavior*, 51(1), S67-S79.
<https://journals.sagepub.com/doi/10.1177/0022146510383495>
- Additional Reading-Not required. Culture matters: using a cultural contexts of health approach to enhance policy-making, p. 1-26
https://www.euro.who.int/_data/assets/pdf_file/0009/334269/14780_World-Health-Organisation_Context-of-Health_TEXT-AW-WEB.pdf

October 13: **Take Quiz 3 in-class-All readings, podcasts, videos, class activities, and lectures to date**

Week 9: Race within Criminal Justice System and the Effects on Health and Wellness: Designing Interventions

October 18: Guest Presentation: Dr. Jason Okonofua, UC Berkeley Psychology

- Read Binswanger et al. (2011). Health disparities and the criminal justice system: An agenda for further research and action. *Journal of Urban Health*, 89(1), Article 9614.
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3284594/pdf/11524_2011_Article_9614.pdf
- Read Knittel, Andrea A. (2019) Resolving Health Disparities for Women Involved in the Criminal Justice System. *North Carolina Medical Journal* November 2019, 80 (6) 363-366; DOI: <https://doi.org/10.18043/nmc.80.6.363>
<https://www.ncmedicaljournal.com/content/80/6/363>

October 20: Guest Presentation by: Rebecca Bergner MPH,

- Maxmen, A. 2016. The privilege of health. *Nature*. 531; S59. doi:10.1038/531S58a
<https://www.nature.com/articles/531S58a.pdf>
- Read Osama, T.; Razai, M.; Majeed, A. (2021) Covid-19 vaccine passports: access, equity, and ethics. *British Medical Journal* <https://www-bmj-com.libproxy.berkeley.edu/content/bmj/373/bmj.n861.full.pdf>
- Read Brown, R.C.H., Kelly, D. Wilkinson, and D, Savulescu, J. (2020). The Scientific and ethical feasibility of immunity passports. *The Lancet Infectious Disease*, 21(3), E58-E63.
[https://www.thelancet.com/journals/laninf/article/PIIS1473-3099\(20\)30766-0/fulltext](https://www.thelancet.com/journals/laninf/article/PIIS1473-3099(20)30766-0/fulltext)
- **Complete Written Reflection Paper #3 in bCourses**

Week 10: Health and Wellness in Indigenous Lives and Value of Health and East Asian Approaches

October 25: Student Presentations

- **Watch Bad Sugar**, <https://www.kanopy.com/en/berkeley/video/62775>
- Read Chapter 8-9 and 14 in *Health Equity: A Solutions Focused Approach*
- Read Smith, M. J., Thompson, A. & Upshur, R.E.G. (2018) Is ‘health equity’ bad for our health? A qualitative empirical ethics study of public health policy-makers’ perspectives. *Canadian Journal of Public Health*.
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6964590/pdf/41997_2018_Article_128.pdf

October 27: Student Presentations

- Read Chapter 7 in *Health Equity: A Solutions Focused Approach*

- Read Benefits of Tai Chi for Multiple Sclerosis and review the linked articles.
<https://www.healthcentral.com/article/benefits-of-tai-chi-for-multiple-sclerosis>
- Read Huston; P.; McFarlane, B. (2016) Health benefits of tai chi: What is the evidence? Canadian Family Physician, 62(11), 881-890.
<https://www.cfp.ca/content/cfp/62/11/881.full.pdf>

Week 11: Culture, Systems, and Health and Wellness: Education

November 1: Take Quiz 4 in Class- All readings, podcasts, videos, class activities, and lectures to date

November 3: Student Presentations

- Read Chapter 13 *Health Equity: A Solutions-Focused Approach*
- Read Princeton, D. M. The critical theoretical perspectives and the health care system. *Review of Arts and Humanities*, 4(1), 72-79.
http://rah-net.com/journals/rah/Vol_4_No_1_June_2015/9.pdf
- Read Baars, E. W. & Hamre, H. J. (2017). Whole medical systems versus the system of conventional biomedicine: A critical, narrative review of similarities, differences, and factors that promote the integration process. Evidence-Based Complementary and Alternative Medicine, Article ID 4904930. <https://doi.org/10.1155/2017/4904930>

Week 12: Culture, Systems, and Health and Wellness: Education and Designing Interventions

November 8: Guest Presentation by: Dr. Frank Worrell, UC Berkeley, Berkeley School of Education

- Peña MM, Dixon B, Taveras EM. Are you talking to ME? The importance of ethnicity and culture in childhood obesity prevention and management. *Childhood Obesity*. 2012 Feb;8(1):23-7. doi: 10.1089/chi.2011.0109.
- Read Hernandez, M. et al. (2016). Innovations and technologies for health and wellness. Digital Media Industry & Academic Forum (DMIAF), Santorini, Greece, 37-39, doi: 10.1109/DMIAF.2016.7574898. <https://ieeexplore-ieee-org.libproxy.berkeley.edu/stamp/stamp.jsp?tp=&arnumber=7574898>
- Additional Reading – Not Required. Jacob, C.M., Hardy-Johnson, P.L., Inskip, H.M. *et al.* A systematic review and meta-analysis of school-based interventions with health education to reduce body mass index in adolescents aged 10 to 19 years. *Int J Behav Nutr Phys Act* **18**, 1 (2021). <https://doi-org.libproxy.berkeley.edu/10.1186/s12966-020-01065-9>

November 10: Student Presentations

- Read Chapters 12 in *Health Equity: A Solutions-Focused Approach*
- Read Kosenko, Kami A; Nelson, Elizabeth A. American Journal of Public Health (1971), 2018-08, Vol. 108 (8), p.970-971. Identifying and Ameliorating Lesbian, Gay, Bisexual, and Transgender Health Disparities in the Criminal Justice System.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6050860/pdf/AJPH.2018.304537.pdf>
- Read Incarceration as a Health Determinant for Sexual Orientation and Gender Minority Persons. Baćak, V.; Thurman, K.; Eyer, K.; Qureshi, R.; Bird, J.D.; Rivera, L.M.; Kim, S.

American Journal of Public Health. American Journal of Public Health. (1971), 2018-08, Vol. 108(8), p.994-999. <https://web-p-ebSCOhost-com.libproxy.berkeley.edu/ehost/pdfviewer/pdfviewer?vid=0&sid=ba047d55-e1e1-474c-8ad0-f6ad46a64346%40redis> also available in the files of bCourses

- Reflection Written Assignment #4

Week 13: Designing Health and Wellness in Technology

November 15: Student Presentations

- Read Chapters 15-16 in *Health Equity: A Solutions Focused Approach (Veterans and Disabilities)*
- Read Montague, E. & Perchonok, J. (2012). Health and wellness technology use by historically underserved health consumers: Systematic review. *Journal of Medical Internet Research*, 14(3), May-Jun. <https://www.jmir.org/2012/3/e78/>
<https://www.jmir.org/2012/3/e78/PDF>
- Read Hernandez, M. et al. (2016). Innovations and technologies for health and wellness. *Digital Media Industry & Academic Forum (DMIAF)*, Santorini, Greece, 37-39, doi: 10.1109/DMIAF.2016.7574898.
https://ieeexplore.ieee.org/stamp/stamp.jsp?arnumber=7574898&casa_token=LIjIvLcKU4EAAAAA:UTf_GC1wZLyrU3_UiJcqVN9wE4fbfUxcBrRvrdCev1gPcxbukjkQmWATPe9CEB4Xa_6teyv&tag=1
- Read Sarkar, U., Karter, A. Liu, J.Y., Adler, N.E., Nguyen, R., Lopez, A., & Schillinger, D. (2011). Social disparities in internet patient portal use in diabetes: Evidence that the digital divide extends beyond access. *Journal of the American Medical Informatics Association*, 18(3), 318-321. <https://doi.org/10.1136/jamia.2010.006015>

November 17: Guest Lecture Dr. Ben Steel, Health and Wellness in Our Digital Age

- Raphael, R. (2022, Jun 29). TikTok is flooded with health myths. these creators are pushing back. *New York Times* Retrieved from <https://www.proquest.com/newspapers/tiktok-is-flooded-with-health-myths-these/docview/2681938694/se-2>
- Research Paper Due

Week 14: Health and Wellness and Health interventions Around the World

November 22: No In-Person Class

- Pastor, M., Terriquez, V., & Lin, M. (2018). How Community Organizing Promotes Health Equity, And How Health Equity Affects Organizing. *Health Affairs*, 37, 358–363.
<https://doi.org/10.1377/hlthaff.2017.1285>
- Read [Broberg, M. \(2020\). A Critical Appraisal of the World Health Organization's International Health and Regulations \(2005\) in Times of Pandemic: It is Time for Revision. *European Journal of Risk Regulation*.](#)
- Complete the Written Reflection #5 in bCourses

Week 15: Health Equity: A Path Forward

November 29: Quiz #5 in Class- All readings, podcasts, videos, class activities, and lectures to date

- Read Chapter 18-19 in *Health Equity: A Solutions Focused Approach*

December 1: Achieving Health Equity and Perspectives

- Final student presentations if needed
- In Sickness and In Wealth - <https://berkeley.kanopy.com/video/sickness-and-wealth>

Week 16: RRR Week (No formal Classes)

Finals Week

- Take the cumulative Final Examination in class (100 points) via bCourses during the allotted time of finals week.