

**THE UNIVERSITY OF CALGARY  
FACULTY OF SOCIAL SCIENCES  
DEPARTMENT OF SOCIOLOGY**

**Sociology 493.7 (Winter 2018)  
Special Topics in the Sociology of Work: Issues in the Workplace**

**INSTRUCTOR:** Dr. Jean E. Wallace  
**CLASS:** Tuesday and Thursday, 9:30-10:45 Science A, Room 121  
**OFFICE:** Social Sciences 914  
**OFFICE HOURS:** Tuesday and Thursday 1:00-1:45, after class or by appointment  
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**E-MAIL:** jwallace@ucalgary.ca  
(for administrative questions or concerns only with Soci 493 in the subject header)

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**COURSE OBJECTIVES:** There are many aspects of the work experience that negatively impact employee health and there are many different ways to respond to these unhealthy work situations. This course will examine mental health issues, such as job stress and burnout, as well as individual coping strategies and organizational responses to promote healthy workplaces.

**LEARNING OUTCOMES:** At the end of this course, students will:

- understand the importance of the sociology in explaining employee health including the substantive, cross disciplinary and practical implications of the research area.
- be able to effectively present, interpret, and critique qualitative and quantitative research findings on employee health from a sociological perspective.
- be more familiar with published research in the sociology of work and health.
- be able to identify sources and symptoms of stress in themselves.
- be able to apply the tools and resources acquired in this course to manage stress.

**COURSE REQUIREMENTS:** Your grade for this course will be based on **five assignments** (one of which includes a short in-class presentation) and a final project. In addition, every class will involve activities, exercises or reflections from the **Wellness Workbook** posted on D2L. Students are expected to bring either a hard copy or electronic of their Wellness Workbook to every class. Some of these exercises are for your personal reflection, others for class discussion and others for inclusion in your Stress Portfolio. Your **Stress Portfolio** is a collection of class worksheets, journal entries, assignments and anything else that has been helpful throughout the semester. These things are to be completed and saved throughout the semester and will be submitted as a single electronic document on April 20<sup>th</sup>. The assignment information for your Stress Portfolio is posted on D2L.

**BREAKDOWN OF THE GRADE COMPONENTS:**

<b>Component</b>	<b>Date</b>	<b>Weight</b>
Assignment #1 Explanations	Receive Assignment January 25 <sup>th</sup> Due: February 8 <sup>th</sup> (9:30am)	15%
Assignment #2 Acts of Kindness	Receive Assignment January 30 <sup>th</sup> Due: February 27 <sup>th</sup> (9:30am)	15%
Assignment #3 Stress Diary	Receive Assignment February 27 Due: March 8 <sup>th</sup> (9:30am)	15%
Assignment #4 Building Support	Receive Assignment March 8 <sup>th</sup> Due: March 22 <sup>nd</sup> (9:30 am)	15%
Assignment #5 Recovery	Receive Assignment March 22 <sup>nd</sup> In-Class Presentation April 10 <sup>th</sup> or 12 <sup>th</sup>	10%
Stress Portfolio	April 20 <sup>th</sup> (4:00 pm)	30%

**LECTURE SCHEDULE AND REQUIRED READINGS:** Listed below are the readings assigned by topic and date. In addition, the links for the articles are also provided. You will need your UCID number and password to login to the University of Calgary library to access the articles. It is your responsibility to locate and download all articles from the University of Calgary library. Expected lecture dates for the topics are listed below, although unexpected circumstances may require some changes. You should read the required readings prior to their designated class and bring those articles to class for review and discussion. Summary Power Point outlines will be available on D2L prior to the relevant class. **Every student is expected to bring electronic or paper versions of the readings and Wellness Workbook to every class.**

**SECTION I: INTRODUCTION TO EXPLANATIONS OF WORK AND STRESS**

We're going to start by reading a number of key sociological articles about stress, the stress process and mental health. Some are broader and other focus more specifically on the how these relate to the work experience. This section will also involve a number of in-class activities where we'll complete a number of different assessment tools that are designed to measure stress and stressors. We'll discuss our interpretations of them, concerns about validity and reliability, and how they may be used in adopting a sociological perspective to understanding work and stress.

**January 9: Course Introduction****Pre-Course Stress Self-Assessment (Stress Index Questionnaire)****January 11: A Sociological Approach to the Stress Process**

Pearlin, L.I. (1989). The Sociological Study of Stress. *Journal of Health & Social Behavior*, 30:241-256.

**January 16: A Sociological Approach to Mental Health**

Wheaton, B. (2001). The Role of Sociology in the Study of Mental Health...and the Role of Mental Health in the Study of Sociology. *Journal of Health & Social Behavior* 42:221-234.

**January 18: The Sociological Approach to Work and Health**

Tausig, M. (2013). The Sociology of Work and Well-Being in C.S. Aneshensel, J.C. Phelan and A. Bierman (eds.) *Handbook of the Sociology of Mental Health*, Second Edition, Handbooks of Sociology and Social Research (pp. 433-455). Springer: Dordrecht.

**January 23: JDC Model of Work Stress**

de Jonge, J., van Vegchel, N., Shimazu, A., Schaufeli, W., and Dormann, C. (2010). A Longitudinal Test of the Demand-Control Model using Specific Job Demands and Specific Job Control. *International Journal of Behavioral Medicine*, 17:125-133.

**January 25: JDR Model of Work Stress**

Demerouti, E., and Bakker, A.B. (2011). The Job Demands-Resources Model: Challenges for Future Research. *Journal of Industrial Psychology*, 37(2).

**SECTION II: STRESSORS AND STRAIN**

**January 30: Conceptualizing Stress**

Horwitz, A.V. (2002). Outcomes in the Sociology of Mental Health and Illness: Where Have We Been and Where are We Going? *Journal of Health & Social Behavior*, 43:143-151.

**February 1: Job Stress, Depression and Work-to-Family Conflict**

Wallace, J.E. (2005). Job Stress, Depression and Work-to-Family Conflict: A Test of the Strain and Buffer Hypotheses. *Relations Industrielles/Industrial Relations*, 60(3): 510-568.

**February 6: Burnout, Suicide and Coping**

Wallace, J.E. (2017). Burnout, Coping and Suicidal Ideation: An Application and Extension of the Job Demand-Control-Support Model. *Journal of Workplace Behavioral Health*, 32(2):99-118.

**February 8: Chronic Stressors and Daily Hassles**

Serido, J., Almeida, D.M., and Wethington, E. (2004). Chronic Stressors and Daily Hassles: Unique and Interactive Relationships with Psychological Distress. *Journal of Health & Social Behavior*, 45(1):17-33.

**SECTION III: COPING RESPONSES**

**February 13: Stress, Coping and Social Support**

Thoits, P. A. (1995). Stress, Coping, and Social Support Processes: Where are We? What Next? *Journal of Health & Social Behavior*, 35 (Extra Issue): 53-79.

**February 15: Interventions**

Munz, D.C., Kohler, J.M., Greenberg, C.I. (2001). Effectiveness of a Comprehensive Worksite Stress Management Program: Combining Organizational and Individual Interventions. *International Journal of Stress Management*, 8(1):49-62

**February 20 and 22: Reading Week – no classes**

**February 27: Coping with Job Stress**

Latack, J.C., and Havlovic, S.J. (1992). Coping with Job Stress: A Conceptual Evaluation Framework for Coping Measures. *Journal of Organizational Behavior*, 13(5):479-508.

**March 1: Social Support**

Sargent, L.D., and Terry, D.J. (2000). The Moderating Role of Social Support in Karasek's Job Strain Model. *Work & Stress*, 14(3):245-261.

**March 6: Flexibility and Control**

Moen et al (2008). Work, Family and Life-Course Fit: Does Control over Work Time Matter? *Journal of Vocational Behavior*, 73:414-425.

**March 8: Control and Support**

Ross, C. E., and Mirowsky, J. (1989). Explaining the Social Patterns of Depression: Control and Problem Solving – or Support and Talking? *Journal of Health & Social Behavior*, 30(2): 206-219.

**March 13: Job Resources**

Tuckey, M.R., Boyd, C.M., Winefield, H.R., Bohm, A., Winfield, A.H., Lindsay, A., and Black, Q. (2017). Understanding Stress in Retail Work: Considering Different Types of Job Demands and Diverse Applications of Job Resources. *International Journal of Stress Management*, 24(4): 368-391.

**March 15: Positive Events as Resources**

Bono, J.E., Glomb, T.M., Shen, W., Kim, E., and Koch, A.J. (2013). Building Positive Resources: Effect of Positive Events and Positive Reflection on Work Stress and Health. *Academy of Management Journal*, 56(6):1601-1627.

**SECTION IV: RECOVERY AND DETACHMENT FROM STRESS**

**March 20: The Stressor Detachment Model**

Sonnentag, S., and C. Fritz (2015). Recovery from Job Stress: The Stressor-Detachment Model as an Integrative Framework. *Journal of Organizational Behavior*, 36:S72-S103.

**March 22: Green Space**

van den Berg, A.E., Maas, J., Verheij, R.A., and Groenewegen, P.P. (2010). Green Space as a Buffer between Stressful Life Events and Health. *Social Science & Medicine*, 70:1203-1210.

**March 27: Physical Activity**

Hansen, A.M., Blangsted, A.K., Hansen, E.A., Sogaard, K., and Sjogaard, G. (2010). Physical Activity, Job Demand-Control, Perceived Stress-Energy, and Salivary Cortisol in White-Collar Workers. *International Archives of Occupational and Environmental Health*, 83:143-153.

**March 29: Coloring**

Blackburn, H., and Chamley, C.E. (2016). Color me Calm: Adult Coloring and the University Library. *Kansas Library Association College and University Libraries Section Proceedings*, 6(1).

van der Vennet, R., and Serice, S. (2012). Can Coloring Mandalas Reduce Anxiety? A Replication Study. *Art Therapy*, 29(2): 87-92.

### April 3: Relaxation

Kaspereen, D. (2012). Relaxation Intervention for Stress Reduction Among Teachers and Staff. *International Journal of Stress Management*, 19(3):238-250.

### April 5: Recovery Activities

Rook et al (2006). The Contribution of Various Types of Activities to Recovery. *European Journal of Work and Organizational Psychology*, 15(2):218-240.

### April 10 and 12: Student Presentations

**GRADING SYSTEM:** Grades are entered as raw scores into the grading system. Your final letter grade is computed based on the weighted sum of your raw scores. The letter grade descriptions listed below are from the University of Calgary calendar.

Excellent, superior performance:	A+ = 95-100%	A = 85%-94%	A- = 80%-84%
Good, above average performance:	B+ = 77%-79%	B = 73%-76%	B- = 70%-72%
Satisfactory, basic understanding:	C+ = 67%-69%	C = 63%-66%	C- = 60%-62%
Minimal pass, marginal performance:	D+ = 55%-59%	D = 50%-54%	
Unsatisfactory performance:	F = 0%-49%		

### ADDITIONAL INFORMATION

- **Deferrals:** You must provide advance notice to the instructor if you are unable to write an exam or submit an essay on its designated date. All requests for deferral of an exam or essay due to health reasons must be accompanied by written documentation as outlined in the University Calendar and should be obtained while the student has the physical or emotional problem rather than after recovery. Deferred exams or essay may be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements, work schedules or misreading of the syllabus are not valid reasons for requesting a deferred exam or essay. Deferred exams or essays will not be granted if it is determined that just cause is not shown by the student and you will receive a 0 for that component of the course.
- If you have missed a test for a legitimate reason, the instructor can require you to write a make-up-test as close in time to the original test as possible or the instructor may choose to transfer the percentage weight to another course component. The make-up test may be a different format (e.g., essay, oral) than the original test at the discretion of the instructor. The scheduled date and location of the make-up exam will be at the convenience of the Sociology Department. Please note that requests to defer a final examination or to defer term work past the end of a term go through the Undergraduate Programs Office (UPO) and must be processed by the deadlines that are established in the U of C Calendar. The forms you need are:  
**Deferred Final Exam Form:** Please note that requests to defer a Registrar scheduled final exam are dealt with through the Registrar's Office. Further information about deadlines, and where paperwork

should be taken, is available on the form, which can be found at:

<https://www.ucalgary.ca/registrar/student-forms>

**Deferred Term Work Form:** Deferral of term work past the end of a term also requires a form to be filled out. It's available at [https://www.ucalgary.ca/registrar/files/registrar/deferred\\_termwork15\\_0.pdf](https://www.ucalgary.ca/registrar/files/registrar/deferred_termwork15_0.pdf) Once an extension date has been agreed between instructor and student, the form should be taken to the Faculty of Arts Program Information Centre (SS 110) for approval by an Associate Dean (Students).

- There are no re-writes on any exams or essays in this class and no extra credit work will be given. If you anticipate any difficulties meeting any of the class requirements, please make sure to discuss your concerns with the professor before the exam is scheduled or the essay is due.
- If you must miss class, borrow the notes from one of your classmates. Try early on in the course to set up a "buddy system" to help each other in the event of missed classes. See the professor to clarify anything you do not understand.
- **Grade Reappraisal:** Within two weeks of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments must submit a written response to the instructor explaining the basis for reconsideration of one's mark. The instructor will reconsider the grade assigned and will then book a time with the student to discuss his or her work and rationale. It should be noted that a re-assessed grade may be raised, lowered, or remain the same.
- **The Freedom of Information and Protection of Privacy (FOIP)** legislation disallows the practice of having students retrieve assignments from a public place, e.g., outside instructor's office, the department office, etc. Term assignments must be returned to students individually, during class or during the instructor's office hours; if students are unable to pick up their assignments from the instructor, they provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment. Grades are not available through email, phone or the Sociology office. They are available on D2L only. When students are unable to submit papers in class, they should make arrangements to hand in their papers directly to the instructor rather than at the Sociology Department main office.
- **Student Representation:** The 2017-18 Students' Union VP Academic is Tina Miller ([suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca)).  
For more information, and to contact other elected officials with the Student's Union, please visit this link: <https://www.su.ucalgary.ca/about/who-we-are/elected-officials/>  
You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters: <http://www.ucalgary.ca/ombuds/contact>
- **Academic Accommodation:** The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy). Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](http://ucalgary.ca/policies/files/policies/student-accommodation-policy). Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.
- **Intellectual honesty** is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. As a result, cheating or plagiarism on any assignment or examination are regarded as serious academic offenses. Students are advised to consult the University Calendar which presents a Statement of Intellectual Honesty and definitions and penalties associated with plagiarism, cheating, and other academic misconduct. Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct: <http://www.ucalgary.ca/pubs/calendar/current/k-5.html>

- **Ethics Research:** Students are advised that any research with human subjects, including any interviewing (even with friends and family), opinion polling, or unobtrusive observation, must have the approval of the Faculty Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.
- The U of C provides a **safewalk** service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 403-220-5333. Campus Security can also be contacted from any of the “Help” phones located around Campus.
- Cell phones, pagers, Blackberries, internet surfing, watching videos, playing computer games, checking e-mail, text messaging, and listening to music are disruptive to the class. **Please be courteous to your classmates and professor and turn off all such devices before the class starts.** Laptop computers are to be used exclusively for the purposes of taking notes during class. Using your laptop for purposes other than taking notes (e.g., watching videos, playing solitaire, etc.) will be considered disruptive behavior. Students violating the policy will be asked to cease doing so and may be disallowed from using a laptop in future classes. Recording devices may be used only if you have permission from the professor.
- **E-mail:** Feel free to contact me over email at any time. Please put the course name and number in your email’s subject line, and include a proper salutation, your full name, student ID, and a proper closing in the body of your email. All emails violating customary email conventions will be ignored. All other emails will be answered within one business day. I do not answer emails over the weekend. Please take that into account when emailing me questions pertaining assignments or exams. If you have a course-related question, please check the course outline first. Questions that can be answered by consulting the course outline will not be answered. Also, please e-mail me for administrative purposes only, for example to set up an appointment. Please do not use e-mail as a replacement for an office visit, if there is something you want to discuss. Questions about the course content and readings, concerns about grades, or any other personal issues should be dealt with in person during my office hours.
- The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor. Final Grades are not posted by the Sociology Department. They are only available online.
- **Emergency evacuations:** In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point Social Science Food Court.