



UNIVERSITY OF CALGARY

Faculty of Arts

Department of Sociology

Sociology Department Home Page: <http://www.soci.ucalgary.ca>

Sociology 493.01

Special Topics in the Sociology of Work: Issues in the Workplace

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|-------------|-----------------------------------|----------------------|
| • Fall 2018 | • Tuesday and Thursday 9:30-10:45 | • Science A Room 121 |
|-------------|-----------------------------------|----------------------|

Instructor: Dr. Jean E. Wallace

Office: Social Sciences 914

Email: jwallace@ucalgary.ca

Phone: 403-220-6515

Office Hours: Tuesdays and Thursdays, 11:00-12:00, after class; or by appointment

Peer Mentor: Chloe MacNeil at chloe.macneil@ucalgary.ca

Course Description

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.

Course Objectives/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.

Methods of Evaluation

Your grade for this course will be based on **five assignments** (one of which includes a short in-class presentation) and a **final project (Stress Portfolio)**. 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 your final project and based on a collection of class worksheets, journal entries, assignments and anything else that has been helpful throughout the semester. These different sections are to be completed and saved throughout the semester and will be submitted as a single electronic document on December 14th. The assignment information for your Stress Portfolio is posted on D2L. **Final Exam Information:** There is no Registrar scheduled final exam for this course.

BREAKDOWN OF THE GRADE COMPONENTS

| Component | Date | Weight |
|--|---|--------|
| Assignment #1 Explanations | Receive Assignment September 25 th Due: October 9 th (9:30am) | 15% |
| Assignment #2 Kindness | Receive Assignment September 27 th Due: October 18 th (9:30am) | 15% |
| Assignment #3 Stress | Receive Assignment October 18 th Due: October 30 th (9:30am) | 15% |
| Assignment #4 Social Support | Receive Assignment October 25 th Due: November 8 th (9:30 am) | 15% |
| Assignment #5 Recovery | Receive Assignment November 8 th In-Class Presentation December 4 th and 6 th | 10% |
| Final Project Stress Portfolio | Receive Assignment September 6 th December 14 th (4:00 pm) | 30% |

Required Textbooks, Readings, Materials and Lecture Schedule

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 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.

September 6: Course Introduction

Pre-Course Stress Self-Assessment (Stress Index Questionnaire)

September 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.

<http://www.jstor.org.ezproxy.lib.ualgary.ca/stable/2136956>

September 13: 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.

<http://www.jstor.org.ezproxy.lib.ualgary.ca/stable/3090212>

September 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.

<https://ebookcentral-proquest-com.ezproxy.lib.ualgary.ca/lib/ualgary-ebooks/detail.action?docID=973851>

**Note: the UC license permits 2 online users at a time. I suggest that once you access the full text, to print or save to PDF the pages you need and release the Ebook for others have a turn.*

September 20: 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.

<https://link-springer-com.ezproxy.lib.ualgary.ca/article/10.1007%2Fs12529-010-9081-1>

September 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).

<http://ezproxy.lib.ualgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=77414643&site=ehost-live>

SECTION II: STRESSORS AND STRAIN

In this section we will explore how different stressors and outcomes are examined in the literature. We'll explore how sociologists examine these topics as well as how the JDC and JDR models we reviewed in Section I are empirically tested. We'll also do some in-class exercises that will get us to think about different ways of assessing negative outcomes as well as positive ones.

September 27: 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.

<http://www.jstor.org.ezproxy.lib.ualgary.ca/stable/3090193>

October 2: 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.

<http://link.galegroup.com.ezproxy.lib.ualgary.ca/apps/doc/A139601379/AONE?u=ualgary&sid=AONE&xid=8f7e834c>

October 4: 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.

<https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/15555240.2017.1329628>

October 9: 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.

<http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/002214650404500102>

SECTION III: COPING RESPONSES

In this section, we're exploring how employees may cope with job stress and how the coping process is examined in different ways. We'll focus on key coping resources relevant to the JDC and JDR models that include job control and social support. The in-class exercises will also help us to assess different coping strategies and resources we may use in coping with job stress.

October 11: 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.

<http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/2626957>

October 16: 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

<http://ovidsp.ovid.com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&D=ovft&AN=00042123-200108010-00004&PDF=y>

October 18: 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.

<http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/2488399>

October 23: 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.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=s3h&AN=4273465&site=ehost-live>

October 25: 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.

<http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/2137014>

October 30: 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.
<http://ovidsp.ovid.com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00042123-201711000-00003&D=ovft&PDF=y>

November 1: 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.
<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=93255943&site=ehost-live>

SECTION IV: RECOVERY AND DETACHMENT FROM STRESS

In the last section of the course, we'll explore the stressor-detachment model. In doing so, we'll examine ways in which employees may recover or disconnect from work as well as interventions that employees may offer to their employees. In addition to reviewing empirical tests of these recovery and detachment activities, we'll try some out in class. Students will have the opportunity to sign up for their in-class presentations that are related to class topics from November 6-29, or on any topic on December 4 and 6.

November 6: 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.
<http://onlinelibrary.wiley.com.ezproxy.lib.ucalgary.ca/doi/10.1002/job.1924/full>

November 8: 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.
<http://www.sciencedirect.com.ezproxy.lib.ucalgary.ca/science/article/pii/S0277953610000675>

November 13 and 15: Reading Week – no classes, so relax and breathe.

November 20: 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.
<https://link-springer-com.ezproxy.lib.ucalgary.ca/content/pdf/10.1007%2Fs00420-009-0440-7.pdf>

November 22: 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).
<http://digitalcommons.unl.edu/neplibconf/9/>

Van der Venet, R., and Serice, S. (2012). Can Coloring Mandalas Reduce Anxiety? A Replication Study. *Art Therapy*, 29(2): 87-92.
<http://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/07421656.2012.680047>

November 27: Relaxation

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

<http://ovidsp.ovid.com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00042123-201208000-00004&D=ovft&PDF=y>

November 29: 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.

<http://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1080/13594320500513962>

December 4 and 6: Student Presentations

Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale:

| Grade | Percent range | Grade Point Value | Description |
|-------|---------------|-------------------|--|
| A+ | 96 – 100% | 4.0 | Outstanding performance |
| A | 90 – 95.99% | 4.0 | Excellent-superior performance |
| A- | 85 – 89.99% | 3.7 | |
| B+ | 80 – 84.99% | 3.3 | |
| B | 75 – 79.99% | 3.0 | Good – clearly above average performance |
| B- | 70 – 74.99% | 2.7 | |
| C+ | 67 – 69.99% | 2.3 | |
| C | 63 – 66.99% | 2.0 | Satisfactory - basic understanding |
| C- | 59 – 62.99% | 1.7 | |
| D+ | 55 – 58.99% | 1.3 | |
| D | 50 – 54.99% | 1.0 | Minimal pass - marginal performance |
| F | <50% | 0 | Unsatisfactory performance |

The grades for a course component may be scaled to maintain equity among sections and to conform to departmental norms.

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.

Technology Use

Please note that 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 and documentation from the Student Accessibility Office.

Email

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.

Emergency Evacuations

In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point at **Social Sciences Food Court**.

Handing in Papers, Assignments

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
2. **Protection of Privacy:** The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or 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.
3. Final grades are not posted by the Sociology Department. They are only available online.

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.

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>

Deferrals

When possible, please provide advance notice if you are unable to write an exam or complete/turn-in assignments on time. All requests for deferral of a course component 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 health issue rather than after recovery. Deferrals will be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements, misreading the syllabus, and scheduling conflicts with other classes or employment are not valid reasons for requesting a deferral. Deferrals will not be granted if it is determined that just cause is not shown by the student.

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 can choose to transfer the percentage weight to another

course component. If the instructor schedules a “make up” test for you, its date and location will be at the convenience of the Department of Sociology.

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 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).

Student Representation

The 2017-18 Students’ Union VP Academic is Tina Miller (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>

Safewalk

The University of Calgary provides a “safe walk” service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 220-5333. Campus Security can also be contacted from any of the “Help” phones located around Campus.

Academic Accommodation

The student accommodation policy can be found at: 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.

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Student Resources

[SU Wellness Centre](#)

[Campus Mental Health Strategy](#)