The Sociology of Job Stress:  
Individual, Occupational, and Contextual Perspectives [SOC 6024]

***Please note: This is a tentative syllabus. The organization and content might change.

WINTER 2018  
Thursday 12:10-2:00, RM 240  
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Course Objectives: The Sociology of Job Stress will examine the ways that individual, occupational, and contextual conditions of work are associated with stress, health, and well-being. While the course materials draw mostly from sociological theory and research, we will also draw from the richness of other disciplines—especially occupational and organizational psychology. Course materials will cover debates about the conceptualization and measurement of job qualities and conditions; we will also focus on social patterns, processes, and outcomes, as well as the relevance of social contexts for contributing to disparities in health and well-being.

Required Reading: The assigned readings will be available via Dropbox. It is essential that students read the assigned readings before each class period; class discussions will be based on those readings. Given time restrictions, we may not cover every aspect of the readings during class periods. The list below includes required and additional (encouraged) readings.

Course Evaluation: There are four main forms of evaluation in this course: (1) Two in-class presentations of two different journal articles (worth 30%); (2) A research paper (worth 45%); (3) Two critical reflection essays (worth 20%); and (4) class participation (worth 5%).

- **Presentations:** Each student will do two in-class presentations of the required journal articles—selecting from articles indicated with a # symbol in the schedule below. Presentations will involve a summary of the main features of the article: (1) the focal research question(s) or issues; (2) the core conceptual or theoretical perspective(s); (3) a brief overview of the methodology; (4) a summary of key findings; and (5) two points of critical insight/reflection designed to engage the class in discussion and debate. Presentations must use PowerPoint and be professional in tone and content. Evaluations will be based on the clarity and quality of your coverage of these five features, your effectiveness at presenting them, and your capacity to lead a discussion on points of interpretation or critique. Each presentation should be 20-25 minutes in length. Your presentation should engage the class in a discussion of critical points and debates.

- **Research paper:** This is on a topic of your choice that is specifically related to the materials and topics covered in this course. The final paper is due by 5:00 pm on Friday April 6th. The paper must adhere to the following specifications: 18 – 20 pages, ASA format, double-spaced, Times New Roman font size 12. A one-page summary of the topic, outline, and 5 major references is due on February 22nd at the start of class.

- **Critical reflection essays:** Two short essays briefly summarize the main features of the assigned research articles for any given week and articulate two main points of critical reflection or insight. Points of critique might include conceptual, theoretical, methodological, or interpretative issues. Length: 3-4 pages, double-spaced. The articles
that you select cannot overlap with the articles that you present in class. Essays are due at the beginning of the class on the day of the assigned articles.

- **Participation:** Students must come to class prepared to discuss the assigned readings. Engagement in class discussion is essential. In addition, on-time attendance for all class periods is required. I realize that unexpected emergencies occur. If you must be late or miss a class because of a **serious emergency**, please notify me in advance (if possible).

**PART I. INTRODUCTION AND THEORETICAL MODELS**

**WEEK 1: JANUARY 11.TH  Introduction and Overview**

**Required Readings:**

**Additional Readings:**

**WEEK 2: JANUARY 18.TH  Theoretical Frameworks: JD-C and JD-R Models**

**Required Readings:**

**Additional Readings:**
PART II. JOB DEMANDS

WEEK 3: JANUARY 25TH  
Job Demands I: Pace, Pressure, and Intensification

Required Readings:


Additional Readings:


WEEK 4: FEBRUARY 1ST  
Job Demands II: Under-Reward and Unfair Pay

Required Readings:


**Additional Readings:**


### WEEK 5: FEBRUARY 8TH Job Demands III: Insecurity

**Required Readings:**


**Additional Readings:**


### WEEK 6: FEBRUARY 15TH Job Demands IV: Macro-Economic Factors

**Required Readings:**


**Additional Readings:**


**PART III. JOB CONTROL/RESOURCES**

**WEEK 7: FEBRUARY 22ND** *Job Control I: Decision-Latitude*

**Required Readings:**


**Additional Readings:**

WEEK 8: MARCH 1\textsuperscript{TH}  \textit{Job Control II (Authority)}

\textbf{Required Readings:}


\textbf{Additional Readings:}


WEEK 9: MARCH 8\textsuperscript{TH}  \textit{Job Control III (Schedule Control & Flexibility)}

\textbf{Required Readings:}


\textbf{Additional Readings:}

PART IV. WORK-NONWORK INTERFACE/CULTURE

WEEK 10: MARCH 15TH  Communication Technologies: Demand or Resource?

Required Readings:

Additional Readings:

WEEK 11: MARCH 22ND  Overtime Culture, Long Hours, Hours Mismatch

Required Readings:
**WEEK 12: MARCH 29TH Work-Family Conflict—Applications and Extensions**

**Required Readings:**

**Additional Readings:**