



**** THIS IS A TENTATIVE SYLLABUS—CONTENTS MIGHT CHANGE ****

SOC6112H: Work, Stratification, and Health

Professor Scott Schieman (388; scott.schieman@utoronto.ca)

Thursday 9:10 am – 11:00 am; Room 240

Course Description

Work, Stratification, and Health will examine the ways that individual, occupational, and contextual conditions of work are associated with various dimensions of stress, health, and well-being. The course materials draw mostly from sociological theory and research, but also tap other disciplines. We will spend considerable time on the importance of the work role, social status, the quality of worklife, and community/social contexts. Course materials will cover the sociological approaches to conceptualization and measurement of work and health, social patterns, social causes, social processes, and a range of health outcomes.

Course Requirements

There are four main forms of evaluation in this course: (1) One in-class presentations of an assigned (“required reading”) journal article (worth 30%); (2) A research paper (worth 50%); and (3) Two critical reflection essays (worth 20% in total).

- Presentation: Each student will do one in-class presentation of the required journal articles. The presentation will involve a summary of the main features of the article: (1) the focal research questions and hypotheses; (2) the core conceptual and theoretical perspectives; (3) an overview of the methodology; (4) a summary of findings and overall contribution of the research; and (5) at least two points of reflection or questions that are 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 features, your effectiveness at presenting them, and your capacity to lead a discussion on points of interpretation and critique. Each presentation must be 40 - 45 minutes in length.
- 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 April 11th. The paper must adhere to the following specifications: 20 pages, ASA format, double-spaced, Times New Roman font size 12. A one-page summary of the topic with five preliminary references is due on February 16th at the start of class.
- Critical reflection essays: These short essays briefly summarize the main features of the assigned research articles and articulate two main points of critical reflection or insight. Points of critique might include conceptual, theoretical, methodological, or interpretative issues. Length: 2 pages, double-spaced. You must select 2 journal articles other than the ones you’ve selected for in-class presentations. These are due at the start of class on the day that articles are assigned.

- On-time attendance and participation is expected. I will not accept late work, except where there are legitimate, documented reasons beyond a student's control.

Session Topics & Readings

WEEK 1: JANUARY 12: *Introduction*

Required Readings:

- Tausiek Mark, Fenwick Rudy. 2012. *Work and Mental Health in Social Context*. New York, NY: Springer. **Chapters 1 and 2.**

WEEK 2: JANUARY 19: *Theoretical Frameworks*

Required Readings:

- Karasek, Robert. 1979. "Job Demands, Job Decision Latitude, and Mental Strain: Implications for Job Redesign." *Administrative Science Quarterly* 24:285–306.
- Pearlin, Leonard I., and Alex Bierman. 2013. "Current Issues and Future Directions in Research into the Stress Process." Pp. 325–40 in *Handbook of the Sociology of Mental Health*. Springer.
- Wheaton, Blair, Marisa Young, Shirin Montazer, and Katie Stuart-Lahman. 2013. "Social Stress in the Twenty-First Century." Pp. 299–324 in *The Handbook of the Sociology of Mental Health*, 2nd Edition, edited by C. S. Aneshensel, J. C. Phelan, and Alex Bierman. New York: Springer.

***** In-Class Presentations Begin*****

WEEK 3: JANUARY 26: *Employment and Health*

Required Readings:

- Ross, C. E., & Mirowsky, J. (1995). Does Employment Affect Health? *Journal of Health and Social Behavior*, 36(3), 230–243. <https://doi.org/10.2307/2137340>
- Gevaert, J., Van Aerden, K., De Moortel, D., & Vanroelen, C. (2021). Employment Quality as a Health Determinant: Empirical Evidence for the Waged and Self-Employed. *Work and Occupations*, 48(2), 146–183. <https://doi.org/10.1177/0730888420946436>
- Hussam, Reshmaan, Erin M. Kelley, Gregory Lane, Fatima Zahra. 2022. "The Psychosocial Value of Employment: Evidence from a Refugee Camp." *American Economic Review*.

WEEK 4: FEBRUARY 2: *The Loss of Employment and Health*

Required readings:

- Grace, Matthew K. 2022. "The Contributions of Social Stressors and Coping Resources to Psychological Distress Among Those Who Experienced Furlough or Job Loss Due to COVID-19." *Work and Occupations*. <https://doi.org/10.1177/07308884221123325>
- Schieman, Scott, Quan Mai, Philip Badawy, and Ryu Won Kang. 2022. "A Forced Vacation? The Distress of Being Temporarily Laid Off During a Global Pandemic." *Work and Occupations* (forthcoming).
- Glavin, Paul and Marisa Young. 2017. "Insecure People in Insecure Places: The Influence of Regional Unemployment on Workers' Reactions to the Threat of Job Loss." *Journal of Health and Social Behavior* 58(2):232–251. <https://doi.org/10.1177/0022146517696148>

WEEK 5: February 9: Creative Work/Challenge

Required Readings:

- Mirowsky, John and Catherine Ross. 2007. Creative Work and Health. *Journal of Health and Social Behavior* 48(4):385–403. <https://doi.org/10.1177/002214650704800404>
- Valdés, G., & Barley, S. R. 2016. “Be Careful What You Wish For: The Learning Imperative in Postindustrial Work.” *Work and Occupations* 43(4):466–501. <https://doi.org/10.1177/0730888416655187>
- Schieman, Scott and Marisa Young. 2010. “The Demands of Creative Work: Implications for Stress in the Work–Family Interface.” *Social Science Research* 39(2):246–259. <https://doi.org/10.1016/j.ssresearch.2009.05.008>.

WEEK 6: February 16: Autonomy/Surveillance

**** Guest speakers: Paul Glavin and Alex Bierman**

Required Readings:

- Wheatley, D. 2017. “Autonomy in Paid Work and Employee Subjective Well-Being.” *Work and Occupations* 44(3): 296–328. <https://doi.org/10.1177/0730888417697232>
- Kubicek, B., Paškvan, M., Bunner, J. 2017. “The Bright and Dark Sides of Job Autonomy.” In: Korunka, C., Kubicek, B. (eds) *Job Demands in a Changing World of Work*. Springer, Cham. https://doi.org/10.1007/978-3-319-54678-0_4
- Glavin, Paul, Alex Bierman, and Scott Schieman. 2022. “Private Eyes, They See Your Every Move: Workplace Surveillance and Worker Well-Being.” (Unpublished manuscript).

****** NO CLASS DURING READING WEEK - FEBRUARY 23 ******

WEEK 7: March 2: Schedule Flexibility/Instability

**** Guest speaker: Philip Badawy**

Required Readings:

- Badawy, Philip and Scott Schieman. 2020. “Control and the Health Effects of Work–Family Conflict: A Longitudinal Test of Generalized Versus Specific Stress Buffering.” *Journal of Health and Social Behavior* 61(3):324–341. <https://doi.org/10.1177/0022146520942897>
- Moen, P., Kelly, E. L., Fan, W., Lee, S.-R., Almeida, D., Kossek, E. E., & Buxton, O. M. 2016. “Does a Flexibility/Support Organizational Initiative Improve High-Tech Employees’ Well-Being? Evidence from the Work, Family, and Health Network.” *American Sociological Review* 81(1):134–164. <https://doi.org/10.1177/0003122415622391>
- Schneider, D., & Harknett, K. 2019. “Consequences of Routine Work-Schedule Instability for Worker Health and Well-Being.” *American Sociological Review* 84(1):82–114. <https://doi.org/10.1177/0003122418823184>

WEEK 8: March 9: Work Culture and Flexibility Bias

Required Readings:

- Erin A. Cech and Lindsey Trimble O’Connor. 2017. “‘Like second-hand smoke’: the toxic effect of workplace flexibility bias for workers’ health.” *Community, Work & Family* 20(5):543–572. DOI: [10.1080/13668803.2017.1371673](https://doi.org/10.1080/13668803.2017.1371673)

- Cech, Erin A. and Mary Blair-Loy. 2014. “Consequences of Flexibility Stigma among Academic Scientists and Engineers. *Work and Occupations* 41(1):86-110. <https://doi.org/10.1177/0730888413515497>
- Thompson, C. A., & Prottas, D. J. 2005. “Relationships among organizational family support, job autonomy, perceived control, and employee well-being.” *Journal of Occupational Health Psychology* 10(4):100-118. <https://doi.org/10.1037/1076-8998.10.4.100>

WEEK 9: March 16: Work-Family Conflict and Community Context

**** Guest speakers: Marisa Young and Blair Wheaton**

Required Readings:

- Young, Marisa and Blair Wheaton. 2013. “The Impact of Neighborhood Composition on Work-Family Conflict and Distress.” *Journal of Health and Social Behavior* 54(4):481–497. <https://doi.org/10.1177/0022146513504761>
- Young, Marisa. 2015. “Work–family conflict in context: The impact of structural and perceived neighborhood disadvantage on work–family conflict.” *Social Science Research* 50:311-327. <https://doi.org/10.1016/j.ssresearch.2014.12.001>
- Young, Marisa. 2019. “Does Work–Family Conflict Vary According to Community Resources?” *Family Relations* 68:197-212. <https://doi.org/10.1111/fare.12348>

WEEK 10: March 23: Gig Work

Required Readings:

- Wood, A. J., Graham, M., Lehdonvirta, V., & Hjorth, I. (2019). Good Gig, Bad Gig: Autonomy and Algorithmic Control in the Global Gig Economy. *Work, Employment and Society*, 33(1), 56–75. <https://doi.org/10.1177/0950017018785616>
- Glavin, P., & Schieman, S. (2022). Dependency and Hardship in the Gig Economy: The Mental Health Consequences of Platform Work. *Socius* 8. <https://doi.org/10.1177/23780231221082414>
- Griesbach, K., Reich, A., Elliott-Negri, L., & Milkman, R. (2019). Algorithmic Control in Platform Food Delivery Work. *Socius*, 5. <https://doi.org/10.1177/2378023119870041>

WEEK 11: March 30: Stress of Higher Status

**** Guest speaker: Sarah Reid**

Required Readings:

- Schieman, Scott and Sarah Reid. 2009. “Job Authority and Health: Unraveling the Competing Suppression and Explanatory Influences.” *Social Science and Medicine* 69(11):1616-24. doi: 10.1016/j.socscimed.2009.08.038.
- Koltai, J., Schieman, S., & Dinovitzer, R. 2018. “The Status–Health Paradox: Organizational Context, Stress Exposure, and Well-being in the Legal Profession.” *Journal of Health and Social Behavior*, 59(1), 20–37. <https://doi.org/10.1177/0022146517754091>
- Damaske S, Zawadzki MJ, Smyth JM. 2016. “Stress at Work: Differential experiences of high versus low SES workers.” *Social Science and Medicine* 156:125-33. doi: 10.1016/j.socscimed.2016.03.010.

WEEK 12: APRIL 6TH *Unjust/Unfair Pay*

**** Guest speaker: Atsushi Narisada**

Required Readings:

- Narisada, Atsushi. 2017. "Socioeconomic Status and the Relationship Between Under-Reward and Distress: Buffering-Resource or Status-Disconfirmation?" *Social Justice Research* 30:191–220. <https://doi.org/10.1007/s11211-017-0288-z>
- Schunck, Reinhard, Carsten Sauer, Peter Valet. 2015. "Unfair Pay and Health: The Effects of Perceived Injustice of Earnings on Physical Health." *European Sociological Review* 31(6):655–666, <https://doi.org/10.1093/esr/jcv065>
- Falk, Armin Fabian Kosse, Ingo Menrath, Pablo E. Verde, Johannes Siegrist. 2017. "Unfair Pay and Health." *Management Science* 64(4):1477-1488. doi:[10.1287/mnsc.2016.2630](https://doi.org/10.1287/mnsc.2016.2630)

Academic Integrity Clause

Copying, plagiarizing, falsifying medical certificates, or other forms of academic misconduct will not be tolerated. Any student caught engaging in such activities will be referred to the Dean's office for adjudication. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties. Students are expected to cite sources in all written work and presentations. See this link for tips for how to use sources well:

(<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>).

According to Section B.I.1.(e) of the Code of Behaviour on Academic Matters it is an offence "to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere."

By enrolling in this course, you agree to abide by the university's rules regarding academic conduct, as outlined in the Calendar. You are expected to be familiar with the *Code of Behaviour on Academic Matters* (<https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>) and *Code of Student Conduct* (<http://www.vicereprovoststudents.utoronto.ca/publicationsandpolicies/codeofstudentconduct.htm>) which spell out your rights, your duties and provide all the details on grading regulations and academic offences at the University of Toronto.

Normally, students will be required to submit their course essays to Ouriginal for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Ouriginal reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Ouriginal service are described on the <https://act.utoronto.ca/pdt-change/> web site.

Accessibility Services

It is the University of Toronto's goal to create a community that is inclusive of all persons and treats all members of the community in an equitable manner. In creating such a community, the University aims to foster a climate of understanding and mutual respect for the dignity and worth of all persons. Please see the University of Toronto Governing Council "Statement of Commitment Regarding Persons with Disabilities" at <http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/P>

[DF/ppnov012004.pdf](#). In working toward this goal, the University will strive to provide support for, and facilitate the accommodation of individuals with disabilities so that all may share the same level of access to opportunities, participate in the full range of activities that the University offers, and achieve their full potential as members of the University community. We take seriously our obligation to make this course as welcoming and accessible as feasible for students with diverse needs. We also understand that disabilities can change over time and will do our best to accommodate you. Students seeking support must have an intake interview with a disability advisor to discuss their individual needs. In many instances it is easier to arrange certain accommodations with more advance notice, so we strongly encourage you to act as quickly as possible. To schedule a registration appointment with a disability advisor, please visit Accessibility Services at <http://www.studentlife.utoronto.ca/as>, call at 416-978-8060, or email at accessibility.services@utoronto.ca. The office is located at 455 Spadina Avenue, 4th Floor, Suite 400. Additional student resources for distressed or emergency situations can be located at distressedstudent.utoronto.ca; Health & Wellness Centre, 416-978-8030, <http://www.studentlife.utoronto.ca/hwc>, or Student Crisis Response, 416-946-7111.

Equity and Diversity Statement

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated. Additional information and reports on Equity and Diversity at the University of Toronto is available at <http://equity.hrandequity.utoronto.ca>.

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