

SOCIOLOGY 355 L0201
INTRODUCTION TO SOCIAL NETWORK ANALYSIS

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Office Hours: T 2-4

Class Time: T 11-1
Location: WI523
Web Page: portal.utoronto.ca

COURSE DESCRIPTION

We've all heard it said, "It's not what you know; it's who you know." *Social Network Analysis*, is the study of who you know, who *they* know, and why it matters. You will learn how social network differ from one another and how different kinds of networks relate to important sociological topics like inequality, crime, health, immigration, community, and work.

The prerequisite to take this course is successful completion of a level 200 sociology course, without exception. Students not having the prerequisite can be removed at any time without notice.

COURSE GOALS

After completing this course, students should be able to:

- i) Describe how social network analysts view the social world and use this perspective to ask sociological questions.
- ii) Describe the properties social networks tend to have and explain the sources of these properties.
- iii) Describe how different kinds of networks are related to sociologically significant outcomes.
- iv) Develop hypotheses about how different types of social networks might be expected to relate to causes or outcomes of interest.

REQUIREMENTS AND GRADING

Assignment 1	25%
Tests 1	25%
Research Proposal	20%
Final Exam	30%
Total	100%

READINGS

Most course readings are academic journal articles available through University of Toronto Libraries. Links are posted on the course web site. A course pack containing all readings not available online is available at the University of Toronto Bookstore.

COURSE OUTLINE

Week #		COURSE OUTLINE	
1	Sept. 10	<i>Course Introduction</i>	No Reading Assignment
2	Sept. 17	<i>Theorizing Structurally</i>	<p>Smith-Lovin, Lynn and J. Miller McPherson, 1993, "You Are Who You Know: A Network Approach to Gender," in Paula England ed., <i>Theory on Gender / Feminism on Theory</i>, Hawthorne, NY: Aldine de Gruyter, 223-251.</p> <p>Christakis, Nicholas and James Fowler. 2009. <i>Connected: The Surprising Power of Our Social Networks and How They Shape Our Lives</i>. New York: Little, Brown, and Company. Chapter 4.</p>
3	Sept. 24	<i>Where do Social Networks Come From? What do They Look Like?</i>	<p>Marsden. Peter. 1987. Core Discussion Networks of Americans. <i>American Sociological Review</i>. 52:122-131</p> <p>Feld, Scott. 1981. "The Focused Organization of Social Ties." <i>American Journal of Sociology</i>. 86:1015-1035.</p>
4	Oct. 1	<i>Describing Networks</i>	Kadushin, Charles. 2012. <i>Making Connections: An Introduction to Social Networks Concepts, Theories and Findings</i> . Oxford: Oxford University Press. Chapters 2-4.
5	Oct. 8	<i>Social Support and Community</i>	<p>Wellman, Barry. "The Community Question: The Intimate Network of East Yorkers." <i>American Journal of Sociology</i>. 84:1201-1231</p> <p>Wellman, Barry and Scott Wortey.1990. "Different Strokes from Different Folks: Community Ties and Social Support" <i>American Journal of Sociology</i>. 96:558-88</p> <p>Fischer, Claude. 2011. <i>Still Connected: Family and Friends in American Since 1970</i>. New York: Russel Sage Foundation. Chapters 1 and 7.</p>
6	Oct. 15	<i>Social Networks and Health</i>	<p>DUE: Personal Networks Assignment</p> <p>Cohen, S., Brissette, I., Doyle, W. J., & Skoner, D. P. 2000. Social Integration and Health: The Case of the Common Cold. <i>Journal of Social Structure</i> 1(3).</p> <p>Bearman, Peter; Moody James, and Stovel, Katherine. 2004. <i>Chains of Affection: Adolescent Romantic and Sexual Networks</i>. <i>American Journal of Sociology</i>. 110:44-91</p>
7	Oct. 22	<i>Networks, Capital and Inequality</i>	<p>Coleman, James S. 1988. "Social Capital in the Creation of Human Capital." <i>American Journal of Sociology</i>. 94: S95-S120</p> <p>Harding, David J. 2009. "Violence, Older Peers, and the Socialization of Adolescent Boys in Disadvantaged Neighborhoods" <i>American Sociological Review</i> 74:445-464</p> <p>Stack. Carol. 1970. "All Our Kin". New York: Harper. Chapters 3 and 6.</p>

8	Oct. 29	Test #1	
9	Nov. 5	<i>Social Networks and Work</i>	<p>Granovetter, Mark. 1973. "The Strength of Weak Ties". American Journal of Sociology. 78:1360-1380. Up to page 1373.</p> <p>Bian, Yanjie. 1997. "Bringing Strong Ties Back In: Indirect Ties, Network Bridges, and Job Searches in China." American Sociological Review 62:266-285.</p> <p>Fernandez, Roberto M. and Nancy Weinberg. 1997. Sifting and Sorting: Personal Contacts and Hiring in a Retail Bank. American Sociological Review. 62:883-902</p>
10	Nov. 19	<i>Social Networks and Immigration</i>	<p>Roth, Wendy; Seidel, Marc-David; Ma, Dennis; and Lo, Eiston. 2012. "In and Out of the Ethnic Economy: A Longitudinal Analysis of Ethnic Networks and Pathways to Economic Success Among Immigrant Categories." International Migration Review 46: 310-361</p> <p>Fong, Eric. 2010. "Out of Sight, Out of Mind? Patterns of Transnational Contact Among Chinese and Indian Immigrants in Toronto. 25:428-449</p>
11	Nov. 26	<i>Social Networks and Crime</i>	<p>Warr, Mark. 1996. Organization and Instigation in Delinquent Groups. Criminology 34:11-37</p> <p>Haynie, Dana and D. Wayne Osgood. 2005. Reconsidering Peers and Delinquency: How do Peers Matter?. Social Forces. 84:1109-30</p> <p>Browning, Christopher, Seth Feinberg and Robert Dietz. 2004. The Paradox of Social Organization: Networks, Collective Efficacy, and Violent Crime in Urban Neighborhoods. Social Forces 83:503-534</p>
12	Dec. 3	<i>Social Networks, Innovation and Diffusion</i>	<p>DUE: Research Proposal</p> <p>Gladwell, Malcolm. 2000. The Tipping Point. Boston: Little, Brown and Company. Chapters 1-2</p>

COURSE POLICIES

Attendance and Preparation:

Attendance is required. Students are responsible for all material presented in class. Students who are unable to attend class on a given day are responsible for obtaining from their classmates notes on all material covered as well as information regarding any administrative announcements that may have been made. Students are expected to complete all assigned readings in advance of the class period for which they are assigned.

Course Web Site:

The course website prepared on the Blackboard system will contain the course syllabus, all handouts,

links of interest, and course announcements. Students are responsible for the content of all course materials. Discussion boards have been enabled on the course web site. All students using these boards are expected to behave respectfully towards their classmates and towards the professor and TA(s).

Email:

When emailing your professor or TA, you must use your utoronto.ca address, as this is the only address we can be sure is yours. Please also be sure to include "SOC355" in the subject line. All students are responsible for checking their official utoronto.ca email addresses regularly, including the evening before class.

Use of Writing Centres:

All students are encouraged to use their available writing centres. Writing tutors provide help you to think through your ideas, develop a thesis, organize your paper, present your evidence effectively, argue logically, and express yourself more clearly and concisely. Proofreading and copyediting for spelling, grammar, or format are *not* within the primary scope of the writing centres' services.

Accessibility

The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.

Academic Offences:

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves.

Familiarize yourself with the University of Toronto's *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including
 - working in groups on assignments that are supposed to be individual work,
 - having someone rewrite or add material to your work while "editing".
- Lending your work to a classmate who submits it as his/her own without your permission.

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying or altering any documentation required by the University, including doctor's notes.
- Falsifying institutional documents or grades.

To remind you of these expectations, and help you avoid accidental offences, I will ask you to complete an Academic Integrity Checklist for every assignment. If you do not complete the checklist, 10 percentage points will be deducted from your assignment mark.

The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the *Code*. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, seek out additional information from me, or from other available campus resources like the [U of T Writing Website](#). If you are experiencing personal challenges that are having an impact on your academic work, please speak to me or seek the advice of your college registrar.

Late Assignments and Missed Tests

Unless otherwise specified, all assignments are due in hard copy at the beginning of class on due date provided. Late assignments will be penalized 10% for the first week and 3% per day thereafter, including weekends. Assignments uploaded to turnitin.com late will be penalized 1% per day. To submit a late assignment, bring your assignment to the Sociology Department room 225. Date stamp your paper and insert it in the box for third year courses. Do not put the assignment under my door or in my mailbox.

Students who miss tests will be assigned a mark of 0. Students may, **at the discretion of the professor**, have an absence excused with proper documentation. You must also submit an original University of Toronto Verification of Student Illness or Injury form completed by a doctor who treated you **on or before the day of the test**. The Verification of Student Illness or Injury form is available on the University of Toronto's web site and may be completed by a Health Services physician or by your own physician: <http://www.illnessverification.utoronto.ca/>. No other medical certification will be accepted.

Documentation must be presented within one week of the missed test or assignment. Late documentation will not be accepted. Students with excused absences will write a make-up test.

Turnitin.com:

Normally, students will be required to submit their course essays to Turnitin.com 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 Turnitin.com 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 Turnitin.com service are described on the Turnitin.com web site

Re-Grading Tests/Assignments

All requests for re-grading the term test or course assignment should be made to your TA within two weeks of the date when the test/assignment was returned to the class. A short memo that clearly states specific reasons to justify the request and backs up these reasons with evidence from your assignment must be submitted to your TA. No re-grading requests will be considered if the request is submitted more than two weeks after the test or assignment was returned to the class. This deadline applies to all students including those who missed the class when the test/assignment was returned and picked up his/her test/assignment at a later date. It is the responsibility of the student to pick up their tests/assignments on time in class.

STUDENT CONTACTS

You are responsible for all material presented in class, including announcements. If you are unable to attend class, you should obtain notes from a classmate. Write down the names and contact information for two of your classmates below so you'll have someone to contact if you need notes. You may also post in the message boards on the course web site to share notes or lecture recordings.

Name: _____

E-mail: _____

Phone: _____

Other (IM etc.): _____

Name: _____

E-mail: _____

Phone: _____

Other (IM etc.): _____