

SOC270H1F - LEC0101
Summer 2022
Introduction to Social Networks
Delivery: Online Synchronous (via Zoom)
Time: Mondays and Wednesdays 11:10 am-1 pm

Instructor: James Lannigan

Office Hours: Mondays and Wednesdays 10 am-11 am or by appointment

Office Location: Zoom

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Course Description

In this course, you will be introduced to the theory and methodology of social network analysis. We adopt a breadth approach and cover many subareas of research within social network research in sociology.

PREREQUISITE: SOC100H1. Students without this prerequisite will be removed at any time discovered and without notice.

Course Goals

After completing this course, students should be able to:

- Grasp the intuition of social network analysis
- Appreciate the multi-faceted theoretical and empirical approaches of social network analysis
- Begin asking 'social network questions' and understand how to develop a research agenda featuring them as a central component

Requirements and Grading

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| Reading responses (based on the weekly readings) | 50% |
| Week 2 (everyone is required) | (10%) |
| Week 3 OR Week 4 | (10%) |
| Week 5 OR Week 6 | (10%) |
| Week 7 OR Week 8 | (10%) |
| Week 9 OR Week 10 | (10%) |
| Critical literature review (Jun 1) | 20% |
| Research proposal (Jun 20) | 30% |

Required Readings

All readings will be made available through Quercus. They are a combination of articles and book chapters.

| Week | Date | Topic | Assignments due/important tasks | Readings |
|------|--------|--------------------------------------|---|--|
| 1 | May 9 | Introduction No assigned readings | Obtain the course readings, familiarize yourself with the course page on Quercus | N/A |
| 2 | May 11 | Intro to networks and basic concepts | Submit your first reading response (required, 10%) | Marin, Alexandra and Barry Wellman. 2011. "Social Network Analysis: An Introduction" (pp. 12-25) in <i>The SAGE Handbook of Social Network Analysis</i> edited by John Scott and Peter Carrington. SAGE Publications. |
| 3 | May 16 | Data and methods | Submit your second reading response (10%) | Wasserman, Stanley and Katherine Faust. 1994. "Social Network Data: Collections and applications" (pp. 28-59) in <i>Social Network Analysis: Methods and Applications</i> . Cambridge University Press. |
| 4 | May 18 | Strength of ties | Submit your second reading response (10%) | Granovetter, Mark. 1973. "The strength of weak ties". <i>American Journal of Sociology</i> 78(6):1360-1380. Marsden, Peter V. and Karen Campbell. 2012. "Reflections on Conceptualizing and Measuring Tie Strength." <i>Social Forces</i> 91: 17-23. |
| 5 | May 25 | Homophily | Submit your third reading response (10%) | McPherson, J. Miller, Lynn Smith-Lovin & Cook, J. M. 2001. "Birds of a Feather: Homophily in Social Networks." <i>Annual Review of Sociology</i> 27:415-444. Feld, Scott L. 1982. "Social Structural Determinants of Similarity among Associates." <i>American Sociological Review</i> 47:797-801. |
| 6 | May 30 | Centrality and brokerage | Submit your third reading response (10%) | Bonacich, Philip. 1987. "Power and Centrality: A Family of Measures." <i>American Journal of Sociology</i> 92(5):1170-1182 Burt, Ronald S. 2004. "Structural Holes and Good Ideas." <i>American Journal of Sociology</i> 110: 349-399. |
| 7 | Jun 1 | Social capital | Submit your fourth reading response (10%) Submit your critical literature review (20%) | Erickson, Bonnie H. 2004. "The Distribution of Gendered Social Capital in Canada." Henk Flap and Beate Volker (eds.), <i>Creation and Returns of Social Capital: A New Research Program</i> . New York, NY: Routledge. Lin, Nan. 2001. "Building a Network Theory of Social Capital." Pp. 3-29 in Nan Lin, Karen Cook, and Ronald S. Burt (eds.), <i>Social Capital: Theory and Research</i> . New York: Aldine de Gruyter. |
| 8 | Jun 6 | Innovation and diffusion | Submit your fourth reading response (10%) | Coleman, James. Elihu Katz and Herbert Menzel. 1957. "The Diffusion of an Innovation among Physicians." <i>Sociometry</i> 4:253-270. Milgram, Stanley. 1967. "The Small-World Problem." <i>Psychology Today</i> 1:62-67. |
| 9 | Jun 8 | Embeddedness | Submit your fifth reading response (10%) | Granovetter, Mark. 1985. "Economic Action and Social Structure: The Problem of Embeddedness." <i>American Journal of Sociology</i> 91:481-510. |

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| | | | | Uzzi, Brian 1996. "Sources and Consequences of Embeddedness for the Economic Performance of Organizations: The Network Effect." <i>American Sociological Review</i> 61(4):674-698. |
| 10 | Jun 13 | Signed graphs | Submit your fifth reading response (10%) | Everett, M. G., & Borgatti, S. P. 2014. "Networks containing negative ties." <i>Social Networks</i> 38: 111-120. Klein, M., Gruzd, A., & Lannigan, J. 2017. "Using Deliberation-Centric Social Network Analysis to Measure Balkanization." Manuscript posted on Quercus |
| 11 | Jun 15 | Two mode networks | Prepare your research proposal | Breiger, Ron. 1974. "The Duality of Persons and Groups." <i>Social Forces</i> 53:181-190. Everett, M. G., & Borgatti, S. P. 2013. "The dual-projection approach for two-mode networks." <i>Social Networks</i> 35(2): 204-210. |
| 12 | Jun 20 | Networks and text | Submit your research proposal (30%) | Basov, Nikita. 2019. "The Ambivalence of Cultural Homophily: Field Positions, Semantic Similarities, and Social Network Ties in Creative Collectives." <i>Poetics</i> (in press) Fuhse, Jan, Oscar Stuhler, Jan Riebling, and John Levi Martin. 2019. "Relating social and symbolic relations in quantitative text analysis. A study of parliamentary discourse in the Weimar Republic." <i>Poetics</i> (in press) |

Course Policies

Attendance and Preparation

Attendance is mandatory. Students are responsible for all material presented in class. Students who are unable to attend class on a given day are responsible for obtaining notes on all material covered, including lecture material and course announcements. In addition, students are expected to complete all assigned readings in advance of the class period for which they are assigned.

Course Website

The course website on Quercus is available at <https://q.utoronto.ca/>. The site will contain the course syllabus, all handouts, links of interest and course announcements. Students are responsible for the content of all course materials.

Email

When contacting your professor or TAs, use your utoronto.ca address only. Please also include "SOC270" and a brief description in the subject line, so your email can be easily prioritized. Emails will typically be answered within 72 hours, during the workweek (i.e. Monday through Friday, between 9am-6pm). Keep in mind that for simple questions, email is the preferred method of communication. However, for longer questions, students should attend office hours with the appropriate TA or the professor.

Office Hours

James Lannigan has drop-in office hours on Mondays and Wednesdays from 10 am-11 am online via Zoom or by appointment.

Late Assignments

Unless otherwise specified, all assignments must be submitted on Quercus **before the beginning of class (i.e. by 11:10am)** on the due date provided. Since the reading responses are 10% each and we will discuss the contents of that reading during the lecture, **late submissions will not be accepted and grades will not be reweighed to earlier or later assignments.**

For the longer submissions, late assignments will be penalized 10 percentage points per day (starting at 11:10 am on the due date), including weekend days. Work handed in late should be submitted to Quercus per usual. **Late assignments will not be accepted via email, and assignments later than 5 days will not be accepted.**

Requests for Extensions

Students are responsible for submitting term work in accordance with the timeline outlined on the course schedule. Requests for extensions **will not** be considered within 72 hours of an assignment deadline, with the exception of students experiencing serious illness and/or unforeseen circumstances (such as a death in the family). In these cases, students are expected to contact the professor at the earliest available opportunity, so that accommodations can be arranged. It is additionally advised that students take the proactive step of contacting their college Registrar.

Missed Test

Students who miss the test, or are late in submitting an assignment for medical reasons, need to email the instructor (not the TA), and also declare their absence on the system (ACORN).

(NOTE: Because of Covid-19, students do NOT need to submit the usual documentation, i.e., medical notes or the Verification of Illness forms).

Students who miss the test, or are late in submitting an assignment for other reasons, such as family or other personal reasons, should request their College Registrar to email the instructor.

Re-Grading Assignments

All requests for re-grading course assignments should be made to your TA within **one week** of the date when the assignments are 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 they are submitted more than one week after the assignments are returned to the class. This deadline applies

to all students including those who missed the class when the assignments were returned.

Ouriginal

Sometimes, students will be required to submit their assignments to the University's plagiarism detection tool 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 tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

For some of your assignments, we will be using the software Ouriginal. It uses text matching technology as a method to uphold the University's high academic integrity standards to detect any potential plagiarism. Ouriginal is integrated into Quercus. For the assignments set up to use Ouriginal, the software will review your paper when you upload it to Quercus. To learn more about Ouriginal's privacy policy please review its Privacy Policy.

Writing Centres

All students are encouraged to visit and make use of the available writing centres. Writing tutors may help you brainstorm ideas, develop a thesis, structure and organize your paper, present your evidence effectively, argue logically, cite appropriately and express yourself clearly and concisely. However, proofreading and copyediting for spelling, grammar, or format are not within the primary scope of the writing centres. Please visit <http://www.writing.utoronto.ca/writing-centres/arts-and-science>

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. **If you are registered with Accessibility Services, please forward your accommodations paperwork to the professor within the first two weeks of the course so that arrangements can be made.** Accommodations must be requested and arranged for each course assignment/test/exam for which they are sought. Accommodations will not be implemented retroactively.

Academic Integrity/Academic Misconduct

The University of Toronto treats academic integrity and academic misconduct very seriously. To participate honestly, respectfully, responsibly, and fairly in the academic community at U of T, you should familiarize yourself with the University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>).

In addition, students should acquaint themselves with the rules concerning plagiarism and other forms of academic misconduct, including but not limited to:

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source without quotation marks.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including (e.g.) working in groups on assignments that are supposed to be individual work
- Lending your work to a classmate who submits it as his/her own.
- Letting someone else look at your answers on a test.
- Falsifying or altering any documentation required by the University.