

## Introduction to Social Networks

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**Office Hours:** Fridays 3-4pm (via BBCollaborate)

**TA:** Mircea Gherghina, MA  
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**Class:** LEC0101

Delivery mode: Online asynchronous

Required applications: Quercus

**Class website:** <https://q.utoronto.ca>

### Course Description and Aims

This course introduces students to the field of social network analysis (SNA). The social networks perspective emphasizes the essential role of relationships among social actors in shaping the social world. We will consider how different social relationships (and patterns of relationships) form and the consequences of this emergent social structure for individuals, groups, and society. Some questions we will consider include: How does the company one keeps affect one's preferences, political views, and health outcomes? How does one's position in a social network influence their opportunities for finding a job? How can every person in the world be connected to every other through just six steps (six degrees of separation)? By the end of the course students should be able to:

- (1) Describe the major ideas in SNA
- (2) Use the major ideas in SNA to gain insight into real-world phenomena
- (3) Begin to identify the major strategies for measuring and analyzing social networks

### Prerequisite

The prerequisite to take this course is SOC101Y1 or SOC102H1 or SOC100H1. Students without this prerequisite will be removed at any time and without notice.

### Learning Components and Course Requirements

#### Lectures:

Weekly lectures will be uploaded on Tuesdays, by 12pm. Lectures will introduce new content in addition to discussing the week's readings. **Responsibility of being aware of what the professor says in lectures (including administrative announcements) rests with the student.**

**You will have one week to watch the lecture material, at which time the video link will disappear.** This practice is to encourage students to keep up with the content, rather than cramming before a test.

#### Readings:

Each week (except during test weeks) you are required to complete assigned readings (or other media) in advance of the week's lecture. You are also required to contribute to the Quercus discussion about the readings (see below for details). All readings and other media will be available on Quercus and links to the videos are embedded in the "Course Schedule," below.

### Quercus discussion participation:

Every week you are required to contribute to the Quercus discussion board. You may start a new thread by introducing a question or comment about a reading. Alternatively, you may choose to respond to someone else's post. Try to maintain the focus on broad themes and tensions in the reading(s), this may, of course, involve bringing in examples from current events, your personal experience, or other classes. Contributing to the discussion in each of the 9 weeks will earn you 9% of your final grade.

### Short essay assignment:

Three times during the semester you will be required to complete a short essay assignment. The homework assignments will always be due on Friday at 5pm. You will submit your assignment through the Quercus system. Each assignment is worth 20% of your final grade.

### Two tests:

Two tests will be given. The first, on May 20th, will consist of material from classes 1-5. The second test will be given on the last day of class (June 10th) and will focus on material from classes 7-11. Both tests will be administered online through Quercus. You will have 75 minutes to complete each test. You can take the test anytime during a designated 24 hour period. **No final exam will be given during the final exam period.**

## Evaluation Components

	Number of occasions	Percent value	Total percent of final mark
Syllabus quiz	1	1%	1%
Participation in Quercus discussion	6	9% total	9%
Short essay assignments	2	20% each	40
Tests	2	25% each	50%
			100% (total)

## Communication and Quercus

### Email:

Please use your U of T email address to communicate with me about **personal matters**, or to communicate with the TAs. You can expect us to respond to your emails within 24 hours, M-F 9am-5pm. Here's a couple of important points about email communication:

- Please note that the instructor and TA will not respond to emails about issues that are clearly specified in the syllabus (e.g., due dates, office hours times).
- Please use the discussion board to ask questions about course content (see below).
- Requests for make-up tests and other accommodations should be sent to the course instructor (Professor Dokshin), not the TA.
- All emails should include the course code SOC270 in the subject line, and be signed with the student's full name and student number.

### Quercus website and discussion boards:

Quercus will contain the course syllabus, readings, assignments, discussion boards, and course announcements. To clarify **questions** regarding the **syllabus**, **assignments**, as well as **substantive questions about the readings**, please use the designated discussion boards on the Quercus site. The instructor and the TA will actively monitor the discussion board and will respond to any questions posted there.

### Office hours:

The instructor will hold online office hours through BBcollaborate (accessible through Quercus).

## Late Work and Make-up Tests

### Discussion board contributions:

Weekly contributions to the discussion board must be posted by midnight on Friday. Late comments will not be accepted. Your final grade for discussion participation will be based on your activity throughout the course. A reasonable expectation is that you contribute one comment for each lecture or set of readings, but this is not a strict rule. Consistent, thoughtful contributions during the rest of the semester can compensate for missed contributions for a given lecture.

### Short essay assignments:

Short essay assignments must be submitted through the course's Quercus page. Both assignments will be due by 11:59pm on Fridays. Late submission will result in a 5% deduction for each day the assignment is late (starting with the day the assignment is due, up to a maximum of 35% of the grade) unless you have a legitimate, documented reason beyond your control. Notify the Professor and your TA promptly, if you intend to submit your assignment late to arrange for the submission of the assignment with the necessary documentation.

### Make-up tests:

Students who miss an assessment will receive a mark of zero unless reasons beyond their control prevent them from taking it. Students wishing to make-up the missed assessment must email the Professor promptly and provide appropriate documentation (see details below).

### Documentation:

If you are unable to turn in an assignment/or miss the test for medical reasons, you will need to **email me** the instructor, not the TA, **and also** declare your absence on ACORN. Further, you must present one of the following documents to request an extension or another consideration:

1. **College registrar's letter:**
  - o If a **personal or family crisis** prevents you from meeting a deadline, have your college registrar email me directly (it is a good idea anyway to advise your college registrar if a crisis is interfering with your studies).
2. **Letter from Accessibility Services**
  - o This documentation is useful for ongoing medical issues that require special accommodation.

## Grade Appeals

The instructor and teaching assistants do their best to mark work fairly, consistently, and accurately. Nevertheless, one of us may unintentionally err in our marking. If you believe that your test or assignment has been mismarked, please adhere to the following rules

- For basic mathematical errors, simply alert one of the TAs about the error.
- In the case of more substantive appeals, **you must wait at least 24 hours** after receiving your mark. If you wish to appeal, please submit a thorough written explanation to Professor Dokshin of why you think your mark should be altered. If your appeal is deemed appropriate, the entirety of your test/assignment will be re-graded. Please note that upon re-grade your mark may go down, stay the same, or go up. **You have 30 days after receiving a mark to appeal it.**

## Academic Integrity

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:

- 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";
  - crowdsourcing assignment answers through Facebook or another forum.
- Lending your work to a classmate who submits it as his/her own without your permission.
- 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.
- Falsifying or altering any documentation required by the University, including doctor's notes.
- Falsifying institutional documents or grades.

**Turnitin:** The essay assignments will be submitted to turnitin.com for review of textual similarity and detection of possible plagiarism. In doing so, students will allow their papers 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 website.

If you wish not to submit via Turnitin, email your assignment to the professor before the due date instead and explain that you do not wish to use Turnitin.

Assignments not submitted through Turnitin will receive a grade of zero (0%) unless a student instead provides, along with their assignment, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submitted was truly their own.

## Accessibility Needs

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: [disability.services@utoronto.ca](mailto:disability.services@utoronto.ca) or <http://studentlife.utoronto.ca/accessibility>.

## Course Schedule

Week	Date	Topic & Reading	Assignments Due
1	4-May  6-May	<p><b>Introduction (terminology and definitions—the language of social networks)</b> Marin and Wellman. 2014. "Social Network Analysis: An Introduction."</p> <p><b>Our connected world</b> Travers and Milgram. 1969. "An Experimental Study of the Small World Problem."  Watts, D.J. 1999. "Networks, dynamics, and the small world phenomenon."  Read the short text at the link below and spend ~10 minutes playing around with the applet at the bottom of the page: <a href="https://mathinsight.org/small_world_network">https://mathinsight.org/small_world_network</a></p>	<p>Syllabus quiz due by Friday by 11:59pm (on Quercus)</p> <p>Contribute to Quercus Discussion by 11:59pm on Friday</p>
2	11-May  13-May	<p><b>Ego networks, ecological constraints, and the tyranny of social structure</b> Dunbar. 2018. "The Anatomy of Friendship."  Young and Lim. 2014. "Time as a network good: Evidence from unemployment and the standard workweek."</p> <p><b>What is a network tie anyway?</b> Granovetter. 1973. "The strength of weak ties."  Small. 2017. <i>Someone to Talk To: How Networks Matter in Practice</i>. (Introduction; Chapters 1&amp;2)</p>	<p>Contribute to Quercus Discussion by 11:59pm on Friday</p> <p>Assignment #1 due Friday at 11:59pm (on Quercus)</p>
3	18-May  20-May	<p><b>Where do networks come from?</b> Feld. 1981. "The focused organization of social ties"  Kossinets and Watts. 2009. "Origins of Homophily in an Evolving Network."  Midterm Test</p>	<p>Contribute to Quercus Discussion by 11:59pm on Friday</p>
4	25-May  27-May	<p><b>Social capital</b> Coleman. 1988. "Social capital in the creation of human capital."  Burt. 1992. <i>Structural Holes: The Social Structure of Competition</i>. Chapter 1 &amp; Chapter 2.</p> <p><b>Emergence and collective dynamics</b> Schelling. 1978. "Micromotives and Macrobehavior" Ch. 1.</p>	<p>Contribute to Quercus Discussion by 11:59pm on Friday</p>

Week	Date	Topic & Reading	Assignments Due
		<p>Play through the interactive game at the link below:  <a href="https://ncase.me/polygons/">https://ncase.me/polygons/</a></p> <p>Centola, Willer, and Macy. 2005. "The Emperor's Diemma: A Computational Model of Self-Enforcing Norms."</p>	
5	1-June	<p><b>Network diffusion</b></p> <p>Watch Ted Talk by Nicholas Christakis (Link:  <a href="https://www.ted.com/talks/nicholas_christakis_the_hidden_influence_of_social_networks">https://www.ted.com/talks/nicholas_christakis_the_hidden_influence_of_social_networks</a>)</p> <p>Gladwell. "Small change: Why the revolution will not be tweeted." <i>The New Yorker</i>.</p> <p>Centola. 2018. <i>How Behavior Spreads</i>. [selection]</p>	<p>Contribute to Quercus Discussion by 11:59pm on Friday</p> <p>Assignment #2 due Friday at 11:59pm (on Quercus)</p>
	3-June	<p><b>Echo chambers and polarization</b></p> <p>Barbera. 2020. "Social Media, Echo Chambers, and Political Polarization."</p> <p>Cowan. 2014. "Secrets and misperceptions: The creation of self-fulfilling illusions."</p> <p>Bakshy, Eytan, Solomon Messing, and Lada A. Adamic. 2015. "Exposure to Ideologically Diverse News and Opinion on Facebook."</p>	
6	8-June	<p><b>Social networks, well-being, and health</b></p> <p>Umberson and Karas Montez. 2010. "Social Relationships and Health: A Flashpoint for Health Policy."</p> <p>Bearman, Moody, and Stovel. 2004. "Chains of affection: The structure of adolescent romantic and sexual networks."</p>	<p>Contribute to Quercus Discussion by 11:59pm on Friday</p>
	10-June	Final test	