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| **O** <br><br> UNIVERSITY <br> OF OREGON | **Introduction to Social Networks** <br><br> Sociology 410/510 <br><br> M/W  10-11:20, 110 Willamette <br><br> Spring 2022 <br><br> **Ryan Light** <br><br> Office Hours:  Thursday, 2:00-4:00, Zoom via Calendly ([https://calendly.com/light-sociology/15min)](https://calendly.com/light-sociology/15min) or schedule alternative arrangement, including in-person, via email. <br><br> Email: light@uoregon.edu |

## Course Description

Social networks are the connections that we share with one another. From online to friendship networks, these connections help shape who we are, what resources we have access to, and how we think about the world. This class serves as an introduction to social networks and the methods social scientists use to understand them. We will focus on the concepts central to social network analysis, like centrality and clustering, and discuss research foundational to the field. We will visualize social networks using simple, intuitive software, but will not use any advanced statistical programs in this class, and, therefore, no statistical knowledge is required.

## Expected Learning Outcomes

*You will be able to define foundational concepts of social network analysis. You will use these concepts to generate questions about the social world.
*You will read contemporary social scientific research on social networks. You will learn how to undertake a rigorous, intellectual discussion of this research. You will practice public-speaking and writing skills.
*You will learn how to draw social networks using social network analysis software and will write analysis of original network data.

## Estimated Student Workload

This course will require approximately 12 hours of work per week with most of that work (about 9 hours) occurring outside of class. A typical week will include 6 hours of reading and 3 hours of in-class time. The two response essays will take approximately 3 hours of dedicated time to complete (e.g. if you complete without "multitasking"). The final project will take a substantial amount of time that will likely vary substantially, but will not take any longer than one would take to prepare for a difficult exam (and hopefully will be more enjoyable and useful!).

Graduate students should expect to work about 1/3 more on this class than the above description.

## Course Modality

This is a **an in-person class**: We will meet according to campus guidelines, attempt to provide as much space as possible, but also engage in the community-building efforts of in-person classes. 400-level courses are considered large seminars with lively discussion and we will do our best to replicate that experience.

## Course Policies

**Communicating with Me: How and Why**
Our class will communicate through our Canvas website. Announcements and emails are available there and are archived. They are automatically forwarded to your UO email and can be sent to you via text if you prefer (adjust this setting under account/notifications). I respond to emails in 48 hours or fewer, usually excluding the weekends. If I do not respond in two days, please send a follow-up email as the original likely got "lost in the shuffle."

*Office Hours and Questions*
I will host office hours via Zoom on Thursdays from 2-4pm. To book a meeting, please use this link: https://calendly.com/light-sociology/15min. If you need more time than 15 minutes, feel free to book two slots in a row. If you cannot meet during this time, please contact me via email to set up a meeting at an alternative, agreed-upon time. We will also have a running discussion called "General Course Questions" that I will monitor and that the class is free to use to ask/answer questions.

*Why Office Hours?*
When I was an undergraduate, I remember feeling intimidated by my instructors and confused about how to best use office hours. I didn't want to waste anyone's time or risk looking like I was behind other students. As a faculty member, I find office hours to be one of the best, in underused, aspects of my job and I've never felt that my time was wasted or that attending office hours conveyed anything negative about a student. Students have attended office hours for many reasons from clarification on assignments, to working through difficult course material, to discussions about career goals, to fill me in on something interesting they read, listened to, or saw. Any of these reasons or more are good reasons to come to office hours in my courses. If you think that you may want a recommendation from me later – even years later – you could come to office hours at least once during the course as it is far easier for me to remember students who I know personally via these meetings.

**How Grades Will Be Determined**
*Participation and In-class Quizzes*: In-class participation is essential for this course. By this time in your academic career, you have the skills and knowledge to contribute and should be confident in this fact. Any PowerPoint slides or notes will be made available after class. My hope is that this will facilitate more thoughtful note-taking and more creative engagement in the course. Attendance is highly recommended (and rewarded as you can see below) and you should be prepared in at least two ways: **Please read the course materials prior to the class and have the necessary course materials for each class.**

We will work through 10 exercises in small groups or alone during class – you can also complete outside of class - and will grade them for completion. Complete 8 of the 10 exercises and you will have a perfect score for this section.

*Network Assignments*: We will work through five required assignments assigned every other week. The assignments will consist of short answers, diagrams, and/or some modest data collection that engage the week's topics.

*Final Take Home Exam*: The final exam will consist of five short essays. It will be take home and engage questions from throughout the course.

> Note: If you are a graduate student, you will likely want to develop an alternative assignment that corresponds with your graduate work. I am amenable to and encouraging of this. Graduate students will also be required to write a more substantial final project (about 5,000 words), present an 8 minute overview of your project. Graduate students will also read four additional readings that correspond with your interests and we will meet to discuss those readings twice in my office at a mutually agreed upon time.

**Late work and Attendance Policies**
Assignments are due on Canvas on their assigned dates/times. Late assignments **may** receive a 5% deduction for every day that they are late excluding weekends up to a 20% deduction. Attendance is not required but is highly correlated with success in this class. In the past most students who have received As had nearly perfect attendance. If circumstances may affect your participation, attendance, or your ability to turn work in on time, please contact me as soon as those circumstances arise. I will work with students in these situations and do not need to know any details about your situation. In accordance with UO policy, you are not required to provide documentation of these circumstances.

*Attendance Bonus*: Students who miss no more than one class will receive a 2% attendance bonus.

**Grade Summary**
***Every Assignment is Turned in on Canvas***
20% In-Class Quizzes and Brief Exercises
60% 5 Assignments (250-500 words, single-spaced)
20% Final Take-Home Exam

Read more about the grading standards for this course under "Grade Culture" below.

**Grade ranges:**

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| A | 93+ | | C | 73-76 |
| A- | 90-92 | | C- | 70-72 |
| B+ | 87-89 | | D+ | 67-69 |
| B | 83-86 | | D | 63-66 |
| B- | 80-82 | | D- | 60-62 |

| C+ | 77-79 | | F | <60 |
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An A+ will only be offered for coursework that significantly exceeds A-level performance, which generally applied to work that, earns above 100% for the course.

## Course Schedule (Subject to change with appropriate notice via Canvas announcement):

Note that reading assignments listed as CV will be available through Canvas and see the reference list below for exact page numbers for each reading assignment.

INTRODUCING SOCIAL NETWORKS
March 28, 2022                              Introductions

LOCAL NETWORKS AND ROLES: FAMILIES AND FRIENDS

April 4, 2022                              Kadushin: Chapters 1-2

April 11, 2022                             Kadushin: Chapters 3
                                          CV: (McCabe, 2016)

April 13, 2022                            CV: (Smith et al., 2014)
                                          CV: (Fischer, 1982)
                                          CV: (Kitts & Leal, 2022)

Assignment 1: Family Networks due April 15th

SMALL GROUPS AND NETWORK RESOURCES

April 18, 2022                            Kadushin: Chapter 4-6

April 20, 2022                            (Granovetter, 1973)
                                          (Cowan et al., 2022)

Assignment 2: Friendship Ties due April 22nd

SOCIAL CAPITAL

April 25, 2022                            Kadushin: Chapter 10
                                          (Gopnik, 2020)
                                          (Crossley, 2008)

April 27, 2022                            (Burt, 2001)
                                          (Morris & Deterding, 2016)

COLLECTING NETWORK DATA AND DRAWING NETWORKS

May 2, 2022                               (adams et al., 2020)

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|  | Kadushin: Chapter 11 |
| May 4, 2022 | (Moody & Light, 2020) |

Assignment 3: Drawing Networks due May 6th.

ORGANIZATIONS AND HIERARCHIES

| May 9, 2022 | Kadushin: Chapter 7<br>(Eubanks, 2018) |
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| May 11, 2022 | NETWORK CENTRALITY<br>EXAMPLE |

SMALL WORLDS AND NETWORK CLUSTERS

| May 16, 2022 | Kadushin: Chapter 8<br>(Weeden & Cornwell, 2020)<br>Recommended Classic: (Milgram, 1967) |
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| May 18, 2022 | (Oliveira & Gama, 2012)<br>(Bruch & Newman, 2019) |

Assignment 4: Playing with Networks due May 20th.

INFLUENCE AND DIFFUSION

| May 23, 2022 | Kadushin: Chapter 9<br>(Centola, 2021) |
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| May 25, 2022 | (Dearing & Cox, 2018)<br>(Ravenelle et al., 2021) |
| No Class Memorial Day | |
| June 1, 2022 | Kadushin: Chapter 12 |

Assignment 5: Collecting Network Data due June 3rd.

**FINAL EXAM DUE 1pm, June 10th on Canvas**

# Additional University and Course Policies[1]

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[1] From Professor Light and/or the Teaching Engagement Program (tep.uoregon.edu)

**Encouraging Inclusive Learning Environments:** The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in barriers to your participation. You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 346-1155 or uoaec@uoregon.edu.

**Academic Misconduct:** The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at [www.libweb.uoregon.edu/guides/plagiarism/students](www.libweb.uoregon.edu/guides/plagiarism/students).

**<u>Being A Good Academic Citizen:</u>** What it means to be a good academic citizen is changing at a rapid pace. Classroom norms differ between departments and professors. Technology and our relationship to it have much to do with these ambiguities. So, being a good academic citizen means following traditional norms of good academic behavior: don't plagiarize, including non-appropriated paraphrasing and quotation (see full statement below), be respectful of others ideas, and so forth. But, it is also worth considering newer norms. For my class your phones should be put away. It is distracting to others to have people fidgeting with their text messages. You *can* use a laptop, but you should stay on task and respectful of others around you. If someone is being distracting, please contact me or a GTF. Last, you may NOT sell material for this class (notes, study guides, etc.). Any student who needs help with note-taking should talk to me.

*Remote Learning:*
Note that the same ethics and responsibilities of the face-to-face classroom apply to remote learning and our Zoom meetings. Please be respectful of one another and courteous to one another both in our large meetings and in breakout rooms.

**Your Well-being:**
Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own--there's help and support on campus.

As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

[University Health Services](University Health Services) help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at counseling.uoregon.edu or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

*Basic Needs*

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support.

The UO Basic Needs Resource Guide includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support.

## Grade Culture

A+ Quality of student's performance significantly exceeds all requirements and expectations required for an A grade. Very few, if any, students receive this grade in a given course.

A: Quality of performance is outstanding relative to that required to meet course requirements; demonstrates mastery of course content at the highest level.

B: Quality of performance is significantly above that required to meet course requirements; demonstrates mastery of course content at a high level.

C: Quality of performance meets the course requirements in every respect; demonstrates adequate understanding of course content.

D: Quality of performance is at the minimal level necessary to pass the course, but does not fully meet the course requirements; demonstrates a marginal understanding of course content.

F: Quality of performance in the course is unacceptable and does not meet the course requirements; demonstrates an inadequate understanding of course content.

## References

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