SOCIAL NETWORK ANALYSIS

Introduction:

The purpose of this course is to give graduate students in the social and behavioral sciences a better understanding of how social network analysis has been used to study a variety of social processes. More specifically, we want to identify the key network concepts that have been used by social and behavioral scientists, describe the ways in which they've been operationalized in empirical research, evaluate their contribution to the understanding of substantive problems in sociology and administrative science in particular, and critique their use. This course cannot cover all the work that has been done in the social and behavioral sciences in the network tradition. The literature is too massive. Nonetheless, the course will be useful for those who wish to learn more about social network analysis and some of its applications.

Soc 527 (this course) and Soc 526 (Research Methods in Social Network Analysis) are often offered in alternate years. Students may, if they want, take both courses for credit, in either order. Soc 526 concerns qualitative and quantitative methods for researching social networks. Soc 527 touches upon methods but focuses more on substantive problems in the social and behavioral sciences where networks analysis has made some contribution.

Format:

For the first twelve weeks the format for the seminar is straightforward. Students are expected to do all the readings beforehand. The instructor will give some background on the topics and some of his own opinions on the readings. Students will be assigned who will prepare one page summaries of the readings and lead the discussion on that reading for the class. Each student will present two readings during the semester. The first 90 minutes will be spent discussing substantive work; the last 60 minutes will be devoted to methodological issues. I will give you exercises but they will not be graded.

Students who have not taken Soc 526 have the option of either taking a take-home final exam or writing a research paper. It makes no difference to me. Students who have taken Soc 526 can only write a research paper to get course credit. There are about 20 students enrolled, so I expect that about half will select each option.

We will discuss the take-home exam and its format in class. It turns out to be the equivalent of a
10 to 15 page paper when all the charts, graphs, and references are included. Students will be
given the exam on April 4\textsuperscript{th} and will have a month to complete the assignment. That is, the due
date is May 2\textsuperscript{nd}, the last day of class. Of course, students must do the assignment on their own.

The last four weeks of the seminar will be run like a workshop and will focus on students’ paper
projects. This will commence April 11\textsuperscript{th}. Students who select the paper option will be
responsible for turning in an abstract, selecting two readings on their topic for the class (of
course, different from what we covered already), presenting empirical work (even if the paper is
a proposal), covering 45 minutes of class time with a presentation and discussion, and turning in
a final paper. The abstract should be 250 words in length (no more than one page double spaced)
and is due February 22\textsuperscript{nd}. It is likely that I will reject the first draft of the abstract, so be ready
to revise quickly so your paper topic can be approved before spring break. The minimum length
of the paper is 15 pages; the maximum is 25 including everything (similar to a Social Forces
article). The paper is due May 2\textsuperscript{nd} (except for those who are presenting that day who can turn in
their papers on May 9\textsuperscript{th}).

February 1\textsuperscript{st}, 8\textsuperscript{th}, and 15\textsuperscript{th} you will be expected to present orally an outline of what you want to
accomplish this semester with your paper project. This presentation will be only 5 minutes long
and there should be a one-page handout for the other students and me. It will not be graded.
Time flies by quickly, and there is nothing like getting an early start.

This means that your projects are really the subject matter for the last one third of the class. My
goal is that students are able to use the seminar to write a master's paper, a Ph.D. proposal, a
publishable article, or even a dissertation (albeit a short one)! The advantage of taking this class
is that other students and I will be available to provide feedback and suggestions. Hopefully, that
will result in a much higher quality product.

For those choosing the exam option your grade will be based on 1) your summaries of two
readings (20\% each), and 2) the final (60\%). For those choosing the paper option your grade
will be based on 1) your summaries of two readings (20\% each), 2) your oral presentation (10\%),
and 3) your final paper (50\%). I will give incompletes, but the papers will not be graded until
August, 2012, the start of the fall semester.

Finally, there is the sticky issue of participation. Are you expected to attend every class? Are
you expected to do the readings even though you won’t be tested on them? Yes! I have no way
of enforcing this, but that’s the expectation.

**Readings:**

The following books are at the bookstore. There are a limited number of copies, because I
suspect many of you will buy them online.

Publications (978-1-4129-2749-9, paperback)


The required articles are (or will be) on D2L. You are to put the readings you require for your class on D2L as well.

**Software:**

The computer software, *UCINET VI* for Windows (Version 6.365) will be on machines in DASL (Social Science 155). Students who wish to purchase the software can do so through the website, http://www.analytictech.com/ucinet/. You can download the latest version for free for 60 days. This is a good idea. Students can purchase the software for only $40.00

**Copyrighted Material**

All matter which is covered in the lectures and course materials is copyrighted and the copyright is held by the instructor. This includes hand-outs in class, lectures placed on D2L, and all other materials prepared by the instructor placed on D2L. According to the University’s attorneys, the instructor’s copyright includes student notes or summaries that substantially reflect the lectures or materials covered in class. These copyrighted materials are made available only for the personal use of the students, and students may not distribute or reproduce the materials for commercial purposes without the instructor’s express written consent. If students wish to share their notes on an individual basis they may do so, as long as they do not sell their notes for a profit. Violation of the instructor’s copyright may result in course sanctions and may violate the Code of Academic Integrity.

**Academic Honesty**

Although I encourage you to get together to talk about the readings and ideas brought up in class, for all individual assignments you are expected to do your own written work in order to receive credit. Words or ideas that come from someone else must be cited: "A good rule of thumb is this: Whenever you consciously borrow any important element from someone else--any sentence, any colorful phrase or original term, any plan or idea--say so, either in a footnote, bibliography, or parenthesis" (from "Academic Honesty in the Writing of Essays and Other Papers", Carleton College, 1990). See the University of Arizona Code of Academic Integrity for specific information regarding University of Arizona policy (http://deanofstudents.arizona.edu/codeofacademicintegrity). The UA library has a guide to help recognize plagiarism (http://www.library.arizona.edu/help/tutorials/plagiarism/index.html).

Violations of the Code of Academic Integrity may result in your failing to receive credit for this class and/or additional penalties as stated in the Code of Academic Integrity.
There is a short video “Academic Integrity Video” (under Media and Social Networking at http://deanofstudents.arizona.edu/). You are required to watch this video before the class time.

Accommodations

Students with disabilities who may require academic adjustments and/or reasonable accommodations in order to fulfill course requirements must register with the Disability Resource Center (DRC) and request the DRC send the instructor official notification of your accommodation needs as soon as possible. You must also come in and speak with Dr. Galaskiewicz about your requirements. The DRC web page is http://drc.arizona.edu/

Classroom behavior

You are expected to follow the student code of conduct (http://deanofstudents.arizona.edu/studentcodeofconduct); disruptive and/or threatening behavior will not be tolerated. The use of cell phones, mp3 players, etc. is not allowed during class and there is no text messaging. In addition, using laptops for purposes other than taking notes (e.g. email, web surfing) is disruptive to students around you and is prohibited. You may be asked to leave the class if you are judged to be a disruption to either the instructors or your fellow students. In the case that you miss a quiz or an exam as a result, you will not be able to make it up.
SCHEDULE OF CLASSES

January 11th  Introduction to Network Analysis


Part I Micro-Analysis

January 18th  Social Capital


Social Network Data


January 25th  Friendships


Notation, Graphs, Matrices


February 1st  Economic Embeddedness


Centrality


February 8th Strength of Weak/Strong Ties

Mini presentations: Cramer, Joosse, Puetz


Cliques and Cohesive Subgroups


February 15th Structural Holes

Mini presentations: Ore, Feyereisen, Gunby


Affiliation Matrices, Lattices, & Correspondence Analysis


Part II  Macro-Analysis

February 22nd  Niches


Structural Equivalence


February 29th  Structural Position and Identity

Harrison C. White, Scott A. Boorman, and Ronald L. Breiger. 1976. “Social Structure from Multiple Networks. I. Blockmodels of Roles and Positions.” American Journal of Sociology, 81:


**Block modeling**


**Part III Miscellaneous Topics**

**March 7th Diffusion and Social Influence**


**Dyadic Analysis – Part 1**


March 21st Interorganizational Networks


Dyadic Analysis – Part II


March 28th Policy Networks


Exponential Random Graph (p*) Models (David Melamed)


April 4th Small Worlds


**Network Visualization**


**April 11th Student Presentations**


**April 18th Student Presentations**

Alex Joosse. “Role Differentiation in Shared Governance Networks: A Case Study of the Wikipedian Bureaucrats”


**Scott Feyereisen. "In the eyes of the beholder: Toward a stakeholder theory of networks"


**April 25th Student Presentations**

**Jake Cramer. "West Africa: A Network of Insecurity."


**May 2nd Exam, Paper Due and Course Evaluations**
Classics


**Communities, Support Networks, and Civil Society**


(CC)


Markets and Inter-Organizational Relations


23:660-79.


Administrative Science Quarterly, 41:116-145.


Niches and Arenas


Intra-organizational Networks


Elites


Edward O. Laumann and David Knoke. 1987. The Organizational State: Social Choice in


Small Groups


