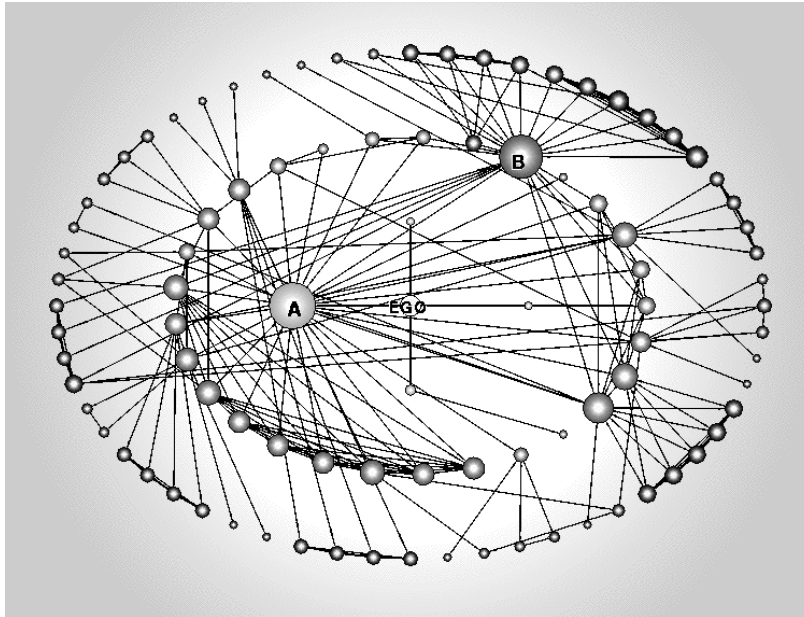


Department of Sociology  
Faculty of Arts  
University of Manitoba

## SOC 7160: Social Network Analysis



Fall 2012  
3 Credit Hours

Tuesdays, 11:30-2:25, Room 335 Isbister  
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### **The Point of Taking This Class:**

How do information, ideas, or diseases spread through a group or population? Why do some individuals or organizations wield more influence than others in setting policy, or controlling the flow of information or resources? How is an organization's success or failure associated with its "place" within a set of relationships? What kinds of personal connections are helpful in getting a job? In raising these kinds of questions, and attempting to answer them, social (and natural) scientists are increasingly looking at the world from a network perspective. This course introduces students to the way that various dimensions of the social world can usefully be seen and understood as webs of

relations, and to analyze the form and significance of these webs using relevant computer software.

### **Course Objectives:**

In this course, you'll learn the basic tools of social network analysis. By the end of the course, you'll understand the various concepts that sociologists (and others) use to analyze the actors and relations that make up social networks. You'll understand what kinds of data are appropriate for SNA, the limitations of SNA, how to use one of the most popular software applications for SNA (UCINET), and how to interpret the output provided by that software. Most importantly, you'll have an understanding of the meaning of the various measures commonly used in SNA, and be able to evaluate their sociological significance. The course is not geared at developing expertise in matrix manipulation, but you'll develop a foundational understanding of what the software is doing when it performs manipulations of the data you provide. The final course assignment will be to develop a research proposal using the tools of social network analysis. Along the way, you'll get hands-on practice using UCINET to analyze the various sociologically-relevant aspects of networks, and with Netdraw (the companion software for UCINET) to construct network visualizations.

### **A Typical Class:**

Even though this is primarily a class about how to do a particular kind of research, it is also a graduate seminar. My first assumption is that you are a smart and critical person, with some interesting questions, thoughts, doubts, and convictions about the world around you. My second assumption is that graduate seminars should be driven by their participants, and not by the instructor. Anything else would be a total waste of topics as lively as those on offer, and a waste of your big, fruitful brains. As such, you will be expected to contribute to the class on a regular basis. By "regular basis," I mean every single time we get together as a class. This class sinks or swims on the enthusiasm, insight, questions, and arguments contributed by its participants, and NOT on the long-windedness (eloquent though it may be) of the instructor. You have a great deal to offer your colleagues. Offer it.

Discussions and lectures will be based on the assigned readings. As such, I expect that you will have completed and taken a moment to reflect upon these readings. Without this basic requirement, all is lost. I will do some lecturing to lay a foundation for discussion, and to lay out key concepts and definitions. We will be reading and discussing sociological literature that makes use of social network analysis, and I expect that you will evaluate this literature on both its theoretical and its methodological merit. We will spend part of our time in the Sociology Graduate Computer Lab, working with network analysis software and getting practical experience in doing SNA.

### **Required Texts and Reading:**

**1. John Scott. Social Network Analysis: A Handbook. 2<sup>nd</sup> Edition. Available at Mondragon Book and Coffee Shop, 91 Albert St.**

**2. Robert Hanneman and Mark Riddle. Introduction to Social Network Methods. Available online at <http://faculty.ucr.edu/~hanneman/nettext>**

**3. UCINET User's Guide. (Somewhat dated, but still useful as a primer) Available at <https://sites.google.com/site/ucinetsoftware/document>**

**Assessment:**

Your grade for this class will be determined by your participation in the seminars, your performance on a set of assignments, and on the production of a research proposal using the tools of social network analysis. The grade will be broken into a point system with a maximum of 500 points as follows:

Participation: 100

Assignments: 175

Research Proposal & Presentation: 200 (175 proposal; 50 presentation)

Research Proposal and Presentation: You will present a summary of your research proposal, in the style of a thesis proposal defense. Each student will be given a 15 minute slot on a panel to be assembled once topics are chosen. The final classes of the semester will be devoted to presentations. The instructor will act as the discussant, and students will be expected to ask pertinent and critical questions of the presenters. Proposals should be a maximum of 20 pages and should cover a brief literature review, research question, hypotheses, the data you intend to analyze, and your method(s) of analysis. Proposals are due **NOVEMBER 27**.

Letter grades will be assigned as follows:

A+	90-100%	450-500 points
A	80-89%	400-449 points
B+	76-79%	378-399 points
B	70-75%	350-377 points
C+	66-69%	328-349 points
C	60-65%	300-327 points
D	50-59%	250-299 points
F	49% or less	0-249 points

**The deadline for Voluntary Withdrawal from the course is November 14, 2012.**

## **Rules, Rules, Rules.**

### 1. Classroom Comportment.

We want to maintain an environment of lively discussion that allows for disagreement and a diversity of views and perspectives. Basically, this means behaving respectfully toward the instructor and toward one another. It also means that you have a responsibility to yourself and to the rest of the class to speak your mind, and to do so in a way that furthers the conversation. We must all be willing and able to speak, to support our arguments with logic and empirical evidence, and to be willing to modify our pre-existing stances and beliefs.

Part of maintaining a respectful environment is being fully present. Turn off your cell phones, iPhones, iPods, iPads, and other gadgetry. If you must take notes on a laptop, please do so, but keep your computer use to those activities necessary for class participation.

### 2. Academic Integrity:

Students should acquaint themselves with the University's policy on plagiarism and cheating (section 7.1), exam personation and duplicate submission (see Section 4.2.8 in the University of Manitoba Undergraduate Calendar 2009-2010). The common penalty in Arts for plagiarism on a written assignment is F on the paper and F (CW) for the course. For the most serious acts of plagiarism, such as the purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department in Arts or from all courses taught in this Faculty. The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism.

The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (CW) for the course, and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department in Arts or from all courses taught in or accepted for credit by this Faculty. The Faculty is considering adopting a zero-tolerance approach for "cheating" on either a term test or a final examination. Under this approach, students for whom allegations of cheating have been upheld will receive a final course grade of F (CW) and a minimum two-year suspension. Multiple offences of cheating will result in an increased term of suspension.

If you engage in any of the above offenses, expect no mercy from me if you get caught. While most of these acts are pretty straightforward, some students are a bit uncertain about plagiarism.

## **PLAGIARISM: READ THIS. I WILL ACCEPT NO EXCUSES FOR PLAGIARISM.**

While it sounds fancy, **plagiarism** is basically ripping off somebody else's writing and ideas and presenting them as your own. **It is serious, and it is easily avoided.** If you get an idea from somewhere else and present it in your work, whether you are quoting directly from it or not, provide a proper citation in an acceptable format. If it is a direct quote, place it in quotation marks. In the body of your text, you can provide a parenthetical citation like (Smith 2005: 267), where Smith is the author's last name, 2005 is the year of publication, and 267 is the page upon which you found the idea or quotation. Then give a full reference in a separate reference section at the end, like so:

Smith, Bob. 2011. *My Unbelievably Brilliant Book of Ideas*. New York: Conglomerate Publishing Co.

For citations of journal or newspaper articles, online sources, presentations, and other tricky stuff, consult a style guide like the one found at:

[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

Cutting and pasting material from the Web is NOT research. It is plagiarism, and it will be detected. Do not cut and paste from the Web or any other source.

You should also be aware that it is a serious breach of academic integrity to manipulate, falsify, or falsely represent data used in a paper, presentation or thesis. The Faculty of Arts treats data manipulation as exceptional cases of academic fraud, with penalties of 'F' on the paper, 'F-CW' in the course, and suspension ranging from 2-5 years.

### 3. Late Work

I expect you to complete the course assignments by the due dates listed above. Failure to do so will result in a 10% reduction in your grade each day for the first five days, after which time you will receive a zero grade on the assignment.

In the event that you fall victim to a documentable catastrophe, or feel called to participate in a pivotal event designed to bring about revolutionary change in the world, either of which results in a late assignment, come and explain your situation to me, and we'll arrive at an accommodation.

### **Topics and Events Calendar:**

Readings should be completed BEFORE the date listed.

### **September 11: Introduction and Organization of the course**

### **September 18: Overview of SNA**

Marin, Alexandra & Barry Wellman. 2012. Social Network Analysis: An Introduction. Ch. 2 in Scott, J. and P. J. Carrington (eds) *The SAGE Handbook of Social Analysis*. Thousand Oaks: Sage Publications.

Borgatti, Stephen P. & Virginie Lopez-Kidwell. 2012. Network Theory. Ch. 4 in Scott and Carrington.

Mische, Ann. 2012. Relational Sociology, Culture, and Agency. Ch. 7 in Scott and Carrington.

### **September 25: Kinds of relations and actors; Graph Theory: working with matrices and graphs.**

Knoke D. & Song Yang. 2008. Social Network Analysis 2<sup>nd</sup> ed. Ch. 2-3.

Hanneman and Riddle, Ch. 3.

### **October 2: Introduction to UCINET and Netdraw**

UCINET User's Guide (esp. ch. 3)

Hanneman and Riddle Ch. 4-6

### **October 9: Connections, Distance, and Density**

Scott, Ch. 4

Hanneman and Riddle, Ch. 7

Peter S. Bearman, James Moody, and Katherine Stovel. 2004. "Chains of Affection: The Structure of Adolescent Romantic and Sexual Networks." *American Journal of Sociology* 110: 44-91.

### **October 16: Centrality and Power**

Scott, Ch. 5

Hanneman and Riddle, Ch. 10

Beth Mintz and Michael Schwartz. 1981. "The Structure of Intercorporate Unity in American Business." *Social Problems* 29: 87-103.

### **October 23: Cliques and Subgroups**

Scott, Ch. 6

Hanneman and Riddle Ch. 11

William Carroll and J.P. Sapinski. 2010. "The Global Corporate Elite and the Transnational Policy Planning Network, 1996-2006: A Structural Analysis." *International Sociology* 25(4): 501-538.

**October 30: Equivalence, Clusters, and Block Models**

Scott, Ch. 7

Hanneman and Riddle, Ch. 12, 13, 15

Rossem, R. V. 1996. "The World System Paradigm as General Theory of Development: A Cross-National Test." *American Sociological Review* 61: 508-527.

**November 6: MDS and other Visualization Methods**

Scott, Ch. 8

**November 13: Statistical Analysis of Networks**

Hanneman and Riddle, Ch. 18.

Burris, Val. 2004. "The Academic Caste System: Prestige Hierarchies in PhD Exchange Networks." *American Sociological Review* 69 (2): 239-264.

**November 20: Overflow**

TBA

**November 27: final project presentations**

**December 4: final project presentations**