At the root of this class is an exploration of the idea that culture is shaped through social interactions and relationships with others; and that the opposite is also true. Networks coalesce, are transformed, and dissolve because of cultural change – and indeed, there are good reasons to think of networks as a form of culture as well. This is a graduate course that has a dual focus on subfields of the sociology of culture and social networks; and as such, there is a tradeoff here. I make a choice for breadth across these fields rather than the requisite depth that either one deserves (indeed, entire careers have been devoted to each one). Still, the course is based on the conviction that using a lens of the study of culture can be a useful entry point into the study of social networks, and vice versa.

The format of the course is partially discussion-based, and partially practical application.

a) **Discussion:** I will spend <1/2 hr each week giving points of historical background, methodological guidance, and context to how the work articulates with the development of the field, and each week one (or two) of you will lead a discussion introducing the material (no more than 45 minutes). We’ll spend the remainder of the time engaging with the questions raised by the discussants. This discussion will touch on conceptual/methodological contributions of the studies, how they articulate with prior approaches, and any challenging questions they raise.

b) **Practical application:** you will work with several model datasets (which I’ll provide) that have both relationship and cultural attributes, and then completing three workshop assignments related to those data (due 10/4, 10/25, 11/25). In exceptional cases, I’ll allow students to use their own already-prepared data if it directly relates to completion of a department milestone.

c) **Memos:** Starting in Week 2, everyone who hasn’t signed up as one of the week’s two discussants will be required to write and submit a 1-page memo (single-spaced, 12pt font) on an aspect(s) of the reading(s) that you found interesting (or provocative, or problematic) to Moodle by Wednesday @ 5p.

Your goals in this course to take the topical knowledge and skills you learn during the term to develop a research paper to inform a comps, dissertation chapter, independent manuscript, or grant proposal (2-page abstract due Th 11/7; final version due 12/19). This final project will be evaluated by me, but you will provide peer reviews of your classmates’ presentations to help them advance their thinking should they decide to develop this idea further into a publication, thesis, or dissertation. Weekly supplemental readings are intended to provide extra detail for those that wish it - not required.

Grading: 30% class participation and engagement (including serving as discussant and your reflection papers); 30% workshop assignments; 40% final project.

**Required texts:**
Week 1 (9/2): Network origins of culture
McLean, Paul. 2016. *Culture in Networks*. Chapters 1-3 (pp.1-64), Chapter 5
Emirbayer, Mustafa and Jeff Goodwin. 1994. "Network Analysis, Culture, and the Problem of

Also recommended:

Week 2 (9/9): Cultural origins of networks
103(2):281-317.
McLean, Paul. 2016. *Culture in Networks*. Chapter 6 “Networks from culture”.

Also recommended:
sociology in practice*:1-68.

Week 3 (9/16): Fields, Networks, and Analytical Sociology
adams, j. *Gathering Social Network Data*, Ch 3.
Mohr, John W. 2013. "Bourdieu’s Relational Method in Theory and in Practice: From Fields
and Capitals to Networks and Institutions (and Back Again)." Pp. 101-35 in *Applying
Relational Sociology*: Springer.

Week 4 (9/23): Research ethics with relational data
Kadushin, Charles. 2005.“Who benefits from network analysis: ethics of social network
research.” *Social Networks* 27: 139-153.
Metcalf, Jacob, Emily F. Keller, and danah boyd. 2016. “Perspectives on Big Data, Ethics, and
adams, j. *Gathering Social Network Data*, Ch 4. “ethical considerations”
Salganik, Matthew. *Bit by Bit*, Ch 6. “Ethics".

Draft version 08/25/19 2
Week 5 (9/30): Measurement of meaning structures
adams, j. Gathering Social Network Data, Ch 5.

Also recommended:

*** Workshop Homework 1 due 10/4 ***
(Topic: data literacy, reading in matrix or dyad data with several attributes into R, network descriptives, basic visualization)

Week 6 (10/7): Culture & cognition

Also recommended:

Week 7 (10/14): Culture, class, and inequality in networks
Week 8 (10/21): Meaning-making processes & network mechanisms


*** Workshop Homework 2 due 10/25 ***
(Topic: egocentric focus on tie meanings and integration of qualitative and quantitative data, interrogation of triadic structure and other forms of motifs)

Week 9 (10/28): Social movements, politics, & networks


Also recommended:

Week 10 (11/4): Cultural production and networks


Also recommended:

*** 2-page final project proposal due in class Thurs 11/7 ***

Week 11 (11/11): Cultural preferences, attitudes, & tastes


Also recommended:

Week 12 (11/18): Lacunae in the analysis of culture and networks


Also recommended:

Week 13 (12/2): Final project presentations and group feedback, Part 1

In this class session, your goal is to publicly summarize (in 10 minutes) your final project, lessons learned, and next steps. This will serve as a workshop of sorts, and allow you to integrate feedback from myself and your peers in time for the final paper submission two weeks later.

********** Final papers due December 19 **********

All students in this class must adhere to the American Sociological Association’s Code of Ethics. Violations of this code will not be tolerated. http://www.asanet.org/code-ethics

All students in this class must adhere to the Department of Sociology’s values statement (see next pages).

UMass Amherst statement on academic honesty
Full statement: http://www.umass.edu/dean_students/academic_policy

All members of the University community must participate in the development of a climate conducive to academic honesty. While the faculty, because of their unique role in the educational process, have the responsibility for defining, encouraging, fostering, and upholding the ethic of academic honesty, students have the responsibility of conforming in all respects to that ethic. Intellectual honesty requires that students demonstrate their own learning during examinations and other academic exercises, and that other sources of information or knowledge be appropriately credited. Scholarship depends upon the reliability of information and reference in the work of others. Student work in this class may be analyzed for originality of content, electronically or by other means. No form of cheating, plagiarism, fabrication, or facilitating of dishonesty will be condoned in the University community. Academic dishonesty includes but is not limited to cheating, fabrication, plagiarism, facilitating dishonesty among others.

UMass Amherst Office of Disability Services
The University of Massachusetts Amherst is committed to making reasonable, effective and appropriate accommodations to meet the needs of students with disabilities and help create a barrier-free campus. If you have a documented disability on file with Disability Services (www.umass.edu/disability), you may be eligible for reasonable accommodations in this course. If your disability requires an accommodation, please notify your instructors as early as possible in the course so that we may make arrangements in a timely manner.

Sexual Harassment, Sexual Assault, and Relationship Violence at UMass
As a faculty member I have a responsibility to all students to provide resources and assistance to anyone who wishes to disclose potential sexual misconduct. Students can also contact the Title IX office directly at eod@admin.umass.edu if they want to make a report, file a complaint, find out about resources and/or accommodations. Other resources include the Title IX webpage: http://www.umass.edu/titleix/ and the Sexual & Relationship Violence Resource Guide: http://www.umass.edu/titleix/sites/default/files/documents/sexual_violence_resource_guide-09-15.pdf
The Department of Sociology at the University of Massachusetts, Amherst is committed to creating and maintaining an inclusive and equitable department. We ask that all members of the Sociology community -- faculty, staff, and students -- be mindful of our responsibility to create an environment that is welcoming to all, and where each person feels accepted, included, seen, heard, valued, and safe. We recognize that learning how to be inclusive and respectful is an iterative process and sometimes we all act in imperfect ways. As sociologists, we are aware that we are all inheritors of systems of inequality, whether to our advantage or our disadvantage. We also acknowledge that we each are privileged in various ways. We strive to create safe spaces to encourage productive dialogue with the goal of learning from our mistakes and changing for the better.

We strive for excellence in all we do. True excellence requires each individual to be able to work and learn in an atmosphere of respect, dignity, and acceptance. Our commitment to equity and inclusion requires each of us to continuously ensure that our interactions be respectful. We recognize that marginalized groups of people have unique experiences in the Pioneer Valley and within the larger society. We are committed to making our department a place that counteracts, to the best of our abilities, those processes of marginalization, and that inspires academic freedom and creativity.

Whenever and wherever possible, our department will affirm this commitment to values that oppose racism, sexism, homophobia, xenophobia, transphobia, classism, and hatred based on religious identity publicly and explicitly. As a department dedicated to social justice, we will take very seriously reports, formal or informal, of harassment and discrimination. We will make every effort to ensure that this commitment manifests in our department's policies, programs, and practices.

In the Department of Sociology, we:

- Value equity, inclusion, and dignity for all.
• Insist on a culture of respect and recognize that words and actions matter. The absence of action and words also matter.
• Encourage respectful expression of ideas and perspectives.
• Will not tolerate sexism, racism, homophobia, transphobia, xenophobia, and other overt and covert forms of prejudice and discrimination.
• Share in the responsibility to create a positive culture and to safeguard equity, inclusion, dignity, respect, and safety for all. Each member of our community - faculty, staff, and students - should be a role model for others.
• Will take action when we observe people being treated unfairly or in a demeaning manner.
• Envision and strive to foster an inclusive, welcoming department.