



# Course Code

## Social networks, market, and development

### M3, 2025-2026

#### Course Information

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**Classes:**

Lectures: Mon & Thu, 15:30-17:20

Venue: PHBS Building,

**Course Website:**

If any.

## 1. Course Description

### 1.1 Context

Course overview: This is a graduate course of social networks and social capital theories and methods. We are living in a connected social world. The quest for a mechanism by which social connections are formed, maintained, or developed and the inquiry of such mechanism on diverse areas such as economy, politics, culture, collaborative effort, or technological development have made social networks and social capital a popular theme across different disciplines. This graduate course aims to (1) introduce the theories of social networks and social capital, (2) teach methods to measure social networks and capital, and (3) provide opportunities for students to apply the methods and/or the relevant literature to their own research projects.

Prerequisites:

### 1.2 Textbooks and Reading Materials

#### Week 1 Theories of Capital

Lin, Nan. 2001. "1. Theories of Capital: The Historical Foundation." Pp. 3-18 In *Social Capital: A Theory of Social Structure and Action*. New York: Cambridge University Press.

#### Week 2-1 Network-based Theory of Social Capital I

Coleman, James S. 1988. "Social Capital in the Creation of Human Capital." *American Journal of Sociology* 94: S95-S120.

Lin, Nan. 1999. "Social Networks and Status Attainment." *Annual Review of Sociology* 25: 467-487.

### **Week 2-2 Network-based Theory of Social Capital II+ Network analysis workshop I**

Granovetter, Mark. 1983. "The Strength of Weak Ties: A Network Theory Revisited." *Sociological Theory* 1: 201-233.

De Montjoye, Y.A., Stopczynski, A., Shmueli, E., Pentland, A. and Lehmann, S., 2014. "The Strength of the Strongest Ties in Collaborative Problem Solving." *Scientific reports*, 4(1), p.5277.

### **Week 3-1 Measurement of Social Capital I**

McPherson, Miller, Lynn Smith-Lovin, and Matthew E. Brashears. 2006. "Social Isolation in America: Changes in Core Discussion Networks Over Two Decades." *American Sociological Review* 71: 353-375.

Paik, Anthony and Kenneth Sanchagrin. 2013. "Social Isolation in America: An Artifact." *American Sociological Review* 78: 339-360.

### **Week 3-2 Measurement of Social Capital II**

Lin, Nan and Mary Dumin. 1986. "Access to Occupations Through Social Ties." *Social Networks* 8: 365-385.

Van Der Gaag, Tom A. B. Snijders, and Henk Flap. 2008. "Position Generator Measures and Their Relationship to Other Social Capital Measures." In *Social Capital: An International Research Program*, edited by Nan Lin and Bonnie Erickson. New York: Oxford University Press.

### **Week 4-1 Social Capital and Individual Status Attainment**

Seibert, Scott. E., Maria L. Kraimer, and Robert C. Liden. 2001. "A Social Capital Theory of Career Success." *Academy of Management Journal* 44: 219-237.

Chua, Vincent. 2011. "Social Networks and Labor Market Outcomes in a Meritocracy." *Social Networks* 33: 1-11.

Cullen, Zoe, and Ricardo Perez-Truglia. 2023. "The old boys' club: Schmoozing and the gender gap." *American Economic Review* 113, no. 7: 1703-1740.

### **Week 4-2 Network analysis workshop II**

No readings.

### **Week 5-1 Social Networks and Organizational Performance I**

Nahapiet, Janine and Sumantra Ghoshal. 1998. "Social Capital, Intellectual Capital, and the Organizational Advantage." *Academy of Management Review* 23: 242-266.

Ganguly A, Talukdar A, Chatterjee D. 2019. Evaluating the role of social capital, tacit knowledge sharing, knowledge quality and reciprocity in determining innovation capability of an organization[J]. *Journal of knowledge management* 23(6): 1105-1135.

### **Week 5-2 Social Networks and Organizational Performance II**

Uzzi, Brian. 1999. "Embeddedness in the Making of Financial Capital: How Social Relations and Networks Benefit Firms Seeking Financing." *American Sociological Review* 64: 481-505.

Peng, L., Wang, Q., & Zhou, D. 2022. Social Networks, Trading, and Liquidity. *The Journal of Portfolio Management* 48(6), 196-215.

### **Week 6-1 Macro-level Social Capital**

Putnam, Robert D. 1995. "Tuning In, Tuning Out: The Strange Disappearance of Social Capital in America." *PS: Political Science and Politics* 28: 664-683.

Fukuyama, Francis. 1995. "1. On the Human Situation at the End of History" (pp. 3-12) and "3. Scale and Trust" (pp. 23-32) in *Trust: The Social Virtues and the Creation of Prosperity*. New York: Free Press.

### **Week 6-2 Social Capital and Socioeconomic Development**

Woolcock, Michael. 1998. "Social Capital and Economic Development: Toward a Theoretical Synthesis and Policy Framework." *Theory and Society* 27: 151-208.

Fukuyama, Francis. 2002. "Social Capital and Development: The Coming Agenda." *SAIS Review* 22: 23-37.

### **Week 7-1 Online Social Capital I**

Williams, Dmitri. 2006. "On and Off the 'net: Scales for Social Capital in an Online Era." *Journal of Computer-Mediated Communication* 11: 593-628.

Nemoto, K., Gloor, P. and Laubacher, R., 2011, June. Social capital increases efficiency of collaboration among Wikipedia editors. In *Proceedings of the 22nd ACM conference on Hypertext and hypermedia* (pp. 231-240).

### **Week 7-2 Online Social Capital II**

Shen, C., Monge, P. and Williams, D., 2014. Virtual brokerage and closure: Network structure and social capital in a massively multiplayer online game. *Communication Research*, 41(4), pp.459-480.

Chetty R, Jackson M O, Kuchler T, et al. 2022. Social capital II: determinants of economic connectedness[J]. *Nature* 608(7921): 122-134.

### **Week 8-1 Social Capital and Collaborative Efforts I**

Foote, J., Shaw, A. and Hill, B.M., 2023. Communication networks do not predict success in attempts at peer production. *Journal of Computer-Mediated Communication*, 28(3).

Jan Piskorski, M. and Gorbatâi, A., 2017. Testing Coleman's social-norm enforcement mechanism: Evidence from Wikipedia. *American Journal of Sociology*, 122(4), pp.1183-1222.

### **Week 8-2 Social Capital and Collaborative Efforts II**

Chen, Z., Oh, P. and Chen, A., 2021. The role of online media in mobilizing large-scale collective action. *Social Media+ Society*, 7(3), p.20563051211033808.

## **2. Learning Outcomes**

### **2.1 Intended Learning Outcomes**

<b>Learning Goals</b>	<b>Objectives</b>	<b>Assessment (YES with details or NO)</b>
1. Our graduates will be effective communicators.	1.1. Our students will produce quality business and research-oriented documents.	Yes, students are required to produce a final project presentation.
	1.2. Students are able to professionally present their ideas and also logically explain and defend their argument.	Yes, students are expected to actively participate in the class discussion and present their group project.
2. Our graduates will be skilled in team work and leadership.	2.1. Students will be able to lead and participate in group for projects, discussion, and presentation.	Yes
	2.2. Students will be able to apply leadership theories and related skills.	Yes
3. Our graduates will be trained in ethics.	3.1. In a case setting, students will use appropriate techniques to analyze business problems and identify the ethical aspects, provide a solution and defend it.	Yes

	3.2. Our students will practice ethics in the duration of the program.	Yes
4. Our graduates will have a global perspective.	4.1. Students will have an international exposure.	Yes
5. Our graduates will be skilled in problem-solving and critical thinking.	5.1. Our students will have a good understanding of fundamental theories in their fields.	Yes
	5.2. Our students will be prepared to face problems in various business settings and find solutions.	Yes
	5.3. Our students will demonstrate competency in critical thinking.	Yes

## **2.2 Course specific objectives**

The representative learning objectives of this course are as follows:

1. The students will learn classic and advanced literature of social networks and social capital.
2. Students will examine how various conceptualizations of social capital and network structure have been applied to studies of occupational mobility, development, economic performance at organizational level, civic engagement, and collective action.
3. They will also have an opportunity to do hands-on practice to learn how to measure social capital.

## **2.3 Assessment/Grading Details**

1. Attendance & Participation (20%): Regular attendance at lectures is required. Also, active participation in class discussion is highly encouraged and expected. Students will sometimes be asked to lead discussions with their own questions.
2. Three in-class quizzes (45%): To ensure the quality of in-class seminars, students should read the assigned materials, which will cover various topics throughout this course. Students will take 3 in-class quizzes. The quizzes are to test students' understanding of the key concepts, arguments, and/or findings of the readings.
3. Final project presentation (35%): The students will form groups to prepare for a final research project presentation. They may choose their own topics. Yet they must utilize the social networks and social capital literature. Students can use quantitative or qualitative data of their own choice and produce a professional presentation centered on empirical analysis that tests a set of hypotheses.

## **2.4 Academic Honesty and Plagiarism**

It is important for a student's effort and credit to be recognized through class assessment. Credits earned for a student work due to efforts done by others are clearly unfair. Deliberate dishonesty is considered academic misconducts, which include plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis.

All assessments are subject to academic misconduct check. Misconduct check may include reproducing the assessment, providing a copy to another member of faculty, and/or communicate a copy of this assignment to the PHBS Discipline Committee. A suspected

plagiarized document/assignment submitted to a plagiarism checking service may be kept in its database for future reference purpose.

Where violation is suspected, penalties will be implemented. The penalties for academic misconduct may include: deduction of honour points, a mark of zero on the assessment, a fail grade for the whole course, and reference of the matter to the Peking University Registrar.

AI tools requirements:

Using AI tools to complete assignments or assessments without the approval of the course instructor will be regarded as an act of academic dishonesty. Depending on the severity of the situation, penalties will be implemented in accordance with the provisions of the Peking University Graduate Student Handbook.

For more information of plagiarism, please refer to *PHBS Student Handbook*.

### **3. Topics, Teaching and Assessment Schedule**

As indicated in 1 & 2.

### **4. Miscellaneous**