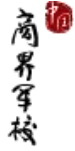




PHBS

北京大学汇丰商学院



Course Code

Social networks, market, and development Module 4, 2022-2023

Course Information

Instructor: CHEN Zhuo

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Classes:

Lectures: Tuesday & Friday, 13:30-15:20

Venue: PHBS Building, Room 415

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 dissolved and the inquiry of such mechanism on diverse areas such as economy, politics, culture, collective movement, 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 capital, and (3) provide opportunities for students to apply the methods and/or the relevant literature to their own research projects.

Prerequisites: No.

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

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 Macro Theory of 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 3-2 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 4-1 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 4-2 Social Capital and Individual Status Attainment I

Lin, Nan, Walter M. Ensel, and John C. Vaughn. 1981. "Social Resources and Strength of Ties: Structural Factors in Occupational Status Attainment." *American Sociological Review* 4: 393-405).

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.

Week 5-1 Social Capital and Individual Status Attainment II

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

Chen, Yunsong. 2011. "The causal effect of social capital in the labor market: identification challenges and strategies." *Chinese Sociological Review*, 44(2): 76-100.

Week 5-2 Mid-term presentation

No readings.

Week 6-1 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 6-2 Social Capital 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).

Inkpen, Andrew C. and Eric. W. K. Tsang. 2005. "Social Capital, Networks, and Knowledge Transfer." *Academy of Management* 30: 146-165.

Week 7-1 Social Capital and Organizational Performance II

Singh, S.K., Mazzucchelli, A., Vessal, S.R. and Solidoro, A., 2021. "Knowledge-based HRM practices and innovation performance: Role of social capital and knowledge sharing." *Journal of International Management*, 27(1): p.100830.

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.

Week 7-2 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.

Cheung, Christy M. K., Pui-Yee Chiu, and Matthew K. O. Lee. 2011. "Online Social Networks: Why Do Students Use Facebook?" *Computers in Human Behavior* 27: 1337-1343.

Week 8-1 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.

Toth, Z., Naude, P., Henneberg, S.C. and Diaz Ruiz, C.A., 2021. The strategic role of corporate online references: building social capital through signaling in business networks. *Journal of Business & Industrial Marketing*, 36(8), pp.1300-1321.

Week 8-2 Social Capital and Online Collaborative Efforts I

Tsatsou, P. and Zhao, Y., 2016. A "two-level social capital analysis" of the role of online communication in civic activism: Lessons from the role of Facebook in the sunflower movement. *Social Media+ Society*, 2(4), p.2056305116671967.

You, L. and Hon, L., 2019. How social ties contribute to collective actions on social media: A social capital approach. *Public Relations Review*, 45(4), p.101771.

Week 9-1 Social Capital and Online 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.

Week 9-2 Final project presentation

No readings.

2. Learning Outcomes

2.1 Intended Learning Outcomes

Learning Goals	Objectives	Assessment (YES with details or NO)
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 report.
	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 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 discussion topics they wrote in the summary of readings.
2. Four summary essays of readings (40%): To ensure the quality of in-class seminars, students should read the assigned materials. We will cover 8 topics throughout this course. Students will be divided into 2 essay groups, and individual students in each group will write 4 summary essays on the assigned topics. Students are supposed to type up just one page of summary each topic (not a page per article). The specifics of the summary are as follows: font size of 12, single-spaced typing, and default normal margins setting (1 inch margin all around [top, bottom, left, and right]). Also note that part of class participation score will be jointly considered and weighted with the quality of summaries, especially for those who tend to be reticent in class setting. However, strong and insightful summaries accompanied with active engagement in class discussion will be acknowledged the most. The summaries and discussion questions will be used for seminar discussion.
3. Final essay (40%): The students will form groups to write a final essay emulating journal manuscript format. 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 write a paper centered on empirical analysis that tests a set of hypotheses one constructed. The length limit is 5,000 words including the abstract, text, references, tables, figures, and notes. In addition, to help get pertinent feedback on the final projects, students are required to deliver a formal in-class

presentation in the latter part of the module. By the due date, submit a MS Word file of the paper.

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.

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

3. Topics, Teaching and Assessment Schedule

As indicated in 1.2.

4. Miscellaneous