

Fall 2021 – Wednesday – 12:30-3:20 PM

Section: 20938

Location: ASC 230

Instructor: Dr. Marlon Twyman

Office: Zoom Office Hours Link in Blackboard

Office Hours: 11:30-12:30 PM PST on Wednesdays, please email for appointment

Contact Info: marlontw@usc.edu

Course Description

Social networks are an essential part of human life. Relationships are conduits for information flow, transactions, associations, and communication patterns that are prevalent in society. Analyzing social networks requires adopting a perspective that focuses on relationships to address questions related to how and why people are connected—the substantive purposes of connection. The seminar will review theoretical, conceptual, and analytical issues surrounding the network perspective on communication and organizing. Networks are interdisciplinary, as such the course will include scholarship from communication, organization science, sociology, and other fields, where appropriate. The course will encourage students to think more deeply about the relationships that underpin communication to assess their given areas of inquiry more holistically.

Conducting network analysis requires the use of specialized methods to construct, measure, and visualize networks. Many methods are computationally intensive and require programming—or at the very least manipulating data—which is not the focus of this course, however the course will also provide exposure to numerous methods and ample resources to guide student exploration of social network analysis approaches.

Student Learning Outcomes

To provide a foundation in communication network theory and social network analysis, the course is designed to achieve the following learning objectives:

1. Define key network concepts. For example, centrality measures, community detection, density, etc.
2. Summarize and interpret published research focusing on social network analysis
3. Plan a social network analysis paper related to current research agenda
4. Formulate a literature review based on your research plan
5. **Optional:** Use social network analysis techniques in the R programming language

Recommended Preparation: Quantitative Research Methods, Introductory Statistics, Download recommended software

Course Notes

This course has been designed to transition to fully online, should the need arise due to local, state or federal guidelines. In the event that the delivery method is altered, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation and testing methods.

Policies and Procedures

a. Additional Policies (including DIEA statement)

DIEA statement

The study of networks is interdisciplinary and displays intellectual diversity. During this course, students will be exposed to a breadth of ideas and scholarship that span multiple fields. Additionally, the research is international and represents research from a diverse group of authors.

As we create our learning environment, we must strive to foster an inclusive space that will respect diverse perspectives and views. We will promote a safe space to question, challenge, and critique ideas that are relevant to the course content. Also, I request that

we remain respectful of one another and refrain from making any remarks that relate to personal decisions, attitudes, and attributes.

Attendance

- While it is expected that students will make every effort to attend classes, it is recognized that personal circumstances will arise which preclude class attendance. In such circumstances, the student is responsible for obtaining the materials presented in missed classes and for making up missed tests and other assignments.
- It is expected that students attend class in person as required unless alternative arrangements have been made due to illness, medical reasons, or the need to isolate or quarantine due to COVID-19.
- In the event that you find yourself experiencing COVID-19 related symptoms, in keeping with university recommendations, you should:
 - Stay home! This is the best way to prevent spreading COVID-19 as supported by scientific evidence; Please do not come to an in-person class if you are feeling ill, particularly if you are experiencing symptoms of COVID-19. Nothing we do in our class is worth risking your health, my health, or the health of your peers.
 - Contact your Instructor to identify options available for keeping up with course requirements and content.

In case of Modality Switch: Zoom Participation [Hybrid and Online]

- Turn on your video when possible. It is helpful to be able to see each other, just as in an in-person class. However, we do recognize that if you have limited Internet bandwidth or no webcam, it may not be possible. If you are unable to find an environment without a lot of visual distractions, it is ok to turn off your video.
- In order to maximize collaboration in the delivery of courses in remote learning, I am strongly encouraging the use of tools such as cameras, mics, and chat features in order to mimic the face-to-face classroom experience environment as much as possible. While you are encouraged to use your webcam and mic whenever

possible/appropriate during the classes conducted via Zoom, you are not required to do so.

- Additional Regarding Audio: Mute your microphone when you are not talking. This helps eliminate background noise. Use a headset when possible. This will improve audio quality. If you are not able to find a quiet, distraction free spot where you can use your microphone, use the chat window for questions and comments relevant to the class.
- Possible Hybrid Class additional information: Even if you are attending class on campus, please bring a laptop and headphones to class. Small group discussions during class time are common. We may use Zoom to facilitate breakout groups consisting of students who are online as well as in the classroom.

b. Communication

For extensions, accommodations, and emergencies, please email Dr. Twyman. Expect responses **within** two business days, if not sooner. Emails sent on the weekend will be replied to no later than Tuesday of the following week.

Dr. Twyman will hold Zoom Office Hours using the link provided on Blackboard. Please remain in the waiting room if there is another student in the office hours. Office Hours will also be held by appointment scheduled via email correspondence.

Technological Proficiency and Hardware/Software Required

The course requires the following software technologies **freely** available through USC

- Blackboard: blackboard.usc.edu
 - Homework and Final Paper Submissions
 - Email Announcements
 - Link to Zoom Office Hours
 - *In case of Modality Switch: Zoom Lecture Links*
- Google Drive
 - Archive of reading materials
- Google Drive OR Microsoft Office 365: <https://software.usc.edu/free-to-campus/>
 - For preparation of homework assignments and final paper

- Adobe Creative Cloud: <http://www.annenbergdl.org/adobe/>
 - For PDF reading and editing
 - Other media editing software that may be of interest
- Citation Manager: RefWorks, Zotero, or Mendeley. EndNote available through USC
 - To cite any references used in writing assignments

For students who are interested in starting to learn how to conduct social network analysis, I recommend using the R programming language and a software for visualization, Gephi. This is not required for the course but will be when students start performing analysis in their research.

- RStudio for data manipulation and statistical analysis:
 - <https://rstudio.com/products/rstudio/download/>
 - iGraph: "a collection of network analysis tools with the emphasis on efficiency, portability, and ease of use"
 - <https://igraph.org/r/>
 - Statnet: statistical analysis of networks
 - Main site: <http://statnet.org/>
 - Tutorials: <https://github.com/statnet/Workshops/wiki>
 - RSIENA: Simulation Investigation for Empirical Network Analysis in R
 - <https://www.stats.ox.ac.uk/~snijders/siena/>
- Gephi for network visualization
 - <https://gephi.org/users/download/>

Required Readings and Supplementary Materials

Google Drive Link to Readings:

<https://drive.google.com/drive/folders/1enSCM8UfQP3Y2LxQoqyrayHgcReB-qfS?usp=sharing>

Textbooks

- Monge, P. R., & Contractor, N. S. (2003). *Theories of communication networks*. New York: Oxford University Press.
 - Freely Available from USC Libraries:
 - https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/hs9vaa/alma991042996055703731

- Chapters available in Google Drive link

Reference Books

- Introduction to social network methods by Robert A. Hanneman and Mark Riddle
 - <https://faculty.ucr.edu/~hanneman/nettext/>
- Networks: An Introduction by Mark Newman
 - Freely Available from USC Libraries:
https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/273cgt/cdi/askewsholts_vlebooks_9780191637766
- Networks, Crowds, and Markets: Reasoning About a Highly Connected World by David Easley and Jon Kleinberg
 - <http://www.cs.cornell.edu/home/kleinber/networks-book/>

Books on R

- Advanced R by Hadley Wickham
 - <https://adv-r.hadley.nz/>
- GGPlot2 for Visualization and Graphics
 - <https://ggplot2.tidyverse.org/>
- R Data.table
 - Introduction: <https://cran.r-project.org/web/packages/data.table/vignettes/datatable-intro.html>
 - Documentation: <https://cran.r-project.org/web/packages/data.table/data.table.pdf>
- R for Data Science by Garrett Grolemund and Hadley Wickham
 - <https://r4ds.had.co.nz/>

Example Datasets

- Datasets from M. Newman
 - <http://www-personal.umich.edu/~mejn/netdata/>
- UCINET Datasets
 - <https://sites.google.com/site/ucinetsoftware/datasets>
- Network Repository
 - <http://networkrepository.com/>

Weekly Articles

Selected research articles and business press articles shared with Google Drive link

Description and Assessment of Assignments

Weekly Assignments

- **Weekly Reading Reflection Memo:** Students are expected to read all of the weekly readings that are listed and will need to produce a 2-to-3-page, double-spaced (500-750 word) memo for **one** research article (not book chapter) each week; eligible papers will have a “MEMO” in front of the paper title. Memos should analyze the paper. Think about the “point” of the article and the “details.”
 - Reflect on the following when considering the “point” of the article:
 - What are the core research questions or problems?
 - What theory or theories are present? What concepts, boundary conditions, and assumptions are implied by the theory?
 - How compelling are the claims being made in the paper?
 - Reflect on the following when considering the “details” of the article:
 - How aligned is the theory to the proposed research questions or hypotheses? What are points of distinction?
 - What mechanisms are evoked in the arguments?
 - What evidence supports the argument? How convincing is the evidence?
 - What are the assumptions of the analysis? How could the analysis be reasonably improved?
- **Weekly Discussion Questions/Class Participation:** In preparation for lectures each week, each student is expected to generate at least two questions about the readings to help facilitate discussion. These questions may also be in your weekly memo but can relate to any of the readings for the week. Seminar discussions are richer when multiple students are prepared to share their thoughts and responses.

Presentation Skills

- **First Author Roleplay – Three Paper Presentations:** Three times during the semester, each student will present an empirical paper from the weekly readings,

similar to a conference presentation. Starting in Week 5, students will select one “MEMO” paper to present; it can be the same paper on which they choose to write their weekly memo. The presentation should capture the key points of the paper in approximately 15 minutes, using between 8 to 10 PowerPoint slides:

1. Introduction with research problem
2. Literature Background
3. Continue #2 (if needed)
4. Research questions and/or hypotheses
5. Mechanisms and explanations for the research questions or hypotheses
6. The research design. Data collection, sample, measures, and analysis approach
7. Main results
8. Continue #7
9. Discussion points and key takeaways from results
10. Conclusions

Final Assignment

- **Annotated Bibliography:** To ensure students are focusing on networks that are related to their own research interests, six 1-to-2-page, double-spaced (250-500 word) memos will be written to construct an annotated bibliography. Interpreting papers is a valuable skill that must be acquired during Ph.D. studies, and developing a structured approach to article reading will help build this skill. For each submission, an article should be succinctly summarized, have a list of issues or concerns, and a list of recommendations for improvements. The annotated bibliography will be the foundation for the Term Project Literature Review. More details will be provided in a separate assignment description document.
- **Term Project Plan:** Students will submit a 2-to-3-page, double-spaced (500-750 word) project plan that describes their term project. The plan should include a problem statement, set of research questions or hypotheses, list of potential theories to investigate, explanation of social network analysis in the context of the project, and a timeline to conduct the research beyond the semester. The timeline should

account for time needed to collect data or learn specific analysis skills. More details will be provided in a separate assignment description document.

- **Term Project Literature Review:** The term project will be the literature review for the research project that “Term Project Plan” describes. The length is expected to be 6-to-8 pages, double-spaced (1,500-2,000 words). To construct the literature review, students are expected to rely upon the papers reviewed in the annotated bibliography as well as ideas from the project plan. The literature review should reflect a “theoretical background” or “literature review” section from a published paper and lead to a set of research questions or hypotheses. Please find a research paper that is closely related to your research topic to use as a “model” paper. There is no required number of references, but please refer to the “model” to get a sense for how many references will be necessary to build the arguments in the literature review. More details will be provided in a separate assignment description document.

Breakdown of Grade

Assignment	Points	% of Grade
Weekly Reading Reflection Memo (9 total)	270	27
First Author Roleplay – Three Paper Presentations	300	30
Annotated Bibliography (6 Weekly Submissions)	150	15
Term Project Research Plan	80	8
Term Project Literature Review	150	15
Class Participation/Discussion Facilitation	50	5
TOTAL	1,000	100%

Grading Scale

94 to 100%: A	80% to 83%: B-	67% to 69%: D+
90% to 93%: A-	77% to 79%: C+	64% to 66%: D
87% to 89%: B+	74% to 76%: C	60% to 63%: D-
84% to 86%: B	70% to 73%: C-	0% to 59%: F

Grading Standards

Letter Grade	Description
A	Excellent; comprehensive knowledge and understanding of subject matter; all expectations met and exceeded.
B	Good; explicitly or implicitly demonstrates good, if not thorough understanding; only minor substantive shortcomings.
C	Satisfactory/Fair; reasonable knowledge and understanding of subject matter; despite any shortcomings, demonstrates basic level of understanding.
D	Marginal; minimal knowledge and understanding of subject matter; more than one significant shortcoming.
F	Failing; unacceptably low level of knowledge and understanding of subject matter.

Grading Timeline

Grading Timeframe and Missing or Inaccurate Score Inquiries/Disputes

For effective learning, students should receive timely feedback on assignments.

Therefore, every attempt will be made to grade assignments and post grades within two weeks. Scores for all assignments are regularly updated on Blackboard. A Blackboard Announcement will notify the students when grades are posted. You are responsible for notifying the Instructor **within one (1) week** of a score posting if you think a score is missing or inaccurate. If you fail to inquire/notify the professor of any discrepancy, missing score, or contest a score within one week of the date the score is posted, no further changes will be made.

Assignment Submission Policy

All weekly memos and the term project assignments should be uploaded to Blackboard. The three presentations will be given during course time or recorded via Zoom and watched during class (if needed). The slides should be uploaded to Blackboard for grading. Please submit all assignments by the posted due dates.

Late Assignments

To accommodate unexpected interruptions for students in the course, the standard late policy is a five-day, penalty-free extension as long as students notify Dr. Twyman via email request for extension before the deadline. The email subject should read “COMM 645 [STUDENT’S FULL NAME] requests extension for [INSERT ASSIGNMENT NAME].” *Assignments that are submitted late without permission will lose 10% per day until the assignment is one week late; at which point, the assignment will be marked as 0%.*

Add/Drop Dates for Session 001 (15 weeks: 8/23/21 – 12/3/21)

Link: <https://classes.usc.edu/term-20213/calendar/>

Friday, September 10: Last day to register and add classes for Session 001

Friday, September 10: Last day to change enrollment option to Pass/No Pass or Audit for Session 001

Friday, September 10: Last day to purchase or waive tuition refund insurance for fall

Tuesday, September 14: Last day to add or drop a Monday-only class without a mark of “W” and receive a refund or change to Pass/No Pass or Audit for Session 001

Friday, October 8: Last day to drop a course without a mark of “W” on the transcript for Session 001. Mark of “W” will still appear on student record and STARS report and tuition charges still apply. [Please drop any course by the end of week three (or the 20 percent mark of the session) to avoid tuition charges.]

Friday, October 8: Last day to change pass/no pass to letter grade for Session 001. [All major and minor courses must be taken for a letter grade.]

Friday, November 12: Last day to drop a class with a mark of “W” for Session 001

Saturday, November 13: Last day to change between letter grade or Pass/No pass in a letter graded course for Session 001.

Course Schedule: A Weekly Breakdown

Important note to students: Be advised that this syllabus is subject to change - and probably will change - based on the progress of the class.

Week 1: 8/23-8/27

Topics: Syllabus Explanation & Introduction to Class

Readings:

1. COMM 645 Syllabus
2. Social Network Analysis software demo

Assignments Due:

1. Saturday (8/28): **Post Introduction to Your Interests on Blackboard**

Week 2: 8/30-9/3

Topics: Introduction to Network Theory, Concepts, and Measures

Readings:

1. Monge & Contractor, Chapter 1.
2. Aral, S. (2016). The Future of Weak Ties. *American Journal of Sociology*, 121(6), 1931–1939. <https://doi.org/10.1086/686293>
3. Borgatti, S. P., & Halgin, D. S. (2011). On Network Theory. *Organization Science*, 22(5), 1168–1181. <https://doi.org/10.1287/orsc.1100.0641>
4. Granovetter, M. S. (1973). The strength of weak ties. *American Journal of Sociology*, 78(6), 1360–1380.

Assignments Due:

1. Wednesday (9/1): **Have Discussion Questions Ready for Class**

Week 3: 9/6-9/10 [Labor Day: Monday, September 6]

Topics: Network Types and Models

Readings:

1. Barabasi, A.-L., & Albert, R. (1999). Emergence of scaling in random networks. *Science*, 286(5439), 509–512.
2. Watts, D. J. (2004). The “New” Science of Networks. *Annual Review of Sociology*, 30(1), 243–270. <https://doi.org/10.1146/annurev.soc.30.020404.104342>
3. Watts, D. J., & Strogatz, S. H. (1998). Collective dynamics of “small-world” networks. *Nature*, 393(6684), 440–442. <https://doi.org/10.1038/30918>

Assignments Due:

1. Wednesday (9/8): **Have Discussion Questions Ready for Class**
2. Saturday (9/11): **Paper Selections for Presentations (three total)**

Week 4: 9/13-9/17

Topic: Multitheoretical Multilevel (MTML) Framework

Readings:

1. Monge & Contractor, Chapter 2.
2. **MEMO:** Keegan, B., Gergle, D., & Contractor, N. (2012). Do editors or articles drive collaboration? Multilevel statistical network analysis of wikipedia coauthorship. *Proceedings of the ACM 2012 Conference on Computer Supported Cooperative Work*, 427–436. <https://doi.org/10.1145/2145204.2145271>
3. **MEMO:** Kim, J. Y. (Rose), Howard, M., Cox Pahnke, E., & Boeker, W. (2016). Understanding network formation in strategy research: Exponential random graph models. *Strategic Management Journal*, 37(1), 22–44. <https://doi.org/10.1002/smj.2454>

Assignments Due:

1. Wednesday (9/15): **Have Discussion Questions Ready for Class**

Week 5: 9/20-9/24

Topic: Social Capital and Structural Holes Theories

Readings:

1. **MEMO:** Burt, R. S. (2004). Structural Holes and Good Ideas. *American Journal of Sociology*, 110(2), 349–399. JSTOR. <https://doi.org/10.1086/421787>
2. Burt, R. S. (2000). The Network Structure of Social Capital. *Research in Organizational Behavior*, 22, 345–423. [https://doi.org/10.1016/S0191-3085\(00\)22009-1](https://doi.org/10.1016/S0191-3085(00)22009-1)
3. **MEMO:** Coleman, J. S. (1988). Social capital in the creation of human capital. *American Journal of Sociology*, S95–S120.
4. **MEMO:** Gargiulo, M., & Benassi, M. (2000). Trapped in Your Own Net? Network Cohesion, Structural Holes, and the Adaptation of Social Capital. *Organization Science*, 11(2), 183–196. <https://doi.org/10.1287/orsc.11.2.183.12514>

Assignments Due:

1. Wednesday (9/22): **“Weekly Reading Reflection Memo”** Assignment for Week 4
2. Wednesday (9/22): **Have Discussion Questions Ready for Class**

Week 6: 9/27-10/1

Topic: Evolutionary Theories

Readings:

1. Monge & Contractor, Chapter 9
2. **MEMO:** Monge, P., Heiss, B. M., & Margolin, D. B. (2008). Communication Network Evolution in Organizational Communities: Network Evolution. *Communication Theory*, 18(4), 449–477. <https://doi.org/10.1111/j.1468-2885.2008.00330.x>
3. **MEMO:** Powell, W. W., White, D. R., Koput, K. W., & Owen-Smith, J. (2005). Network Dynamics and Field Evolution: The Growth of Interorganizational Collaboration in the Life

Sciences. *American Journal of Sociology*, 110(4), 1132–1205.
<https://doi.org/10.1086/421508>

Assignments Due:

1. Wednesday (9/29): “**Weekly Reading Reflection Memo**” Assignment for Week 5
2. Wednesday (9/29): **Have Discussion Questions Ready for Class**
3. Saturday (10/2): “**Term Project Research Plan**” Assignment

Week 7: 10/4-10/8

Topic: Network Cognition

Readings:

1. **MEMO:** Brands, R. A. (2013). Cognitive social structures in social network research: A review. *Journal of Organizational Behavior*, 34(S1), S82–S103.
<https://doi.org/10.1002/job.1890>
2. **MEMO:** Krackhardt, D. (1987). Cognitive social structures. *Social Networks*, 9(2), 109–134. [https://doi.org/10.1016/0378-8733\(87\)90009-8](https://doi.org/10.1016/0378-8733(87)90009-8)
3. **MEMO:** Smith, E. B., Brands, R. A., Brashears, M. E., & Kleinbaum, A. M. (2020). Social networks and cognition. *Annual Review of Sociology*, 46.
4. **MEMO:** Smith, E. B., Menon, T., & Thompson, L. (2012). Status differences in the cognitive activation of social networks. *Organization Science*, 23(1), 67–82.

Assignments Due:

1. Wednesday (10/6): “**Weekly Reading Reflection Memo**” Assignment for Week 6
2. Wednesday (10/6): **Have Discussion Questions Ready for Class**
3. Saturday (10/9): First Submission for “**Annotated Bibliography**”

Week 8: 10/11-10/15 [Fall Recess: Thursday, October 14 and Friday, October 15]

NO CLASS

Assignments Due:

1. Wednesday (10/13): “**Weekly Reading Reflection Memo**” Assignment for Week 7

Week 9: 10/18-10/22

Topic: Readings for Term Paper

Assignments Due:

1. Saturday (10/23): Second Submission for “**Annotated Bibliography**”
2. Saturday (10/23): Third Submission for “**Annotated Bibliography**”

Week 10: 10/25-10/29

Topic: Network Diffusion and Contagion Theories

Readings:

1. Monge & Contractor, Chapter 6
2. **MEMO:** Centola, D., & Macy, M. (2007). Complex contagions and the weakness of long ties. *American Journal of Sociology*, 113(3), 702–734.
3. Rogers, E. M. (2004). A Prospective and Retrospective Look at the Diffusion Model. *Journal of Health Communication*, 9(sup1), 13–19.
<https://doi.org/10.1080/10810730490271449>
4. State, B., & Adamic, L. (2015). The Diffusion of Support in an Online Social Movement: Evidence from the Adoption of Equal-Sign Profile Pictures. *Proceedings of the 18th ACM Conference on Computer Supported Cooperative Work & Social Computing*, 1741–1750.
<https://doi.org/10.1145/2675133.2675290>
5. **MEMO:** Valente, T. W. (1996). Social network thresholds in the diffusion of innovations. *Social Networks*, 18(1), 69–89. [https://doi.org/10.1016/0378-8733\(95\)00256-1](https://doi.org/10.1016/0378-8733(95)00256-1)

Assignments Due:

1. Wednesday (10/27): **Have Discussion Questions Ready for Class**

Week 11: 11/1-11/5

Topics: Homophily Theory

Readings:

1. **MEMO:** Kleinbaum, A. M., Stuart, T. E., & Tushman, M. L. (2013). Discretion within constraint: Homophily and structure in a formal organization. *Organization Science*, 24(5), 1316–1336.
2. **MEMO:** Kossinets, G., & Watts, D. J. (2009). Origins of Homophily in an Evolving Social Network. *American Journal of Sociology*, 115(2), 405–450. <https://doi.org/10.1086/599247>
3. **MEMO:** McPherson, M., Smith-Lovin, L., & Cook, J. M. (2001). Birds of a feather: Homophily in social networks. *Annual Review of Sociology*, 27, 415–444.
4. **MEMO:** Wimmer, A., & Lewis, K. (2010). Beyond and Below Racial Homophily: ERG Models of a Friendship Network Documented on Facebook. *American Journal of Sociology*, 116(2), 583–642.

Assignments Due:

1. Wednesday (11/3): **“Weekly Reading Reflection Memo”** Assignment for Week 10
2. Wednesday (11/3): **Have Discussion Questions Ready for Class**
3. Saturday (11/6): Fourth Submission for **“Annotated Bibliography”**

Week 12: 11/8-11/12

Topic: Network Perspectives on Leadership

Readings:

1. **MEMO:** Balkundi, P., & Kilduff, M. (2006). The Ties that Lead: A Social Network Approach to Leadership. *The Leadership Quarterly*, 17(4), 419–439.
<https://doi.org/10.1016/j.leaqua.2006.01.001>

2. **MEMO:** Carnabuci, G., Emery, C., & Brinberg, D. (2018). Emergent Leadership Structures in Informal Groups: A Dynamic, Cognitively Informed Network Model. *Organization Science*, 29(1), 118–133. <https://doi.org/10.1287/orsc.2017.1171>
3. **MEMO:** DeRue, D. S., Nahrgang, J. D., & Ashford, S. J. (2015). Interpersonal Perceptions and the Emergence of Leadership Structures in Groups: A Network Perspective. *Organization Science*, 26(4), 1192–1209. <https://doi.org/10.1287/orsc.2014.0963>
4. **MEMO:** Sparrowe, R. T., & Liden, R. C. (2005). Two Routes to Influence: Integrating Leader-Member Exchange and Social Network Perspectives. *Administrative Science Quarterly*, 50(4), 505–535. <https://doi.org/10.2189/asqu.50.4.505>

Assignments Due:

1. Wednesday (11/10): “**Weekly Reading Reflection Memo**” Assignment for Week 11
2. Wednesday (11/10): **Have Discussion Questions Ready for Class**
3. Saturday (11/13): Fifth Submission for “**Annotated Bibliography**”

Week 13: 11/15-11/19

Topic: Power and Status

Readings:

1. **MEMO:** Burkhardt, M. E., & Brass, D. J. (1990). Changing Patterns or Patterns of Change: The Effects of a Change in Technology on Social Network Structure and Power. *Administrative Science Quarterly*, 35(1), 104–127. JSTOR. <https://doi.org/10.2307/2393552>
2. **MEMO:** Casciaro, T., & Piskorski, M. J. (2005). Power imbalance, mutual dependence, and constraint absorption: A closer look at resource dependence theory. *Administrative Science Quarterly*, 50(2), 167–199.
3. **MEMO:** Cook, K. S., & Emerson, R. M. (1978). Power, Equity and Commitment in Exchange Networks. *American Sociological Review*, 43(5), 721–739. JSTOR. <https://doi.org/10.2307/2094546>
4. **MEMO:** Markovsky, B., Willer, D., & Patton, T. (1988). Power Relations in Exchange Networks. *American Sociological Review*, 53(2), 220–236. JSTOR. <https://doi.org/10.2307/2095689>

Assignments Due:

1. Wednesday (11/17): “**Weekly Reading Reflection Memo**” Assignment for Week 12
2. Wednesday (11/17): **Have Discussion Questions Ready for Class**
3. Saturday (11/20): Sixth Submission for “**Annotated Bibliography**”

Week 14: 11/22-11/26

THANKSGIVING RECESS / NO CLASS

Week 15: 11/29-12/3

Topic: Knowledge Networks

USC Course Evaluations

Readings:

1. **MEMO:** Contractor, N., & Monge, P. R. (2002). Managing knowledge networks. *Management Communication Quarterly*, 16(2), 249–258.
<https://doi.org/10.1177/089331802237238>
2. **MEMO:** Hansen, M. T. (2002). Knowledge networks: Explaining effective knowledge sharing in multiunit companies. *Organization Science*, 232–248.
3. **MEMO:** Leonardi, P. M. (2018). Social Media and the Development of Shared Cognition: The Roles of Network Expansion, Content Integration, and Triggered Recalling. *Organization Science*. <https://doi.org/10.1287/orsc.2017.1200>
4. **MEMO:** Reagans, R., & McEvily, B. (2003). Network structure and knowledge transfer: The effects of cohesion and range. *Administrative Science Quarterly*, 48(2), 240–267.

Assignments Due:

1. Wednesday (12/1): “**Weekly Reading Reflection Memo**” Assignment for Week 13
2. Wednesday (12/1): **Have Discussion Questions Ready for Class**
3. Saturday (12/4): Sixth Submission for “**Annotated Bibliography**”

Finals Week: 12/8-12/15

Assignments Due:

1. Wednesday (12/8): “**Weekly Reading Reflection Memo**” Assignment for Week 15
2. Friday (12/10): Submit “**Term Paper Literature Review**” Assignment

Statement on Academic Conduct and Support Systems

a. Academic Conduct

Plagiarism

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in [SCampus](#) in Part B, Section 11, “[Behavior Violating University Standards](#).” Other forms of academic dishonesty are equally unacceptable. See additional information in [SCampus](#) and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

The School of Communication maintains a commitment to the highest standards of ethical conduct and academic excellence. Any student found responsible for plagiarism, fabrication, cheating on examinations, or purchasing papers or other assignments will be reported to the Office of Student Judicial Affairs and Community Standards and may be dismissed from the School of Communication. There are no exceptions to the school’s policy.

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself, and has not been previously produced by you for submission in another course, without approval of the instructor.

b. Support Systems

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298

equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710

uscsa.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

Annenberg Student Success Fund

<https://annenberg.usc.edu/current-students/resources/annenberg-scholarships-and-awards>

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.