SOCY 500/732 – Social Network Analysis
Fall 2026 – Sloan TBD | Class Time: MW 15:55-17:10

Professor: jimi adams (jimi.adams@sc.edu)
Office: Sloan 216
Office Hours: Tu/We 1430-1530 (drop in, or by appointment - https://calendly.com/jimiadams)
NOTE: Drop-in hours will be in person only. Appointments can be virtual (a link will be auto-generated) or in person.

Course Description

> "[A]s usually practiced, using random sampling of individuals, the survey is a sociological meatgrinder, tearing the individual from his social context and guaranteeing that nobody in the study interacts with anyone else in it…If our aim is to understand people's behavior rather than simply to record it, we want to know about primary groups, neighborhoods, organizations, social circles, and communities; about interaction, communication, role expectations and social control." (Allen Barton 1968)

This course lays the groundwork of social network analysis (SNA) from a conceptual, mathematical, empirical, and computational perspective. SNA differs from other perspectives in theoretical orientation, and corresponding analytic needs for data collection, storage, and descriptive/inferential analyses. We will address these by sampling from the most used classes of analytic concepts, demonstrating for each: their theoretical and mathematical foundations, data needed to examine them, their empirical patterns, and computational estimation (in R).

We will address these concepts around two organizing principles: (1) two primary theoretical frameworks capturing reasons networks "matter" (conduits vs. structures); and (2) how most classes of measures can be applied across different units of analysis: individuals, ties, groups, and "whole" networks. While by no means exhaustive, this course will begin developing students' SNA toolkit. As a rapidly advancing field, this approach should the orienting foundation for your own further SNA work.

Objectives

By the end of the semester, participants will be able to:

- **Understand** the primary theoretical & analytic **frameworks** that underpin SNA;
- **Implement** strategies to gather, store, & share social network **data** & translate between them;
- **Compute** & **interpret** core classes of network **measures**, for varying analytic levels;
- **Describe** & **visualize** common patterns in **empirical** networks;
- **Evaluate claims** about descriptive patterns in newly encountered network research;
- **Apply** these approaches to interests of their own (e.g., in a research project)

Assigned Readings

All required readings and supplemental materials will be readily findable online or provided on Blackboard. That said, if you plan to incorporate much SNA into your future work the following are likely to be useful resources to have on your shelf (I'll make mention of others in class or in suggested readings):

- Wasserman, Stanley & Katherine Faust. 1994. *Social Network Analysis: Methods and Applications.* Structural Analysis in the Social Sciences series, Volume 8. Cambridge University Press – This is the "Networks Bible" and provides a foundation for descriptive network analysis.
- McCarty, C., M. J. Lubbers, R. Vacca, and J. L. Molina. 2019. *Conducting Personal Network Research: A*

Practical Guide. Methodology in the Social Sciences Series. Guilford Publications. – An excellent resource on ego networks (whereas the above focuses more on sociocentric networks)

- adams, jimi. 2020. *Gathering Social Network Data* (Quantitative Analysis in the Social Sciences Series, Volume 180). Sage – This is one of the "little green book" overviews of the current (though rapidly evolving) state of a field.

A note about reading: Occasionally the assigned readings will constitute more than you can reasonably complete in the time allotted. As you continue in your career, you will find that this is often the case. This course is not meant to cover each topic comprehensively, but to introduce the key aspects of each topic. As such, there is no "one size fits all" approach to how you should read/prepare. Instead, we each will develop a strategy for extracting the key elements of each reading ***as they pertain to the aims of the class*** and ***to our own skills and interests***. If you have questions about how to do this—let's chat.

Course Structure & Requirements

This seminar will attempt to balance topics though conceptual, empirical, mathematical, and computational orientations. Class sessions will be a healthy mix of lecture, discussion and tutorial. To optimize this structure's utility, we each should show up to class sessions fully prepared to participate.

Rather than relying on a uniform set of required assignments, our approach provides multiple routes to demonstrate familiarity with—and develop mastery over—the course material. It's up to you how to select from these activity options to (a) best accomplish course learning objectives in ways (2) that are consistent with your own skills and aims.[1] The lone exception applies to anyone enrolled in 732, for whom *at least* one **in-progress** writing draft (see # 4 below) is ***required***.

Activity/Contribution options:

1. **Reading activities –** should *make sense of a topic.*
   For each (non-lab) course session, you may submit a ~300 word synthesis of the big ideas underpinning the day's topic, as illustrated in the assigned readings (or supplements). These should primarily address "why is [topic] important for studying social networks?"

2. **Discussion/Participation contributions –** should *facilitate playing with a topic.*
   The idea here is to foster discussion of what it would look like to make use of the topic in research. These contributions should facilitate discussion rather than function as mini presentations. You do *not* need to recap/distill the reading (that will be my task in class, yours in option 1); instead, they should help us collectively set a foundation from which we collectively explore "what using the topic to structure research could look like." Possibilities may include (but are not limited to):
   a. brief (think 2-3 minutes) "visioning" of how you might use it in a research question of your own interest, then seeding questions for how to optimize that.
   b. applying the idea to reconsider how previous research may adapt by incorporating the theme (this may require some distillation of the previous work that others may not be familiar with).
   c. a critique/extension of the key idea(s) in the assigned reading.

[1] I like to think of this as I'm providing you with a "bucket of legos," and it's up to you to decide what type of model you want to construct from those.

3. **Tutorial activities –** should *demonstrate computed measurement and interpretation of a topic.* For the designated tutorial sessions, there will be a corresponding problem set asking you to adapt the in-class session to answer a set of related questions (e.g., applying to data other than those used in class, or adapting the approach taken in class in some way). You will submit code/output *and* prose interpreting the results of those analyses to "account for what the topic tells us about an empirical network."

4. **Writing elements –** should *develop a research project incorporating social network ideas.* This should be leveraged to stage the cumulative development of a research project—potential elements can include: a proposal, up to two "internal" working drafts, and/or a complete "ready to share" draft. Each subsequent submission is expected to build on earlier components. Additional details for written research project development will be distributed separately (including differentiated expectations for undergraduate, MA, and PhD students).

5. **Dealer's choice options –** it's possible you may envision other ways to demonstrate understanding and develop mastery of course material. Let's discuss how to translate those into appropriate activities and corresponding point allotments.

A note about writing: The majority of a practicing researcher's job is spent writing. One of your primary aims in graduate school should therefore be to develop your writing skills. As such, all written work should be edited and ***carefully*** proofread, and fully cited/referenced (even reading syntheses). If necessary, please make use of University writing services and/or writing style guides (e.g., Becker 2020; Thomas and Turner 2017; Zinsser 2006).

Due Dates & Revisions:
I'm not interested in policing deadlines. However, the ideas in this course build on one another to some degree, and none of us wants to inadvertently end up with an unmanageable backlog. To keep things workable, the following guidelines are ***strongly*** encouraged.

- **Reading syntheses** should be submitted ***before*** the class in which they will be discussed.
- **Discussion facilitation** will take place in class and therefore ***cannot*** be made up. A sign-up sheet will be provided, and you can claim open slots until the day before material is covered. You are encouraged to contribute at least a few of these.
- **Problem sets** should be submitted within one week of the corresponding lab element. **Please do *not* submit more than 2 labs in any week.**
    - You may revise up to 4 problem-sets across the semester, whether to receive additional feedback/practice, or to improve their completion/correctness designation.
- **Writing elements** have no strict deadline other than: (1) our final exam slot (the last opportunity to submit any course work), and (2) necessary time to allow for feedback/revision cycles. To allow enough time for me to provide feedback and you to incorporate it, **you should NOT (plan to) submit subsequent revisions within two weeks of a previous submission**. Plan ahead so you have things staged sufficiently in advance of when you'd like to wrap up paper submissions.
    - You are ***strongly*** encouraged to approach written elements as an iterative work in progress, making use of multiple submissions—a proposal, 2 intermediate drafts, and a final version are permissible.

Grading

Traditional grading schemes often incentivize point accumulations in ways that have come to undermine learning objectives. We're going to attempt to break out of that regress in this course—seeking instead to primarily focus on fostering an environment where we can collectively further our understanding and potential application of the SNA ideas.[2] As such, the activity structure & grade allocation is intended to support experimentation, revision, and incremental mastery across different forms of engagement.

Reading, discussion, & problem-set activities will receive one of 3 (*self-assessed*, subject to instructor revision) designations:

1. **attempted** – a good faith effort, that somehow stalled before fully addressing the activity aims.
2. **completed** – a good faith effort that reasonably addresses each element of the activity aims
3. **correct** – for problem sets, this indicates that each solution is substantively correct. For reading or participation elements, it indicates that concepts are accurately and coherently represented.

S**taged writing** elements will be designated to reflect the ideals of developing works in progress:

1. **incomplete** – proposals, by definition, are incomplete, but will usefully set the stage for future phases of your work.
2. **in-progress** – this will apply to "internal" working drafts that reflect the types of work you would circulate within a team as you develop a paper. They should incorporate attempts at all elements of a paper that are still working out the best ways to implement ideas. Versions that do not yet have full attempts at all necessary elements will be returned for revision.
3. **sufficient** – a full externally sharable working draft can be seen as the "end goal" for a semester paper. A good target for this is something nearing readiness for sharing with people outside your research team (e.g. sharing at a conference/writing group or posting as a working paper)**.**[3]

Points will be allotted to those designations according to the following:

	500-enrolled			732-enrolled		
	1.att/inc	2.comp/prog	3.corr/suff	1.att/inc	2.comp/prog	3.corr/suff
reading (16)		2	3		**1**	**2**
discussion	4	6	8	**3**	**4**	**5**
tutorial (9)	2	4	5	**1**	**2**	**3**
writing	**6**	**10**	**12**	**10**	**15**	**20**

There are a variety of viable course/grade pathways (e.g., that focus more on "consumption" or "production" tasks). For example, a 500 student might reach an A by completing most reading activities, several tutorial activities, and one substantial writing component; a 732 student might do fewer reading activities but develop a more ambitious writing project and complete more tutorials.

Grade allocation will be determined simply by summing the number of points accumulated across the elements you select, as follows:

A – 93+ B+ – 88-92 B – 82-87 C+ – 78-81 C – 70-77 D – 60-69 F – <60

[2] This approach reflects my adapted implementation of (Nilson 2023).

[3] Research papers are never *finished*; they're only ready to be submitted, and perhaps published (Becker 2020).

Course Expectations

What we all can expect from each other:
Behave in a manner reflecting common courtesies. Show up to office hours or other appointments as scheduled. Maintain professionalism in all electronic communication (e.g., email/Blackboard messages). Put forth our best efforts to maintain a productive and welcoming course.

What I expect from you:
1 – *Make a concerted effort to bring the best you can to the course.* This means doing readings each week, completing required assignments on time, putting forth effort into the evaluated elements of the course. It also means taking ownership over the grades you earn.
2 – *Treat others in the class with respect.* This includes simple norms of regular interaction in an online forum and thoughtfully considering the contributions of others. At times we'll potentially cover material of a sensitive nature; being able to respect other's expressed opinions makes critical discourse possible.

Personal Computers Use: Personal electronics may be used only for legitimate classroom purposes, such as taking notes, downloading class information, or working on an in-class exercise.

What you can expect from me:
1 – *Make a concerted effort to bring the best I can to the course.* This means leading a class appropriate to its level, selecting "up to date" material that helps illustrate the course's key aims, timely responses to emails, regularly being available for interaction via Blackboard & office hours, and adapting as is appropriate for the needs of the class.
2 – *Treat others in the class with respect.* This includes being prepared for class, returning graded materials in a timely manner with useful feedback, seeking to be impartial in the assessment of student work, while holding it to the standards of the course and college. It also means fostering an environment where diverse perspectives can comfortably be shared in class.

Course Communication:

- *The Syllabus* has answers to the most common questions pertaining to the course. Be sure to check the syllabus first, before asking me about due-dates, assignment requirements, etc.
- *Office Hours* are available to add to your experience in this course. **Please make use of them.** These are meant to supplement required course work and in-class elements. As such, while I am happy to discuss course materials or other aspects of sociology/academia in general with you during this time, they should not be viewed as an opportunity to ask, "What did I miss in class?" (You should find peers in the class with whom you can share notes for that purpose.)
- *Blackboard* will be used for the majority of communication in this course. You can find a copy of the syllabus, additional assigned readings, and all assignments there. I will also post any lecture notes after each class. To make your experience in this course successful, you should expect to make this resource a *regular* part of your preparation for this course.
- *E-mail* should be used for quick communications (things that can be responded to in no more than a few sentences); use office hours for anything requiring more depth. You should only use your USC email account for communication related to this course; I will not read/reply to emails from your personal accounts (e.g., Yahoo!, Hotmail, etc; honestly they very regularly get filtered from my inbox and I simply don't see them). Please consider e-mail as subject to the same standards of communication as you would all other forms written material in this course (i.e., you should use complete sentences, proper punctuation, etc.). I will typically respond to email within ***48 hours***.

University, CAS, and other Important Administrative Policies

Academic Integrity. You are expected to practice the highest possible standards of academic integrity. Any deviation from this expectation will result in a minimum academic penalty of your failing the assignment (i.e., receiving a zero) and will result in additional disciplinary measures. This includes improper citation of sources, using another student's work and any other form of academic misrepresentation.

Generative Artificial Intelligence. Our aim in this course is to develop an understanding and application of sets of ideas for our own purposes. Employing AI tools will detract from your developing these skills and meeting our aims. The friction necessary to struggle with, make sense of, and make use of these ideas and associated tools is often the ***point*** of learning, rather than an impediment to some other outcome. Therefore, while you may use these tools for brainstorming thoughts, debugging code, or copy-editing writing; all ***ideas*** underpinning your work and the ***content*** of all submitted assignments should be your original work. In particular, you should ***NOT*** use any form of AI as primary tools reading interpretation, synthesis, and discussions, nor for writing. These are intended to hone your skills in learning from and critically engaging with material and using AI can negate that purpose.

Plagiarism. Using the words or ideas of another as if they were one's own is a serious form of academic dishonesty. If another person's complete sentence, syntax, key words, or the specific or unique ideas and information are used, one must give that person credit through proper citation.
Please remember that avoiding plagiarism is only a minimal threshold for maintaining academic integrity. Additionally, the first tenet of the Carolinian Creed is, "I will practice personal and academic integrity." There are useful resources on what this entails available for you at:

- Carolinian Creed (http://www.sa.sc.edu/creed)
- Academic Responsibility (http://www.sc.edu/policies/staf625.pdf)
- Office of Student Conduct and Academic Integrity (https://www.sa.sc.edu/academicintegrity/)

If you remain unsure what this means for your successful participation in and completion of assignments in this course, ask, don't assume.

Accommodations for Disabilities and Other Personal Circumstances - Please notify me if you believe you will have trouble completing course assignments or meeting course requirements for any reason, including, but not limited to: disabilities; family circumstances; poor health; or economic hardship. All discussions will be confidential. I will make reasonable accommodations to ensure your inclusion and success in the course. Students with disabilities can contact the Student Disability Resource Center (SDRC: http://www.sa.sc.edu/sds/) at 803-777-6142, sadrc@mailbox.sc.edu, or at LeConte College, Room 112A for additional assistance.

Student Success Center – In partnership with USC faculty, the Student Success Center (SSC; www.sc.edu/success) offers a number of free programs to assist you in better understanding your course material and to aid you on your path to success. SSC programs are facilitated by professional staff, graduate students, and trained undergraduate peer leaders who have previously excelled in their courses. Resources available to you in this course include:

- Peer Tutoring: You can make a one-on-one appointment with a peer tutor. Drop-in Tutoring and Online Tutoring may also be available for this course. Visit their website for a full schedule of times, locations, and courses.
- Peer Writing: Improve your college-level writing skills by bringing writing assignments from any of your classes to a Peer Writing Tutor. Similar to Tutoring, you can visit the website to make an appointment, and to view the full schedule of available drop-in hours and locations.

- Success Consultations: In Success Consultations, SSC staff assist you in developing study skills, setting goals, and connecting to a variety of campus resources. Throughout the semester, I may communicate with the SSC via Success Connect, an online referral system, regarding your progress in the course. If contacted by the SSC, please schedule a Success Consultation. Success Connect referrals are not punitive and any information shared by me is confidential and subject to FERPA regulations.

Writing Center – This course has many writing assignments. The University Writing Center (http://artsandsciences.sc.edu/write/university-writing-center) is open to help any USC student needing assistance with a writing project at any stage of development.

Counseling Services - The University offers counseling and crisis services as well as outreach services, self-help, and frequently asked questions: https://sc.edu/about/offices_and_divisions/student_health_services/medical-services/counseling-and-psychiatry/index.php

Grades of Incomplete: The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course. Students have up to one year (three semesters) to complete course requirements. Dr. adams is the final authority on whether you qualify for an incomplete. Incomplete work must be finished within the time allowed or the "I" will automatically be recorded as an "F" on your transcript.

Course Schedule Overview

NOTE: this schedule is subject to change. Changes will be announced in class and on Blackboard. Full reference information provided at the end of the syllabus.

Broadly we'll focus on the following set(s) of topics (the *s indicate topics "out of order" w/ themes):

- Foundations: relational thinking; tie strength/social capital
- Data: visualization; data collection; multiplex et al*
- Building Blocks: ego network composition; homophily*; small worlds; balance
- Meso/Macro: centrality; communities; cohesion; equivalence
- Inference & Frontiers: inferential models; dynamics/diffusion; ecologies

Week 1 Aug 19 **Relational Thinking**
Required – (Emirbayer 1997; Borgatti 1994)
Further Reading – (Freeman 2004; Kadushin 2012; Lazer et al. 2020; Mayhew 1980)

Week 2 Aug 24 **Tie Strength, Social Capital, etc.**
Required – (Granovetter 1973; Erices-Ocampo, Lubbers, and adams 2025; Lizardo 2024)
Further Reading – (Berkowitz 1982; Borgatti et al. 2009; Coleman 1988; Erikson 2013; Krackhardt and Kilduff 2002; McPherson, Smith-Lovin, and Brashears 2006 - and following exchanges; White 1966)

Aug 26 **Data Structures & Viz**
Required – (Rawlings et al. 2023 – BB; skim: Ognyanova 2024)
Further Reading – (Freeman 2000; Hogan, Carrasco, and Wellman 2007; Moody, McFarland, and Bender-DeMoll 2005)

Week 3 Aug 31 **Homophily**
Required – (Kandel 1978; Bojanowski and Corten 2014)
Further Reading – (Aral and Van Alstyne 2011; Marsden 1987; McPherson, Smith-Lovin, and Cook 2001; Moore 1990; Shalizi and Thomas 2011; Zheng, Salganik, and Gelman 2006)

	Sep 2	**Lab 1**
Week 4	**Sep 9**	**Ego Network Composition** Required – (Cornwell et al. 2014; González-Casado et al. 2024) Further Reading – (Feld 1991; Kohler, Behrman, and Watkins 2007; McCarty et al. 2019; Perry, Pescosolido, and Borgatti 2018; Small et al. 2021)
Week 5	**Sep 14**	**Lab 2**
	Sep 16	**Data Collection** Required – Required – choose 1 (adams, Santos, and Williams 2020; *or* adams and Lubbers 2023), *and read* (Birkett et al. 2021) Further Reading – (adams 2019; Bearman and Parigi 2004; Brashears 2013; McCarty 2021; Morris 2004; Neal et al. 2024; Ortiz Ruiz et al. forthcoming; Salganik and Heckathorn 2004)
Week 6	**Sep 21**	**Small Worlds et al** Required – (Milgram 1967; Burt 2004) Further Reading – (Adamic and Adar 2005; Robins, Pattison, and Woolcock 2005; Rodan 2010; Sailer and McCulloh 2012; Uzzi and Spiro 2005; Watts 1999, 2004)
	Sep 23	**Lab 3**
Week 7	**Sep 28**	**Balance** Required – (Faust 2008; Gould 2002; Bearman, Moody, and Stovel 2004) Further Reading – (Cartwright and Harary 1956; Davis 1963; De Bel and Widmer 2024; Doreian et al. 1996; Faust 2007; Holland and Leinhardt 1970)
	Sep 30	**Lab 4**
Week 8	**Oct 5**	**Work Day (no session)**
	Oct 7	**Centralities** Required – (Borgatti and Everett 2006; Rossman, Esparza, and Bonacich 2010; Schoch and Shafie 2024) Further Reading – (Alderson and Beckfield 2004; Bell, Atkinson, and Carlson 1999; Bonacich 1987; Freeman 1979; Freeman, Borgatti, and White 1991; Friedkin 1991; Neal 2024)
Week 9	**Oct 12**	**Lab 5**
	Oct 14	**Community Structure** Required – (Newman and Girvan 2004; Salathé and Jones 2010; Shwed and Bearman 2010) Further Reading – (Expert et al. 2011; Freeman 1972; Larremore, Clauset, and Jacobs 2014; Mucha et al. 2010; Zachary 1977)
Week 10	**Oct 19**	**Multiplex, Multilevel, Multimode** Required – (Breiger 1974; Giroire et al. 2022; Peng et al. 2021) Further Reading – (adams, Moody, and Morris 2013; Brandes et al. 2011; Coll et al. 2025; Landry and adams 2023; Latapy, Magnien, and Vecchio 2008; Magnani and Wasserman 2017; Neal 2008)
	Oct 21	**Lab 6**
Week 11	**Oct 26**	**Cohesion** Required – (Moody and White 2003; Schaefer 2009) Further Reading – (Borgatti, Everett, and Shirey 1990; Frank 1996; Freeman 1992; Osgood et al. 2014; Vedres and Stark 2010; Youm et al. 2009)
	Oct 28	**Lab 7**
Week 12	**Nov 2**	**Equivalence** Required – (Faust 1988) & choose 1 (Fujimoto and Valente 2012; Hedlund, Metz, and Bodin 2025; Padgett and Ansell 1993) Further Reading – (Boorman and White 1976; Borgatti 1999; Doreian, Batagelj, and Ferligoj 2005; Estévez and Nordlund 2025; Mizruchi 1993; White, Boorman, and Breiger 1976)
	Nov 4	**Lab 8**

Week 13 Nov 9 **Inferential Models Overview**
Required – (Ettekal and adams 2026) & skim (Cranmer, Desmarais, and Morgan 2021 - BB; Robins et al. 2007)
Further Reading – (adams 2015; Doreian 2001; Fredrickson and Chen 2019; Krackhardt 1988; Newman, Watts, and Strogatz 2002; Schaefer, Kornienko, and Fox 2011; Snijders 2011; Wimmer and Lewis 2010)

Nov 11 **Lab 9**

Week 14 Nov 16 **Dynamics & Diffusion**
Required – (Centola and Macy 2007; Schaefer and Marcum 2021)
Further Reading – (adams et al. 2022; adams and Schaefer 2018; Carnegie and Morris 2012; Ceoldo, Snijders, and Wit 2024; Coleman et al. 1957; de la Haye et al. 2011; Pearson, Steglich, and Snijders 2006; Rogers 2010; Schaefer et al. 2010; Steglich, Snijders, and Pearson 2010)

Nov 18 **Ecologies**
Required – (Feld 1981; Doehne, McFarland, and Moody 2024b; Verdery et al. 2012)
Further Reading – (Doehne, McFarland, and Moody 2024a; Goodreau, Kitts, and Morris 2009; Mouw and Entwisle 2006; Vacca, Bilecen, and Lubbers 2025; Zook et al. 2025)

Week 15 Nov 30 **Open Lab**

Dec 2 **Wrap Up**
Readings TBD

Full References

Those readings not readily available online are posted to Blackboard – noted BB on the schedule above.

Required Readings:

adams, jimi, and Miranda J. Lubbers. 2023. "Social Network Data Collection: Principles and Modalities." P. Chapter 40 in *Sage Handbook of Social Network Analysis*, edited by J. McLevey, P. J. Carrington, and J. Scott. SAGE. doi:10.2139/ssrn.4216936.

adams, jimi, Tatiane Santos, and Venice Ng Williams. 2020. "Strategies for Collecting Social Network Data: Overview, Assessment and Ethics." Pp. 119–36 in *Oxford handbook of social networks*. OUP. doi:10.31235/osf.io/zgawf.

Bearman, Peter S., James Moody, and Katherine Stovel. 2004. "Chains of Affection: The Structure of Adolescent Romantic and Sexual Networks." *American Journal of Sociology* 110(1):44–91. doi:10.1086/386272.

Birkett, M., J. Melville, P. Janulis, G. Phillips, N. Contractor, and B. Hogan. 2021. "Network Canvas: Key Decisions in the Design of an Interviewer-Assisted Network Data Collection Software Suite." *Social Networks* 66:114–24. doi:10.1016/j.socnet.2021.02.003.

Bojanowski, Michał, and Rense Corten. 2014. "Measuring Segregation in Social Networks." *Social Networks* 39(0):14–32. doi:10.1016/j.socnet.2014.04.001.

Borgatti, Stephen P. 1994. "A Quorum of Graph Theoretic Concepts." *Connections* 17(1):47–49.

Borgatti, Stephen P., and Martin G. Everett. 2006. "A Graph-Theoretic Perspective on Centrality." *Social Networks* 28:466–84.

Breiger, Ronald L. 1974. "The Duality of Persons and Groups." *Social Forces* 53:181–90.

Burt, Ronald S. 2004. "Structural Holes and Good Ideas." *American Journal of Sociology* 110:349–400.

Centola, Damon, and Michael Macy. 2007. "Complex Contagions and the Weakness of Long Ties." *American Journal of Sociology* 113(3):702–34.

Cornwell, Benjamin, L. Phillip Schumm, Edward O. Laumann, Juyeon Kim, and Young-Jin Kim. 2014. "Assessment of Social Network Change in a National Longitudinal Survey." *Journals of Gerontology, Series B: Psychological Sciences and Social Sciences,* 69(8):S75–82.

Cranmer, Skyler J., Bruce A. Desmarais, and Jason W. Morgan. 2021. "The Basic Latent Space Model." P. Chapter 8 in *Inferential network analysis*, *Analytical methods for social research*. Cambridge: Cambridge University Press. doi:10.1017/9781316662915. - BB

Doehne, Malte, Daniel A. McFarland, and James Moody. 2024b. "Network Ecology: Tie Fitness in Social Context(s)." *Social Networks* 76:174–90. doi:10.1016/j.socnet.2023.09.005.

Emirbayer, Mustafa. 1997. “Manifesto for a Relational Sociology.” *American Journal of Sociology* 103(2):281–317.
Erices-Ocampo, Paulina, Miranda J. Lubbers, and jimi adams. 2025. “Toward a Unified Conceptualization of Social Capital.” *Annual Review of Sociology*. doi:https://doi.org/10.1146/annurev-soc-090924-032037.
Ettekal, Andrea Vest, and jimi adams. 2026. “Applications of Social Network Analysis in Developmental Science.” *Handbook of Research Methods in Developmental Science* 560–82. doi:10.2139/ssrn.4231406.
Faust, Katherine. 1988. “Comparison of Methods for Positional Analysis: Structural and General Equivalences.” *Social Networks* 10(4):313–41. doi:10.1016/0378-8733(88)90002-0.
Faust, Katherine. 2008. “Triadic Configurations in Limited Choice Sociometric Networks: Empirical and Theoretical Results.” *Social Networks* 30(4):273–82.
Feld, Scott L. 1981. “The Focused Organization of Social Ties.” *American Journal of Sociology* 86:1015–35.
Fujimoto, Kayo, and Thomas W. Valente. 2012. “Social Network Influences on Adolescent Substance Use: Disentangling Structural Equivalence from Cohesion.” *Social Science & Medicine* 74(12):1952–60. doi:10.1016/j.socscimed.2012.02.009.
González-Casado, Miguel A., Gladis Gonzales, José Luis Molina, and Angel Sánchez. 2024. “Towards a General Method to Classify Personal Network Structures.” *Social Networks* 78:265–78. doi:10.1016/j.socnet.2024.03.004.
Gould, Roger V. 2002. “The Origins of Status Hierarchies: A Formal Theory and Empirical Test.” *American Journal of Sociology* 107(5):1143–78. doi:10.1086/341744.
Granovetter, Mark S. 1973. “The Strength of Weak Ties.” *American Journal of Sociology* 78(6):1360–80.
Giroire, Frédéric, Nicolas Nisse, Thibaud Trolliet, and Małgorzata Sulkowska. 2022. “Preferential Attachment Hypergraph with High Modularity.” *Network Science* 10(4):400–429. doi:10.1017/nws.2022.35.
Hedlund, Johanna, Florence Metz, and Örjan Bodin. 2025. “Networking Strategies for Coordinating Interdependent Policy Issues: A Motif Approach.” *Policy Studies Journal* 53(4):925–43. doi:10.1111/psj.12588.
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