

Small University Experiment: Part II Instructions

Comm 481: Social Networks

Prof. Keith Hampton

Using the attached group worksheet, complete the following steps. Your group only needs to complete one copy of the worksheet; the completed worksheet will be photocopied and distributed to all members of the class for use during Part III of this assignment.

1. Write the name of the target recipient on the first page of the worksheet.
2. Each student in the group should add their information to Table 1.
3. For each folder (successful or not) complete Table 2, use the same order as in Table 1
 - (a) *Folder ID*: The blog username of the student who started this chain.
 - (b) *Completed?*: Did this folder reach the target.
 - (c) *Links*: Number of links between the start and the target (Note: a link is a connection between two people, not an actual person. For example, if 7 people received the folder, including the starting student and the target, there were 6 links in total).
 - (d) *Gender*: Document the gender of each person in the chain. Use the notation “F” for female and “M” for male. For example, if a folder’s path was initiated by a female, passed on to a male, who then passed it to another male who delivered it to the target (a male), the “Gender” column would be filled in: **F M M M**. If the chain was complete, include the target’s gender in this column.
 - (e) *Affiliation*: Document the affiliation of each person in the chain. Use the notation “S” for a student, “F” for a faculty member, “P” for a staff member, and “O” for other. Note: If an alter listed themselves as both student and faculty, assume that they are a student; if they listed themselves as both staff and faculty, assume that they are faculty. For example, if a folder’s path was initiated by a student, passed on to a staff member, and passed on to a faculty member who delivered it to the target (a faculty), the “Affiliation” column would be filled in: **S P F F**. If the chain was complete, include the target’s affiliation in this column.
 - (f) *Years at Penn*: Document years at Penn for each person in the chain. For example, if the folder was started by someone who has been at Penn for two years, passed on to someone who has been at Penn for four years, and then delivered to the target (1 year), the “Years at Penn” column would be filled in: **2 4 1**. If the chain was complete, include the target’s number of years at Penn in this column.
 - (g) *School*: Document the school associated with each person in the chain. Use the school’s initials for short. For example, if the folder started in the School of Arts and Sciences, was passed on to a person who was also in Arts and Sciences, then to a person in the School of Nursing, then the target (School of Medicine), the “School” column would be filled in: **SAS SAS SN SM**. If the chain was complete, include the target’s school in this column.
 - (h) *Department*: Document the department associated with each person in the chain. Use the same procedure as in the previous column for “School”.
 - (i) *Days*: Document the number of days before the folder was passed between each person. The assignment started on September 21. For example, if the first person recorded the date as 9/21, the second as 9/28, the third as 24/10, then the “Days” column would be filled in: **0 7 12**. Note: For completed chains, if no date is listed for the target, assume one day after the final person.

4. **Section A**, calculate the percentage of folders that reached the target destination.
5. **Section B**, compute the mean number of links for *completed chains* by adding the number of links in the “Links” column in Table 2 and dividing it by the number of completed chains.
6. **Section C**, repeat the procedure from Section B and compute the mean number of intermediate links for *incomplete chains*.
7. **Section D**, closely examine the transfers of each folder in the “Gender” column of Table 2. In what percentage of transfers were folders passed to people of the same gender (not necessarily the gender of the first alter)? Compute this separately for complete and incomplete chains, as well as for all chains combined (if complete, do not forget the final transfer to the target!).
8. **Section E**, closely examine the transfers of each folder in the “Affiliation” column of Table 2. In what percentage of transfers were folders passed to people of the same university affiliation (i.e., student to student, faculty to faculty, or staff to staff). Compute this separately for complete and incomplete chains, as well as for all chains combined (if complete, do not forget the final transfer to the target!).
9. **Section F**, closely examine all student to student transfers in Table 2. In what percentage of the transfers were folders passed to people who had been to Penn for the same number of years, more years, or fewer years? Compute this separately for complete and incomplete chains, as well as for all chains combined (if complete, do not forget the final transfer to the target!).
10. **Section G**, calculate the total percentage of transfers to people of the same school in Table 2. Compute this separately for complete and incomplete chains, as well as for all chains combined (if complete, do not forget the final transfer to the target!).
11. **Section H**, calculate the total percentage of transfers to people of the same major or department (for double majors, one common major is sufficient to count as being of the same major). Compute this separately for complete and incomplete chains, as well as for all chains combined (if complete, do not forget the final transfer to the target!).
12. **Section I**, calculate the mean number of days that it took for a folder to be transferred between alters. Compute this separately for complete and incomplete chains, as well as for all chains combined (if complete, do not forget the final transfer to the target!).
13. **Section J**, closely examine the final transfer to the target for each of the *completed chains* only. Identify and/or calculate:
 - (a) The name of the final alter, and the frequency of their appearance as the final link.
 - (b) Percentage of final transfers sharing gender (i.e., male to male, female to female)
 - (c) Percentage of final transfers sharing affiliation (i.e., faculty to faculty, staff to staff)
 - (d) Percentage of final transfers at Penn for the same number of years.
 - (e) Percentage of final transfers sharing school.
 - (f) Percentage of final transfers sharing department.
14. Is there any significant information that you feel to have not been addressed? You may add such information in **Section K**.

Small University Experiment: Part II Worksheet

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Target Name: _____

Table 1: Originating Alter

Folder ID	Gender	Years at Penn	School/Major	Tie to 2 nd Alter
				<input type="checkbox"/> Very weak <input type="checkbox"/> Weak <input type="checkbox"/> Moderate <input type="checkbox"/> Strong <input type="checkbox"/> Very strong
				<input type="checkbox"/> Very weak <input type="checkbox"/> Weak <input type="checkbox"/> Moderate <input type="checkbox"/> Strong <input type="checkbox"/> Very strong
				<input type="checkbox"/> Very weak <input type="checkbox"/> Weak <input type="checkbox"/> Moderate <input type="checkbox"/> Strong <input type="checkbox"/> Very strong
				<input type="checkbox"/> Very weak <input type="checkbox"/> Weak <input type="checkbox"/> Moderate <input type="checkbox"/> Strong <input type="checkbox"/> Very strong
				<input type="checkbox"/> Very weak <input type="checkbox"/> Weak <input type="checkbox"/> Moderate <input type="checkbox"/> Strong <input type="checkbox"/> Very strong
				<input type="checkbox"/> Very weak <input type="checkbox"/> Weak <input type="checkbox"/> Moderate <input type="checkbox"/> Strong <input type="checkbox"/> Very strong
				<input type="checkbox"/> Very weak <input type="checkbox"/> Weak <input type="checkbox"/> Moderate <input type="checkbox"/> Strong <input type="checkbox"/> Very strong
				<input type="checkbox"/> Very weak <input type="checkbox"/> Weak <input type="checkbox"/> Moderate <input type="checkbox"/> Strong <input type="checkbox"/> Very strong
				<input type="checkbox"/> Very weak <input type="checkbox"/> Weak <input type="checkbox"/> Moderate <input type="checkbox"/> Strong <input type="checkbox"/> Very strong
				<input type="checkbox"/> Very weak <input type="checkbox"/> Weak <input type="checkbox"/> Moderate <input type="checkbox"/> Strong <input type="checkbox"/> Very strong
				<input type="checkbox"/> Very weak <input type="checkbox"/> Weak <input type="checkbox"/> Moderate <input type="checkbox"/> Strong <input type="checkbox"/> Very strong

A. What percentage of the folders reached their final target? _____%

B. Mean number of intermediate links between starter and target for completed chains: _____

C. Mean number of intermediate links for incomplete chains: _____

D. Percentage of transfers to same gender:

Completed chains: _____% Incomplete Chains: _____%

Total: _____%

E. Percentage of transfers to same affiliation:

Completed chains: _____% Incomplete chains: _____%

Total: _____%

F. Percentage of student to student transfers:

Completed chains:

Student to student in same year: _____%

Student to student in lower class: _____%

Student to student in higher class: _____%

Incomplete chains:

Student to student in same year: _____%

Student to student in lower class: _____%

Student to student in higher class: _____%

Total:

Student to student in same year: _____%

Student to student in lower class: _____%

Student to student in higher class: _____%

G. Percentage of transfers to people of same school:

Completed chains: _____% Incomplete chains: _____%

Total: _____%

H. Percentage of transfers to people of same department/major:

Completed chains: _____% Incomplete chains: _____%

Total: _____%

I. Mean time between transfers:

Completed chains: _____ Incomplete chains: _____

Total: _____

J. (a) Last intermediate links (complete chains only):

First Name and Initial	Frequency as final link

(b) Percentage of final transfers sharing gender: _____%

(c) Percentage of final transfers sharing affiliation: _____%

(d) Percentage of final transfers with same number of years at Penn: _____%

(e) Percentage of final transfers sharing school: _____%

(f) Percentage of final transfers sharing department: _____%

K. _____

