

MI 891 SOCIAL NETWORK ANALYSIS
Michigan State University

Fall 2023

Thur 10:20-1:10pm

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All course correspondence, including posted grades, announcements, additional readings, etc. will be posted on the D2L website for this course: <https://d2l.msu.edu/>

It is highly recommended that students turn on email notifications in D2L or they may miss important, timely information. More information on turning on D2L notifications can be found here: <https://help.d2l.msu.edu/node/4410>

DESCRIPTION

Social networks is the description of a diverse body of theory and empirical study based upon the premise that *relationships*, in contrast to *individual attributes*, are useful for understanding social structure and social behavior. Sometimes referred to as the “personal influence” approach in the study of communication. Network analysts’ study how the patterns of social interactions channel information, constrain behavior, allocate resources, and shape social change. In contrast to traditional communication scholarship, that often suggests powerful direct effects of the mass media, the personal influence approach focuses on how much information flows through personal connections. As communication research increasingly focuses on the study of *social media*, an interdisciplinary network approach offers an alternative perspective in the study of media audiences, and the relationship between the individual and society. Topics include measurement, health, inequality, friendship, community, social capital, social support, political participation, collective action, and computational social science.

This course is a non-mathematical introduction (i.e., no data analysis done in class) to social network analysis focused on the ego-centric approach to networks. It is an uneven survey of fundamental concepts and topics related to the theory and measurement of networks that might appeal to information, communication, and media scholars. We will consider how using a network perspective can help to conceptualize and clarify many different types of important questions and offer new ways of answering those questions. Particular attention is given to the role of media and new technologies in the maintenance and formation of social networks.

PREREQUISITS

No prerequisites.

INSTRUCTIONAL OBJECTIVES

At the end of the course students will be able to critically review the theory, methodology, and findings of a research study that uses social network analysis; describe the history of studies on social networks; and determine and apply appropriate network theory and methodologies to a research question in their area of study.

CLASS MEETING FORMAT

This course is being offered in an in-person format. This course will generally not be available to students as a hybrid (synchronous online) format without permission from both the College and the instructor. At the discretion of the instructor, individual requests to attend class remotely (online) may be granted to students who are in quarantine, are sick, are traveling, or out of the country. At the discretion of the University or the instructor, in the event of inclement weather, or a perceived risk to the safety of class participants or the community, this course may move to an online synchronous format.

REQUIRED COURSE MATERIALS

All readings, files, and grades will be available from the course website: <https://d2l.msu.edu/>

ASSESSMENT

A major component of the course will involve the development and use of a personal blog. Students will receive access to the necessary blogging software and will be provided with basic instruction on how to maintain a blog. Students are not expected to have prior experience with blogs.

Final grades will be based on an evaluation of contributions to an online discussion forum about the weekly course readings (40%), a presentation outlining the final project (10%), a final project (40%), and class participation (10%). Students are urged to pay close attention to due dates, late assignments will not be graded.

Final grades will be assigned according to the following scale:

4.0	93-100%
3.5	87-92%
3.0	80-86%
2.5	77-79%
2.0	70-76%
1.5	67-69%
1.0	60-66%
0.0	below 60%

Grading of Assignments and Presentations

A grade equivalent to a 4.0 will be awarded to an assignment that both fills the terms of the assignment and shows evidence of out-of-the-ordinary, creative, analytical, and interesting thought. A 3.0 will be awarded if the terms of the assignment have been fulfilled thoroughly and thoughtfully, with some evidence of originality and creativity. Assignments that merely fulfill the terms of the assignment will receive a 2.0. Assignments that fail to fulfill the terms of the assignment will receive a grade equivalent to a 1.0. An assignment that does not approximate the terms of the assignment will receive a 0.0. All grades are final. Please do not ask to have your grade changed for reasons other than mathematical error. A grade of "incomplete" will not be assigned except in the most unusual, extreme (and generally emergency) circumstances.

Participation and Attendance

10%; over semester, assigned by instructor for active participation in class.

Class meetings will be in a seminar format, there will be a limited amount of lecturing, instead students and instructor will explore key concepts through a guided dialogue. *Students are expected to have read all of the week's readings in advance of the course meeting.* Participation grades will be based on demonstrated familiarity and critical reflection on the readings, involvement in classroom activities and exercises, and engagement in discussions. The participation grade is assessed above and beyond your attendance, just showing up for class will not earn you any participation points. You can expect that the instructor will call on students to provide a summary of specific readings and to provide a basic comparison to prior course content.

Students are expected to attend all classes and to arrive on time. Missing or arriving late to more than two classes may result in an automatic zero for the participation grade. Students with a verified illness or who experience the loss of a loved one and receive an approved grief absence request are excused from class (the grief absence request form is available at <https://reg.msu.edu/StuForms/StuInfo/GriefAbsenceForm.aspx>).

In the event that the course is moved to a synchronous online format, or a student is given special permission to attend class remotely, students must attend class meetings through the provided course system (Zoom). In an effort to promote engagement, students are asked to appear on video for the duration of the class meeting. Students should display their full name in their Zoom profile. To ensure that all students feel free to share their thoughts and opinions, students should make every attempt to join the class from a space that is free from distraction. Students are expected to maintain behaviors consistent with a classroom setting. For example, students should not engage in activities such as jogging, cooking, etc. Students joining remotely are expected to participate fully and should “raise hand” or use a similar means to indicate that they have a question or comment. Students who anticipate that their situation will make it difficult to follow these guidelines should communicate in advance with the instructor to discuss reasonable accommodation.

Students are responsible for getting course notes from their classmates, the instructor will not provide you with notes or slides. Lectures will not be recorded, and students are never granted permission to take still images, make audio or video recordings of the class. Commercialization of lecture notes and university-provided course materials is not permitted in this course.

Discussion Forum

40%; over the semester, each student will be responsible for submitting 10 commentaries (2% each) and 10 responses/comments (2% each). The commentary portion of the assignment is due the day before class by 2:00pm; the response/comment portion is due by midnight the day before class.

The class will be using the d2l discussions feature to raise questions about course readings with each other outside of regular class meetings. The goal is to start a discussion about the class readings before we meet. The discussion forum is intended to be less formal than a class paper (but must follow traditional guidelines for academic integrity).

The instructor will occasionally send you feedback on your blog post/comments to let you know how you are doing, but do not expect feedback on all of your posts. Blogs are intended to be a peer driven and a peer evaluated exercise.

Commentaries

Students will be assigned one of two roles for the week; they will either be an “Author's Advocate” or do a “Big Think”. Students should expect to split their time in each role over the semester.

Author's Advocate: Students will be assigned a subset of the weekly readings (typically 1-2 papers) that they will summarize in a forum post of 600-800 words (students are still responsible for reading all the weekly material). The responsibility of the Author's Advocate is to summarize major points, and if appropriate, compare or contrast with prior course readings.

Big Think: The aim of a big think is to ask one “big question” related to the week's readings. Students assigned this role should not summarize the readings or quiz their fellow students. A big question is an open-ended question where there are many possible answers. Big questions often start with “why,” “how,” or “does,” rarely do they start with “what.” Big questions often provide an opportunity for integration across fields and topics, connecting the readings to large-scale social, personal, or professional problems. An example of a big question is, “How has social media changed the structure of friendship networks?” Or “Does the unequal use of social media by women change traditional patterns of kinship maintenance?”. Students are not expected to be able to answer their big question (if you can, it is not big enough), but students are expected

to share their point of view based on evidence and critique of the week's readings. You can provide context and relate personal experiences, but keep in mind that this alone does not qualify as evidence. The question and description should be 400-600 words.

Responses/Comments

Students have the option to choose one of two roles when responding to commentaries made by their classmates; they can either be a "Devil's Advocate" or a "Collaborator". Credit will be given for a maximum of one comment per week. Students should not comment on the same classmate's post each week.

Devil's Advocate: The role of the Devil's Advocate is to serve as a critic of the paper(s) summarized by an Author's Advocate. Comments should include limited additional summary and should instead focus on criticism, critique, strengths, and limitations. Comments can be narrowly focused on methodological concerns, broadly focused on theoretical issues, or some combination thereof (but should avoid mention of trivial methodological issues and those that cannot be easily avoided, e.g., a sample can always be bigger). Comments can also contrast readings from the same or previous weeks. Comments should be a minimum of 350 words.

Collaborator: The role of the Collaborator is to respond to and expand on a "big question" posted by a classmate who contributed a Big Think. Responses should state a position and include additional supporting evidence with examples from the course readings (the current week or other weeks) and any other scholarly sources. Responses can also expand on the scope of a question, make connections to other fields or disciplines, and make suggestions for revising the question. Comments should be a minimum of 350 words.

Proposal Presentation (Due: Oct 19)

10%; the in-class presentation is an opportunity for students to explore individual interests and to receive immediate feedback from the instructor and classmates on plans for their final project.

The final project can take on one of a number of different forms to be negotiated individually with the instructor. The final project must deal with course themes focused on a topic of interest to the student.

Most students' final projects consist of a review of the existing social network literature in a relatively narrow topical area of interest (e.g., criminal networks, environmental networks, depression and networks, etc.), followed by identifying a single related research question of substantive academic or societal importance that needs to be addressed through new research, and briefly describing the research method and procedure you would follow to answer that research question.

Students who have access to existing quantitative or qualitative network data are encouraged to use the course to develop a paper that can be submitted to a conference or peer reviewed journal. Students may also use this course to develop a draft of their dissertation proposal, so long as the proposal substantively deals with networks.

There may be a limited number of opportunities to collaborate with the instructor using previously collected network data, or collecting new data with the goal of working towards a paper of publishable quality.

Other possibilities for the final paper/project include a full research proposal, software or a website, or another project pre-approved by the instructor.

The proposal presentation takes place midway through the course and should be 10 minutes long, use PowerPoint (or something similar), and follow the format of a formal conference presentation. A copy of your presentation (on paper) must be given to the instructor at the time of your presentation.

Presentations should include the following elements:

- A research question(s).
- A justification for why the question is of sufficient social importance and/or scientific relevance.

- Three citations and a brief review of key research in the area.
- Hypotheses (if appropriate).
- Research methods and procedure.
- Main strengths and weaknesses of your methods.

Final Project (Due: Dec 11)

40%; equivalent to 4,000-6,000 words, not including references, tables, etc. Papers should be submitted double spaced and in APA format.

Late Assignments

The only acceptable excuses to submit a late assignment are a) an illness, b) the death of a friend or family member accompanied by an approved grief absence request (the grief absence request form is available at <https://reg.msu.edu/StuForms/StuInfo/GriefAbsenceForm.aspx>), c) an accommodation related to a disability, d) a holiday related to your religion. Students should pay close attention to due dates; late assignments will not be graded.

DISABILITY INCLUSION

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at (517) 884-RCPD or at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued an Accommodation Letter. Present this letter to the instructor within 7 days of the start of the semester or at least 7 days prior to the needed accommodation (i.e., the due date for the assignment, test, project, etc.). Requests received after these date will be honored whenever possible.

POLICY ON RELIGIOUS OBSERVANCE

It is the policy of Michigan State University to permit students to observe holidays set aside by their chosen religious faith. If you plan on being absent from class on your religious holiday, notify the instructor within two weeks of the start of the semester or two weeks before the holiday. Requests received after this date will be honored whenever possible.

STUDENT ATHLETES

If you plan on being absent from class, student-athletes must bring a team schedule to the instructor within two weeks of the start of the semester to verify the excused absences. Requests received after this date will be honored whenever possible.

ACADEMIC INTEGRITY

The consequences of scholastic dishonesty are very serious. Students are expected to fulfil the spirit of the Spartan Code of Honor. "As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do." Student conduct that is inconsistent with the academic pledge will be addressed through existing policies, regulations, and ordinances governing academic honesty and integrity.

Evidence of plagiarism, cheating, fabrication, facilitation, dishonesty, academic sabotage, criminal activity, or other violations of research or professional ethics will be dealt with severely. Use of any AI (artificial intelligence) to generate text or computer code for exams, projects, assignments, or discussion forums will be considered an act of plagiarism. If the instructor believes misconduct has occurred a penalty grade of "0.0" will be given on the assignment or in the course and an Academic Dishonesty Report will be submitted to the University. MSU Policies, Regulations and Ordinances Regarding Academic Honesty and Integrity can be found at <https://msu.edu/unit/ombud/academic-integrity/>.

Consistent with MSU's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, MSU now provides instructors with a number of tools that compare a student's work with multiple sources (e.g., Turnitin, and Packback's AI). These tools compare each student's work with an extensive database of prior publications and papers, providing links to possible matches and a "similarity score." In addition, other external tools may be used by the instructor to estimate the probability that students' work was generated using AI. These tools do not determine whether plagiarism has occurred or not. Instead, the instructor must make a complete assessment and judge the originality of the student's work. All submissions to this course may be checked using these tools.

COMMUNICATING WITH THE INSTRUCTOR

The instructor is here to help, please ask questions, share your ideas, and visit often during office hours. However, keep in mind that when seeking advisement and support, email is no substitute for a synchronous meeting. Students seeking help with the content of this course should consult with the instructor at the start of class, during office hours, or by requesting a separate appointment. Plan ahead and consult in advance of any due dates. The instructor may take up to 24 hours to respond to email requests and many not respond over weekends or holidays. Do not expect a detailed response by email to requests for advice or review of materials (some things are still best done live!).

Limits to confidentiality

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. The instructor must report the following information to other University offices (including the Department of Police and Public Safety) if you share:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child;
- Allegations of sexual assault, relationship violence, stalking, or sexual harassment; and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the MSU Counseling and Psychiatric Services.

COURSE SCHEDULE

This portion of the syllabus is subject to change as the course evolves. The instructor may add or remove material based on the interests and pace of the class. At times, the instructor will distribute new and timely material that appears in the news or has been recently published. It is your responsibility to learn of any changes by regularly attending class, visiting the course website, and reading your email.

Week 1 (August 31) – Introduction and Organization

Week 2 (September 7) – What is Social Network Analysis?

Borgatti, S. P., Mehra, A., Brass, D. J., & Labianca, G. (2009). Network Analysis in the Social Sciences. *Science*, 323(5916), 892-895

Marin, A., & Wellman, B. (2010). Social Network Analysis: An Introduction. Pp. 11-25 in *Handbook of Social Network Analysis*, edited by Peter Carrington and John Scott: Sage.

Kitts, J., Grogan, H., & Lewis, K. (in press). Social Networks and Computational Social Science. In *The SAGE Handbook of Social Network Analysis* (2nd ed.). J. McLevey, J. Scott, and P. J. Carrington (Eds). Sage.

Tindall, D., McLevey, J., Koop-Monteiro, Y., & Graham, A. (2022). Big data, computational social science, and other recent innovations in social network analysis. *Canadian Review of Sociology*, 59(2), 271-288.

Week 3 (September 14) – Some Origins and the Place of Communication

Martin, J. L., and Kwon, H. (2021). Festinger, Schachter, and Back's Social Pressures in Informal Groups. In Mario L. Small, Brea Perry, Bernice Pescosolido, and Edward B. Smith (Eds), *Personal Networks: Classic Readings and New Directions in Ego-Centric Analysis* (pp. 151-162). Cambridge University Press.

Coleman, J. S., Katz, E., & Menzel, H. (1957). The Diffusion of an Innovation Among Physicians. *Sociometry* 20: 253-270.

Centola, D. (2021). Influencers, Backfire Effects and the Power of the Periphery. In Mario L. Small, Brea Perry, Bernice Pescosolido, and Edward B. Smith (Eds), *Personal Networks: Classic Readings and New Directions in Ego-Centric Analysis* (p. 73-86). Cambridge, UK, Cambridge University Press.

Valente, T. W. (2012). Network Interventions. *Science* 337(6090): 49-53.

Pooley, J. (2006). Fifteen Pages that Shook the Field: Personal Influence, Edward Shils, and the Remembered History of Mass Communication Research. *The ANNALS of the American Academy of Political and Social Science*, 608(1), 130–156.

Week 4 (September 21) – Tie Strength and Structural Holes

Granovetter, M. (1973). The Strength of Weak Ties. *American Journal of Sociology* 78(6): 1360-1380.

Burt, R. (1993). The Social Structure of Competition. Pp. 65-103 in *Explorations in Economic Sociology*, edited by Richard Swedberg. New York: Sage.

Bott, E. (1955). "Urban Families: Conjugal Roles and Social Networks." *Human Relations* 8(4): 345-383.

Haythornthwaite, C. (2005). Social Networks and Internet Connectivity Effects. *Information, Communication & Society*, 8(2), 125 - 147.

Mattie, H., Engø-Monsen, K., Ling, R., & Onnela, J. P. (2018). Understanding tie strength in social networks using a local "bow tie" framework. *Scientific Reports*, 8(1), 9349.

Week 5 (September 28) – Core Networks and Community

- McPherson, M., Smith-Lovin, L., & Brashears, M. E. (2006). Social Isolation in America: Changes in Core Discussion Networks over Two Decades. *American Sociological Review*, 71, 353-375.
- Hampton, K., & Chen, W. (2021). Studying Social Media from an Ego-Centric Perspective. In Mario L. Small, Brea Perry, Bernice Pescosolido, and Edward B. Smith (Eds), *Personal Networks: Classic Readings and New Directions in Ego-Centric Analysis* (p. 718-733). Cambridge, UK, Cambridge University Press.
- Vriens, E., & van Ingen, E. (2017). Does the rise of the Internet bring erosion of strong ties? Analyses of social media use and changes in core discussion networks. *New Media & Society* 20(7), 2432-2449.
- Eklund, L. (in press). Kinwork revisited: The gendered work of keeping up with family through communication technology. *Convergence*.

Week 6 (October 5) – Social Capital and Measurement

- Putnam, R. (1996). The Strange Disappearance of Civic America. *The American Prospect* (34): 34-48.
- Lin, N. 2001. Building a Network Theory of Social Capital. Pp. 3-29 in *Social Capital: Theory and Research*, edited by Nan Lin, Karen Cook, and Ronald Burt. New York: Aldine De Gruyter.
- Hampton, K. N., Lee, C. J., & Her, E. J. (2011). How New Media Afford Network Diversity: Direct and Mediated Access to Social Capital Through Participation in Local Social Settings. *New Media & Society*, 13(7), 1031-1049
- Lu, W., & Hampton, K. N. (2017). Beyond the power of networks: Differentiating network structure from social media affordances for perceived social support. *New Media & Society*, 19(6), 861-879.
- van der Gaag, M., Sniijders, T., & Flap, H. (2008). Position Generator Measures and Their Relationship to Other Capital Measures. Pp 27-48 in *Social Capital: An International Research Program*, edited by Nan Lin and Bonnie Erickson: Oxford, UK: Oxford.
- Appel, L., et al. (2014). "Testing the validity of social capital measures in the study of information and communication technologies." *Information, Communication & Society* 17(4): 398-416.
- Hampton, K. N. (2022). A restricted multiple generator approach to enumerate personal support networks: An alternative to global important matters and satisficing in web surveys. *Social Networks* 68: 48-59.

Week 7 (October 12) – Homophily

- McPherson, M., Smith-Lovin, L., & Cook, J. (2001). Birds of a Feather: Homophily in Social Networks. *Annual Review of Sociology* 27: 415-444.
- Kossinets, G., & Watts, D. (2009). Origins of Homophily in an Evolving Social Network. *American Journal of Sociology* 115(2): 405-450.
- Huber, G. A., & Malhotra, N. (2016). Political Homophily in Social Relationships: Evidence from Online Dating Behavior. *The Journal of Politics*, 79(1), 269-283.
- Paik, A., et al. (2023). Defriending in a polarized age: Political and racial homophily and tie dissolution. *Social Networks* 74: 31-41.
- Wimmer, A. and K. Lewis (2010). Beyond and Below Racial Homophily: ERG Models of a Friendship Network Documented on Facebook. *American Journal of Sociology* 116(2): 583-642.

Week 8 (October 19) – PROPOSAL PRESENTATIONS & GUEST SPEAKER (Political Engagement)

- González-Bailón, S., et al. (2023). Asymmetric ideological segregation in exposure to political news on Facebook. *Science* 381(6656): 392-398.
- Green, J., et al (working paper). Curation Bubbles.

(October 20) – Guest lecture by David Lazer, location and time tba

Week 9 (October 26) – PROPOSAL PRESENTATIONS & Political Engagement (cont.)

Granovetter, M. (1978). Threshold Models of Collective Behavior. *American Journal of Sociology*, 83, 1420-1443.

Week 10 (November 2) – Small Worlds and Cohesion

Milgram, S. (1967). The Small-World Problem. *Psychology Today* 1:62-67

Kilworth, P., McCarthy, C., Bernard, R., & House, M. (2006). The Accuracy of Small World Chains in Social Networks. *Social Networks* 28(1): 85-96.

Eom, Y.-H. & H.-H. Jo (2014). Generalized friendship paradox in complex networks: The case of scientific collaboration. *Scientific Reports* 4(1): 4603.

Bearman, P. (1997). Generalized exchange. *American Journal of Sociology*, 102(5), 1383-1415.

Week 11 (November 9) – Centrality, Diffusion, and Contagion

Freeman, L. (1979). Centrality in Social Networks: Conceptual Clarification. *Social Networks* 1: 215-39.

Borgatti, S. (2005). Centrality and Network Flow. *Social Networks* 27(1): 55-71.

Christakis, N., & Fowler, J. (2007). The Spread of Obesity in a Large Social Network over 32 Years. *The New England Journal of Medicine*, 357: 370-379.

Bail, C. A., Brown, T. W., & Mann, M. (2017). Channeling Hearts and Minds: Advocacy Organizations, Cognitive-Emotional Currents, and Public Conversation. *American Sociological Review*, 82(6), 1188–1213.

Leonardi, P. M. (2018). Social Media and the Development of Shared Cognition: The Roles of Network Expansion, Content Integration, and Triggered Recalling. *Organization Science* 29(4): 547-568.

Hampton, K. N. (2019). Social Media and Change in Psychological Distress Over Time: The Role of Social Causation. *Journal of Computer-Mediated Communication*.

Week 12 (November 16) – Opinions, Attitudes, and Beliefs

Erickson, B. (1997). The Relational Basis of Attitudes. Pp. 99-122 in *Social Structures: A Network Approach* edited by Barry Wellman and S. D. Berkowitz. Greenwich, CT: JAI Press.

Cote, R., & Erickson, B. (2009). Untangling the Roots of Tolerance. *American Behavioral Scientist* 52(12): 1664-1689.

Goel, S., Mason, W., & Watts, D. J. (2010). Real and Perceived Attitude Agreement in Social Networks. *Journal of Personality and Social Psychology* 99(4), 611-621.

Hampton, K. N., Cotter, K. & Slaker, J. (working paper). Social Tolerance and Shared Affordances for Network Diversity Through Social Media: Rural Post-Secondary Students and their Parents.

Galesic, M., Bruine de Bruin, W., Dalege, J. et al. Human social sensing is an untapped resource for computational social science. *Nature* 595, 214–222 (2021).

Galesic, M., Bruine de Bruin, W., Dumas, M. et al. Asking about social circles improves election predictions. *Nature Human Behavior* 2, 187–193 (2018).

Week 13 (November 23) – UNIVERSITY HOLIDAY (NO CLASS)

Week 14 (November 30) – Health

Cohen, S., Brissette, I., Doyle, W. J., & Skoner, D. P. (2000). Social Integration and Health: The Case of the Common Cold. *Journal of Social Structure* 1(3).

Dickens, C.M., L. McGowen, C. Percival, J. Douglas, B. Tomensen, L. Cotter, A Heagerty, and F.H. Creed. (2004). Lack of Close Confidant, but not Depression, Predicts Further Cardiac Events After Myocardial Infraction. *Heart* 90(5): 518-522.

de la Haye, K., et al. (2011). Homophily and Contagion as Explanations for Weight Similarities Among Adolescent Friends. *Journal of Adolescent Health* 49(4): 421-427.

Hampton, K. N., Lu, W., & Shin, I. (2016). Digital Media and Stress: Cost of Caring 2.0. *Information, Communication & Society*, 19(9), 1267-1286.

Week 15 (December 7)

Catchup and informal discussion/presentation of final projects.