

### Study Guide for Third Quiz

The third quiz will be on March 11. The quiz will be brief (not more than 20 minutes) and will consist of short-answer questions (true-false, multiple-choice, and/or questions that can be answered in a few sentences). The quiz will cover the required readings from weeks 7-9. Below is a list of concepts and themes that you need make sure that you understand, along with corresponding page numbers in the various readings. Many of these ideas are found elsewhere in the readings, but I have tried to indicate the page(s) where they are first introduced or discussed in greatest detail.

#### Week 7. Social Capital

- Properties of strong ties; why friends of friends become friends themselves (Granovetter, 1362).
- Forbidden triad among strong ties implies that bridges must be weak ties (Granovetter, 1363-64).
- Examples showing the importance of weak ties to diffusion (Granovetter, 1368-69).
- Evidence from study of weak versus strong ties in job search (Granovetter, 1371).
- Example of the West End community: strong ties alone cause fragmentation (Granovetter, 1371).
- Common sources of weak ties: organizational and workplace links (Granovetter, 1375).
- Bourdieu's concepts of social, economic, and cultural capital (Portes, 3-4).
- Debate over strong ties versus weak ties as the most important form of social capital (Portes, 6).
- Consensus view of the meaning of social capital (Portes, 6).
- Four sources of benefits from social capital: internalized norms and values; expectation of reciprocity; bounded solidarity; enforceable trust (Portes, 7-9).
- Three positive effects of social capital (social control, family support, non-family support) and examples of each (Portes, 10-15).
- Four negative effects of social capital (restricted opportunities to outsiders, restricted personal freedom, excessive claims of group members, downward leveling norms) and examples of each (Portes, 15-18).

#### Week 8. Corporate Networks

- The career of Vernon Jordan and what it illustrates about selection of corporate directors (Davis, 304).
- Classic theories of the meaning and significance of interlocking directorates: Brandeis (Davis, 307), Mills (Davis, 308), Useem (Davis, 308), Mintz and Schwartz (Davis, 309).
- Changes in the economy that may have impacted corporate interlocking (Davis, 309-11).
- Criteria for small-world networks (Davis 312).
- Stability of small-world properties of corporate networks (Davis 316-17).
- Typical characteristics of lynchpin directors (Davis 319).
- Davis's conclusions about the meaning and causes of interlocking directorates (Davis, 321-22).
- Nollert's typology of four theoretical perspectives on corporate ties: resource dependence, social capital, coordination of markets, class hegemony/inner circle (Nollert, 290-93).
- Transnational capitalist class thesis and its hypothesized consequences (Nollert, 293).
- Evidence for and against transnational capitalist class hypothesis (Nollert, 295-299). Summary (308).

#### Week 9. Sexual Networks

- Evidence that sexual networks are scale-free and implications for intervention (Liljeros, 907-08).
- Implications of dendritic versus cyclical network patterns in HIV transmission (Potterat, 159, 162).
- Models of sexual networks: core, inverse core, bridge between groups, spanning tree (Bearman, 48-52).
- Properties of Jefferson High School sexual network (Bearman, 57-59).
- Homophily in partner preferences; some examples at Jefferson High School network (Bearman 67-69).
- Prohibition at the root of the spanning tree network; motive of avoiding status loss (Bearman, 73-78).
- How adult sexual networks might differ from high school networks (Bearman, 79).
- Implications of Jefferson High network for intervention efforts (Bearman, 80).