EduBox 03: Social and business networks and relations

Session 02: Social relations – a network perspective

Session plan

Topics/ Content	Objectives	Learning outcome	Sources
Learning outcome Objectives Lead-in Social relations and networks • Changes in social relations • Membership in collectives • The networked individual Summary and reflection Home assignment Sources	At the end of these sessions, students will be able to • argue why we speak about a networked individual in the context of changing social relationships and in the context of growing mobility, • explain Wellman's model of the networked individual, and • apply the model	Students argue why a network perspective helps to understand the growing complexity of social relations in today's world	Chua, Vincent, Julia Madej & Barry Wellman 2011. Personal Communities: The World According to Me. In: John Scott and Peter J. Carrington (eds.). *The Sage Handbook of Social Network Analysis*. London : Sage Publications, 2011, pp. 101-115 Cross, Rob; Andrea Parker and Steve Borgatti. 2002. *IBM A bird's-eye view: Using social network analysis to improve knowledge creation and sharing*. IBM Corporation http://www.analytictech.com/borgatti/papers/cross,%20parker%20and%20borgatti%20-%20A_birds_eye_view.pdf 9.9.2018 Dekker, Rianne & Godfried Engbersen. 2012. *How social media transforms migrant networks and facilitate migration*. IMI Working Paper 64, University of Oxford; November 2012 Easley, David & Jon Kleinberg. 2010. *Networks, Crowds, and Markets: Reasoning about a Highly Connected World*.Cambridge: Cambridge University Press

Francisco, Valerie 2015. 'The Internet is Magic': Technology, Intimacy and Transnational Families. In: Critical   Sociology Vol. 41 (1) 173-190

Francisco-Menchavez, Valerie 2017 Forthcoming. Labour of Care: Filipina migrants and Transnational Families in the Global Age. Urbana-Champagne: University of Illinois Press

Knox, Hannah; Mike Savage and Penny Harvey. 2006. Social networks and the study of relations: networks as method, metaphor and form. In: Economy & Society. Vol 35, No1; pp.113-140.

Martin, Alexandra & Barry Wellman 2011. Social Network Analysis: An Introduction. John Scott and Peter J. Carrington (eds). The Sage Handbook of   Social Network Analysis. London : Sage Publications, 2011, pp.11-25

United Nations, Department of Economic and Social Affairs, Population Division 2014. World Urbanization Prospects: The 2014 Revision,Highlights (ST/ESA/SER.A/352).   (http://esa.un.org/unpd/wup/Highlights/WUP2014-Highlights.pdf 15.3.2015)

Slide title	Method and time frame	Comments
Introduction to EduBox 3 and Session 02		
Learning outcomes	Explanation 3 minutes	One could also leave the set of slides without any elaboration
Objectives	Explanation 3 minutes	One could also leave the set of slides without any elaboration
Lead-in	Activate students 3 minutes	Use the short YouTube video to indicate that on a personal level we have not only local links but also increasingly connections which cut across national boundaries.
Social relations and networks Changes in social relations	Input or discussions based on the home reading 15-25 minutes	In case students have read the working paper as a home assignment, the class should be divided into teams of five. Each team should then work on a summary of the answers to the question and be ready to present it in class. Otherwise, the slides provide students with the necessary understanding concerning changes in social relations.
Membership in collectives	Input-discussion 20 minutes	This is a crucial exercise because it shows our membership of different collectives, which later form into networks. - In case students already have a basic knowledge and awareness of their membership of collectives, this can be a short input. - If not, students may do the exercise on their own using their personal biography.

		• In case you want to keep the discussion on a more general level, cut out the four illustrations and give each team one of them as a basis for discussion of the questions before they present their answers in class This exercise can be shortened or extended as appropriate.
The networked individual	Input 3 minutes	Supports the general goal of the session to understand oneself as a networked person. This, in turn is the basis for performing a network analysis, which is the topic of the following session
The networked individual	Activity 10 min	Requires students to have done activity one based on their personal relations. Focusses on a personal level network and the awareness that relationships have different characteristics, strengthens the understanding of the individual as a member of networks.
The networked individual	Discussion 7 min	Networking is of particular relevance when starting to work and live overseas. This exercise discusses appropriate ways of getting to know people and relevant networks. Depending on time, the discussion can vary
Summary and reflection Summary	Input/Discussion 8 minutes	Can be carried out as an input or discussion in class.
Reflection	Open discussion	
Assignment	Reading text and summarise the arguments	The text can be read as a preparation to the session as well as a 'read-on'
Sources		