

全英语课程采用如下英文版教学大纲

## Syllabus Sample of Fudan University

**Department:**      **Sociology**

**Date:**      **2023.4.11.**

<b>Course Code</b>	SOCI130210						
<b>Course Title</b>	Social Capital Research						
<b>Credit</b>	26	<b>Experiment (including Computer) Credit</b>	0	<b>Practice Credit</b>	2	<b>Aesthetic Education Credit</b>	0
<b>Credit Hours Per Week</b>	2	<b>Education on The Hard-Working Spirit Credit Hours</b>	0	<b>Language of Instruction</b>	Engl ish	<b>Honors Course</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Course Nature</b>	<input type="checkbox"/> Core General Education Course <input type="checkbox"/> Specific General Education Course <input type="checkbox"/> Basic Course in General Discipline <input type="checkbox"/> Others			2+X Major : <input type="checkbox"/> Professional Core Course <input type="checkbox"/> Professional Advanced Course			
				Non 2+X Major : <input type="checkbox"/> Professional Compulsory Course <input type="checkbox"/> Professional Elective Course			
<b>Course Objectives</b>	(Including value, knowledge and ability objectives)  By the end of the course, students will be able to: [1] know different schools of social capital; [2] distinguish the unique features of social capital in Chinese society; [3] understand the relevance of social capital in terms of social support; [4] demonstrate a basic ability to conduct independent inquiry on topics in social capital and to effectively communicate the results via oral presentation.						
<b>Course Description</b>	This course provides an overview of social capital research and its implication for individual mobility and social support. Topics covered in this class include the different schools of social capital, its individual and collective roots, how it relates to social support and individual health, , as well as its application for contemporary economic and social life. Through the course, students will obtain a richer understanding of social capital and its relevance to real life.						

**Course Requirements:**

Class attendance, group discussion, essay writing.

**Teaching Methods:**

Lecture and discussion

**Course Director's Academic Background:**

Felicia F. Tian is an Associate Professor of Sociology in Fudan University. She obtained her bachelor's degree from Renmin University, China, master's degree from University of Wisconsin-Madison, and Ph.D from Duke University. Her research includes social networks and social capital, at both individual level and community level. Her work appears in *Social Networks*, *Research in Social Stratification and Mobility*, *Journal of Marriage and Family*, and *Chinese Sociological Review*.

**Instructor's Academic Background:**

**Members of Teaching Team**

Name	Gender	Professional Title	Department	Responsibility

**Course Schedule** (Please supply the details about each lesson):

#1 General Introduction: bridging, bounding, and boundary

**\*\*PART 1: Bridging\*\***

#1 the strength of weak ties (Sep 4)

- weak tie
- labor market

(reading: Granovetter, 1973)

#2 social capital (Sep 11)

- social resources
- access and activation

(reading: Lin, et al., 2001)

#3 structural hole (Sep 18)

- information
- broker

(reading: Burt, 2001)

#4 China: economic reform (Sep 25)

- strong ties
- face and favor

(reading, Bian, 1997)

#5 special case: bridging and innovation (Oct 9)

- structural fold
- diffusion

(reading, Vaan, 2015)

#6 Site visit: data story (Oct 16)

**\*\*PART 2: Bonding**

#7 social support (Oct 23)

- forms of support
- social loneliness

(reading: Small & Sukhu, 2016)

#8 social closure (Oct 30)

- intergenerational closure
- child development

(reading: Coleman, 1988)

#9 community cohesion (Nov 6)

- collective good
- free-riding problem
- collective efficacy

(reading: Sampson, 1999)

#10 China: family and lineage (Nov 13)

(reading: Peng, 2010)

#11 Site visit: TBA (Nov 20)

**\*\*PART III: Boundary**

#13 homophily (Nov 27)

- opportunity, preference, externalities
- inequality

(reading: McPherson, et al., 2001)

#14 boundary making (Dec 4)

- class
- cultural capital

(reading: Rivera 2012)

#15 boundary crossing (Dec 11)

- sub-culture
- diffusion

(reading: Rao et al., 2005)

#16 student presentation

**The design of class discussion or exercise, practice, experience and so on:**

The course includes three case discussions.

**If you need a TA, please indicate the assignment of assistant:**

Record attendance, organize case discussion, and manage Q&A.

**Grading & Evaluation** (Provide a final grade that reflects the formative evaluation process):

Class attendance (10%)

Case discussion (15\*3=45%)

Essay (45%)

**Usage of Textbook:** ☐ Yes (complete textbook information form below) ☒ No

**Textbook Information** (No more than two textbooks) :

Title	Author	ISBN	Publishing time	Publisher	Type I	Type II
					<input type="checkbox"/> Self-compiled Textbook (Published) <input type="checkbox"/> Non-mainland Textbook <input type="checkbox"/> Other Textbook (Published)	<input type="checkbox"/> National Planning Textbook <input type="checkbox"/> Provincial and Ministerial Planning Textbook <input type="checkbox"/> School Level Planning Textbook <input type="checkbox"/> Others

					<input type="checkbox"/> Self-compiled Textbook (Published) <input type="checkbox"/> Non-mainland Textbook <input type="checkbox"/> Other Textbook (Published)	<input type="checkbox"/> National Planning Textbook <input type="checkbox"/> Provincial and Ministerial Planning Textbook <input type="checkbox"/> School Level Planning Textbook <input type="checkbox"/> Others
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**Teaching References** (Including author, title, publisher, publishing time,ISBN):

The course does not have required textbook. The required readings are listed as follows:

2. Granovetter, M. (1973). The Strength of Weak Ties. *American Journal of Sociology*, 78(6), 1360-1380.
3. Portes, A. (2000). The Two Meanings of Social Capital. *Sociological Forum*, 15(1), 1-12.
4. McPherson, J. M., Smith-Lovin, L., & Cook, J. M. (2001). Birds of a Feather: Homophily in Social Networks. *Annual Review of Sociology*, 27, 415-444.
5. Lin, Nan, Yang-chih Fu and Ray-May Hsung. 2001. "The Position Generator: Measurement Techniques for Investigations of Social Capital." In Nan Lin, Karen Cook and Ronald Burt (Eds.) *Social Capital: Theory and Research*. Pp. 57-81. New York: Aldine de Gruyter.
6. Case TBA. Will announce on the first week of class.
7. McDonald, S., Benton, R. A., & Warner, D. F. (2012). Dual Embeddedness: Informal Job Matching and Labor Market Institutions in the United States and Germany. *Social Forces*, 91(1), 75-97.
8. Bian, Y. (1997). Bringing Strong Ties Back in: Indirect Ties, Network Bridges, and Job Searches in China. *American Sociological Review*, 62(3), 366-385.
9. Small, M. L., & Sukhu, C. (2016). Because they were there: Access, deliberation, and mobilization of networks for support. *Social Networks*, 47, 73-84.
10. Wellman, Barry and Lee Rainie. 2013. "If Romeo and Juliet had Mobile Phones." *Mobile Media & Communication* 1(1): 166-171.
11. Case TBA. Will announce on the first week of class.
12. Coleman, J. S. (1988). Social Capital in the Creation of Human Capital. *American Journal of Sociology*, 94(Supplement), S95-S120.
13. Sampson, R. J., Morenoff, J. D., & Earls, F. (1999). Beyond Social Capital: Spatial Dynamics of Collective Efficacy for Children. *American Sociological Review*, 64(4), 633-660.
14. Putnam, R. (1993). The prosperous community: social capital and public life. *The American Prospect*(13), 38.
15. Egale, N., Macy, M., & Claxton, R. (2010). Network Diversity and Economic Development. *Science*, 328(5981), 1029-1031.
16. Case TBA. Will announce on the first week of class.

Table column size can be adjusted according to the content.