Social capital consists of the resources embedded within and available through relationships. It is a construct that has received wide attention from scholars from a variety of disciplines including public policy, public administration, sociology, political science, management, and economics. Within organizational studies, social capital has been studied both as an attribute of an individual actor and as a characteristic of a social unit as a whole. These different approaches have sprung from different conceptualizations of the construct and have also yielded a growing and diverse research literature on the topic. The concept of social capital has clearly benefited from a recent explosion of interest and has received increasing attention in public affairs circles. The promotion of social capital is often seen as a way of reviving active citizenship and enabling community development. In recent years an exciting, diverse, and rapidly growing body of research has suggested that the norms and networks of civil society have powerful practical effects in many disparate political and economic arenas. This research frontier centers on concepts of “social capital” and its implications for such fields as social welfare in American cities, economic progress in developing countries, and the effectiveness of democratic government in the United States and other modern societies. This seminar will explore this sprawling research frontier, focusing on contemporary America.

The seminar will bring together perspectives of practitioners, policy-makers, and academic researchers on social capital and its relevance to public affairs. It will provide a unique opportunity to critically explore current thinking on the role of social capital and look at the relationship between social capital and public affairs from both a policy and operational viewpoint. In this seminar we will examine social capital in its various forms along with its effects on behavior within and between organizations. We will draw on literature from sociology, policy sciences, organizational studies, economics, and business strategy. We will cover the basic theoretical models of social capital and investigate different methods that have been used in social capital research. We will approach our investigation from multiple levels of analysis and will incorporate guest lectures from the UCF faculty who are doing research in social capital. We will discuss various applications of social capital dependent on the interests and background of students. Students will learn social network analysis techniques (widely used in social capital research) using UCINET 6.0. It is expected that students will employ the social network analysis in their final project.

Course Structure

This seminar is for advanced graduate students in public affairs, public administration, public policy, and professional schools. The seminar is designed to introduce seminar participants to an active and multifaceted research frontier in social capital, to enable them to contribute original research (theoretical, empirical, and/or applied) at that frontier, and/or to conceive public policy alternatives that enhance social capital. The course will be conducted in seminar
fashion with discussion focused on a common set of readings that we will all read and discuss. 

Timely completion of the reading and full class participation is expected even during the weeks in which you do not submit a paper.

Requirements

(1) Everyone is expected to read and reflect on all assigned readings prior to class. Class participation will constitute as part of the grade. All students are expected to contribute to the discussion, and therefore “cold calls” may sometimes be employed.

(2) You are expected to prepare five short response papers (500 - 700 words, 1 single spaced page in length) that critically review the two selected resources assigned for a given week. You may choose which weeks to skip the papers. You may also write papers for more than five weeks and drop the least successful from your record. These response papers should include:

- What the fundamental objective of the reading is, and how it fits into a broader stream of social capital research;
- The theories drawn upon, and the rationale for propositions/hypotheses if any;
- Methodology (if any) used;
- Results and conclusions – In the case of conceptual papers, please expand the discussion of major points of the paper;
- You are asked to e-mail/post your write-up to all others in the class at least one day before the class meeting no later than 5 pm on the day preceding the seminar.

(3) Each student will be assigned two classes where they are responsible for conceptualizing and leading discussion on how papers for the class date relate to each other, as well as to earlier readings in the course. A 2- to 3-page written summary of this should be distributed to all seminar members at least one day before the class meeting.

(4) Each student will be asked to develop a paper that is either conceptual or that proposes a research project on social capital (20 - 25 double spaced pages in length, excluding references and appendices). This paper should review and interpret relevant literature and propose a research project or policy alternative(s). The purpose of the paper is to enable each student to apply the social capital approach to some theoretical or practical problem of special concern to him or her. A 1-2 page prospectus for this paper needs to be discussed with the instructor and approved. This paper is due one week before our last session. These papers will be presented on the last day of class.

Required reading materials: The required textbooks are available at the UCF Bookstore. Additional materials will be provided during the semester or will be available online.


Hanneman, Robert A. and Riddle, Mark (n.d.) *Introduction to Social Network Methods* available online at http://faculty.ucr.edu/~hanneman/nettext


**Evaluation:** The short papers will count for 25 percent of the final evaluation, the conceptual papers will count for 20 percent, the final research paper will count for 35 percent, and class participation will count for 10 percent.

**Grading and Feedback:**

All class-related work will count toward your grade. Written work will receive comments via the drop box function of WebCT. If the comments are not informative, please request clarification.

**Grades:**

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<th>Points</th>
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<tr>
<td>10</td>
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<td>Class participating</td>
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<td>25</td>
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<td>Response papers (5)</td>
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**Final grades will be earned as follows:**

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<th>Points</th>
<th>Grade</th>
<th>Meaning</th>
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<tr>
<td>100</td>
<td>95=</td>
<td>A 4 Outstanding achievement. Student performance demonstrates full command of the course materials and evidence of originally and/or creativity that far surpasses course expectations.</td>
</tr>
<tr>
<td>94</td>
<td>90=</td>
<td>A- 3.75 Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.</td>
</tr>
<tr>
<td>89</td>
<td>87=</td>
<td>B+ 3.25 Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.</td>
</tr>
<tr>
<td>86</td>
<td>83=</td>
<td>B 3 Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials and is at an acceptable level.</td>
</tr>
<tr>
<td>82</td>
<td>80=</td>
<td>B- 2.75 Un satisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials. The student must repeat the course with a passing grade.</td>
</tr>
<tr>
<td>79</td>
<td>77=</td>
<td>C+ 2.25</td>
</tr>
<tr>
<td>76</td>
<td>73=</td>
<td>C 2</td>
</tr>
<tr>
<td>72</td>
<td>70=</td>
<td>C- 1.75 Un acceptable work. Course work performed at this level will not count toward the MPA degree. For the course to count toward the degree, the student must repeat the course with a passing grade.</td>
</tr>
<tr>
<td>69</td>
<td>67=</td>
<td>D+ 1.25</td>
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<td>66</td>
<td>63=</td>
<td>D 1</td>
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<tr>
<td>62</td>
<td>60=</td>
<td>D- 0.75</td>
</tr>
<tr>
<td>59</td>
<td>0=</td>
<td>F 0 Failing.</td>
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**Writing ability:** Successful graduate level work requires the ability to write clearly using correct grammar and spelling. Be sure to check all your written assignments before submitting them as points will be taken off for improper spelling and poorly worded sentences. Please use APA style consistently in your term paper. Web documents should be fully cited with as many elements of information as possible.

**Communications:** E-mail is a very efficient way to contact the instructor. Office hours are as posted or by appointment.
**Academic Honesty:** UCF is committed to a policy of honesty in academic affairs. The University of Central Florida academic honesty policy will be strictly adhered to in this class. Students have the obligation to ask the instructor for clarification if there is anything that is not clear about course procedures and the grading policies of the instructor. The university’s policy statement (Golden Rule) can be found at [www.goldenrule.sdes.ucf.edu](http://www.goldenrule.sdes.ucf.edu).

**Disabilities:** The University of Central Florida is highly supportive of the full participation and success of students with all types of disabilities. Any student in this course who has a disability that may prevent him/her from fully demonstrating his/her abilities should contact Students Disability Services (SDS - [http://www.sds.sdes.ucf.edu](http://www.sds.sdes.ucf.edu)) as soon as possible so the SDS can discuss accommodations necessary to ensure full participation and facilitate his/her educational opportunities.

**Disclaimer Statement:** Please note this is a tentative syllabus, and the instructor reserves the right to make any changes that may be necessary to meet the objectives of the course.

**The UCF Creed**

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

**Integrity**
I will practice and defend academic and personal honesty.

**Scholarship**
I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.

**Community**
I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

**Creativity**
I will use my talents to enrich the human experience.

**Excellence**
I will strive toward the highest standards of performance in any endeavor I undertake.

**UCF’s Vision:**
The University of Central Florida will be the nation’s leading metropolitan research university recognized for its intellectual, cultural, technological, and professional contributions and renowned for its outstanding programs and partnership. In a word, the vision is prominence.

**UCF’s Goals**

| Goal 1: Offer the best undergraduate education available in Florida. |
| Goal 2: Achieve international prominence in key programs of graduate study and research. |
| Goal 3: Provide international focus to our curricula and research programs. |
| Goal 4: Become more inclusive and diverse. |
| Goal 5: Be America’s leading partnership university. |

**The Mission of UCF**
The University of Central Florida is a public multi-campus, metropolitan research university, dedicated to serving its surrounding communities with their diverse and expanding populations, technological corridors, and international partners. The mission of the university is to offer high-quality undergraduate and graduate education, student development, and continuing education; to conduct research and creative activities; to provide services that enhance the intellectual, cultural, environmental, and economic development of the
metropolitan region, address national and international issues in key areas, establish UCF as a major presence, and contribute to the global community.

**The Values that Guide the University**
The UCF values comprise the guiding principles that direct the actions of the university, its students, and its employees. Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions. These values have been incorporated into the UCF Creed that prescribes behavior for members of the UCF community.
Class Topics and Schedule

Week 1: Introduction, August 21, 2007
Organizational Meeting: Bowling Alone or Bowling Together?

Week 2: An Introduction to Social Capital Theory, August 28, 2007

Discussion Leader: Dr. Kapucu


Please read (chapter 1) Introduction to social network methods at http://faculty.ucr.edu/~hanneman/nettext/C1_Social_Network_Data.html (optional / recommended)

Other resources:


**Week 3: Social Capital as a Collective Resource, September 4, 2007**

Discussion Leader: Kristin

Required readings: Field, pp. 44-70.


Other resources:


Schneider, Volker et al. (2007) *Political networks- A Structured Bibliography*. Available at [http://www.uni-konstanz.de/FuF/Verwiss/Schneider/ePapers/PolNetw_StructBibliography.pdf](http://www.uni-konstanz.de/FuF/Verwiss/Schneider/ePapers/PolNetw_StructBibliography.pdf)

**Social Network Analysis Demonstration with UCINET 6.0.** (Please download the free version of the software program from [http://www.analytictech.com/](http://www.analytictech.com/) into your computer).

**Week 4: Social Capital as an Individual Resource, September 11, 2007**

Discussion Leader: Sara

Required readings: Halpern pp. 43-72.


Other resources:


**Week 5: But Is It Capital? September 18, 2007**

Discussion Leader: Tory

Required readings: Field, pp. 71-114.


*Other resources:*


**Week 6: Social Capital in the Workplace, September 25, 2007**

Discussion Leader: Tolga

Required readings:


Other resources:


Week 7: Theory of Networks and Social Network Analysis, October 2, 2007

Discussion Leader: Ali & Jeanne

Required readings: Mark Buchanan, Nexus

Other resources:


**Week 8: Power of Networks: American Schools, October 9, 2007**

Discussion Leaders: Kristin

Required readings: Halpern, pp. 142-169.


**Other resources:**


**Week 9: Power of Networks: Social Capital and Community Development, October 16, 2007**

Discussion Leaders: Carolann

Required readings: Halpern, pp. 73-112.

Other resources:


Discussion Leaders: Jeanne


**Other resources:**


rlauf.pdf.


**Week 11: Generations: Learning and Information Exchange, October 30, 2007**

Discussion Leader: Tolga

Required readings: Halpern, pp. 113-141 and 245-284.

Other resources:


Week 12: Relational Social Capital: Trust, Norms, and Loyalty, November 6, 2007

Discussion Leaders: Sara

Required readings: Halpern, pp.: 199-244.


Other resources:


Week 13: Social Capital and Public Policy, November 13, 2007

Discussion Leader: Carolann & Tory


Other resources:


Week 14: The Internet and Virtual Social Capital, November 20, 2007

Discussion Leader: Ali

Required readings:


Other resources:


Week 15: Emerging Research on Social Capital, November 27, 2007

Class does not meet. Please finalize your research papers and submit by 9:00 PM.

Week 16: Class presentations and wrap up, December 4, 2007

Possible paper topics:
1. Is restoring social capital necessary, sufficient, or irrelevant for making American democracy work better? If it is necessary or sufficient, how do we do it?
2. In what ways does the concept of social capital illuminate or obscure? Where is the frontier in social capital theory?
3. What is the “social capital” diagnosis of America’s urban problems? How persuasive is it?
4. How (if at all) are social capital and education related?
5. Does the Progressive Era constitute an attractive inspiration for our own times or not? Was it about social capital or social control?
6. Have we made our places, or have our places made us? How? What can we do about it?
7. Is the younger generation today really any different from young people always? If so, how and why?
8. Is the workplace part of the problem or part of the solution?
9. What are the strengths and weaknesses of religiously based social capital?
10. Is “virtual community” really community? Will the Internet make the problem of social capital better or worse?
11. How does ethnic diversity affect social capital? How are bridging, bonding and linking social capital related? If there is a policy problem here, what can we do about it?

Enjoy the class!