

## ANTH 2110: Friendship and Networks (3 units)

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Office Hours: 2:00-3:00 PM Tues/Thurs

Course Location: ST (William Stewart) 205

Course Time: 3:00-4:20 PM

### COURSE DESCRIPTION

What makes a good friend? Why do we become friends with some people but not others? Do people in all societies make friends in the same way? Will the Internet change how friendships function? Despite the importance of friendships in human social life (it is equally important as kinship and gender for structuring relationships), the concept has received little attention from anthropologists. This course introduces students to the diversity and similarities of friendship styles found throughout the world. We will begin by reviewing the form and function of friendships found throughout the ethnographic record. Following, we will examine how friendships develop over the life-course and the affect of friendship quality/quantity in health and reproduction. Then we will review different theoretical approaches to friendship. Finally, we will examine students' own friendships through the lens of social network analysis. Readings, lectures, presentations, films, and class discussion will provide both formal and informal avenues for exploring issues that arise in the cross-cultural study of friendships.

### TEXTS (required)

Hruschka, Daniel

2010 *Friendship: Development, Ecology, and Evolution of a Relationship*. University of California Press: Berkeley, CA.

Christakis, N.A. and J.L. Fowler

2009 *Connected: How Your Friends' Friends' Friends Affect Everything You Feel, Think, and Do*. Back Bay Books: NY.

### EVALUATION

Friendship Reflection Statement	10 points
Critical Readings (2 x 10 pts. each)	20 points
Book Review (2 x 10 pts. each)	20 points
Quizzes (2 x 30 pts. each)	60 points
Final Individual Project Paper	50 points
Final Individual Project Presentation	50 points
TOTAL	210 points

### FRIENDSHIP REFLECTION STATEMENT

The first assignment associated with this course requires students to write no more than a ONE-PAGE essay on what the term "friendship" means. The goal of this assignment is for students to critically engage themselves in considering the impacts that friends have on themselves and other people. Possible topics that students might consider writing about include: 1) Why do humans have friends?; 2) What makes a good friend?; 3) How does friendship affect innovation and the diffusion of ideas/technology?; 4) Should we mix business and friendship?; and 5) How might

the Internet change how people form friends? This assignment will be graded on grammar, clarity, and thematic relevance. Bibliographies should be included if necessary.

## **QUIZZES**

Quizzes consist of definitions, true/false, multiple choice and short-answer essay questions. Quizzes are based upon lecture notes, in class discussion, class readings, and movies. Make-ups are not allowed unless approved by the instructor. The final quiz is the final exam.

## **BOOK REVIEWS**

Students are responsible for creating a summary of the main topics contained in each of the two required textbooks. The book reviews are in essence a study guide for the quizzes. Book reviews will be graded on the students' ability to: 1) identify the key terminology, theoretical orientation, and methods employed to construct knowledge; 2) identify how other theoretical frameworks and methods might lead to different conclusions; and 3) write concisely and in a grammatically correct format (in American-English).

## **CRITICAL READING ASSIGNMENT**

Students are responsible for handing in TWO (2), one-page documents (margins 1 inch on all sides; 12-point font, single-spaced) that summarize a supplementary reading. These readings can be found by looking below. Bibliographies should be included if necessary. Critical reading assignments will be graded on the students' ability to: 1) identify the article's key terminology, theoretical orientation, and methods employed to construct knowledge; 2) identify how other theoretical frameworks and methods might lead to different conclusions; 3) explore possible future directions for research; and 4) write concisely and in a grammatically correct format (in English).

## **Supplemental Readings**

Dirks, R.

1972 Networks, groups, and adaptation in an Afro-Caribbean community. *Man* 7(4):565-585.

Dunbar, R.I. and Spoors, M.

1995 Social networks, support networks, and kinship. *Human Nature* 6(3):273-290.

Dunbar, R.I.

2010 Chapter 3: Dunbar's Number. In *How Many Friends Does One Person Need?: Dunbar's Number and Other Evolutionary Quirks*. Harvard University Press: Cambridge, Mass.

Fehr, Beverly

1995 *Friendship Processes*. SAGE: New York.

Geary, D. C.

2009 Sex differences in reciprocal altruism: Reply to Mower. *Journal for the Theory of Social Behavior*, 39, 121-124.

Geary, D. C., Byrd-Craven, J., Haord, M. K., Vigil, J., & Numtee, C.

2003 Evolution and development of boys' social behavior. *Developmental Review*, 23, 444-470.

Hanneman, Robert A. & Mark Riddle

2005 *Introduction to social network methods*. Riverside, CA: University of California,

- Riverside (published in digital form at <http://faculty.ucr.edu/~hanneman/>).
- Silk, J.B.  
 2002 Using the 'F' word in primatology. *Behaviour* 139(2-3): 421-446
- Seyfarth, R.M. & D.L.Cheney  
 2012 The evolutionary origins of friendship. *Annual Review of Psychology* 63:153-77.
- Stone, Linda  
 2014 *Kinship and Gender: An Introduction*. 5<sup>th</sup> Ed. Westview Press: Boulder, CO.
- Wilson, P.J.  
 1969 Reputation and respectability: A suggestion for Caribbean ethnology. *Man* 4(1): 70-84.  
 1971 Caribbean crews: Peer groups and male society. *Caribbean Studies* 10(4)18-34.

## FINAL PROJECT

Students are responsible for performing an individual research project that examines their own or someone else's friendships. The project should be motivated by the ideas, hypotheses, and theories presented during the course. You will: 1) define the term "friendship;" 2) collect data pertaining to the kinds of friends you keep (e.g. the number of friends, the quality of those friends, and the kinds of functions they play in your life) and their social characteristics (e.g. age, sex, ethnicity, habits, etc.); and 3) interview at least two friends about their friendship relationships. Based on the findings of your research, you will compare them to data from course readings, lectures, other class members, and the instructor, and summarize key information gleaned from the data. Students will develop a power-point presentation and will be given 12 minutes to present their information on one class period during the last two-weeks of class. Students will be given 3 minutes to answer questions from the audience (i.e. other students and myself). Additionally, they will be responsible for an approximately five-page write-up of the project in an academic style format (Introduction to the Problem, Previous Research, Organization Attempting to Solve/Understand Problem, Discussion/Conclusion). The organization of the paper should mimic the structure of the presentation. We will dedicate at a minimum two class periods to "work-shop" this project. Students will be given an opportunity to work through ideas, identify problems, and offer solutions to measuring their network and interpreting their data.

## COURSE OUTLINE

Week	Primary Topics Covered and Reading Assignment
1	<b>Course Introduction, Course Goals, Student Goals</b> <ul style="list-style-type: none"> <li>• READ: Hruschka Introduction &amp; Chapter 1</li> <li>• READ: Fehr Chapter 1</li> </ul> <b>Philosophy of Science &amp; Evolutionary Theory</b> <ul style="list-style-type: none"> <li>• READ: Kuznar 2008</li> </ul>
2	<b>The Anthropological Toolkit</b> <ul style="list-style-type: none"> <li>• DUE: Friendship Reflection Statement 1</li> <li>• READ: Stone 2013 Chapter 1</li> </ul> <b>Friendship In A Cross Cultural Perspective</b> <ul style="list-style-type: none"> <li>• READ: Hruschka Chapter 2</li> <li>• READ: HRAF Documents</li> </ul>

3	<b>Kinship &amp; Friendship</b> <ul style="list-style-type: none"> <li>• READ: Hruschka Chapter 3</li> </ul> <b>Sex, Love, &amp; Friendship</b> <ul style="list-style-type: none"> <li>• READ: Hruschka Chapter 4</li> </ul>
4	<b>Sex Differences in Friendship Styles?</b> <ul style="list-style-type: none"> <li>• READ: Geary (2009) &amp; Geary et al. (2003)</li> <li>• READ: Fehr Chapter 5</li> </ul> <b>Friendships Across the Life-course</b> <ul style="list-style-type: none"> <li>• READ: Hruschka Chapter 5</li> </ul>
5	<b>Forming Friends</b> <ul style="list-style-type: none"> <li>• READ: Hruschka Chapter 6</li> <li>• READ: Fehr Chapters 3-4</li> </ul> <b>Maintaining &amp; Ending Friendships</b> <ul style="list-style-type: none"> <li>• READ: Fehr Chapters 6-7</li> <li>• DUE: Critical Reading Assignment 1</li> </ul> READ: Hruschka: Chapter 8 & Conclusion
6	<b>The Ecology &amp; Function of Friendship</b> <ul style="list-style-type: none"> <li>• READ: Hruschka: Chapter 7</li> </ul> <b>Games and the Evolution of Friendship</b> <ul style="list-style-type: none"> <li>• READ: Hruschka: Chapter 8</li> <li>• DUE: Book Review I</li> </ul>
7	<b>Friendships in Afro-Caribbean Society</b> <ul style="list-style-type: none"> <li>• READ: Dirks (1972)</li> <li>• READ: Wilson (1969) (1971)</li> </ul> <b>Quiz 1</b>
8	FALL BREAK – No Classes
9	<b>Humans are Animals, But Do Other Animals Have Friendships</b> <ul style="list-style-type: none"> <li>• READ: Seyfarth &amp; Cheney (2012)</li> <li>• READ: Silk (2002)</li> </ul>
10	<b>How Many Friends Do We Need?</b> <ul style="list-style-type: none"> <li>• READ: Dunbar and Spoors (1995)</li> <li>• READ: Dunbar (2010) Chapter 3.</li> </ul> DUE: Critical Reading Assignment 2
11	<b>Introduction to Social Networks</b> <ul style="list-style-type: none"> <li>• READ: Borgatti et al. (2009)</li> <li>• READ: Christakis &amp; Fowler Chapter 1</li> </ul> <b>Some Network Measures &amp; Measuring A Network</b> <ul style="list-style-type: none"> <li>• READ: Hanneman &amp; Riddle (2005) Chapter 9</li> </ul>
12	<b>Friendships, Sex, Health, &amp; Death</b> <ul style="list-style-type: none"> <li>• READ: Smith and Christakis (2008)</li> <li>• READ: Christakis &amp; Fowler Chapters 2-4</li> </ul> <b>Final Project In-Class Workshop</b>
13	<b>Friendships, Social Capital, Political Capital, &amp; Business Transactions</b> <ul style="list-style-type: none"> <li>• READ: Christakis &amp; Fowler Chapters 5-6</li> </ul>

	<ul style="list-style-type: none"> <li>• DUE: Book Review II</li> </ul> <b>Final Project In-Class Workshop</b>
14	<b>Hyper-Connection &amp; The Internet</b> <ul style="list-style-type: none"> <li>• READ: Christakis &amp; Fowler Chapters 7-9</li> </ul> <b>Quiz 2</b>
15	<b>Student Final Projects</b>
16	<b>Student Final Projects</b>
17	<b>Final Papers Due</b>