

NET-WORK-SHOP & First Annual Workshop of RECENS**MODELING, MEASURING, AND ANALYZING NEGATIVE AND POSITIVE TIES****IMPORTANT DETAILS****Date:**

28 February, 2013, 13:00-17:10

Location:

Room 31, 1st floor, Institute for Sociology of MTA Centre for Social Sciences

H-1014 Budapest, Országház utca 30.

Presentations will be in English!

There is 20 minutes for each presentation, followed by 10 minutes for questions.

Organizers:

MTA TK “Lendület” Research Center for Educational and Network Studies (RECENS)

Institute for Sociology, Centre for Social Sciences, Hungarian Academy of Sciences

Hungarian Network For Social Network Analysis (HUNNET)

For more information, please, contact Márton Gerő (gero@socia.mta.hu), visit our website (<http://www.recensproject.hu/eng/>) or find us on Facebook ([Research Center for Educational and Network Studies](#)).

PROGRAM

OPENING

13:00-13:10: Judit Pál [MTA TK “Lendület” Research Center for Educational and Network Studies (RECENS)] and **Beáta Dávid** [Institute for Sociology, Centre for Social Sciences, Hungarian Academy of Sciences]: **Welcome and the aim of the Net-work-shop**

13:10-13:30: Károly Takács [MTA TK “Lendület” Research Center for Educational and Network Studies (RECENS)]

Negative Ties in Focus

Negative ties, such as hate or relational aggression contribute to serious problems in a variety of social contexts. They ruin cooperation, decrease performance, induce intergroup conflict, and hamper cohesion. It is therefore surprising that in the boosting literature on networks, ties have been thought mainly in positive terms. With the help of the “Lendület” Program of the Hungarian Academy of Sciences, we have started a large research program that aims to correct for this asymmetry and attempts to discover the true nature and mechanisms of negative relations. Obviously, no innovative research program is without practical difficulties. The presentation introduces the research program, its major aims, and the obstacles we have already encountered or will likely encounter in the future.

SECTION 1: STATUS CONSTRUCTION AND STATUS INEQUALITIES (13:30-14:30)

13:30-14:00: André Grow [University of Groningen/ICS]

co-authors: Károly Takács, Judit Pál

Status Generalization and In-Group Favoritism – A Network Study Among Adolescents

A large body of experimental research in status characteristics theory suggests that status characteristics like gender and ethnicity can induce status generalization that affects assumptions about individuals' abilities. However, to date few studies have assessed status generalization in field settings. Even more, it seems that existing field research implicitly assumed that status characteristics affect the ability attributions of all individuals equally. Drawing on related research in social identity theory, in this paper we examine the possibility that individuals' tendency for in-group favoritism might lead status characteristics to affect the ability attributions of members of status advantaged and disadvantaged categories differently. Focusing on the status characteristics gender and ethnicity, we examine this possibility with social network data collected in Hungarian secondary school classes. Our results suggest, first, that gender does not operate as a status characteristic in the Hungarian school context. Our results suggest, second, that ethnicity is a status characteristic that affects members of status advantaged and disadvantaged categories differently, as social identity theory suggests. We close the paper with a discussion of the implications of our findings for future research.

14:00-14:30: András Vörös [University of Oxford, MTA TK “Lendület” Research Center for Educational and Network Studies (RECENS)]

Unreciprocated Friendships and Status in Adolescent Groups: An Exploratory Analysis

In adolescent communities, asymmetric friendship relations are commonly assumed to represent status differences within pairs of students. However, due to the relative instability of unreciprocated friendships, status that is largely based on asymmetric relations is probably ephemeral. Leaving too many incoming ties unreciprocated may be risky and may lead to a significant decline in one's status. Are there students who, despite the risk, are prone to keeping many asymmetric relations? How is having unreciprocated friendship ties related to the changes in students' status over time? Is high status associated with more asymmetric relations, or is it the other way round? The present study addresses these questions by exploring the cross-sectional and dynamic relationships between asymmetric friendships and status in an empirical setting. The analyses are carried out on the first two waves of the high-school dataset collected by RECENS. Besides close friendship ties, we also take into account liking relations between students, which provides a more detailed picture of asymmetric dyads. Status is defined as popularity in the friendship and liking networks. The results of the study are intended to provide basis for further research concerning status inequalities and the evolution of friendship network structure in adolescent communities.

BREAK: 14:30-14:45

SECTION 2: ACADEMIC PERFORMANCE AND IDENTITY FORMATION (14:45-15:45)

14:45-15:15: Zsófia Boda [University of Oxford, MTA TK “Lendület” Research Center for Educational and Network Studies (RECENS)]

School Performance and Social Status in Secondary School

Low individual performance in secondary school is a significant social issue, since students' academic achievement is proven to affect their future career and life chances. Lack of motivation plays a major role in this problem, especially in western educational systems, where social loafing, the state of a school class in which some or all students retain their performance for various reasons, appears frequently, and is often advocated by societal norms and maintained by peer pressure. Though it seems advantageous for students on a long term to study in a well-performer school class, as the overall performance of the classmates affects positively the future academic chances of students, the empirical results about the social status of high performing students seem controversial. In my presentation, I would like to examine the relationship between performance and status/popularity, using the RECENS data.

15:15-15:45: Dorottya Kisfalusi [Corvinus University of Budapest, MTA TK “Lendület” Research Center for Educational and Network Studies (RECENS)]

co-authors: Sára Horlai, Krisztina András

Interethnic Relations, Ethnic Classification by Peers, and Identity Change: Is There a Connection?

Interethnic relations could be the source of social and cultural capital for minority students. International research indicates that even if students study in ethnically mixed classes, cross-ethnic friendships are rare (Moody, 2001). However, friendship segregation within classes has not yet been examined thoroughly in Hungary. While examining interethnic relations, nevertheless, difficulties may arise, because the formation of one’s identity occurs continuously through one’s identification with significant others. Therefore, ethnic identity, being both relational and contextual, should be treated as a continuously changing process (Hall, 1996; Ladányi and Szelényi, 2001). Moreover, various classification systems may provide different data concerning students’ ethnic identity. We suggest, there is a connection between self-identification, classification by peers and relational integration with classmates. In our study, we therefore hypothesize that students who identify themselves as Roma but are classified as non-Roma by a significant proportion of their peers are more likely to have a higher amount of positive interethnic relations than those who are classified as Roma by their peers. We also assume that students who identify themselves as Roma but are classified as non-Roma by a significant proportion of their peers are more likely to change their self-reported identity to non-Roma in time (between two waves of data collection). Our research is based on a subsample (N=25 classes) of a Hungarian network panel study (OTKA K 81336). In our presentation we concentrate on the theoretical background and the assumptions of our model.

BREAK: 15:45-16:00

SECTION 3: STRUCTURAL BALANCE AND NEGATIVE TIES (16:00-17:10)

16:00-16:30: Judit Pál [MTA TK “Lendület” Research Center for Educational and Network Studies (RECENS), Corvinus University of Budapest]

co-authors: André Grow, Christoph Stadtfeld, Károly Takács

Reasons to Hate Mates: Effects of Status Considerations on Disliking Relations in the Classroom

Disliking ties (when i has negative feelings towards j) are often explained with structural balance theory. If, for example, actor i dislikes actor j , then i 's friend k may turn to dislike j , as well. The emerging triadic structure with one friendship relation and two dislike relations would be balanced. This mechanism may result in segregation of communities into two antagonistic groups. However, the theory does not explain the emergence of initial disliking and ignores alternative structural explanations of disliking relations. In this paper, we argue that disliking ties frequently occur as a consequence of status-related frustration and competition. We differentiate personal status attributions (i respects j), perceived status attributions (i thinks that j is respected by other group members) and friendship based in-degree popularity. This allows us to test three hypothe-

ses on how status considerations may influence the formation of disliking relations. First, the *frustration hypothesis* suggests that asymmetric disliking ties are more likely to develop from i to j when i has a high in-degree on perceived status attributions, but does not receive a personal attribution from j . Second, the *competition hypothesis* states that reciprocal disliking ties develop more likely when both i and j have a high in-degree on perceived status attributions, but they do not nominate each other directly. Third, the *tension reduction hypothesis* states that disliking ties are more likely to develop when j 's status considerations are dissimilar among friends, but they agree on having a disliking tie toward the same j . We will show preliminary results by analyzing the first three waves of the high-school dataset collected by RECENS.

16:30-17:00: Simone Rigbi [MTA TK “Lendület” Research Center for Educational and Network Studies (RECENS)]

co-author: Károly Takács

Signed Networks and The Evolution of Cooperation

In this paper we examine how cooperation in a social network can be supported by negative ties and structural balance mechanisms. We incorporate both dyadic and triadic mechanisms in an agent-based model in which the signed network and cooperation co-evolve. Our model is inspired by the tradition of computational evolutionary game theory models where the more successful strategies tend to diffuse. In the context of a repeated Prisoners' Dilemma game (PD), we analyze the evolutionary success of different strategies that combine a game posture (defecting or cooperating) and different sensitivities to the sign of links with partners. Our assumption is that some agents may be sensible to the relationships type, symbolized by the sign of the network's ties, and cooperate only with friends. As consequence of social interactions the network structure can change. When two individuals meet and play differently in the PD, tension in the relationship ensues that can be resolved either with a change in the relationship status (from positive to negative or vice versa) or with a change in the network topology (the link is severed and a new one is created). Preliminary results show that, in the presence of negative ties, cooperation is difficult to sustain in a random network where only dyadic considerations affect individual behavior. However, introducing triadic considerations (the tendency of individuals to construct structurally balanced relationships) enlarges the window of opportunity for the diffusion of cooperative behavior allowing for the emergence of stable and segregated cooperative clusters.

17:00-17:10: Károly Takács [MTA TK “Lendület” Research Center for Educational and Network Studies (RECENS)]: **Closing Remarks**