# 1 Clustering Coefficient and Neighborhood Overlap (10%)

Provide example graphs that contain the node pair (*a*, *b*) for which

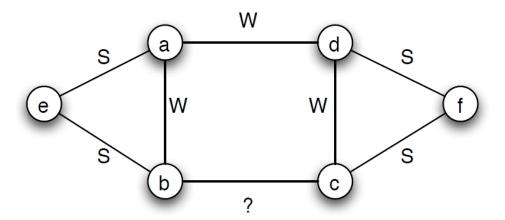
- 1. both *a* and *b* have *high* clustering coefficient but (*a*, *b*) has *low* neighborhood overlap.
- 2. both *a* and *b* have *low* clustering coefficient but (*a*, *b*) has *high* neighborhood overlap.

### 2 Strong and Weak Ties (10%)

Consider the following definition and network, in which each edge, except the edge connecting nodes b and c, is labeled as strong (S) or weak (W).

**Strong triadic closure assumption**: if the node x has strong ties to nodes y and z, then there must be a tie, either weak or strong, between y and z.

- 1. According to our discussion about strong and weak ties, with the strong triadic closure assumption mentioned above, what is the expected label for the edge between *b* and *c*? Give a brief explanation for your answer.
- 2. What are the differences between weak and strong ties in social networks?. Use the above comparison to explain the strength of weak ties in social networks.



## 3 The Structure of the Web (30%)

As new links are created and old ones are removed among an existing set of Web pages, the pages move between different parts of the bow-tie structure of the Web.

- 1. Describe an example of a graph where removing a single edge can reduce the size of the largest strongly connected component by at least 1000 nodes. (Clearly you shouldn't attempt to draw the full graph; rather, you can describe it in words, and also draw a schematic picture.)
- 2. Describe an example of a graph where adding a single edge can reduce the size of the set OUT by at least 1000 nodes. (Again, you should describe the graph rather than actually drawing it.)

#### 4 **Power Laws (25%)**

Suppose that some researchers studying educational institutions decide to collect data to address the following two questions:

- 1. As a function of *k*, what fraction of UML classes have *k* students enrolled?
- 2. As a function of *k*, what fraction of 3rd-grade elementary school classrooms in Massachusetts have *k* pupils?

Which one of these would you expect to more closely follow a power-law distribution as a function of *k*? Provide a brief explanation for your answer.

#### 5 Power Laws & Rich-Get-Richer Phenomenon (25%)

Erdős and Rényi (1960) studied a model of growth for graphs in which, at each step, two nodes are chosen uniformly at random and a link is inserted between them. Do you think power laws and the rich-get-richer phenomena are likely to be observed in these random graphs. Provide a brief explanation for your answer.