

Spring 2021

STS 359-456: Foundations of Cyberpsychology

Narendra Khichi

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STS 359 SPRING 2021

New Jersey Institute of Technology

Instructor: Dr. Narendra Neel Khichi, Jr

STS 359 Cyberpsychology ONLINE-Asynchronous

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Office: Cullimore 314

Office Hours:

Monday (in person): 10:30am-11:30am

Tuesday (online): 10:30am-12:00pm

Wednesday (in person): 10:30am-11:30am

Thursday (online) 10:30am-12:00pm

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COURSE DESCRIPTION:

This course is an introduction to the study of the effects of the Internet and cyberspace on the psychology of individuals and the sociology of communities and groups. Some topics covered include: online identity in the age of the app, online and internet relationships, understanding communication and interaction in cyberspace, personality types in cyberspace, internet addiction, cyberbullying and other types of behavior in cyberspace, online gender roles and interactions etc; digital environments including, but not limited to, our engagement with various social media platforms; the cultural, social, and psychological impact of drones, the social-psychology of search engines, and distinguishing actions, thoughts, and behavior between the online and the offline world. We will cover current and future technologies and the impact it has on the overall meaning of being human. Some themes we will discuss, explore, and revisit are: Is there a distinction between the online world vs the offline world? How does the virtual-self compare to a traditional self? Is technology and the digital world changing what it means to be human? How does technology and the digital world shape our behavior, thoughts, words, and actions? We will also address, discuss, and evaluate our relationship with technology and the digital world during the global pandemic**

*(**the conversations involving the pandemic are exploratory in nature. As this is new territory for all of us and due to the ever changing nature of our social, cultural, and global climate, as well as data and statistics, during the pandemic, the information, readings, and data are strictly exploratory, conversational, inquisitive discussions, and an exchange of ideas and thoughts only).*

COURSE OBJECTIVES:

1. Define and discuss the term Cyber-psychology and demonstrate the basic terminology, concepts, and principles of the discipline.
2. Identify, evaluate, and compare the major perspectives in Cyber-psychology
3. Recognize that some human behavior is motivated by the virtual world and has multiple effects
4. Discuss the ways that Cyber-psychological theories are used to assess, predict, or change human behavior

5. Discuss and demonstrate how Cyber-psychology is applied to influence and improve the lives of human beings.
6. Gain insight into one's own personality and personal relationships by thinking critically about Cyber-psychological theories and principles.
7. Recognize how each approach views human thought and behavior in the Cyberworld

REQUIRED TEXTBOOKS:

Superconnected: The Internet, Digital Media, and Techno-Social Life By: Mary Chayko
 Publisher: SAGE Publications, Inc
 Print ISBN: 9781506394855, 150639485X
 eText ISBN: 9781506394848, 1506394841
 Edition: 2nd
 Copyright year: 2018

RECOMMENDED READING (notes are from these texts, as well):

The McDonaldization of Society 9th Edition: Into the Digital Age by George Ritzer
 (c) 2019 Sage Publications 978 1 5063 4855 1
The APP Generation: How Today's Youth Navigate Identity, Intimacy, and Imagination in a Digital World by Gardner and Davis. Yale University Press ©2014
Social Media: A Critical Introduction. 2nd Edition (paperback) (Fuchs). (c) 2017 Sage Publications
Personal Connections in the Digital Age by Nancy Baym
Alone Together by Sherry Turkle
Infinite Reality: Avatars, Eternal Life, New Worlds and the Dawn of the Virtual Revolution by Blascovich and Bailenson
I Know Who You Are and I Saw What You Did by Lori Andrews
The Shallows: What Is The Internet Doing to Our Brains? By Nicholas Carr
A History of the Internet and the Digital Future by Ryan.

GRADING POLICY

Syllabus Overview	50 points
Essay #1	50 points
Discussion #1	50 points
Essay #2	50 points
Discussion #2	50 points
Essay #3/Discussion #3 Combo	100 points
Quiz #1 (90 minutes)	100 points
Quiz #2 (90 minutes)	100 points
Quiz #3 (90 minutes)	100 points
Quiz #4 (120 minutes)	200 points
=====	
Total Point Value	850 points

GRADING SCALE:

100-90.....	A
89-87.....	B+
86-80.....	B
79-77.....	C+
76-70.....	C
69-65.....	D
65 <.....	F

Quizzes: Quizzes must be submitted during the scheduled time they are open. No exceptions to this rule.

Communication: Because this is an online course, we do not meet face to face. Therefore, it is extremely important you keep in touch with me (via email or during office hours) to inform me of any issues that come up. Emailing me mid-way through the summer session is not enough. If you have any specific personal issues that prevents you from participating in the course, I will need documentation from the Dean of Students. You have access to email through numerous devices.

It is your responsibility to keep me informed for any reason on why you cannot/have not participated.

I do not give extra credit. Nor do I respond to emails or questions that ask, “Is there anything I can do to ‘get an A’ or to ‘bump up my grade a few extra points?’

Please do not attempt to send me emails of this nature. Any issue that arises that must be discussed should be handled during office hours and not via email. I will not respond to any such emails.

Students are responsible to keep track of their own grades, what work they owe, and what they are missing. Please note where an ‘A’ begins and where a ‘B+’ begins and ends. Any issue with a grade for a specific quiz or assignment must be addressed via email, with screenshots, and/or specific issue NO MORE than one week after the quiz, reader response, or assignment is administered. Anything issue after a week will not be considered and your grade will remain as is.

Any issue with a missed assignment must be addressed within one week after the assignment is due otherwise a “0” will be entered for the grade and will remain as is. This is the policy of the course.

Furthermore, Canvas **allows me to see your online activity in regards to this course and during this summer session. It allows me to see what articles you read, how long you read them for, if you looked at the notes, when you opened the quizzes, and when they are**

closed. Please understand that Canvas maintains a detail track record of your use and interaction with the course materials. So I see/have/ and maintain a full transcript of your activity online in this course. Please be aware that before any conversation occurs between you and I, I will have this detailed activity report in front of me. Please also understand that should there be any “technical” issues, I am provided and have access to detailed reports that inform me of any issues Canvas has.

Academic Integrity:

“Academic Integrity is the cornerstone of higher education and is central to the ideals of this course and the university. Cheating is strictly prohibited and devalues the degree that you are working on. As a member of the NJIT community, it is your responsibility to protect your educational investment by knowing and following the academic code of integrity policy that is found at:

<http://www5.njit.edu/policies/sites/policies/files/academic-integrity-code.pdf>.

Please note that it is my professional obligation and responsibility to report any academic misconduct to the Dean of Students Office. ***Any student found in violation of the code by cheating, plagiarizing or using any online software inappropriately will result in disciplinary action. This may include a failing grade of F, and/or suspension or dismissal from the university.*** If you have any questions about the code of Academic Integrity, please contact the Dean of Students Office at dos@njit.edu”

Students are expected to read and understand NJIT’s academic integrity policy. Members of the NJIT community are expected to be honest and forthright in their academic endeavors.

There is a zero tolerance policy on any and all forms of cheating.

Student’s that require special accommodations Disabilities Service Policy

Students with disabilities who are otherwise qualified and are college able will receive reasonable accommodations to support their special needs. Students must self-identify to the Disabilities Services office to qualify to receive services. NJIT is in full compliance with the regulations of the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.

New Jersey Institute of Technology is committed to making students with disabilities full participants in its academic and other programs, services and activities through the provision of reasonable accommodations to students with documented disabilities. The Coordinator of Student Disability Services will coordinate the provision of appropriate accommodations and/or academic adjustments on a case-by-case basis for students with disabilities who identify themselves, provide adequate documentation of their disability and need for accommodation, request services and complete appropriate forms. Appropriate accommodations are provided at no cost to the student.

If you have any questions or would like additional information, please contact Dr. Phyllis Bolling, Center for Counseling and Psychological Services (C-CAPS), Campbell Hall, (entry level), room 205, (973) 596-3420.

Personal Conflicts/Issues

Should you have any personal issues or conflicts that prevent you from participation in the online course, miss assignments, or do not log onto the course for an extended period of time- by extended period of time I define as more than two weeks- you must provide me with documentation from the Dean of Students. Otherwise, you will not be allowed to make up the work you miss. In addition, anything that requires discussion must be done during office hours. If you are not engaged with the class for weeks- simply writing me an email stating “I’ve been really sick and couldn’t do my work” is not a viable excuse.

Email

Please check your NJIT email regularly. Any announcements, reminders, or notifications are sent via Canvas directly to your NJIT email account. **Also note I respond to emails relatively quickly during the week between the hours of 8am and 12pm.** Please be patient and do not send multiple emails with the same information or the same question. Any email sent after 1:00pm will be responded to the next day. Any email sent after 1pm on Fridays will be responded to on Monday morning.

Graded Assignments:

Quizzes: There are 4 timed quizzes. Dates and details are provided in the syllabus. No make ups for quizzes are provided unless we discuss PRIOR to the quiz.

Syllabus Overview Agreement: 50 points

Discussion Forum #1 and #2: There are two discussion forums. Each are worth 50 points.

Essay #1 and #2: There are two essays. Each are worth 50 points.

Discussion Forum/Essay #3: There is a discussion/essay combo due at the end of the third week of the session. It is worth 100 points.

Discussion Forum Rubric:

45-50: You have posted *at least* 6x on the forum. Your initial post is approximately 200 words. Your other posts should reply to at least 5 different students. Each reply post is a minimum of 100 words. You stay on topic. You comment on other student’s views. You offer **evidence** in the form of an article, a quote, in which you **put in bold in your references.**

40-44: You have posted 5x on the forum. Your initial post is 200 words. Your other posts should reply to at least 4 different students. Each reply post is a minimum of 100 words. You stay on topic. You comment on other student’s views. You offer **evidence** in the form of an article, a quote, in which you **put in bold in your posts.**

35-39: You posted 4x in the forum. Your initial post is approximately 200 words. Your other post should reply to at least 3 students. Each reply post is a minimum of 100 words. Posts appear rushed. Very little, if any, evidence is offered.

30-34: You posted 3x in the forum. You only replied to two student. Posts appear rushed. No evidence is offered. Work is unacceptable and not on par with college level work.

25-29: You posted 2x in the forum, your initial post, and replied to one student.

10: You only submitted an initial post. Work is unacceptable and not on par with college level work.

0: You did not post at all.

Essay Grading Rubrics:

Below is a breakdown of how the introductory essay and concluding essay assignments are graded. Should you wish to further discuss your grade OR get more detailed and constructive feedback, please see me during office hours:

45-50: The assignment provides a minimum of five examples, provides thoughtful and detailed analysis. The paper ties in both the student’s views and supports those views the sources and data from the course content. The assignment is structured and organized well, there is a strong fluid writing style, and there is an originality in style and presentation. There is a clear connection and relationship among the examples.

40-44: The assignment provides four examples, provides thoughtful and detailed analysis. The assignment ties in some student’s views and supports those views with some of the sources and data from the course content. The assignment has good structure and organization with some minor issues in writing style. The paper does not take any creative or original risks. There is somewhat of a relationship between the examples.

35-39: The assignment provides three examples, but is weak on the analysis. It ties in very little of the student’s views and provides minimal support from the sources and the data. Some structural and organizational issues are present. The assignment meets the bare minimum requirements of the assignment. It is unclear if a relationship exists between the examples and the topics.

30-34: The assignment provides less than three examples, is weak on analysis, has issues in structure and organization. There is no connection between examples and/or topics.

25: The assignment is rushed and does not follow directions. There is an attempt at organization but it is sloppy. There is no clear focus, there is no relationship among the topics. It lacks analysis. This assignment does not meet the requirements of the course and is unacceptable and not on par with college level work.

0: The assignment was not submitted.

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This will be a fun, interesting course and an overall strong learning experience for you. Should you have any questions or any difficulty with anything, please do not hesitate to contact me via email. I am always available via email or during my office hours. Please give me at least 24 hours to respond to your email. If you’ve made it this far into the syllabus congrats and well done. Please post in the Syllabus Confirmation forum on Canvas by copying and pasting the following: “I have read, understood, and will abide by the expectations of the course. I have viewed the audio/visual syllabus in its entirety and understand how the class functions.” If you do this, before Sunday, January 24, 2021 @1159pm will be given a grade of 50/50. Anything posted from January 25th-January 27th will be given a grade of 25/50. Anything posted January 27th, 2021 and after is automatically a 0.

Unless you state otherwise in the post it is understood that you have read this completely and agree to the conditions in this syllabus.

Schedule:

(This schedule is subject to change without warning or prior notification. Should there be a change, you will be notified in advance, the beginning of the week that is to be changed)

WEEK	Readings/Topics of the Week	Assignment (s)
Week 1 January 19-24	Please go over the syllabus Familiarize yourself with Canvas Get the textbook	Syllabus Confirmation due
Week 2 January 25-31st	Topic: Post Millennials, Generation Z and Social Media Ritzer (2018) pages 1-27, Chapter 1: Introduction Chayko, Chapter 1: What is Superconnectedness? <i>What is McDonaldization?</i> <i>What is "Superconnectedness?"</i> <i>Who are the Post Millennials (Gen Z) and the Millennials?</i> <i>Who is "The App Generation?"</i> <i>Who are the "Digital Natives?"</i> <i>What is Techno-Social Life?</i> <i>Articles and video clips on Canvas</i>	Essay #1 due Sunday night @1159pm
Week 3 February 1-February 7	Topic: History and Demographics Ritzer (2018): Chapter 2: McDonaldization Past and Present pgs. 27-45 Chayko, Chapter 2: Creating the Internet Age.	Discussion #1 due Sunday night @1159pm

	<p><i>A Short History on Information, Communication, and Technology</i> <i>When was the Web born?</i> <i>What was early online networking like?</i></p> <p><i>Articles and video clips on Canvas</i></p>	
<p>Week 4 February 8- February 14</p>	<p>Topics: Fake News</p> <p>Ritzer (2018): Chapter 1: pages 48-52</p> <p>Chayko, Chapter 3: Inhabiting a Digital Environment</p> <p><i>What are online communities, networks, and networking?</i> <i>What to create digital environments?</i> <i>What is the intersection between the online and offline worlds?</i></p>	<p>Quiz #1 is due Sunday night, @1159pm.</p>
<p>Week 5 February 15- February 21</p>	<p>Topic: Google</p> <p>Ritzer (2018): Chapter 3: pages 55-72 Chayko, Chapter 4: Sharing and Surveillance</p> <p><i>Google and Amazon Search Engines</i></p> <p><i>Discussion the participatory culture</i> <i>Being liked and having followers?</i> <i>What is vertical surveillance?</i> <i>Is there privacy?</i></p>	
<p>Week 6 February 22- February 28</p>	<p>Topic: Likes, Followers, and Tweets</p> <p>Ritzer (2018): Chapter 3: pages 72-92. Chayko: Chapter 5: Global Impacts and Inequalities</p> <p><i>What is technology's role in Globalization and politics?</i> <i>What are some cultural divides?</i> <i>What are some social movements?</i></p>	<p>Essay #2 due Sunday night @1159pm</p>

<p>Week 7 March 1-March 7</p>	<p>Topic: The Internet of Things</p> <p>Ritzer (2018): Chapter 4: pages 95-110</p> <p>Chayko: Chapter 6: Techno-Socialization of the Self</p> <p><i>What is personal identity in the age of the app?</i> <i>What is the techno-socialization of the self?</i> <i>What is socialization, self, and identity?</i> <i>What are differences growing up online vs offline?</i></p>	<p>Discussion #2 is due Sunday @1159pm</p>
<p>Week 8 March 8-March 14th</p>	<p>Topic: Identity, Love, and the Internet</p> <p>Ritzer (2018): Chapter 4: pages 110-122</p> <p>Chayko, Chapter 7: Friending, Dating, and Relating</p> <p><i>What is interactivity?</i> <i>What does it mean to make digital connections?</i> <i>How does friendship differ online and offline?</i> <i>What is the traditional life span of digital relationships?</i></p> <p>Socialization, Self, and Identity. Development and Performance of the Self Growing Up Online and Offline Socialization Through Adulthood</p>	<p>Quiz #2 is due Sunday night @1159pm</p>
<p>Week 9 March 15th-March 21st</p>	<p>SPRING BREAK!!!!!!!!!!!!!!!</p>	<p>SPRING BREAK!!!!!!!!!!!!!!!</p>
<p>Week 10</p>	<p>Topic: The Internet, Social Media, and the Digital Divide</p>	<p>No assignment</p>

<p>March 22-March 28</p>	<p>Ritzer (2018): Chapter 5 pages 125-143</p> <p>Chayko, Chapter 8: The Techno-Social Institutions</p> <p><i>What is the institutional “heart?”</i> <i>How are the following institutions influenced by technology: health care, religion, education, work, etc?</i> <i>What is the Digital Divide?</i></p>	
<p>Week 11</p> <p>March 29-April 4</p>	<p>Topic: Changing of Cultural and Social Norms</p> <p>Ritzer (2018): Chapter 6 pages 145-155</p> <p>Chayko, Chapter 9: More Benefits and Hazards of 24/7 Superconnectedness</p> <p><i>What are some reactions to the concepts of constant availability, convenience, multitasking, and being plugged in to society?</i></p>	<p>Essay #3 is due Sunday night @1159pm.</p>
<p>Week 12</p> <p>April 5-April 11</p>	<p>Topic: Bots, (dis) Information, and Influential Power</p> <p>Ritzer (2018): Chapter 6 pages 155-164</p> <p>Chayko, Chapter 10: Our Superconnected Future</p>	<p>Discussion #3 is due Sunday night @1159pm</p>
<p>Week 13</p> <p>April 12-April 18</p>	<p>Topic: The Future of Work, The Age of AI, and Drones.</p> <p>Chayko, Chapter 10: Our Superconnected Future</p>	<p>Quiz #3 is due Sunday night @1159pm</p>

	Ritzer (2018) Chapter 7 pages 167-180 Driveless Cars	
Week 14 April 19-April 25	Ritzer (2018): Chapter 7 pages 181-201 Beyond McDonaldization, the App Generation and Our Superconnected Future <i>What does the future look like for all of us?</i> Ritzer (2018): Chapter 7 pages 181-201 <i>What does the future look like for all of us?</i>	Week of Review
Week 15 April 26 th -May 2 nd	Quiz 4 Cumulative (based on Quizzes 1, 2, and 3)	Quiz #4 (cumulative) opens Monday, April 26 th @9am and closes Tuesday, May 4 th @1159pm.
Week 16 May 3 rd -May 9 th	Last day of classes, Tuesday, May 4 th !	Quiz #4 (cumulative) opens Monday, April 26 th @9am and closes Tuesday, May 4 th @1159pm.