

Spring 2021

STS 359-H02: Foundations of Cyberpsychology

Julie Ancis

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STS 359H02: Foundations of Cyberpsychology

Instructor: Dr. Julie Ancis

January 20, 2021-May 3, 2021

Class Meeting Times: Monday & Wednesday 11:00 am-12:20 pm

Location: Converged KUPF 105

Office Hours: Monday 12:20-1:30 and By Appointment

E-mail: jra49@njit.edu

STS 359: Cyberpsychology is an introduction to the study of the psychological processes related to, and underlying, all aspects and features of technologically interconnected human behavior. This includes the effects of the internet and cyberspace on individuals and groups as well as the impact of human beings on cyberspace. This course will cover key themes and trends in the field of cyberpsychology such as online persona, social media use and psychological functioning, internet addiction, gaming, VR and AI applications, fake news and disinformation, and cybersecurity. In addition, future directions in cyberpsychology as it relates to ethics, clinical work, age and disability, training, and research are discussed.

Learning Outcomes

- Understand key themes and trends in the field of cyberpsychology.
- Explore different psychological theories and perspectives to understand the ways in which individuals and groups use contemporary internet-based information and communication technologies.
- Understand how online environments and processes impact human behavior including affect and cognition.
- Develop an understanding and awareness of cyberpsychology terms, concepts, and theories.
- Understand how statistical data can relate to and provide empirical evidence for the relationship between cyberspace and human behavior.
- Develop critical thinking skills about issues in the field of cyberpsychology and contextualize them in terms of existing psychology theories.
- Understand the clinical and ethical implications of cyberpsychology research and findings.

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> (Links to an external site.).

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

Email

Please check your NJIT email regularly. Any announcements, reminders, or notifications are sent via Canvas directly to your NJIT email account._

Readings


Students will be responsible for reading articles posted on the syllabus. Assigned readings should be completed by the day listed on the syllabus for lectures and discussion.

Course Dates & Assignments


Wed, Jan 20 *Course Orientation*

Mon, Jan 25 *Cyberpsychology: An Overview*

[Ancis, J. R. \(2020\). The Age of Cyberpsychology. *Technology, Mind, and Behavior*. \(Links to an external site.\)](#)

[Srivastava, L. \(2005\). Mobile phones and the evolution of social behaviour. *Behaviour & Information Technology*, 24\(2\), 111–129. doi:10.1080/01449290512331321910](#) 


Wed, Jan 27 *The Online Self*

[Attrill-Smith \(2019\). The online self. In A. A.-Smith, Fullwood, C., Keep, M., & Kuss, D. J. \(Eds.\), *The Oxford Handbook* \(pp. 17-34\). Oxford.](#) 

[Suler, J. R. \(2004\). The online disinhibition effect. *CyberPsychology and Behavior*. 7\(3\), 321-326. doi:10.1089/1094931041291295](#) 

<https://elemental.medium.com/why-you-cant-stop-looking-at-your-face-on-zoom-3391220ed1f9> (Links to an external site.)

Mon, Feb 1 *Impression Management*

[Fullwood \(2019\). Impression management and self-presentation online. In A. A.-Smith, Fullwood, C., Keep, M., & Kuss, D. J. \(Eds.\), *The Oxford Handbook* \(pp. 34-56\). Oxford.](#) 

Case Study: Black Mirror (Nose Dive)

Wed, Feb 3 Cyberpsychology Seminar Series

Dr. John Cook, George Mason University

“Combining Psychology, Critical Thinking, and Gamification to Counter Science Misinformation”

Mon, Feb 8 Social Media Use and Well-Being

[Quinn \(2019\). Positive aspects of social media. In A. A.-Smith, Fullwood, C., Keep, M., & Kuss, D. J. \(Eds.\), *The Oxford Handbook* \(pp. 413-431\). Oxford.](#) 

[Vahedi, Z., & Saiphoo, A. \(2018\). The association between smartphone use, stress, and anxiety: A meta-analytic review. *Stress and Health, 34*\(3\), 347–358.](#)

<https://doi.org/10.1002/smi.2805> 

<https://www.psychologytoday.com/us/blog/the-cyberpsychology-page/202004/three-tips-mental-health-during-covid-19-and-zoom> (Links to an external site.)

Wed, Feb 10 Social Media Use and Well-Being, Internet Addiction

Carr (2011). Prologue and Chapter 1 (Hal and Me). https://www.google.com/books/edition/The_Shallows_What_the_Internet_Is_Doing/1KayoVI3OTMC?hl=en&gbpv=1&dq=the+shallows&printsec=frontcover (Links to an external site.)

[Wallace, P. \(2016\). The Internet as a time sink. In *The Psychology of the Internet* \(pp. 680-725\). Cambridge.](#) 

[Gentile, D. A., Bailey, K., Bavelier, D., Brockmyer, J. F., Cash, H., Coyne, S. M., Doan, A., Grant, D. S., Green, C. S., Griffiths, M., Markle, T., Petry, N. M., Prot, S., Rae, C. D., Rehbein, F., Rich, M., Sullivan, D., Woolley, E., & Young, K. \(2017\). Internet Gaming Disorder in children and adolescents. *Pediatrics, 140*\(Suppl 2\), S81–S85. <https://doi.org/10.1542/peds.2016-1758H>](#)

Mon, Feb 15 Fake News and Disinformation

[Starbird, K., Spiro, E. S., & Koltai, K. \(June 25, 2020\). Misinformation, crisis, and public health-Reviewing the literature. *Mediawell*.](#) (Links to an external site.)

Wed, Feb 17 Cyberpsychology Seminar Series

Dr. Karen Douglas, University of Kent

“The Psychology of Conspiracy Theories”

Mon Feb 22 Echo Chambers and Social Media

[Bessi, A. \(2016\). Personality traits and echo chambers on Facebook. *Computers in Human Behavior*, 65, 319-324. \(Links to an external site.\)](#)

Wed, Feb 24 Exam I


Mon, March 1


[Amichai-Hamburger \(2017\). How can we use the internet to create a better world. In Y. Amichai-Hamburger \(Ed.\), *Internet Psychology: The Basics*. Routledge.](#)

[https://www.frontiersin.org/articles/10.3389/fbloc.2020.00013/full?utm_source=Email_to_authors&utm_medium=Email&utm_content=T1_11.5e1_author&utm_campaign=Email_publication&field=&journalName=Frontiers in Blockchain&id=509276](https://www.frontiersin.org/articles/10.3389/fbloc.2020.00013/full?utm_source=Email_to_authors&utm_medium=Email&utm_content=T1_11.5e1_author&utm_campaign=Email_publication&field=&journalName=Frontiers%20in%20Blockchain&id=509276) (Links to an external site.)


Wed, March 3 Telehealth/Telepsychology & Digital Apps


Novotney, A. (2017, February). *A growing wave of online therapy*. 48(2). Retrieved from <https://www.apa.org/monitor/2017/02/online-therapy> (Links to an external site.)

[Cooper, S. E., Campbell, L. F., & Barnwell, S. S. \(2019\). Telepsychology: A Primer for Counseling Psychologists. *The Counseling Psychologist*, 47\(8\), 1074-1114.](#) 

[Wasil, A. R., Venturo-Conerly, K. E., Shingleton, R. M., & Weisz, J. R. \(2019\). A review of popular smartphone apps for depression and anxiety: Assessing the inclusion of evidence-based content. *Behaviour Research and Therapy*, 123, 103498.](#) 

Mon, March 8 Artificial Intelligence & Virtual Reality

[Costescu, C. A., Vanderborght, B., & David, D. O. \(2014\). The effects of robot-enhanced psychotherapy: A meta-analysis. *Review of General Psychology*, 18\(2\), 127–136. <https://doi.org/10.1037/gpr0000007>](#) 

[Carl, E., Stein, A., T., Levihn-Coon, A., Pogue, J. R., Rothbaum, B., Emmelkamp, P., Asmundson, G. J. G., Carlbring, P., Powers, M. B. \(2019\). Virtual reality exposure therapy for anxiety and related disorders: A meta-analysis.](#) 

Lahav, O., Talis, V., Cinamon, R. G., Rizzo, A. (2020). Virtual interactive consulting agent to support freshman students in transition to higher education. *Journal of Computing in Higher Education*, 32, 330-364.

Wed, March 10 Cyberpsychology Seminar Series

Dr. Albert "Skip" Rizzo, University of Southern California

"7 Ways in which Clinical VR will Change Mental Healthcare"

March 14-21 SPRING BREAK

Mon, March 22 Cyberbullying

[Barlett, C. P., Gentile, D. A., & Chew, C. \(2016\). Predicting cyberbullying from anonymity. *Psychology of Popular Media Culture*, 5\(2\), 171-180. doi:](#)

<http://dx.doi.org/10.1037/ppm0000055>. 

[Kowalski, R. M., Giumetti, G. W., Schroeder, A. N., & Lattanner, M. R. \(2014\). Bullying in the digital age: A critical review and meta-analysis of cyberbullying research among youth. *Psychological Bulletin*, 140\(4\), 1073-1137.](#)

<https://doi.org/10.1037/a0035618> (Links to an external site.)

[Espelage, D. L., & Hong, J. S. \(2017\). Cyberbullying prevention and intervention efforts: Current knowledge and future directions. *The Canadian Journal of Psychiatry*, 62\(6\),](#)

[374-380. https://doi.org/10.1177/0706743716684793](#) 

Wed, March 24 Gaming & Children and Teen's Use of Digital Technology

[Kuss, D. J., Griffiths, M. D., & Pontes, H. M. \(2017\). DSM-5 diagnosis of Internet Gaming Disorder: Some ways forward in overcoming issues and concerns in the gaming studies field: Response to the commentaries. *Journal of Behavioral Addiction*,](#)

[6\(2\), 133-141.](#) 

American Psychological Association (2020). APA resolution on violent video games: February 2020 Revision to the 2015 Resolution. Retrieved from <https://www.apa.org/about/policy/resolution-violent-video-games.pdf> (Links to an external site.)

American Psychological Association (2019). Digital guidelines: Promoting health technology use for children. Retrieved from <https://www.apa.org/helpcenter/digital-guidelines> (Links to an external site.)

Mon, March 29 Exam II

Wed, March 31 Cyberpsychology Seminar Series


Dr. Anastasia Kozyreva, Max Plank Institute

"Confronting Digital Challenges with Cognitive Tools"

Mon, April 5 Personality and Online Behavior

[Gil de Zúñiga, H., Diehl, T., Huber, B., & Liu, J. \(2017\). Personality traits and social media use in 20 countries: How personality relates to frequency of social media use, social media news use, and social media use for social interaction. *Cyberpsychology, Behavior, and Social Networking*, 20\(9\), 540–552.](#)

<https://doi.org/10.1089/cyber.2017.0295> 

[Settanni, M., Azucar, D., & Marengo, D. \(2018\). Predicting individual characteristics from digital traces on social media: A meta-analysis. *Cyberpsychology, Behavior and Social Networking*, 21\(4\), 217–228.](#) <https://doi.org/10.1089/cyber.2017.0384> 

Wed, April 7 Technical Traces


Matz, S. C., Appel, R., & Kosinski, M. (2019). Privacy in the Age of Psychological Targeting. *Current Opinion in Psychology*. [Available here. \(Links to an external site.\)](#)


Mon, April 12 Cyberpsychology Seminar Series


Dr. Sandra Matz, Columbia University

Psychological targeting/digital footprints

Wed, April 14 Cybercrime and Cybersecurity

[Burgard, A., & Schlembach, C. \(2013\). Frames of fraud: A qualitative analysis of the structure and process of victimization on the internet. *International Journal of Cyber Criminology*, 7\(2\), 112-124.](#) 

[McCormac, A., Zwaans, T., Parsons, K., Dragana, C., Butavicius, M., Pattison, M. \(2017\). Individual differences and information security awareness. *Computers in Human Behavior*, 69, 151-156.](#) <https://doi.org/10.1016/j.chb.2016.11.065> 

[Wiederhold, B. K. \(2014\). The role of psychology in enhancing cybersecurity. *Cyberpsychology, Behavior, and Social Networking*, 17\(3\), 131–132.](#) <https://doi.org/10.1089/cyber.2014.1502> 

Mon, April 19 Cyberpsychology Seminar Series

Dr. Yelda Semizer, NJIT

"Understanding Human Visual Perception and its Limitations: The Role of Visual Clutter on Naturalistic Search Tasks"

Wed, April 21 Machine Bias

[Angwin, J., Larson, J., Mattu, S., & Kirchner, L. \(2016, May\). Machine Bias. *ProPublica*. Retrieved from](#)

<https://www.propublica.org/article/machine-bias-risk-assessments-in-criminal-sentencing>

Prates, M. O. R., Avelar, P. H., & Lamb, L. C. (2020). Assessing gender bias in machine translation: A case study with google translate. *Neural Computing and Applications*. 32, 6363–6381.

Mon, April 26 Cyberpsychology Seminar Series

Dr. Rebekah Rutkoff, NJIT

"Under The Radar: Lillian Schwartz at Bell Labs"

Wed, April 28 *Digital Divide*

[Roberts, A., Ogunwole, S., Blakeslee, L., & Rabe, M. \(2018, October\). *A snapshot of the fast-growing U.S. older population. Most older adults live in households with computer and internet access.* United States Census Bureau.](#)

[Anderson, M., & Perrin, A. \(2017\). *Technology use among seniors.* Washington, DC: Pew Research Center. \(Links to an external site.\)](#)

Monday May 3 Review and Process

Final Exam Period Exam III

Assignments & Grading

Attendance and In Class Participation: 15%. Students are expected to attend every class on time. It is an essential component for success. In the event you must miss a class, come late or leave early, prior notice with the instructor is required. Participation will involve engagement in class through discussions, break-out exercises, and in class case study assignments.

Online Participation: 5%. Students will expect to engage **thoughtfully** in the online discussion questions posed and/or pose a question in the "Discussions" section of Canvas at least 5 times during the course of the semester to receive full credit.

Cyberpsychology Presentation: 20%. Using the assigned course reading to which you have been assigned (check "Files" in Canvas for assignments), conduct a 10 minute class presentation. Please be mindful of the time allotted, which often requires practice beforehand.

Include slides summarizing these topics:

- What are the key learning points and takeaways?

- What are any limitations or challenges of the research or current state of affairs?
- What are the research and/or applied implications or future directions?

Your presentation will be scheduled during the lecture assigned and must be limited to 10 minutes.

Upload your presentation (as PPT or PDF) to Canvas prior to your presentation to receive credit for this assignment.

Grading criteria:

- Clarity of presentation. 6%.
- Demonstrated attention to main points of the reading. 7%.
- Thoughtful discussion of implications or future directions. 7%.

Three Exams: 20% each (60% total) There are 3 timed, non-cumulative Exams.

Proctoring will be used.

Grading Scale:

The grade you receive in this course will be based on a tally of your scores on Attendance and In Class Participation, Online Participation, the Cyberpsychology Presentation, and Exams. Letter grades will be assigned using the following scale:

>89.5 A

89.4-86.5 B +

86.4-79.5 B

79.4-75.5 C+

75.4-65.5 C

65.4-55.5=D

<55.4=F

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Helpful Links

[Office of Academic Advising \(Links to an external site.\)](#) The office currently advises and tracks the retention of first year undergraduate students. OAA Advisors also advise undergraduate incoming transfer students, prior to their start at NJIT, in designated colleges and majors (see our transfer student tab), as well as students who may need assistance with deciding on a major.

[Accessibility Resources & Service Accommodations \(Links to an external site.\)](#) The Office of Accessibility Resources and Services works in partnership with administrators, faculty and staff to provide reasonable accommodations and support services for undergraduate, graduate, doctoral, and visiting students with disabilities who have provided our office with medical documentation to receive services. We strive to promote an inclusive environment that encompasses advocacy and access to all campus resources.

[The Writing Center \(Links to an external site.\)](#) The NJIT Writing Center is here to help with your written assignments as well as class presentations. Our Writing Consultants, Graduate Consultants and Peer Consultants can work with you on your writing from beginning to end.

Our new scheduling system, NAVIGATE, can be reached via NJIT Pipeline or [URL TK] -- we thank you for your patience as we make the transition.

Please contact Dr. Catherine Siemann with any questions: siemann@njit.edu