

Psychology of Computers & the Internet (PSY 432-01)

MW 2:00-3:15

200 Shippen

Spring 2014

Readings

Articles available on D2L <https://d2l.ship.edu/>

Course Purpose & Goals

The primary goal of this course is to examine the psychological implications of computers and their related Internet technologies on our social interactions and behaviors. The rapid development and integration of the Internet and computer-mediated communication into today's society has had both beneficial and negative consequences. Topics will include the influence of technology on our self-concept and identities, online relationships, social networking sites, internet abuse, online privacy, internet abuse, etc. This class will be taught using a seminar format where the emphasis for critical analysis and learning is placed on the student.

Course Requirements

Class Facilitation/25 points

Each week teams of students will be responsible for leading the class discussion. Your task is not to lecture the class, but to provide a structure and framework for the class that will generate discussion and critical analysis of the readings. You do this by developing discussion questions, integrating the articles with other readings from the course, critically examining the design and methods of the study, and discussing the practical implications of the findings/conclusions. You should also provide a brief summary/overview of the readings via PowerPoint to help organize the discussion. (See the course webpage for detailed facilitation guidelines)

Discussion Questions/25 points

At least 24 hours before we begin a new discussion topic, half of the class will be responsible for posting critical discussion questions that you have generated from the readings to D2L. You should post at least two thought-provoking questions each week from at least two separate articles for the facilitators to use during class discussion. (See the course web page for additional information and examples)

Exams/50 points each

There will be 2 exams over the course of the semester, a midterm and a final. Exams will be in essay format and will cover material from both the readings and the in-class discussions.

Web Tutorial or Research Review/75 points

Web Tutorial. Student teams (2-4 people) will be responsible for creating a web site that explores in depth a specific phenomenon related to the psychology of the internet (e.g. Twitter and identity development, Social networks and political activism, etc). The purpose of this project is for you to educate others about this specific area or phenomenon. Therefore, your tutorial should be written for the layperson and not necessarily the academic scholar. Your tutorial should draw upon at least four empirical or theoretical articles and should encompass 5-6 linked pages that you create. You should use the relevant aspects of the WWW including internal and external hyperlinks, embedded videos, photographs etc. in creating your tutorial. A 2-3 page proposal of your tutorial is **DUE MAR. 5**. Your proposal should first describe your topic choice and major subtopic areas, and then you should provide a detailed summary of at least two articles related to your topic. Teams will debut and give an oral presentation of their project to the class during the final week of the semester.

Research Review. This individual paper will give you an opportunity to explore in detail some specific aspect of the psychology of computers and the internet. You should choose an area that appeals to your interest and develop a well-thought-out literature review. It is often helpful to focus your proposal on a topic that you facilitated during the semester. A 2-3 page proposal of your topic is **DUE MAR. 5.** Your proposal should first describe your topic choice and then you should provide a detailed summary of at least two articles related to your topic. The final paper should utilize at least six recent (2000+) scholarly research articles and be roughly 8-12 pages (not including title, references, etc.) in length. Your paper should be written in accordance with the APA Publication Manual (6th ed.) **DUE FINAL EXAM PD.**

Class Participation and Attendance/50 points

Since this class is using a seminar format, preparation (i.e. copies of the articles) and class participation are crucial for your success in this class. You are allowed three absence; five points will be deducted for each subsequent absence. Everyone is expected to come to class having read (not skimmed) all of the assigned articles and questions. It is a good idea to take notes on each article while you are reading. Because this class uses a seminar format, group discussion and constructive criticism (not personal opinions/anecdotes) of the material is essential to successful learning. Class discussion and debate will help us to all understand and critically analyze the various research topics. Any behavior that disrupts the ability of the class to learn (e.g. arriving late, using cell phones, inappropriate behavior, etc.) will detract from your grade.

Course Grade

Your course grade will be determined by your performance on the project, papers, class facilitation, participation, tutorial, etc.

Grade will be determined according to the following scale

- | | | |
|-------------|-------------|------------|
| 90-100% = A | 84-86% = B | 70-76% = C |
| 87-89% = B+ | 80-83% = B- | 60-69% = D |
| 77-79% = C+ | 0-59% = F | |

Academic Dishonesty

Academic dishonesty (cheating, plagiarism, etc.) will be handled according to the Shippensburg University Student Handbook guidelines.

Week of:	Articles	Questions
Jan. 19 Meet and Greet/Overview	Bargh, J., & McKenna, K. (2004). The internet and social life. <i>Annual Review of Psychology</i> , 55 (1), 573-590. Jordan, C.H. & Zanna, M. P. (1999). How to read a journal article in social psychology, in R. F. Baumeister (Ed.), <i>The Self in Social Psychology</i> (pp. 461-470). Philadelphia: Psychology Press.	N/A
Jan. 26	Bargh, J., & McKenna, K. (2004). The internet and social life.	N/A

Overview Cont.	<i>Annual Review of Psychology</i> , 55 (1), 573-590.	
Feb. 2 Internet Research	Nosek, Brian A., Banaji, Mahzarin R. & Greenwald, Anthony G. (2002) E-Research: Ethics, Security, Design, and Control in Psychological Research on the Internet. <i>Journal of Social Issues</i> 58, 161-171. Joinson, A.N., Woodley, A., & Reips, U-R. (2007). Personalization, authentication and self- disclosure in self-administered Internet surveys. <i>Computers in Human Behavior</i> , 23, 275-285.	
Feb. 9 Self and Identity Online	Bargh, J.A., McKenna, K.Y.A., & Fitzsimons, G.M. (2002). Can you see the real me? Activation and expression of the 'true self' on the Internet. <i>Journal of Social Issues</i> , 58, 33-48. Zhao, S., Grasmuck, S., & Martin, J. (2008). Identity construction on Facebook: Digital empowerment in anchored relationships. <i>Computers in Human Behavior</i> , 24(5), 1816-1836. Przybylski, A. K., Weinstein, N., Murayama, K., Lynch, M. F., & Ryan, R. M. (2012). The ideal self at play: The appeal of video games that let you be all you can be. <i>Psychological Science</i> , 23(1), 69-76.	
Feb. 16 Online Impression Formation	Kluemper, D. H., Rosen, P. A., & Mossholder, K. W. (2012). Social networking websites, personality ratings, and the organizational context: More than meets the eye? <i>Journal of Applied Social Psychology</i> , 42(5), 1143-1172. Antheunis, M. L., & Schouten, A. P. (2011). The effects of other-generated and system-generated cues on adolescents' perceived attractiveness on social network sites. <i>Journal of Computer-Mediated Communication</i> , 16(3), 391-406 Weisbuch, M., Ivcevic, Z., & Ambady, N. (2009). On being liked on the web and in the 'real world': Consistency in first impressions across personal webpages and spontaneous behavior. <i>Journal of Experimental Social Psychology</i> , 45(3), 573-576.	
Feb. 23 Cell Phones and Mobile Technology	Srivastava, L. (2005). Mobile phones and the evolution of social behavior. <i>Behavior & Information Technology</i> , 24, 111-129. End, C. M., Worthman, S., Mathews, M. B., & Wetterau, K. (2010). Costly cell phones: The impact of cell phone rings on academic performance. <i>Teaching of Psychology</i> , 37(1), 55-57. Przybylski, A. K., & Weinstein, N. (2013). Can you connect with me now? How the presence of mobile communication technology influences face-to-face conversation quality. <i>Journal of Social and Personal Relationships</i> , 30(3), 237-246.	
Mar. 2 Privacy and Security Online	Joinson, A.N., Paine, C.B., Buchanan, T., & Reips, U-R. (2010). Privacy, trust and self- disclosure online. <i>Human-Computer Interaction</i> , 25, 1, 1-24. Campbell, J., Greenauer, N., Macaluso, K., & End, C.M. (2007). Unrealistic Optimism in Internet Events. <i>Computers in Human Behavior</i> .	
Mar.	MIDTERM	

10(Midterm)		
Mar. 12	WORK DAY	
Mar. 23 Kids, Adolescents and the Internet	<p>Valkenburg, P. M., & Peter, J. (2011). Online communication among adolescents: An integrated model of its attraction, opportunities, and risks. <i>Journal of Adolescent Health, 48</i>(2), 121-127.</p> <p>Davis, K. (2013). Young people's digital lives: The impact of interpersonal relationships and digital media use on adolescents' sense of identity. <i>Computers In Human Behavior, 29</i>(6), 2281-2293.</p> <p>Slonje, R., Smith, P. K., & Frisén, A. (2013). The nature of cyberbullying, and strategies for prevention. <i>Computers in Human Behavior, 29</i>(1), 26-32.</p>	
Mar. 30 Internet Abuse	<p>Morahan-Martin, J. (2010). Problematic Internet Use: Research Trends and Theories. In Agata Blachnio, Tomasz Rowinski, & M.A. Aneta (Eds.), <i>Internet in Psychological Research</i>. Warsaw, Poland: University of Cardinal Wyszynski Press.</p> <p>Gentile, D. (2009). Pathological Video-Game Use Among Youth Ages 8 to 18: A National Study <i>Psychological Science, 20</i> (5), 594-602.</p> <p>Kuss, D. J., Griffiths, M. D., & Binder, J. F. (2013). Internet addiction in students: Prevalence and risk factors. <i>Computers in Human Behavior, 29</i>, 959-966.</p>	
April 6 Video Games	<p>Wiloughby, T., Adachi, P.J.C., & Good M. (2012). A longitudinal study of the association between violent videogame play and aggression among adolescents. <i>Developmental Psychology, 48</i>(4), 1044-1057.</p> <p>Happ, C. (2013). Superman vs. BAD man? The effects of empathy and game character in violent video games. <i>Cyberpsychology, Behavior & Social Networking, 16</i>(10), 774-778.</p> <p>Granic, I., Lobel, A., & Engels, R. C. M. E. (2013). The benefits of playing video games. <i>American Psychologist,</i></p>	
April 13 Online Relationships & Dating	<p>Clayton, R., Nagurney, A., & Smith, J. (2013). Cheating, breakup, and divorce: is Facebook use to blame?. <i>Cyberpsychology, Behavior And Social Networking, 16</i>(10), 717-720.</p> <p>Whitty, M. (2008, July). Revealing the 'real' me, searching for the 'actual' you: Presentations of self on an internet dating site. <i>Computers in Human Behavior, 24</i>(4), 1707-1723.</p> <p>Delevi, R., & Weisskirch, R. S. (2013). Personality factors as predictors of sexting. <i>Computers in Human Behavior, 29</i>(6), 2589-2594.</p>	
April 20 Social Networking	<p>Anderson, B., Fagan, P., Woodnutt, T., & Chamorro-Premuzic, T. (2012). Facebook psychology: Popular questions answered by research. <i>Psychology of Popular Media Culture, 1</i>(1), 23-37.</p> <p>Panek, E. T., Nardis, Y., & Konrath, S. (2013). Mirror or Megaphone?: How relationships between narcissism and social networking site use differ on Facebook and Twitter. <i>Computers In</i></p>	

	<i>Human Behavior, 29(5), 2004-2012</i>	
April 27	Work Day and FINAL EXAM	
May 4	TUTORIAL PRESENTATION	