PSYD15: The Internet and Human Behavior
Fall 2014 – Syllabus

Course
PSYD15H3: Special Topics in Social Psychology – The Internet and Human Behavior
Class Time and Location: Mondays 1-3pm, BV361
Website: https://portal.utoronto.ca/webapps/portal/frameset.jsp

Instructor
SiSi Tran, Ph.D.
E-mail: sisi.tran@utsc.utoronto.ca
Office: Science Wing, SW531
Office Hours: Mondays Noon-1pm or by appointment

Course Description
The course provides an introduction to theory & research in internet psychology. It is designed and structured as an undergraduate seminar, geared primarily around class discussion and professional development.

Topics include:
- Expressing, validating, and managing self-image online
- Social networks, groups, and communities
- Interpersonal relationships, sexuality, and online dating
- Internet and health behaviors
- Trust and privacy in computer mediated communication
- Discrimination, hate, and online aggression
- Internet persuasion, propaganda, & collective action

Course Goals, and Objectives
The general goals and objectives of the course are to help students:
1. Gain mastery over major research findings, principles, and theories in internet psychology.
2. Analyze current issues and controversies in the field of internet psychology.
3. Find ways to apply psychological findings to everyday life.
4. Practice and develop critical thinking skills.
5. Practice and develop written and oral communications skills.

Course objectives may be obtained through reading and studying the course text and supplemental articles, through satisfactory completion of assignments, and by attention to and active participation in class lectures, discussions, and activities.

Required Readings
Joinson, A., McKenna, K., Postmes, T. & Reips, U. (2010). *The Oxford handbook of internet psychology.* New York: Oxford University Press.

Supplemental articles can be found in electronic form at the UTOR library (http://www.library.utoronto.ca/home).

Reflection Papers
A one-page reflection paper will be submitted each week about the readings for that week. The reflection paper is just as it sounds – a "reflection" on the readings. The assignment is designed

to ensure that students (a) think critically about the readings, (b) deliberately and thoroughly analyze the principles, and (c) express their thoughts and opinions about the topic. The paper should provide an analysis of one component of the reading that students find interesting, insightful, controversial, and/or confusing. Bullet points will not be accepted. Instead, it should be formatted with complete thoughts, sentences, and paragraphs.

Each reflection paper is worth 15 points, 105 points in total. Each paper is due by 12pm on the Sunday before class, submitted via Blackboard. Five points will be deducted from the student's score for late submissions (between 12:01pm and midnight on Sunday). Reflection papers submitted after Sunday will not be accepted.

Class Participation
As a special topics seminar, this class is structured primarily around class discussion and class engagement. Thus, it is imperative that students actively participate in discussions, activities, and exercises. This will greatly enhance the classroom experience. It will make learning more interactive, more fun, more personally relevant, and more enduring. Class participation will be monitored as a whole throughout the course, worth 30 points.

Guided Discussion
Throughout the semester, each student will pair up with a fellow student to guide class discussion. The discussions should be based in principles from a pre-selected research article (see list of empirical articles below). Only the pair of students who are assigned to present the research article will be responsible for reading it. The student presenters will briefly summarize the principles from the article and guide class discussion around those principles in a 25-minute class discussion. Detailed instructions will be provided in class. The guided class discussion is worth 50 points.

Final Presentation
At the end of the term, each student will pair up with a fellow student and present a collaborative research proposal. The proposal will involve researching a topic of the students' own interest in internet psychology and designing a research study to examine a set of questions that will advance our knowledge in the field. The proposal will then be presented to the class. The presentation should include (a) an overview of the literature pertaining to a domain of internet psychology, (b) a gap in that literature that the students' proposal seeks to fill, (c) details of the sample, method, and expected results of the proposal, and (d) a conclusion about how the proposal is important and innovative. Visual aids are recommended (e.g., Powerpoint presentation, overhead slides, or handouts). The presentation should last approximately 12 minutes with a few minutes for questions. The final presentation is worth 50 points.

Disabilities
Academic accommodations are available for students with disabilities who are registered with Access*Ability* Services. Students who register and utilize the Access*Ability* services will not be identified on their transcript as receiving accommodations. Information disclosed to the service is confidential and is disclosed only with the student's permission. Students in need of disability accommodations should have their AccessAbility consultant contact me early in the semester to discuss appropriate accommodations for the course. Arranging these accommodations well in advance is always best. There is little to nothing that I can do for you *after* an assignment is due.

Academic Integrity
Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness

and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University of Toronto's *Code of Behaviour on Academic Matters* outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

"S*cholastic Dishonesty*: Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis."

Grading System

Reflection Papers (15 points each)	105 pts
Guided Discussion	50
Research Presentation	50
Class Participation	30
Total points:	235 pts

Point Distribution			
A+	210	to	235
A	199	to	209
A-	187	to	198
B+	180	to	186
B	170	to	179
B-	163	to	169
C+	156	to	162
C	147	to	155
C-	140	to	146
D+	133	to	139
D	123	to	132
D-	116	to	122
F	0	to	115

Course Calendar

Mondays	Topic	Readings
8-Sep	Introduction to the Course	
15-Sep	Expressing, Validating, & Managing Self-Image	Chap 13, 14, & 15
22-Sep	Social Networks, Groups, & Communities	Chap 9 & 10
29-Sep	Relationships, Sexuality, & Online Dating	Chap 3 & Article 1
6-Oct	Internet & Health Behaviours	Chap 21 & 22
13-Oct	Thanksgiving Day - No Class	
20-Oct	Reading Week - No Class	
27-Oct	Trust & Privacy in Computer Mediated Communication	Chap 4, 16, & 19
3-Nov	Discrimination, Hate, & Online Aggression	Chap 11 & Article 2
10-Nov	Persuasion, Propaganda, & Collective Action	Chap 12, 18, & Article 3
17-Nov	Individual Consultations w/ Prof Tran	
24-Nov	Student Presentations	
1-Dec	Student Presentations	

Reading List

Sept 8 – Introduction to the Course
No Readings

Sept 15 – Expressing, Validating, & Managing Self-Image
Text – Chapter 13. Amichai-Hamburger, Y. (2010). Personality, individual differences, and internet use. In A. Joinson, K. McKenna, T. Postmes, & U. Reips (Eds.), *The Oxford handbook of internet psychology* (pp. 187-204). New York, NY: Oxford University Press.

Text – Chapter 14. McKenna, K. Y. A. (2010). Through the internet looking glass: Expressing and validating the true self. In A. Joinson, K. McKenna, T. Postmes, & U. Reips (Eds.), *The Oxford handbook of internet psychology* (pp. 205-222).

Text – Chapter 15. Chester, A., & Bertherton, D. (2010). Impression management and identity online. In A. Joinson, K. McKenna, T. Postmes, & U. Reips (Eds.), *The Oxford handbook of internet psychology* (pp. 223-236).

> Empirical Articles
> Kosinski, M., Bachrach, Y., Kohli, P., Stillwell, D., & Graepel, T. (2014). Manifestations of user personality in website choice and behavior on online social networks. *Machine Learning, 95*, 357-380.
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> Garcia, D., & Sikstrom, S. (2014). The dark side of Facebook: Semantic representations of status updates predict the Dark Triad of personality. *Personality and Individual Differences, 67*, 92-96.

Sept 22 – Social Networks, Groups, & Communities
Text – Chapter 9. Haythornthwaite, C. (2010). Social networks and online community. In A. Joinson, K. McKenna, T. Postmes, & U. Reips (Eds.), *The Oxford handbook of internet psychology* (pp. 121-138).

Text – Chapter 10. Tanis, M. (2010). Online social support groups. In A. Joinson, K. McKenna, T. Postmes, & U. Reips (Eds.), *The Oxford handbook of internet psychology* (pp. 139-154).

> Empirical Articles
> Cheung, C., Chiu, P. Y., & Lee, M. (2011). Online social networks: Why do students use Facebook? *Computers in Human Behavior, 27*, 1337-1343
>
> DeHaan, S., Kuper, L. E., Magee, J. C., Bigelow, L., & Mustanski, B. S. (2013). The interplay between online and offline explorations of identity, relationships, and sex: A mixed-methods study with LGBT youth. *Journal of Sex Research, 50(5)*, 421-434.

Sept 29 – Interpersonal Relationships, Sexuality, and Online Dating
Text – Chapter 3. Whitty, M. (2010). Love letters: The development of romantic relationships through the ages. In A. Joinson, K. McKenna, T. Postmes, & U. Reips (Eds.), *The Oxford handbook of internet psychology* (pp. 31-42).

Non-text – Article 1. Finkel, E., Eastwick, P., Karney, B., Reis, H., & Sprecher, S. (2012). Online dating: A critical analysis from the perspective of psychological science. *Psychological Science, 13(1),* 3-66.

<u>Empirical Articles</u>
Fox, J., Osborn, J. L., & Warber, K. M. (2014). Relational dialectics and social networking sites: The role of Facebook in romantic relationship escalation, maintenance, conflict, and dissolution. *Computers in Human Behavior, 35*, 527-534.

Perry, M. S., & Werner-Wilson, R. J. (2011). Couples and computer-mediated communication: A closer look at the affordances and use of the channel. *Family and Consumer Sciences Research Journal, 40*, 120-134.

October 6 – Internet and Health
Text – Chapter 21. Morahan-Martin, J. (2010). Internet use and abuse and psychological problems. In A. Joinson, K. McKenna, T. Postmes, & U. Reips (Eds.), *The Oxford handbook of internet psychology* (pp. 331-346).

Text – Chapter 22. Sillence, E., & Briggs, P. (2010). Examining the role of the internet in health behavior. In A. Joinson, K. McKenna, T. Postmes, & U. Reips (Eds.), *The Oxford handbook of internet psychology* (pp. 347-360).

<u>Empirical Articles</u>
Harwood, J., Dooley, J., Scott, A., & Joiner, R. (2014). Constantly connected – the effects of smart-devices on mental health. *Computers in Human Behavior, 34*, 267-272.

Neubaum, G., Rosner, L., Rosenthal-von der Putten, A. M., & Kramer, N. C. (2014). Psychosocial functions of social media usage in a disaster situation. *Computers in Human Behavior, 34,* 28-38.

October 13 – Reading Week, No Class

October 27 –Trust in Computer Mediated Communication
Text – Chapter 4. Green, M. C. (2010). Trust and social interaction on the internet. In A. Joinson, K. McKenna, T. Postmes, & U. Reips (Eds.), *The Oxford handbook of internet psychology* (pp. 43-52).

Text – Chapter 16. Joinson, A., & Paine, C. (2010). Self-disclosure, privacy, and the internet. In A. Joinson, K. McKenna, T. Postmes, & U. Reips (Eds.), *The Oxford handbook of internet psychology* (pp. 237-252).

Text – Chapter 19. Hancock, J. (2010). Digital deception: Why when and how people lie online. In A. Joinson, K. McKenna, T. Postmes, & U. Reips (Eds.), *The Oxford handbook of internet psychology* (pp. 289-302).

<u>Empirical Articles</u>
De Wolf, R., Willaert, K., & Pierson, J. (2014). Managing privacy boundaries together: Exploring individual and group privacy management strategies in Facebook. *Computers in Human Behavior, 35*, 444-454.

Gibbs, J. L., Ellison, N. B., & Lai, C. (2011). First comes love, then comes Google: An investigation of uncertainty reduction strategies and self-disclosure in online dating. *Communication Research, 38*, 70-100.

November 3 – Discrimination, Hate, and Online Aggression
Text – Chapter 11. Douglas, K. M. (2010). Psychology, discrimination and hate groups online. In A. Joinson, K. McKenna, T. Postmes, & U. Reips (Eds.), *The Oxford handbook of internet psychology* (pp. 155-164).

Non-text Article 2. Levin, B. (2002). Cyberhate: A legal and historical analysis of extremists' use of computer networks in America. *American Behavioral Scientist, 45(6)*, 958-988.

Empirical Articles
Douglas, K. M., McGarty, C., Bliuc, A. M., & Lala, G. (2014). Understanding cyberhate: Social competition and social creativity in online white supremacist groups. *Social Science Computer Review, 23(1)*, 68-76.

Brown, C., Demaray,M., & Secord, S. (2014). Cyber victimization in middle school and relations to social emotional outcomes. *Computers in Human Behavior, 35*, 12-21.

November 10 – Persuasion, Propaganda, & Collective Action
Text – Chapter 12. Postmes, T. (2010). The psychological dimensions of collective action, online. In A. Joinson, K. McKenna, T. Postmes, & U. Reips (Eds.), *The Oxford handbook of internet psychology* (pp. 165-186).

Text – Chapter 18. Sassenberg, K., & Jonas. K. (2010). Attitude change and social influence on the net. In A. Joinson, K. McKenna, T. Postmes, & U. Reips (Eds.), *The Oxford handbook of internet psychology* (pp. 271-288).

Non-text – Article 3. Amichai- Hamburger, McKenna, K. Y. A., & Tal, S. (2008). E-empowerment: Empowerment by the internet. *Computers in Human Behavior, 24*, 1776=1789.

Empirical Articles
Brooks, B., Hogan, B., Ellison, N., Lampe, C., & Vitak, J. (2014). Assessing structural correlates to social capital in Facebook ego networks. *Social Networks, 38*, 1-15.

Petrovcic, A., & Petric, G. (2014). Differences in intrapersonal and interactional empowerment between lurkers and posters in health-related online support communities. *Computers in Human Behavior, 34*, 39-48.