A. Catalog Course Description

How does the internet influence our minds and behavior? Corporations give us free access in exchange of showing us ads. They harvest personal data and use psychological research to influence opinions, make videogames addictive, and expensive products irresistible. Course topics include evolutionary adaptations, memory, motivation, personality and political psychology, persuasion research, health effects, artificial intelligence, and ethics. Find out how to benefit and protect yourself.

B. Measurable Student Learning Outcomes

Upon completion of this course, the participant will be able to:
Present the economic strategies used by technology corporations to provide free internet access to all people through a profit-earning model. Discuss some intended and unintended consequences for individual and community welfare.

- Analyze and discuss the areas of psychological research that show human vulnerability to influences by messages delivered through various online media.

- Discuss the political rationale and psychological research aimed at changing political views through various internet-based messages.

- Analyze the health and ethics issues that arise in various circumstances.

- Demonstrate a general understanding of the techniques used to harvest personal data, store them, analyze them, and sell them.

- Apply potential research-supported solutions from psychology and in other fields to maximize benefits and minimize harm to users of online media.

C. Required Text(s) and Other Course Materials

Students receive a draft textbook free of charge. The textbook is under revision, as new research is integrated. The order, content, and assignments presented below are subject to change.

D. Additional Text(s) and Other Course Materials

- (a) published articles on topics relevant to each session
- (b) About 3 blogs or popular articles in every session that contain relevant paradigms.

E. Major Course Assignments & Examinations:

- (a) Study of assigned book chapters;
- (b) A mid-term and a final test on the relevant topics; scoring system to be determined
- (c) Daily study of blog articles, with different ones assigned to different students; a one-page summary required that evaluate the rationale of the writers and notes personal impact, if any;
- (d) The final exam will cover topics taught in the entire course (scoring scheme to be determined)

F. Course Outline: The Summer Session I allows for 20 sessions, titled as follows:

The evolutionary and motivation topics may take up two sessions each

Session 1 – Current internet issues and history
Session 2 – Internet economics – from ads to social engineering
Session 3 - Evolutionary Psychology for the Internet Age (2 days)
Session 4 – Ancestral communities and modern implications
Session 5 – Ancestral gender roles and modern implications (2 days)
Session 6 – Social psychology and social media interactions
Session 7 - Memory functions and digital information processing
Session 8- Associative learning and reinforcement of online habits
Session 9 – Emotions and their expressions online
Session 10- Motivation for continuous user participation (2 days)
Session 11 – Cognitive biases and influences on user decisions
Session 12 - Persuasion theories and manipulation practices
Session 13- Consumer psychology and e-commerce
Session 14 - Personality psychology and its contemporary uses
Session 15 - Political psychology and opinion change
Session 16 - Health psychology in internet conditions
Session 17 –big data management (1/2 day)
Session 18  Artificial intelligence intro (1/2 day)
Session 19 – ethics for lives under the internet
Session 20- Research Synthesis and trends

**Session 1. Current internet issues and history**

Objective: The students will discuss a range of online behaviors that users frequently engage in, the benefits and the issues observed; compare current user practices with practices before the internet era.

*This session includes the following topics:*

- Users’ benefits and issues with internet use
- A brief history of information technology before the internet
- A brief history of the internet
- Current issues in internet use, such as net neutrality
- Cyberwars and use of social media to shape attitudes and recruit terrorists

**Reading assignment for session 1:** Students read in advance blogs or articles assigned. They write a one-or two-page report focusing on the main elements of each case and discuss their personal relevance and reactions to this content.

**Activities-Assignments**

Assignment for session 2, see below (each session has the assignment due on that day)

**Session 2: Internet economics – from ads to social engineering**

Objective: Students will research and report on the economic indicators related to the technology companies. They will link the business models with needs for user data and social engineering.

*This session includes the following topics:*

- The price of free content: What various companies and entities want from citizens and why;
- How online ads and clicks are linked to profits; Stock value of media companies and alliances
Facebook economics and the precursors to third-party data sales
The necessity of growing nonstop; why companies are in a technological race to have "your
eyeballs locked in that app as long as humanly possible"
Legal framework in the US and EU regarding personal data extraction and sale; avoidance of
accountability
The business model of dynamic pricing and personalized pricing

Activities-Assignments

Students research online the economic characteristics, business models, net worth, and other
features of online companies. They submit a two-page report and give a presentation in class
(report is worth 10 points). For example, they look up economic data on one social media
website and answer questions such as:

- How do the companies earn money? What is their business model?
- In how many countries do they operate approximately?
- What do they purport to sell, who are their clients?
- Did they do an IPO? (initial public offering) How have stock prices changed over time?
- Why must they grow nonstop?
- When did they start?
- Who are the major stockholders?
- What is their budget size or income amount annually?
- To which political parties do the companies or owners donate in the US?
- About how much is their CEO (chief operating officer) getting paid annually?
- Who does their programming, where are the programmers located?

Students to choose one article or blog, summarize in 1-2 pages, and present in class. Blogs to be
assigned for reading include the following:


It seems that as the data harvesting strategy evolved, the companies made sure nobody could
read the privacy policies.
https://www.nytimes.com/interactive/2019/06/12/opinion/facebook-google-privacy-policies.html

Sale of biological data


Question: Imagine that the internet is still as Tim Berners-Lee envisaged it. What would be the
pros and cons? Consider financial implications of original proposal vs. what has been done?
Session 3. Evolutionary Psychology for the Internet Age (2 days)

**Objective:** The students will give an accurate account of the essential evolutionary principles, with particular attention to the various adaptive mechanisms that are used in contemporary online interactions. The students will point to some potential analogies between online behaviors and evolutionary adaptations.

*This session includes the following topics:*
- Definition of evolutionary psychology
- Natural and sexual selection – Darwin and modern synthesis
- Environments of evolutionary adaptation
- Evolved psychological adaptations
- Products of evolution
- Genes and epigenetics
- Hominin and homo sapiens ancestral environments
- Threats from nature and related adaptations
- Parasites, toxins, food requirements
- Ancient cognitive requirements and implications for internet uses
- Criticisms of evolutionary psychology

**Additional resources:** D. Buss “Evolutionary psychology”, 2016, particularly:

- Ch. 9, Cooperation among humans, p. 260-266, 270-281; consider online examples
- Ch. 10, Aggression as a solution to adaptive problems, p. 287-291, 297-301, 306-313
- Ch. 12, status, prestige, and social dominance, p. 360-366

Handbook of evolutionary psychology in the library.

This topic may take two days. A quiz will be given on the evolutionary psychology content on June 15.

**Activities-Assignments**

Students to choose one article or blog, summarize in 1-2 pages, and present in class. Blogs to be assigned for reading include the following:

**Blogs** to be assigned for reading include the following:

Darwin’s Tips for Kindergarten Teachers


https://www.psypost.org/2019/06/are-tattoos-a-signal-of-immune-fitness-researchers-examine-evolutionary-perspectives-on-tattooing-53970
**Session 4: Ancient communities and modern implications**

Students will be able to give an accurate account of the essential evolutionary principles, paying close attention to the various adaptive mechanisms that are used in contemporary online interactions. Students will also point to potential analogies between online behaviors and evolutionary adaptations.

This session discusses:
- Likely composition of hunter-gatherer societies
- Community knowledge and compartmentalization
- Social status and hierarchies
- Reciprocal altruism
- Social contract
- Ingroups and outgroups
- Punishing freeloaders and cheaters
- Costly signaling and revenge, envy, schadenfreude
- Reputation and contribution to societies
- Prestige
- Communication among members in a group

**Activities-Assignments**

Students to choose one article or blog, summarize in 1-2 pages, and present in class. Blogs to be assigned for reading include the following:

- Why do you want to share content online? The psychology of social sharing; http://topdogsocialmedia.com/psychology-of-sharing/

Humans are herd animals; study finds people are more unethical when in groups

http://www.psychiatry.news/2017-09-25-humans-are-herd-animals-study-finds-people-are-more-unethical-when-in-groups.html

Study the clickbait stories at the bottom of five sites. What concepts are they using to make you read them?

Additional resources: Buss, 2016; Ch. 9, Cooperation among humans, p. 260-266, 270-281.

**Sessions 5: Ancestral gender roles and modern implications** (2 days)

Objective
Students will give an accurate account of the essential evolutionary concepts related to gender issues in evolution, with emphasis to contemporary online interactions. Gender interactions will be explored extensively in this chapter, and students will be able to point to potential analogies between online behaviors and evolutionary adaptations.

Topics include:

- Parental care hypothesis
- Paleolithic gender division of labor
- Long- and short-term mating strategies
- Hunting skills and male coalitions
- Aggression and warfare
- Deception and deindividuation
- Leadership qualities
- Cooperative competitiveness
- Female intrasexual competition under polygamy
- Female coalition difficulties

**Activities-Assignments**

Students to choose one article or blog, summarize in 1-2 pages, and present in class. Blogs to be assigned for reading include the following:

Digital deception: You could be flirting on dating apps with paid impersonators
https://qz.com/1247382/online-dating-is-so-awful-that-people-are-paying-virtual-dating-assistants-to-impersonate-them/

What Monkeys Can Teach Us about Advertising
https://blogs.scientificamerican.com/observations/what-monkeys-can-teach-us-about-advertising/

Comedy video, Amy Schurmer on women self-deprecating over compliments
https://www.youtube.com/watch?v=hzlvDV3mpZw

**Additional Resources**

Buss Ch. 10, Aggression as a solution to adaptive problems, p. 287-291, 297-301, 306-313
Buss Ch. 12, status, prestige, and social dominance, p. 360-366
Handbook of Evolutionary Psychology, 2 Volume Set 2nd Edition by David M. Buss (Editor), 2015 in the library.
Abadzi, H. 2018. The Educational TV of Violence, UNESCO, MGIEP
Steve Jobs by Walter Isaacson, 2011

**Session 6: Social psychology and social media interactions**

**Objective.** The students will describe prominent social psychology concepts that help explicate the influence that social media have on users and on the decisions they make. They will be able
to view examples of websites and form research-based hypotheses on the underlying reasons for which certain stimuli are placed in them.

This session includes the following topics:

Conformity research
cognitive dissonance
Social proof and the influencer effect
The paradox of online self-disclosures
Are Facebook friends real?
Wisdom and foolishness of the crowds
Outrage on the internet, Aggression in anonymity
The paradox of online self-disclosures
Bullying, trolling, ghosting and other practices
The effects of pornography

Activities-Assignments

Students to choose one article or blog, summarize in 1-2 pages, and present in class. Blogs to be assigned for reading include the following:

Assignment: Atlantic magazine 2018 article on sex as assignment (in mind_health)

https://www.psychologytoday.com/us/blog/insight-therapy/201904/new-technology-is-deep-hacking-how-we-interact


'Influencers' spend much less than they appear to do.

Questions:

Which of the topics discussed in this chapter are you familiar with? Have you engaged in practices such as ghosting?

Examples of online groups you think you belong to. How did you become part of the groups? What examples of reciprocal altruism can you think of in those groups?
Explore what makes Facebook attractive to many millions of people; consider micro-rewards as comments to posts


**Session 7: Memory functions and digital information processing**

**Objective:** The students will be able to discuss the various types of memory, their features, and their implications for processing various types of information. They will also be able to explain essential attention mechanisms, how cognitive overload arises, and why it matters in online content. Lastly, they will discuss various memory implications on the use of social media.

This session includes the following topics:

- Types of memory and examples
- The Garcia effect
- Explicit memory
- Implicit memory and online behaviors
- Concept of priming
- Perceptual learning
- Observational learning
- Mirror neurons and adaptive imitation
- Attention
- Multitasking

**Activities-Assignments**

Students to choose one article or blog, summarize in 1-2 pages, and present in class. Blogs to be assigned for reading include the following:

Assignment: Monitor your working memory on tasks while you look at various media and emails. As new items come in, when do you lose track? Keep a log for half an hour if possible.

**Additional Resources:** Anderson, J. Cognitive psychology and its implications, p. 235-240

Abadzi, H. Cambridge research paper (draft); assign to education students

**Session 8- Associative learning and reinforcement of online habits**

**Objective:** The students will enumerate the classical and operant conditioning processes and their ability to form unconscious or habitual responses. They will be able to distinguish the types
of reinforcement schedules, shaping and extinguishing techniques, and gradients towards approach and avoidance. They will point to applications in online interactions.

Associative learning: classical and operant conditioning
Classical and operant conditioning
Conditioning schedules: the importance of variable ratio schedules
The importance of feedback and intermittent rewards
Essentials of behavior modification; shaping, sensitization, satiation, extinction, habituation
Distinction between positive and negative reinforcement and punishment
Schedules of reinforcement, fixed and variable, and various complex and concurrent schedules, as used in many videogames.
The role of dopamine; resemblance to gambling behaviors
Behavior traps: easy to start, impossible to stop
Online practices that depend on complex and variable schedules of reinforcement
Vulnerabilities in humans as a result of memory-related traits

Activities-Assignments

Students to choose one article or blog, summarize in 1-2 pages, and present in class. Blogs to be assigned for reading include the following:

Students to find 3 examples each of positive reinforcement, negative reinforcement, punishment, avoidance, escape; sensitization, habituation. Please bring 3 examples of social media or ecommerce websites that use these.

Please look for instances of fixed-ratio and variable-ratio schedules; fixed-interval and variable-interval schedules.

Additional Resources: B.F.Skinner “Beyond Freedom and Dignity”, 1971, chapters to be determined (pdf from Skinner foundation)

A powerpoint file from North Carolina State University outlining the important issues of associative learning
http://www4.ncsu.edu/~jlhietfe/EDP304_Notes_files/Behaviorism%20Notes.pdf

Session 9. Emotions and their expressions online

Objective: The students will enumerate the classical and operant conditioning processes and their ability to form unconscious or habitual responses. They will be able to distinguish the types of reinforcement schedules, shaping and extinguishing techniques, and gradients towards approach and avoidance. They will point to applications in online interactions.

This session includes the following topics:
What are emotions? How universal are they?
Subcortical brain structures that play a role in emotions and their regulation
The affective circumplex and its variables (arousal, valence);
Hormones and other chemicals associated with emotion – the mesolimbic pathway
The importance of anger and fear in evolution.
Stress and sadness
Emojis and their modern meanings
Designing websites to maximize emotions
Implications of emotional manipulation of marketing, videogames, social media, news
“cute” smartphones that prioritize attention

Emotional implications of colors and color combinations

Activities-Assignments

Students to choose one article or blog, summarize in 1-2 pages, and present in class. Blogs to be assigned for reading include the following:

Assignment:

Smile, you’re speaking EMOJI- The rapid evolution of a wordless tongue

Article: An advertiser can distract your prefrontal cortex just by displaying flashy deal signs, encouraging it to do math on how much money you might save now by buying more of something you don’t actually need yet. (Franssen 2018)

Exercise: Next time you reach for the smartphone, see what you were thinking or doing earlier. Keep a log for the next 4 hours. Do the same with food. What were you really looking for? What feelings could you identify?

Exercise: Take one website transaction and distinguish every one of the tasks that are needed to accomplish a purchase.

Exercise: You are about to make an online purchase, then you receive notifications from social media. Pay attention to how you feel when you get reinforced for something. Write a report of observations

Students to consider and answer (in groups if it is offline)

Emotioneering with your wallet

• Take out your smartphone
• What is the first thing that comes to your mind about it?
• Which apps do you check most frequently?
• Do you check it first thing when you wake up?
• Which app do you check first?
• Do you sign in with your own full name or do you use an alias?
• Is your gender apparent?
• Did you put your own picture? Why yes or no?
• Check the settings of apps, e.g. Google maps; What information did you transmit today? Have you experienced hacking or identity theft?
• What did you buy online today, yesterday? What made you do that?
• **Who pays the credit card bills? Are you current on your payments?**
• **Do you have student loans?**

More activities

Next time you reach for the smartphone, see what you were thinking or doing earlier. Keep a log for the next 4 hours.

Do the same with food. What events were going on when you started eating? What feelings could you identify?

Someone you really like is an influencer and is promoting an item for sale. Pay attention to how you feel when receive this notification. Do you feel that you must buy it? What are some reasons? Would you like to resist?

Take one website transaction and distinguish every one of the tasks that are needed to accomplish a purchase.

**Additional resources**

Additional Resources: Purvey et al., Principles of cognitive neuroscience; all of chapter10; chapter 14, p. 470-498

https://medium.com/swlh/5-bad-habits-a-programmer-should-leave-right-now-6559f29c1f1c

Read more at howthebrainworks.science!


Session 10: Motivation for continuous user participation (2 days)

Objective. The students will describe important features of the mesolimbic dopamine system; will integrate the features of associate learning to explain why online content takes priority in users’ attention. Students will describe the business models that integrate these neurocognitive features to create “addictive” content.

Session topics to include:
A “translation” of behaviorist research through neuroscience
A brief overview of emotion
Motivation and the mesolimbic dopamine system in the brain
The role of short-term, dopamine-driven feedback loops in the frequency of media engagement
Gambling effects and gamification of learning and purchasing processes
Reward system and relationship to pleasure; involvement of emotion-related brain areas
Prioritizing online content over actual human interactions

Activities-Assignments

Students to choose one article or blog, summarize in 1-2 pages, and present in class. Blogs to be assigned for reading include the following:

Blog and published articles to be decided (e.g. The Role of Dopamine in Value-Based Attentional Orienting).

Seven Specific Tactics Social Media Companies Use to Keep You Hooked
https://captology.stanford.edu/

Nir Eyal: “Hooked: How to Build Habit-Forming Products

How Uber manipulates drivers


How Uber Uses Psychological Tricks to Push Its Drivers’ Buttons.

Article: gamification-research-dicheva

Article on emotion: ideal-affect-tsai
Adar et al., Benevolent deception article
How Dopamine Driven Feedback Loops Work?


From long globeandmail article: https://www.theglobeandmail.com/technology/your-smartphone-is-making-you-stupid/article37511900/

How Uber Uses Psychological Tricks to Push Its Drivers’ Buttons.

gamification-InSync_0917_03_GuidanceFromtheExperts_Whitepaper.pdf

New study describes how dopamine tells you it isn’t worth the wait


High score, low pay. Why the gig economy loves gamification (Mason, Sara. 2018)


Question: About how often do you play videogames and for how long? What makes you stop?

Attention towards sensing motivational thrills

Can’t Put Down Your Device? That’s by Design.


https://www.nirandfar.com/competitions-customers/

**Additional Resources**

Applications used by various entrepreneurs:

Intentional creation of habits based on this neurocognitive trinity (“the Hook Model”)

B. J. Fogg: to predict behavior B there is a need for motivation, ability, and a trigger. B=MAT.

For a graphic of the motivational system: https://developingchild.harvard.edu/resources/the-brain-circuits-underlying-motivation-an-interactive-graphic/

https://neuroscientificallychallenged.com/blog/2-minute-neuroscience-reward-system

**Session 11: Cognitive biases and influences on user decisions**

**Objective:**
The students will be able to discuss the reasons why cognitive biases exist, enumerate the most important ones. They will explain the uses made by online content providers in influencing users’ opinions and choices.

This session will include the following topics:

Evolutionary aspects of cognitive biases
System 1, system 2 and vulnerability to biases
Common bias types and examples
Design decisions (“design for our primal nature”).

Activities-Assignments

Students to choose one article or blog, summarize in 1-2 pages, and present in class. Blogs to be assigned for reading include the following. What implications do their messages have for consumers of various internet sites?

https://betterhumans.coach.me/cognitive-bias-cheat-sheet-55a472476b18

http://behavioralscientist.org/forget-everything-relative/

behavioral economics, with Dan Ariely short video

https://fs.blog/2013/05/pluralistic-ignorance/

https://theconversation.com/rationality-research-shows-were-not-as-stupid-as-we-have-been-led-to-believe-108218


Haselton, Nettle & Murray, handbook of evolutionary psychology, p. 968-983

Session 12: Persuasion theories and manipulation practices
Objectives

The student will be able to enumerate persuasion theory and research, and give examples of persuasion efforts from various internet websites or social media.

Topics include

Yale Attitude Change Model
Likelihood elaboration theory
Use of dopamine-based habit formation
Fake news

Activities-Assignments

Students to choose one article or blog, summarize in 1-2 pages, and present in class. Blogs to be assigned for reading include the following:

Use of big data and social media as “information operations” turned on the US electorate.


https://science.sciencemag.org/content/359/6380/1094


article https://www.smashingmagazine.com/2017/08/relationship-gamification-modern-persuasion/

Study online version of B.J. Fogg's 2002 'persuasive technologies' chapters 3 and 4, computers as persuasion tools. A pdf with some ideas can also be found at https://www.mebook.se/images/page_file/38/Fogg%20Behavior%20Model.pdf

B. J. Fogg’s website is https://captology.stanford.edu/

Recall three examples from your life where various arguments were used to persuade you or others to follow a course of action. How did companies, games, people, political parties try to persuade you to do something, covertly or otherwise? What do you trust, what do know is correct?

Additional resources

B. J. Fogg. Persuasive Technology: Using Computers to Change What We Think and Do
Chapter 3: computers as persuasive tools. Persuasion chapter 4.
Chapter 9, ethics.
https://captology.stanford.edu/

Aronson, Chapter 7, advertisement; also includes Yale attitude change approach; who said what to whom, see pdf.


Please also try the fake news game from U. Cambridge (UK):
Session 13. Consumer psychology and e-commerce

Objective. The students will enumerate the most important features used by various sites to increase sales or convert to company opinions. They will critically examine the various marketing recommendations aimed to improve sales and “conversions” and evaluate their reliability. They will discuss the recommendations in light of actual research findings regarding their putative effectiveness with various populations.

Topics include

c consumer psychology definition
Segmenting markets
Using cognitive biases and emotions
marketing to various biases
Differences between earlier advertisement vs. guidance from big data
Default options and-down processing
Creation of emotional attachment to certain brands, use of colors
“Social herding” strategies.
Decoy, scarcity, other techniques
Dynamic pricing and tactics
Neuroimaging, fMRI, eye tracking, and other technologies.
Face recognition for client identification and differential pricing

Activities-Assignments

Students to choose one article or blog, summarize in 1-2 pages, and present in class. Blogs to be assigned for reading include the following:

https://www.imaginaire.co.uk/how-to-use-psychology-in-digital-marketing-a-definitive-guide/


https://blog.hubspot.com/marketing/psychology-marketers-revealing-principles-human-behavior

Advertising as a science

https://www.apa.org/monitor/oct02/advertising

https://conversionxl.com/blog/is-emotion-necessary-to-make-more-sales/

colors and logos

https://www.canva.com/learn/color-psychology-the-logo-color-tricks-used-by-top-companies/

sales gamification
Questions

What are the principles and concepts e-marketers use to increase sales and sale amounts? List as many as you can. What should be the consumers’ perspectives?

What are the likely steps in a process that makes working women want to buy $3000 handbags?

Do you know of people who buy clothes to wear mainly for an Instagram picture?

How do corporations use data to turn citizens into big spenders?

What are the principles and concepts e-marketers use to increase sales and sale amounts? List as many as you can. What are the consumers’ perspectives?

What are the likely steps in a process that makes working women want to buy $3000 handbags?

Session 14. Personality research and its contemporary uses

Objective. The students will explain why traits are correlated, and the implication of the research for individuals, populations, and voter groups. The students will enumerate and discuss the prevailing personality classifications, notably the Five-Factor Model and their implications for various types of marketing strategies.

Topics include:

The Cambridge Analytica voter influence project

Personality traits

Common personality inventories

The ‘big five’ inventory

What is personality and why its traits are correlated; historical and contemporary research.

Activities-Assignments
Students to choose one article or blog, summarize in 1-2 pages, and present in class. Blogs to be assigned for reading include the following:


**Additional Resources:** Jerry M. Burger. Personality 9th edition, 2015; chapter 7, 151-155; chapter 9 (Evolutionary personality psychology p. 236-242; criticism p. 248-49); chapter 10, heritability

**Activities**


https://dl.acm.org/citation.cfm?id=3170181&preflayout=flat


authoritarianism – article by Taubamanda, vox-authoritarianism


**Question:** Why are sociopathic traits useful in business? Think about what traits would be deemed as sociopathic and how they would thrive in a business environment.

Political manipulation of voters

**Session 15: Political psychology and opinion change**
**Objective.** The students will discuss research pertaining to the various traits of more conservative and more liberal voters in various countries. They will these with efforts to change voter opinions on the basis of their personal variables.

Topics to be covered include:

- Political psychology vs. political science
- Evolutionary hypotheses regarding the prevalence of various regimes in various circumstances
- Where personality traits and political beliefs intersect
- Various dimensions of distinction between more conservative and more liberal voters

**Activities-Assignments**

Students to choose one article or blog, summarize in 1-2 pages, and present in class. Blogs to be assigned for reading include the following:


Assign to students


https://stratcomcoe.org/four-work-models-political-trolling-philippines

**Activities**

Students in the US to watch Fox news and CNN for one hour. Were the same issues discussed? In what level of importance and how were they framed?

Students to locate research on liberal and conservative traits in Asian and African countries, such as India, Israel, Russia, China

**Session 16. Health psychology in internet conditions (1/2 day)**

**Objective.** The students will develop a line of reasoning from earlier research to suggest how online transactions affect mental and physical health. They will enumerate the most important health psychology issues involved in online transactions and discuss background research about their likelihood of occurrence.
Topics include:

- Physical health and also mental health
- What constitutes addiction and how is online addiction similar or different from more directly biological substances?
- Wellbeing in social media sites
- The effects of violence in the media (“if it bleeds, it leads”) and terrorism
- Attention spans and ADHD
- Female depression (maybe and maybe not)
- Sore thumbs
- Videogame addiction
- Snubbing people to look at your phone
- Suicides
- Bullying (I have written more in another chapter)
- Adolescents, adults also concentrating on phones
- Babies’ development gets retarded with screens
- Are there some health benefits also?

Activities-Assignments

Students to choose one article or blog, summarize in 1-2 pages, and present in class. Blogs to be assigned for reading include the following:


Interventions for common mental health problems among university and college students: A systematic review and meta-analysis of randomized controlled trials.


Additional Resources

To be updated

Session 17. “Big Data” management: a peek behind the screens (1/2 day)

Objective. The students will give a broad outline of data harvesting, storage, and analysis methods that make it possible to maintain and correlate thousands of variables for millions of people.

Topics include:
Data harvesting storage technology, hardware, database management, and analytics. Exploration of location, format, management of large databases analytic techniques to link these and answer questions for various users Brief presentation of common tools for data storage and retrieval, such as Hadoop or Cloudera.

**Activities-Assignments**

Students to choose one article or blog, summarize in 1-2 pages, and present in class. Blogs to be assigned for reading include the following:


Lee, Lapira, Bagheri, & Kao, 2013
Fogg. Chapter 3: computers as persuasive tools; ethics para. chapter 9.

**Session 18: artificial intelligence intro (1/2 day)**

**Objective.** The students will define and distinguish among several terms that pertain to artificial intelligence, such as machine learning, neural networks, deep learning, and related concepts.

**Topics include:**

Definitions
Supervised and unsupervised algorithms
Difference between statistics and machine learning

**Activities-Assignments**

Students to choose one article or blog, summarize in 1-2 pages, and present in class. Blogs to be assigned for reading include the following:


[https://www.scientificamerican.com/store/subscribe/scientific-american-magazine/](https://www.scientificamerican.com/store/subscribe/scientific-american-magazine/)


Very detailed and comprehensible explanation of a neural network [https://www.youtube.com/watch?v=aircAruvnKk](https://www.youtube.com/watch?v=aircAruvnKk)

Youtube explanations, follow-up [https://www.youtube.com/watch?v=IHZwWFHWa-w](https://www.youtube.com/watch?v=IHZwWFHWa-w)
Session 19. Ethics for lives under the internet (1/2 day)

Objective. The students will critically discuss a series of ethical dilemmas and issues pertaining to online and marketing content and strategies and propose potential improvements.

Topics include:
Constant interruption
Inurement to excitement
regendering
cradle-to-grave surveillance
fallibility of artificial intelligence algorithms
privacy and data use against users
private ownership of user data
Rationale for regulating manipulation and data harvesting vs. feasibility of doing this worldwide
Regulatory frameworks in the US and Europe
widening income gap between the rich and the poor
Corporate codes of ethics, if any
using genetic research data to set insurance prices for individuals

Activities
What ethical dilemmas do students identify?
Identify your own ethical questions and potential answers.

Session 20: Research synthesis and trends (1/2 day)

Objective. The students will summarize important findings from the multiple psychology domains studied into a set of implications for online interactions.

Topics include:

The blogs and companies that claim to use psychology use a set of ‘principles’. What are they most commonly? To what extent are they supported by research?

What is the relative impact of various psychological variables on online behavior? Which features seem to have the greatest impact?

Certain corporate strategies seem inspired by military tactics, aimed to capture the internet provision and the users’ data. What are the future implications?

Tables and graphs, infographics. each chapter can have a diagram with internet implications from the topics discussed. Degree of certainty, weight of evidence,

Readings: On technology musings
Activities-Assignments

Students to choose one article or blog, summarize in 1-2 pages, and present in class. Blogs to be assigned for reading include the following:

The students will discuss future research and practice prospects, according to their specialties.

**Final Exam** on the content presented for the various areas of psychology.

**F. Grading Policy:**

All papers must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory grade. The grading system is as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100</td>
<td>A</td>
</tr>
<tr>
<td>80 – 89.99</td>
<td>B</td>
</tr>
<tr>
<td>70 – 79.99</td>
<td>C</td>
</tr>
<tr>
<td>60 – 69.99</td>
<td>D</td>
</tr>
<tr>
<td>0 – 59.99</td>
<td>F</td>
</tr>
</tbody>
</table>

The instructor reserves the right to give a grade of “F” for the course as a whole to any student found guilty of plagiarism of any assignment by the Office of Student Conduct.

Policy on Incompletes: No Incomplete (“I”) grade will be given.
Assignments

Nearly every day, students will be asked to locate information and/or read articles and give presentations in class about what they read. They will submit daily papers of 1-2 pages summarizing what they have read. Failure to submit a daily report will result in a loss of 50 points.

Your course grade will be based on four exams scores and a final paper in lieu of a final exam. The exams and paper will be each worth 100 points for a total 500 points. The exams are weighted equally so your scores will be averaged to obtain a letter grade, where, A>90%, B>80%, C>70%, D>60%, F<60%. For example a student scores a total of 425 points on 5 exams and earns the full 5% of points for attendance. The course grade would be 425 + 25 = 450 points or an" A". The cutoffs for A = 450, B = 400, C = 350, D = 300; and F< 300. Each exam will be comprised of 10-20 "objective answer" questions that may or may not include Multiple Choice, True/False, and Matching questions. Please note: Exams will not be "curved".

Details about the daily reports and paper will be finalized during class.

Students are expected to keep track of their performance throughout the semester and
seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

Make-Up Exams:

A single “make-up” exam session for missed exams will be held on June 29, 2020 during regular course hours. A request for taking a make-up exam must be made in writing. Please note: A “make-exam” is not a “do-over” exam for poor performance on a previously taken exam.

Late Assignments: Please read the following rules as they apply to late assignments. All papers are expected on due date.

G. Make-Up Exam or Assignment Policy:

Make-up assignments and exams will not be given.

H. Attendance Policy:

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. For this course, here is the attendance policy:

The role of the instructor in this seminar is to provide structure and direction, lecture and serve as a consultant, coordinator and resource person to the seminar members. Active participation by seminar members is expected in order to promote peer learning through thoughtful reading, thinking, and discussion. Therefore, participation is mandatory. Class activities include seminar discussions and organized presentations. Students are expected to participate each week in a timely and engaging fashion. Students are also expected to assume responsibility for their own learning and to actively involve themselves in class discussions and exercises.

Absence/Late Policy: Regular attendance for entire class periods is expected. Students should arrive to class on time and stay until the end of class. Arriving late and departing early is disruptive to the class. It is the student’s responsibility, whether present or absent, to keep abreast of assignments. Any student missing over 3 classes will receive a failing grade for the course. It is your responsibility to ensure you sign in for each class (see instructor for sign in sheet).

Class/Social Responsibility
Class responsibility entails regular class attendance, class preparedness and active class participation with consideration for others. When students participate actively in class
discussions, learning is enhanced. To be able to participate actively and with relevance to the course subject matter, it is important to complete reading assignments prior to each class session. Students are encouraged to discuss readings with peers, classmates, and the instructor. Students are encouraged to consult additional readings when time allows.

Cell Phones: Please turn off cell phones. If you must make a call, please step out.

I. Course Schedule:

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Should technical problems arise with course delivery, alternate but equivalent assignments may be given so long as the overall learning objectives, general time frame and grading structure for the course are sustained.

The course schedule is set up for each week. Please review this thoroughly before emailing instructor with questions.

Note: Grades will be posted to the campus MyMav system at course completion and made available on the University Schedule for posting of grades. Grades cannot be given by email per University Policy.

J. Expectations for Out-of-Class Study:

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

K. Grade Grievance Policy:

See College of Science Program Manual.

L. Student Support Services:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit or contact Ms. Jennifer Malone, Coordinator of the Office of Student Success and Academic Advising located on the third floor of Building a of the School of Social Work Complex. Dr. Chris Kilgore serves as a writing coach and resource as well and has posted an online writing clinic. Also, the Maverick Resource Hotline may be
contacted at 817-272-6107, or send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

M. Librarian to Contact:

The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: dillard@uta.edu or by Cell phone: (817) 675-8962, below are some commonly used resources needed by students in online or technology supported courses:

http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:

Library Home Page ......................http://www.uta.edu/library
Subject Guides .........................http://libguides.uta.edu
Subject Librarians ......................http://www-test.uta.edu/library/help/subject-librarians.php
Database List .........................http://www-test.uta.edu/library/databases/index.php
Course Reserves .......................http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Catalog .......................http://discover.uta.edu/
E-Journals ..........................http://utalink.uta.edu:9003/UTAlink/az
Connecting from Off- Campus ..........http://libguides.uta.edu/offcampus
Ask a Librarian ......................http://ask.uta.edu

N. Emergency Exit Procedures:

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

Note: UTA provides institutional information, such as drop policies, in a separate document under canvas.
https://resources.uta.edu/provost/course-related-info/institutional-policies.php

Students are expected to download and understand the document.