

STUDY GUIDE

FAKE NEWS ET THÉORIES DU COMLOT

Organised by
**UNIVERSITY POLYTECHNIQUE HAUTS-DE-FRANCE
(UPHF)**



1. IDENTIFYING DATA.	
· Coordinating University.	Université Polytechnique Hauts-de-France.
· Partner University Involved.	-
· Course Name.	Fake News et Théories du Complot.
· Course Field(s).	Humanities - Philosophy and Ethics.
· Related Study Program.	Modules d'ouverture.
· Course Code.	LTDC.
· ISCED Code.	223
· SDG.	4, 16, 17
· Study Level.	Bachelor, Master.

· Number of ECTS credits allocated.	2
· Mode of Delivery.	Online.
· Language of Instruction.	French.
· Delivery Period.	Second Semester of the Academic Year.
· Course Dates.	January to April. Starting the 27 th of January.
· Precise Schedule of the Lectures.	Thursdays, from 2 p.m. to 3:30 p.m.
· Key Words.	Fake News – Anti-scientific Discourse – Ethics.
· Catchy Phrase.	“Understanding the evolution of our society through the study of conspiracy theories.”
· Link to Course Guide.	https://prelude.uphf.fr/modules-polytechniques/ChoixLogin.php Then look for the course <i>Fake News et Théories du Complot</i>

· Prerequisites and co-requisites.	- B1 Level of French. - EUNICE Student.
· Number of EUNICE students that can attend the Course.	36
· Course inscription procedure(s).	· UPHF students: via UPHF virtual campus. · UVA students: https://opas.peppi.uwasa.fi/en/programme/6550 · Students from other EUNICE universities: Contact your International Relations Office (IRO). - Application through your IRO: 15.12.2021 – 20.12.2021 - Entry confirmation and enrolment: January, 2022.
· Applications Deadline.	From December 15 th to December 20 th , 2021.



2. CONTACT DETAILS.

· Department.	ISH.
· Name of Lecturer.	Christophe Bourseiller.
· E-mail.	frederic.attal@uphf.fr
· Office.	Matisse.
· Other Lecturers.	-

3. COURSE CONTENT.

The course will first analyze written documents (novels, blogs, tracts...), then the largest and most watched conspiracy videos, in order to understand the common mechanisms and their potential virality.

Fake news, theories of conspiracy and mistrust of science arise from a particular political and social breeding ground. They are particularly prevalent in sects and extreme movements, fundamentally hostile to the parliamentary and democratic game. They capture and instrumentalize mistrust of States, the ruling class and the elites, and their goal is to destabilize institutions in the name of 'a struggle presented as "anti-system"'. For several years now, the scientific world has become a specific target in the wave of mistrust which is now accompanied by the development of pseudo-scientific "alternative" doctrines. Not to be new, this phenomenon has become more pronounced with the pandemic, especially in the medical field, which until then has been relatively spared.

To be able to fight against these theories and anti-scientific discourse, it is important to answer several questions: in what ideological, sociological and political context are these theories born? what are the springs of their discourse? what is their power of dissemination based on? how to counter their power of influence?

The course intends to offer the appropriate instruments to answer these questions.

4. LEARNING OUTCOMES.

- Name, explain & discuss competently the major approaches to the fake news and conspiracy theories in its different interpretations.
- Check facts.
- Analyse the ideological, sociological and political context of fake news and conspiracy theories and analyse their power of influence.
- Understand the meaning of their dissemination for our society.



5. OBJECTIVES.

- Provide efficient tools helping students to react efficiently to conspiracy theories.
- Give them a good understanding of who are the “truthers”.
- Understand the mechanisms of conspiracy theories.
- Show the links between fake news and extremist currents.
- Debunk fake news, conspiracy theories and deconstruct them.

6. COURSE ORGANISATION.

UNITS.

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| 1. | Set basic definitions: what are “plots”, “conspiracies”, “rumours”, “conspiracy theories”, “fake news”. |
| 2. | Study and observe the most dangerous conspiracy theories, their arguments. Deconstruct these arguments |
| 3. | Who are the “truthers”? Biographies of most of the actors of this scene. |
| 4. | Why are conspiracy theories so popular? How can we explain the dissemination? |

LEARNING RESOURCES AND TOOLS.

All learning materials and information will be made available to course participants via the learning platform Moodle.

PLANNED LEARNING ACTIVITIES AND TEACHING METHODS.

Lectures and group work.

7. ASSESSMENT METHODS AND CRITERIA.

Students are required to attend classes, prepare a final report.

OBSERVATIONS.

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8. BIBLIOGRAPHY AND TEACHING MATERIALS.

- Pierre-André Taguieff, *Pensées conspirationnistes et théories du complot*, Ippr, 2015.
- Luc Boltanski, *Enigmes et complots. Une enquête à propos d'enquêtes*, Paris, Gallimard, coll. « NRF Essais », 2012.
- Other materials will be given by the lecturer.

