

# FAKE NEWS AND MISINFORMATION IN THE POST-TRUTH ERA (HSS 404 112 \*)

**Instructor**

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**Email**

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## COURSE OVERVIEW

How do we know whether something is true or not? By examining real-life events, this seminar will explore the psychological underpinnings behind fake news and misinformation in the “post-truth” era. To do that, we will first look briefly at the historical developments of these phenomena, define them, and understand their unprecedented proliferation within the contemporary media landscape. Our seminar will also consider different cutting-edge approaches to combat misperception. This will help you develop the necessary tools to successfully identify, measure, diagnose, and respond to false information.

**Meeting****Location**

TIER 108

**Class Time**

Thursdays

6:00 – 8:50 PM

## LEARNING OBJECTIVES

- ◆ Define key concepts such as “fake news,” “hoaxes,” and “disinformation.”
- ◆ Identify the psychological factors behind false or misleading information
- ◆ Evaluate and apply different approaches to combat misinformation
- ◆ Demonstrate information literacy: the ability to find, evaluate, select, and utilize information effectively when needed.
- ◆ Develop effective collaborative habits by working closely with others.

\*Prerequisites: [ENGL 102](#) with a grade of C or higher, and 6 credits at the 300-level History and Humanities GER with a grade of C or higher; 3 credits at the 300-level may be taken concurrently as a co-requisite. Restrictions: Registration requires senior standing.”

## COURSE MATERIALS

This course does not require any book. Each article from the course outline includes a hyperlink for access. (You need your UCID and password to access materials linked to the [NJIT databases](#), otherwise find them with a search engine.)

## ASSIGNMENT & ASSESSMENT

Attendance/Participation/Discussion Question	20%
Fake News or Bias Exercise	10%
Exams	20%
First Draft Case Study	10%
Group Presentation	15%
Final Draft Case Study	25%

**NOTE:** all exams are open-book and centrally focus on the overarching parts of the readings in question (e.g., their hypotheses, concepts, and approaches), along with how the materials may or may not connect with one another, to test your understanding and knowledge of them. This can come in a range of ways from a brief one-page response to multiple-choice questions or a combination of both. Any make-up exam (i.e., for Dean-approved excuses) takes place during office hours.

## **GRADES**

A = 94 – 100      B+ = 87 – 93      B = 81 – 86      C+ = 76 – 80      C = 70 – 75  
D = 65 – 69      F = 0 – 64

## **ASSIGNMENT SUBMISSION**

I do not accept emailed assignments. Late assignments receive a 10% late penalty for each day they are late; after 3 days, I do not accept the assignment. However, documented emergencies, accommodations, and unprecedented personal circumstances are exceptions to this rule once the Dean of Students (<https://www.njit.edu/dos/contact.php>) approves it.

The threshold for plagiarism is 20%. That means that anything beyond that will not be accepted unless it comes from citations.

## **ENGAGEMENT**

### OFFICE HOURS

Office hours run on Thursdays from 2:00 – 5:00 in Cullimore 419. If you prefer to meet remotely, please let me know.

### ATTENDANCE

*Unexcused Absences:* You may have up to 4 unexcused absences. Anything beyond that would be grounds for failure. This will impact the overall grade.

*Excused Absences:* If you are absent at any point in the semester for a legitimate reason, you need to first contact [the Dean of Students](#). If they approve the absence, I will receive an official response from them.

### PARTICIPATION

This course hinges on the exchange of ideas. Thus, I expect you to read the materials thoughtfully and carefully, so that you can draw connections among them and/or apply their ideas to new contexts.

## **AI CHATBOTS**

When using AI chatbots for assistance (e.g., research, brainstorming, etc.), you must quote any borrowed material and include a disclaimer at the end, **documenting how the tool aided you in the writing process**. Remember that chatbots sometimes generate fictitious content, including source material.

## **NJIT CODE OF 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: [NJIT Academic Integrity Code](#).*

*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](mailto:dos@njit.edu)”*

## **ACCESSIBILITY NEEDS**

Every attempt will be made to accommodate qualified students with disabilities. If you are a student with a documented disability, please see me as early in the semester as possible to discuss the necessary accommodations, and/or contact Student Disability Services at 973-596-3420.

## THE WRITING CENTER

The Writing Center (G17 Central King) is available for 45-minute individual and group appointments with professional writing tutors both onsite and online. This resource is intended to help you improve your communication and writing skills. Tutors can help with planning assignments, improving your writing, refining an essay or multimedia project, or other communication-based needs. To make an appointment, please visit <https://www.njit.edu/writingcenter/>

## COURSE SCHEDULE

The following course outline is tentative and subject to change.

### Week 1

Jan. 23

## INTRODUCTION

Syllabus, Ice breakers, Media discussion

### Week 2

Jan. 30

## PART 1: DEFINING MISPERCEPTION BELIEF

**Humbugs, Hoaxes, Fakes News, and More**

### Post question & comment for in-class discussion due 1/27

- Molina, M. D., Sundar, S. S., Le, T., & Lee, D. (2021). “Fake News” Is Not Simply False Information: A Concept Explication and Taxonomy of Online Content. *American Behavioral Scientist*, 65(2), 180–212. <https://doi.org/10.1177/0002764219878224>
- Baptista, J. P., & Gradim, A. (2022). A Working Definition of Fake News. *Encyclopedia*, 2(1), 632–645. <https://doi.org/10.3390/encyclopedia2010043>
- Thompson, S. A. (2024, August 7). What Do Conspiracy Theorists Do When Proved Wrong? Double Down or Move On. *The New York Times*. <https://www.nytimes.com/2024/08/07/technology/biden-conspiracy-theories-misinformation.html>

**Week 3**  
Feb. 6

## Historical Perspectives

### Post question & comment for in-class discussion due 2/3

- Gorbach, J. (2018). Not Your Grandpa’s Hoax: A Comparative History of Fake News. *American Journalism*, 35(2), 236–249. <https://doi.org/10.1080/08821127.2018.1457915>
- Burkhardt, Joanna M. “Chapter 1. History of Fake News.” *Library Technology Reports* 53, no. 8 (November 16, 2017): 5–9. <https://journals.ala.org/index.php/ltr/article/view/6497>.
- Rossi, A. (2020, September 19). *After Truth: Disinformation and the Cost of Fake News* - Apple TV. Apple TV. <https://tv.apple.com/us/movie/after-truth-disinformation-and-the-cost-of-fake-news/umc.cmc.2mobsb9xa77ssw1vsdwj6df5u>

**Week 4**  
Feb. 13

## **The 1950s “blueprint for science denial”**

**Post question & comment for in-class discussion due 2/10**

- Brandt, Allan M. “Inventing Conflicts of Interest: A History of Tobacco Industry Tactics.” *American Journal of Public Health* 102, no. 1 (January 2012): 63–71.  
<https://doi.org/10.2105/AJPH.2011.300292>.
- Fake News. “Fake News: Conspiring to Fight Science.” Accessed January 4, 2023.  
<https://dsp.domains.trincoll.edu/fake-news/fake-news/conspiring-to-fight-science>.
- Bero, Lisa A. “Tobacco Industry Manipulation of Research.” *Public Health Reports* 120, no. 2 (2005): 200–208. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1497700/>.

**Week 5**  
Feb. 20

## **PART 2: THE PSYCHOLOGY OF FALSE BELIEFS**

### **The Role of “Repetition” in Misperception Belief**

**Post question & comment for in-class discussion due 2/17**

- Fazio, Lisa K., this link will open in a new window Link to external site, Raunak M. Pillai, and Deep Patel. “The Effects of Repetition on Belief in Naturalistic Settings.” *Journal of Experimental Psychology: General* 151, no. 10 (October 2022): 2604–13.  
<https://doi.org/10.1037/xge0001211>.

- Lyons, Benjamin A., Jacob M. Montgomery, Andrew M. Guess, Brendan Nyhan, and Jason Reifler. "Overconfidence in News Judgments Is Associated with False News Susceptibility." *Proceedings of the National Academy of Sciences* 118, no. 23 (June 8, 2021): e2019527118. <https://doi.org/10.1073/pnas.2019527118>.
- *28 myths of modern life exposed*. (n.d.). Retrieved August 27, 2024, from <https://www.sciencefocus.com/science/28-myths-of-modern-life-exposed>

Week 6  
Feb. 27

## Who misperceives? Who is misperceived?

Post question & comment for in-class discussion due 2/24

- Ecker, Ullrich K. H., Stephan Lewandowsky, John Cook, Philipp Schmid, Lisa K. Fazio, Nadia Brashier, Panayiota Kendeou, Emily K. Vraga, and Michelle A. Amazeen. "The Psychological Drivers of Misinformation Belief and Its Resistance to Correction." *Nature Reviews Psychology* 1, no. 1 (January 2022): 13–29. <https://doi.org/10.1038/s44159-021-00006-y>.
- Rudloff, J. P., & Appel, M. (2023). When truthiness trumps truth: Epistemic beliefs predict the accurate discernment of fake news. *Journal of Applied Research in Memory and Cognition*, 12(3), 344–351. <https://doi.org/10.1037/mac0000070>
- *Misinformation Dashboard: Election 2024 — Be informed, not misled — News Literacy Project*. (n.d.). Retrieved August 27, 2024, from <https://misinfodashboard.newslit.org/>

Spring 2025

Week 7  
March 6

## Bias in information exposure and processing

Post question & comment for in-class discussion due 3/6

Fake News or Bias Exercise due 3/9

- Fazio, Lisa K., Nadia M. Brashier, B. Keith Payne, and Elizabeth J. Marsh. "Knowledge Does Not Protect against Illusory Truth." *Journal of Experimental Psychology: General* 144, no. 5 (October 2015): 993–1002. <https://doi.org/10.1037/xge0000098>.
- Derreumaux, Yrian, this link will open in a new window Link to external site, Robin Bergh, this link will open in a new window Link to external site, and Brent L. Hughes. "Partisan-Motivated Sampling: Re-Examining Politically Motivated Reasoning across the Information Processing Stream." *Journal of Personality and Social Psychology* 123, no. 2 (August 2022): 316–36. <https://doi.org/10.1037/pspi0000375>.
- BBC News. (2022, January 6). *What QAnon followers believe now* - BBC News. <https://www.youtube.com/watch?v=jzsiDRP5gXc>

Week 8  
March 13

## Exam Week (No readings/postings this week)

Midterm Exam due 3/13

Spring 2025

Week 9  
March 20

**Spring Recess March 16 – March 22**

Week 10  
March 27

## **PART 3: HOW TO COMBAT MISPECEPTION BELIEF**

### **Applying the “Inoculation Theory” to Misinformation**

**Post question & comment for in-class discussion due 3/24**

- Inoculation Science. “Inoculation Science - Video Resources - Truth Labs for Education.” Accessed January 9, 2023. <https://inoculation.science/inoculation-videos/>.
- MediaWise. *Media Literacy Masterclass with MediaWise Campus Correspondents*, 2022. <https://www.youtube.com/watch?v=Cdx5zz5Dtr8>.
- [https://www.cisa.gov/sites/default/files/publications/tactics-of-disinformation\\_508.pdf](https://www.cisa.gov/sites/default/files/publications/tactics-of-disinformation_508.pdf)

#### **In-Class Activity**

- <https://www.getbadnews.com/en> (interactive game)
- <https://library.buffalostate.edu/c.php?g=1156338&p=8443577> (Interactive game)

Spring 2025

**Week 11**  
Apr. 3

## **No Thursday Classes – Wellness Day**

**Week 12**  
Apr. 10

## **Experiments and Approaches**

Post question & comment for in-class discussion due 4/7

- Roozenbeek, Jon, and Sander van der Linden. "How to Combat Health Misinformation: A Psychological Approach." *American Journal of Health Promotion* 36, no. 3 (March 1, 2022): 569–75. <https://doi.org/10.1177/08901171211070958>.
- Chan, Man-pui Sally, Christopher R. Jones, Kathleen Hall Jamieson, and Dolores Albarracín. "Debunking: A Meta-Analysis of the Psychological Efficacy of Messages Countering Misinformation." *Psychological Science* 28, no. 11 (2017): 1531–46. <https://www.jstor.org/stable/26957332>.
- Grant, Nico, and Tiffany Hsu. "Google Finds 'Inoculating' People Against Misinformation Helps Blunt Its Power." *The New York Times*, August 24, 2022, sec. Technology. <https://www.nytimes.com/2022/08/24/technology/google-search-misinformation.html>.

**Week 13**  
Apr. 17

## **Application: Weapons of Mass Destruction (WMD)**

Post question & comment for in-class discussion due 4/14

## Group Presentations begin 4/17

- Pilger, John. "The Iraq WMD Rationale Was 95% Charade." *Peace Research* 36, no. 2 (2004): 89–92. <https://www.jstor.org/stable/23684864>.
- Lewandowsky, Stephan, Werner G. K. Stritzke, Klaus Oberauer, and Michael Morales. "Memory for Fact, Fiction, and Misinformation: The Iraq War 2003." *Psychological Science* 16, no. 3 (2005): 190–95. <https://www.jstor.org/stable/40064200>.
- The New York Times. "FROM THE EDITORS; The Times and Iraq," May 26, 2004, sec. World. <https://www.nytimes.com/2004/05/26/world/from-the-editors-the-times-and-iraq.html>.

Week 14  
Apr. 24

## Application: QAnon

### Post question & comment for in-class discussion due 4/21

### First Draft Case Study Due 4/22

- Marwick, A. E., & Partin, W. C. (2024). Constructing alternative facts: Populist expertise and the QAnon conspiracy. *New Media & Society*, 26(5), 2535–2555. <https://doi.org/10.1177/14614448221090201>
- Holoyda, Brian J. "QAnon: A Modern Conspiracy Theory and the Assessment of Its Believers." *Journal of the American Academy of Psychiatry and the Law Online*, January 25, 2022. <https://doi.org/10.29158/JAAPL.210053-21>.

- Reuters. “Fact Check: No Evidence to Support QAnon Claims of Mass Arrests, Military Takeover, Illegitimacy of Biden’s Presidency or Trump’s Return to Power,” January 22, 2021, sec. 2020 Candidate Slideshows. <https://www.reuters.com/article/uk-factcheck-qanon-military-theories-idUSKBN29R1ZA>.

Week 15  
May 1

## Application: “the Ukraine and Iraq War”

Post question & comment for in-class discussion due 4/28

**Final Project (Final Draft) Due 5/1**

**Final Exam due 5/1**

- Opsal. (2022). Comparative analysis of western and Russian news framing of the Ukraine and Iraq war. uis.
- Uluşan, O., & Özejder, İ. (2024). Faking the war: fake posts on Turkish social media during the Russia–Ukraine war. *Humanities and Social Sciences Communications*, 11(1), 1–14. <https://doi.org/10.1057/s41599-024-03409-3>