
		<b>Adam Mickiewicz University in Poznań</b>
		Doctoral School of Languages and Literatures 
		<b>Conspiracies in History: Networks of Secrecy, Power and Myth</b>
		prof. dr Robert Aleksander Maryks
<b>Type of classes</b>	seminar	
<b>Language of instruction</b>	English	
<b>The number of hours + form of passing classes</b>	15 hours / credit of a grade	
<b>Purposes of classes</b>	The course aims to: <ul style="list-style-type: none"> <li>• Develop students' ability to critically analyze historical and contemporary conspiracy theories using structured methodological approaches</li> <li>• Introduce students to the Grammar of Conspiracy Matrix (GCMA) as a framework for textual analysis</li> <li>• Explore the cognitive linguistic patterns that characterize conspiratorial thinking</li> <li>• Equip students with digital humanities tools for detecting and analyzing conspiratorial discourse</li> <li>• Develop students' understanding of how conspiracy theories impact historical interpretation and contemporary society</li> </ul>	
<b>Learning contents</b>	<ol style="list-style-type: none"> <li>1. Introduction to conspiracy studies: definitions, theoretical frameworks, and the distinction between actual conspiracies and conspiratorial thinking</li> <li>2. The Grammar of Conspiracy Matrix (GCMA): methodology and application</li> </ol>	

	<ol style="list-style-type: none"> <li>3. Cognitive linguistics of conspiratorial thinking: framing, metaphor, and narrative structures</li> <li>4. Religious orders as secret societies: case study of Jesuit Monita Privata</li> <li>5. Early modern ecclesiastical and political conspiracies: the Venetian Interdict (1606)</li> <li>6. Assassination plots and intelligence networks in early modern Europe</li> <li>7. Digital humanities approaches to conspiracy detection: text analysis methods</li> <li>8. AI and conspiracy theories: applying computational approaches to historical texts</li> <li>9. Cognitive and social psychology of conspiracy belief: biases, heuristics, and misinformation</li> <li>10. Social identity and group dynamics in conspiratorial thinking</li> <li>11. Digital conspiracy ecosystems in the modern age</li> <li>12. State propaganda and weaponized conspiracy narratives</li> <li>13. Media literacy and intervention strategies for countering conspiratorial thinking</li> <li>14. Practical applications of the GCMA in contemporary media analysis</li> <li>15. Student presentations and course summary</li> </ol>
<b>Entry requirements</b>	English language proficiency at B-2 level
Learning outcomes	
	Verification methods:
<p><b>In terms of knowledge: A person who has completed classes knows and understands:</b></p> <p>The achievements of world science in the discipline in which the education takes place, as well as the paradigms and directions of development of this discipline, in a way that enables their creative and innovative development and their verification within the framework of research projects undertaken [E_W01];</p> <p>at an advanced level, research methodology appropriate for the discipline of science in which education takes place, which allows for proper selection of research theories and tools and their effective application and modification within the framework of own research [E_W02];</p> <p>fundamental dilemmas of contemporary civilization and the role of science, especially in the field of education, in solving them [E_W08]</p>	<p>Written colloquium: Tests comprehensive knowledge of historical conspiracy theories, cognitive frameworks, and rhetorical patterns</p> <p>Essays: Demonstrates deep understanding of historical contexts and theoretical frameworks</p> <p>Individual presentations: Shows ability to identify and explain rhetorical patterns and narrative structures</p>
<p><b>In terms of skills: A person who has completed classes is able to:</b></p>	<p>Project work: Applies GCMA methodology and demonstrates analytical skills in distinguishing</p>

<p>Use knowledge from various disciplines of science to creatively identify, formulate, and innovatively solve complex research problems or perform advanced research tasks. In particular, he/she is able to: define the objectives and the subject of scientific research, formulate research hypotheses, develop research methods, techniques, and tools, and apply them creatively and effectively, draw conclusions on the basis of scientific evidence [E_U01];</p>	<p>evidence-based research from conspiratorial thinking</p> <p>Digital tool practice and application: Develops practical competence in using digital humanities tools for discourse analysis</p> <p>Essays: Shows application of analytical frameworks and critical evaluation skills</p>
<p><b>In terms of social competences: A person who has completed classes is prepared to:</b></p> <p>fulfilling social obligations as a researcher; initiating actions in favour of the public interest, <i>inter alia</i>, through appropriate dissemination of scientific achievements in society. Furthermore, he/she is ready to take actions leading to the development of civil society based on knowledge [E_K03]</p> <p>continuous improvement of professional competence and personal development, in particular by tracking and analyzing the latest developments in the represented scientific discipline [E_K05]</p>	<p>Individual presentations: Demonstrates critical thinking and respectful academic discussion of sensitive topics</p> <p>Project work: Shows awareness of ethical implications through research design and presentation</p> <p>Written colloquium: Tests critical thinking abilities when analyzing conspiratorial narratives</p>
<p><b>Literature</b></p>	<p>Mandatory:</p> <ul style="list-style-type: none"> <li>• Oxford AI Course: Notes Modules 1-6</li> <li>• Special Issue: Jesuits, Conspiracy, and Conspiracy Theory, <a href="https://brill.com/view/journals/jjs/10/1/jjs.10.issue-1.xml">https://brill.com/view/journals/jjs/10/1/jjs.10.issue-1.xml</a></li> <li>• Butter, Michael, and Peter Knight. <i>Routledge Handbook of Conspiracy Theories</i>. Routledge, 2020 (selected chapters).</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Hofstadter, Richard. "The Paranoid Style in American Politics." <i>Harper's Magazine</i>, November 1964.</li> <li>• Sunstein, Cass R. and Adrian Vermeule. "Conspiracy Theories: Causes and Cures." <i>Journal of Political Philosophy</i> 17.2 (2009): 202-227.</li> <li>• Byford, Jovan. <i>Conspiracy Theories: A Critical Introduction</i>. Palgrave Macmillan, 2011.</li> <li>• Barkun, Michael. <i>A Culture of Conspiracy: Apocalyptic Visions in Contemporary America</i>. University of California Press, 2013.</li> <li>• Dentith, Matthew R. X. <i>The Philosophy of Conspiracy Theories</i>. Palgrave Macmillan, 2014.</li> </ul>