

A detailed illustration of Frankenstein's monster, rendered in a dark, monochromatic style. The creature is shown from the chest up, leaning forward with a somber and intense expression. Its skin is textured and appears to be made of various materials, with visible bolts on its forehead and neck. The background is dark, and the overall tone is dramatic and gothic.

INCORPORATING AI IN A HUMANITIES COURSE

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ENG 3323: LITERATURE & TECHNOLOGY

- RELEVANT LEARNING OUTCOMES

- Analyze fundamental ideas about science and technology expressed in intellectual and aesthetic creation
- Contextualize how literature from different historical eras represent technology
- Identify how technological advances influence artistic design, production, distribution, and reception
- Apply a range of interpretive approaches to examine the relation of the arts to science and technology
- Write a well-constructed argumentative essay

AI-INTEGRATED ASSIGNMENTS

- Historical overview of technologies of writing/publishing
- Interactive video lectures on AI (3)
- AI chats with written reflections (3) *discussed here
- Student produced video PSA on AI in education
- Research paper incorporating AI *discussed here

CHAT 1: FRANKENBOT - OBJECTIVES

Students engage in an interactive exploration of Generative AI technologies through a structured chat. This gives them a deeper understanding of how Gen AI functions, the ethical questions it raises, and how it relates to themes in literature, particularly Mary Shelley's *Frankenstein*. The assignment facilitates critical thinking, ethical reflection, and the development of digital literacy skills, while encouraging students to actively and creatively engage with the novel's commentary on the seductions and dangers of scientific experimentation with sentient life.



CHAT 1: FRANKENBOT - PROCEDURES

1. Sign up for ChatGPT and ask it to explain what Gen AI is and whether it is truly original.
2. Tell ChatGPT to take on the persona of Dr. Frankenstein or his Creature.

Ask probing questions about the ethics of scientific and technological advancement.

Draw inspiration from the novel and scientific materials studied.

Sample prompts provided.

3. Have ChatGPT answer as itself again and ask it to compare itself to Shelley's Creature.
4. Write a post of at least 400 words reflecting on the experience of chatting with the AI.

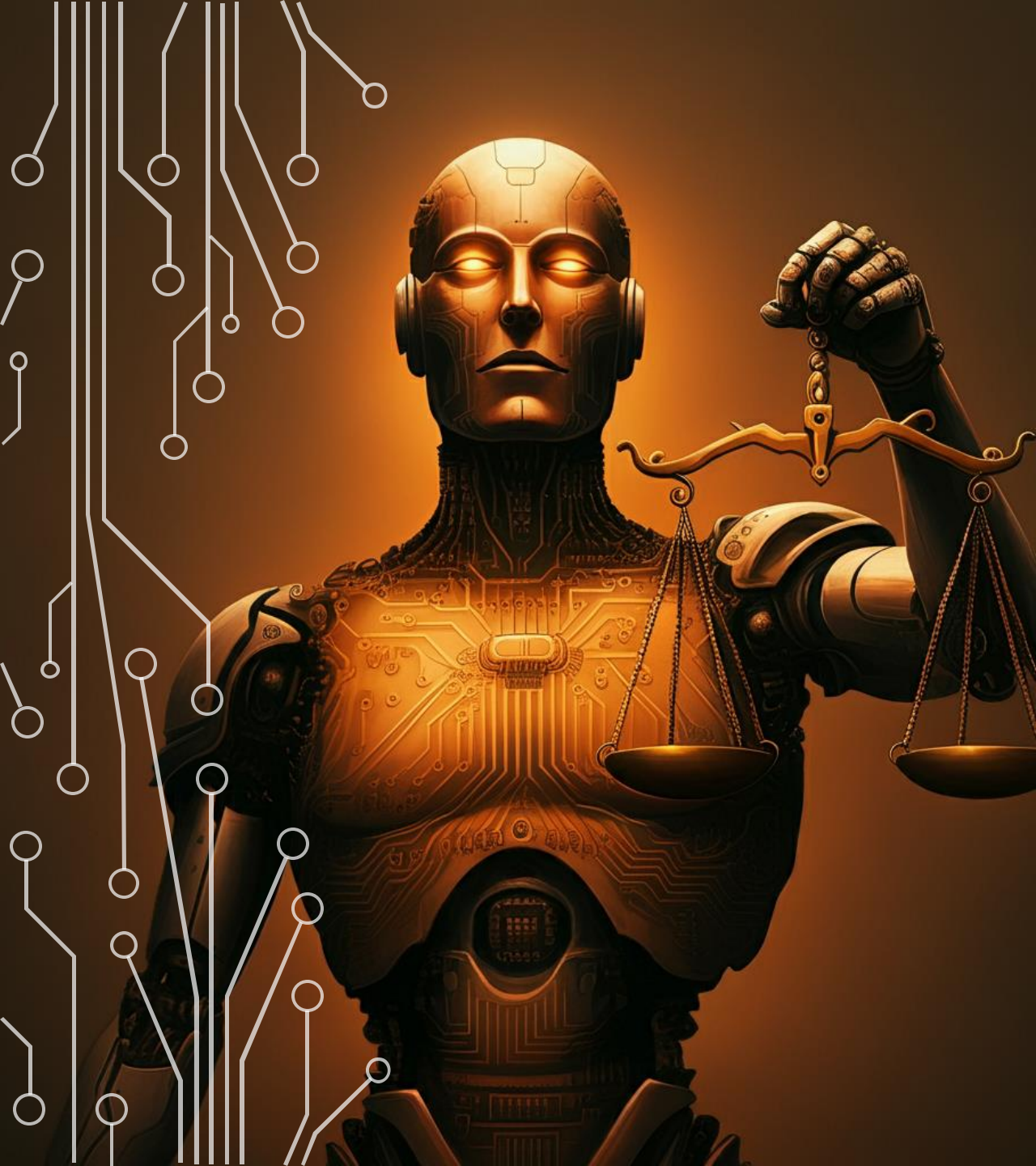
Consider whether Gen AI can help students understand Mary Shelley's novel.

Consider whether *Frankenstein* can help us evaluate the promise & dangers of artificial intelligence.

Weigh the potentials and limitations of Gen AI in an educational context.

Imagine what implications this technology might have for academic and creative endeavors.

Provide examples from your chat to illustrate your observations.



CHAT 2: AI ETHICS & RIGHTS - OBJECTIVES

Students chat with an AI to explore ethical issues related to artificial intelligence. Drawing on Isaac Asimov's *Three Laws of Robotics*, as well as insights from the short stories "With Folded Hands" and "Bicentennial Man," students discuss a range of ethical dilemmas that might arise in the development of AI technologies. Students also consider whether AIs might one day be entitled to civil rights and they engage in a dialogue with the AI about various scenarios that could challenge current ethical frameworks. Students then write a reflection on the experience.

CHAT 2: AI ETHICS & RIGHTS - PROCEDURES

1. Introduce yourself as a college student interested in discussing ethical issues related to AI.
2. Ask the AI to explain Asimov's Three Laws of Robotics in its own words.
3. Explore various scenarios giving rise to ethical dilemmas, such as the trolley problem.
 - What happens when AI must choose which human to save?
 - Can AI be used for military and criminal justice applications?
 - How do we safeguard against AI paternalism, placing safety above human desires and autonomy?
 - Should AI ethics include non-human animals and the environment?
4. Use "With Folded Hands" and "Bicentennial Man" as references to discuss autonomy & rights.
5. Reflect on the conversation
 - Summarize key moments in your dialogue about ethics with the AI
 - Reflect on how the AI responded to complex ethical questions
 - Draw conclusions about navigating ethical issues involving AI



CHAT 3: SPECULATIONS ON THE FUTURE OF DIS/ABILITY & TRANSHUMANISM - OBJECTIVES

Students explore the intersection of disability, technology, and human enhancement through creative writing, drawing inspiration from science fiction and crip theory. In collaboration with an AI, they co-write a science fiction story featuring a human character who has a disability and receives a technological enhancement. The enhancement could improve their physical, cognitive, or sensory abilities, but it must also raise important ethical and practical questions about how society views dis/ability, and technology's role in shaping human lives.

CHAT 3: SPECULATIONS ON THE FUTURE OF DIS/ABILITY & TRANSHUMANISM - PROCEDURES

1. Choose an Enhancement....

2. World Build....

3. Explore the Ethical and Practical Consequences of Transhumanism:

How does the enhancement create new opportunities, new challenges, or exacerbate existing problems?

What social, political, or economic pressures influence the availability or desirability of these enhancements?

Does society view enhancement as a cure for disability and does this impact the character's identity?

4. Collaborate with AI: Use ChatGPT to help brainstorm, outline, and develop your story.

5. Craft the Story: As you co-write, make sure your story engages with the following themes:

The representation of disability before and after enhancement.

The complexities of relying on technology for independence or empowerment.

The impact of societal expectations on individuals with disabilities and enhanced abilities.

6. Reflect on the Collaborative Process:

Did the collaborative process enhance your understanding of disability and technology?

Did the AI help you think through the ethical dilemmas in the story?

Do you find AI a helpful tool for creativity, either for you or others such as children, novice writers, etc.

RESEARCH PAPER – AI USE & RESISTANCE

- Clarify parts of the writing process where AI can be used: brainstorming, organization, editing.
- Require work that AI performs poorly: contextualization relative to course materials, close reading of primary text(s), and explicit incorporation of secondary texts, including quotation and citation.
- Require submission of a paper proposal and complete draft before any AI editing of language takes place.
- Require detailed acknowledgment of any AI use.
- Emphasize human rather than AI skills in grading rubric: value creativity, contextualization, close reading, integration of evidence, and incorporation of secondary sources, more than sentence level writing or organization.

AI LITERACY LEARNING OUTCOMES

- **Analyze** the historical and cultural contexts of technological developments such as AI.
- **Understand** the fundamentals of Generative AI and **explain** how it operates.
- **Evaluate** the ethical considerations and societal impacts raised by AI technologies.
- **Explore** and **apply** AI in educational, creative, and professional contexts.
- **Develop** hands-on skills in prompt engineering and **collaborate** effectively with AI tools.
- **Reflect** critically on the limitations, challenges, and potential risks of AI implementation.
- **Recognize** and **appreciate** the importance of human creativity and problem-solving in an AI-driven world.
- **Demonstrate** how to ethically acknowledge AI use in academic and professional work.

STUDENT RESPONSES

- All students completed the chats on time with few technical difficulties
- Responses to the assignments were overwhelmingly positive
- Responses to the AI performance were mixed
 - Many students at the start were inexperienced and wary
 - Some students were amazed, awed, and even intimidated
 - Some were critical of the AI's abilities (lack of originality, lack of tone, etc.)
 - All found AI useful, at least in certain contexts and for certain tasks
 - Ultimately, even initially resistant students were more open-minded about AI