Manifesto #1: Mariana Yamamoto, Sabella Habtemariam and one more student from CL 143 Automation/Automata (Winter 2026)

10 Principles of AI in Learning

1. **Understanding of mechanisms behind AI that are inextricable from bias**. Because of AI's reliance on existing data, all models are inevitably instilled with bias from data sets and human opinion in labeling. Additionally, AI is reliant on great financial support, which is a chance for powerful and well-paying ideologies to seep in.

2. **Picking inquiries which are more likely to be answered with less bias**. Generative AI utilizes a wide range of data, and calculates the average of massive sets in order to offer users a middle of the road answer. For this reason, AI is more effectively utilized in inquiries where potential answers have a lower standard deviation, allowing the generative AI to offer answers with a lower margin of error. Some examples of this might include simple maths, conversation partners, and simple explanations of objective topics.

3. **Uniqueness and generalization**. Because of AI's tendency to gravitate towards the mean, utilizing these sources in scenarios which require more creativity and complex understanding leads to generated responses which are more guesswork than substance. Additionally, these broader estimations are more likely to carry biases which might skew results. These rough generalizations limit uniqueness and personal style, instead flattening nuance and risking incorrect approximations.

4. **Acknowledgment of appropriation and unethical labor**. AI models rely on datasets which are created through billions of notations on human interaction. Unfortunately, many of these interactions appropriate or steal labor, whether it be from egregiously underpaying annotators or flat out stealing intellectual property for the usage as training data.

5. **Importance of human relations in education**. Students-teacher communication can and has been hampered both ways by AI intermediaries, so instructors and students should take great care to pursue these in person relationships and higher level scholastic conversation, all the while utilizing AI for more rote tasks. With instructive guidelines on how AI may and may not be used in a class, students can more effectively balance different resources

6. **Maintaining an honor code**. AI detection softwares are helpful, but not foolproof, and should not be used for final decisions on detecting plagiarism. With guidelines to clearly elucidate where AI might or might not be used, more granular and detailed prompts for students are a better representation of original work.

7. **Disencouraging emphasis on output**. Because of generative texts' appeal to efficiency and greater production, reducing the emphasis on output can lead students away from inappropriate AI usage. Shorter, more nuanced questions with more parts may be more successful, especially when pulling from in class discussions, which necessitates reading comprehension.

8. **Risk in AI generated answers.** AI is not a human, and can not conform to human morality any more than simply copying and predicting common patterns of speech. For this reason, generated responses can quickly skew into the incorrect or simply unethical, and students and teachers must be armed to assess and understand why this happens, and how to seek out an unbiased truth otherwise.

9. **Energy and climate concerns.** Like all modern technology, AI comes with a price that is most often paid by communities of the Global South and climate devastation. Again, however, disbarring AI completely is unrealistic, so instead, models and users must have restraints on unending usage, as well as some way to grasp the environmental detriment of these tools. Doing so breaks through the illusion of majesty and leads towards more critical usage.

10. **Overreliance**. It's extremely easy to utilize text and image generators to a point where they are no longer useful; overuse is clinically shown to decrease users processing power and comprehension. A good way for users to conceptualize this could be with the metaphor of centaurs and reverse centaur: a reminder for users to be more than just prompt generators.

5 Pleas to UCI

1. To consider AI as a shared tool for students and educators to voluntarily navigate and implement together. AI should not drive a wedge between the student and the educator.Both have access to the same tool and can understand where and why it may be used. AI is not a weapon of the student wielded to undermine learning and education nor is it a reason for teachers to detach from their students and their obligations to guide them. Rather, AI may ultimately be efficient on both ends of education and teachers and students can be in open dialogue with the points at which AI is time-saving and useful and where it is harmful to critical thought processes in regards to specific assignment and course topics.

2. To weave together conversation across fields on AI. Critical thinkers from the humanities may lack technical understanding of AI, but are armed with decades of theory on language, institutions, and social power. Within the same campus, AI is actively being developed, trained, and implemented for new uses by computational experts and scholars. In the same mile radius, environmental researchers are coming to terms with the climate costs of AI and social scientists are grappling with new geopolitical labor landscapes. Every discipline has a perspective of AI that others lack and together they can contribute to a well-rounded understanding to dematerialize the black box of AI and consider morality and social meanings.

3. To avoid imposing a sense of AI inevitability or make AI use required. A university ought to give space for students and faculty to consider, speculate, and shape imaginations of the future without imposition of the inevitable, which might not be such. Discourse on AI often lies on a presumption of the inevitably of continuous growth and power of AI that will redefine life and society. This pushes research, educational structure, and career decisions in a direction which may not be well founded. Additionally, students and faculty should have agency in whether they choose to use AI in their work as it implicates them in a supply chain, built with offshored labor

and on the extraction of global natural resources, a supply chain that they may not want to partake in.

4. To remember that behind AI is the physical reality of its construction and maintenance. Conversations on AI, particularly in a wealthy nation in an institution of high academic standing and rigor, are far removed from the inequity of social conditions and power balances on a global level. Theoretical discussions of AI and its role in education and professional work cannot be reduced to isolated matters disconnected from annotators, taskers, data centers, and also the ultra-wealthy. To consider AI in art cannot simply be a matter of humanism, intentionality, consciousness, and emotional expression because AI in the present world only exists in art after billions of dollars of investment and hours of manual and tedious labor.

5. To be open to changes in approaches and policies on AI as AI itself changes. There is much speculation about what AI will be able to do, but the future is radically unknown and undetermined. The university should not be too quick to broadly restrict or dictate AI usage or its proper role in education. Just as the students of a university are encouraged to thoughtfully build upon their own experiences and open up understandings of the world, the university ought to model this on a larger and institutional scale.

Manifesto #2: Nana Pineda-Chavez and two other students from CL 143 Automation/Automata (Winter 2026)

Ten Principles of Education

1. Ethics: As students of the Humanities, a discipline especially concerned with wringing out the tensions of modern discourses of hegemony, violence, and power, our use of AI Language Models signals a greater ethical hypocrisy than others. Generative AI has undeniably lodged itself in academic knowledge production, but our use of this tool is inextricable from our positions under capitalism's fetishistic visages, extractive economies, and colonialist projects. We are committed to extend a critique of such reactionary forces and their implications within this technology.

2. Adaptability: With the rising prevalence of AI tools within search-engines, databases, and administrative systems, it is vital that students develop a comprehensive understanding of the technology behind Generative AI. We commit to understanding the concepts, training methods, and implications of AI in order to apprehend its limitations and effects on the future of our discipline.

3. Active Learning and Critical Discourse: According to Kate Crawford, "Artificial Intelligence is neither artificial, nor intelligent." The technology powering these systems is built of dispersed human labor from the Global South, and its products continue to prove themselves faulty, biased, and hallucinatory in their current form. Our use of AI in these modalities must take into account its frequent faults, plagiarism, and biases so that our research and writing can be

original rather than reiterative. As aspiring scholars, we pledge to prioritize our own human efforts to read and write to the highest degree, focusing on developing an organically singular voice rather than a mechanical accumulation.

4. Transparency: The intervention of Generative AI within the university classroom has exacerbated issues with student responsibility and integrity in coursework. We must commit ourselves to understanding the clear repercussions of AI use, not only within the university classroom, but in relation to our own political values and basic intelligence. We pledge to provide a clear statement of AI use within our works, elaborating and citing clearly the extent to which AI was used within the production of a paper or assessment. Building a system of transparency between instructor and student will aid in creating a better understanding of AI's role in knowledge production and formation, alerting students to their own political and intellectual autonomy which can be embodied and exercised within the classroom.

5. Independence from AI: Dependency on AI in academic settings typically result in lower academic performances due to students utilizing this sort of technology to (mis)represent their own work. Being less dependent on AI can help current students improve in their own skills.

6. Maintain Critical Thinking Skills: Critical thinking and reasoning is lost when one may not use AI properly, in the sense where they don't use the system to assist them but to lead them. Proper and monitored use of these LLM's would aid students to maintain or develop their own skills when it comes to critical thinking and reasoning. We value these skills in future circumstances in relation to professional and personal life.

7. Diversity (Knowledge, Experiences, People, Etc.): We acknowledge that AI could be used in a beneficial way for our students' studies. With that said, we must prioritize diversity in our AI systems. Diversity can come in many shapes and 3 forms: people, experiences, cultures, and knowledge. Keeping these systems diverse and open to these ideas will prevent the spread of bias and prejudice that is hidden as "intelligence" simply because of how we view AI.

8. Source your info (verify) A lot of Gen AI models are unable, and most of the time simply unbothered, to cite any information they give us. We are meant to trust their word as truth without seeing a citation of properly verifying that it comes from a credible source. In school and especially in the humanities we are always taught about the importance of making sure we know where all our information is coming from and also checking that the source you pick is reliable and accurate information we can trust. With the use and overreliance on AI much of these efforts are discarded, which is very harmful for academia.

9. Prioritizing Learning We know that with AI's immediate and often misleading answers, the learning process can be severely interrupted, making it harder to fully grasp and learn topics in depth. If instead of prioritizing good grades and churning out work, both student and professor prioritize curiosity and learning, AI's appeal goes away. AI as it is, is mostly useful to finish assignments or aspects of schooling that seem uninteresting or tedious by a deadline in order to get a certain grade.

10. In person collaboration A focus on smaller, in- class discussions and collaboration, as well as a further emphasis on handwritten assignments done in the classroom will help against an overreliance on AI. In order to properly collaborate with their classmates as well as work on assignments without their computers students will have to actually learn and digest the material they are given instead of using AI for superficial summaries and analysis.

Requests for our Professors and Fellow Students at UCI School of Humanities

1. Instructor Transparency
We ask that UCI faculty and administration be transparent of their own use of Generative AI in developing course policies, assessments, and lectures. No student should be subject to an automated course without full awareness of its contents and function within the university classroom. Instructors should provide a clear AI policy and a statement of their own use of AI within the course, whether it be generative content or grading processors.

2. Equitable Employment
With respect to the increasing cost of higher education within a competitive and exploitative job market, collaborative and interactive courses are vital to inspire original and embodied analyses from both students and faculty researchers. We call upon UCI to hire and fund human workers, researchers, and teaching assistants to further the future of knowledge production and academic discourse on its campuses. While the use of AI can simplify the course-making and facilitative process, the presence and guidance of human instructors (in all stages of secondary education) is necessary to secure the currently dwindling future of academia and university study, while simultaneously reducing the planetary and moral consequences of AI use worldwide.

3. Monitor AI Systems (Prevention of Bias, Hateful Rhetoric, and Misinformation):
We ask UCI to adhere to student complaints regarding the spread of hateful rhetoric, misinformation, and bias disguising itself as “research” or “evidence” wrought from LLM models. In a system that’s purpose is to aid our studies, there should be no case of it causing harm to other communities while trying to expand upon critiques of such reactionary systems. We ask for an increased cognizance—from both students and faculty—regarding the training, role, and use of these AI models in academic writing and systems of knowledge productions. We mustn’t simply oust these systems from discourse, but incorporate them within our critiques.

4. Inform of Risks Within AI and Its Impact (Environmental & Academically):
We ask UCI to educate the students and staff of the impact of AI. We see how the excessive use and dependency of AI results in the deterioration of our environment and our natural resources. Aside from this, students need to be informed that not everything in the LLM can be accurate or credible. It can result in spread of misinformation or bias, which could impact our academic career and how our mindsets develop.

5. Changing Academic Assessments

We think it would be in the best interest of the professors, students and University in general if professors did their best to try to come up with creative, new ways to assign projects that would make it more challenging to get away with using AI. Things like handwritten essays, more in person, handwritten quizzes, or asking students to turn in more rough drafts or “show their work” more often, there are plenty of ways teachers all over the world are dealing with the same issues and coming up with ways to combat it. It would be beneficial to the student’s learning process as well as the education system to try and defeat over-reliance on AI as creatively as possible in each individual classroom if it can’t be done on a wider scale.

6. Continued Research and Discourse with AI

It is important to remember that we are just seeing the beginning of AI’s effects on education and it will only continue growing and reaching further into daily life. By continuing to educate ourselves on AI’s continued advancements and keeping ourselves updated on how AI is changing and expanding, we can stay aware and keep coming up with different precautions to push against any harmful effects it may have on our brains and the education system as a whole.