

AI Manifesto #2

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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.