

Academic Authenticity Policy

All submitted work must be entirely and authentically produced by the student making the submission. Students must acknowledge their intellectual debts when drawing on information provided by others (see citation rules for discussion posts and Historical Literature Review Essays). Students may not share work with one another, all work submitted must be completely original to that student. Including **any** computer-generated content (such as material from ChatGPT or Google Translate) in submitted writing as though the ideas and wording are the student's own is a form of plagiarism. There is no reason for students in this class to use any outside material for preparing the Historical Literature Review Essay or discussion posts, so there should be no issues of plagiarism—ideally. The instructor will use Artificial Intelligence (AI) detection software to check all submitted student writing for authenticity. The findings are binding. Plagiarized posts in the discussion will be highlighted and the student responsible for the post will forfeit any points for the entire week. Historical Literature Review Essays found containing any AI generated content will, likewise, receive no credit. Assignments cannot be redone for credit. This policy is non-negotiable.

General Thoughts on “Artificial Intelligence” and Reasons to Avoid its Use*

Stick it to The Man: “Artificial Intelligence” tools replicate traditional/institutionalized/systemic power structures – the programs have been largely created by a small, homogenous, location-based, similarly-trained creator group. As such, AI tools frequently affirm rather than challenge or diminish established power structures.

Who Says That’s Intelligent: There’s nothing particularly intelligent about these AI tools – what is produced by AI generators is not thought but rather pattern regeneration. ChatGPT, for instance, is a machine which is adept at recognizing patterns and reflecting those patterns back at us. It cannot think for itself. And it cannot think for you.

Rubbish in = zero out: Obviously, the practice of passing off AI generated material as one’s own is rubbish in several ways. For one, nothing worthwhile is created and nothing is gained. Personal progress is about gaining something. There is personal gain in developing creative skill and imagination; in crafting the art of writing and thinking, for example. AI can produce what passes for art or creativity or thoughtfulness, but that’s an illusion. What is produced appears to be one thing but is another—perhaps possessing some kind of value when it possesses no real value at all to the creator of the item or item’s intended audience. Rubbish.

Find your voice/grow your mind: Cultivating habits of the mind is the crux of education and personal intellectual growth. Critical analysis and building cogent, well-composed explanations of ideas take effort and time. But the rewards of doing so are immense. Using tools that by design circumvent crafting an original, authentic voice and stunt the formation of unique, individualized pathways of thought is contrary to the fundamental propositions of education and personal development.

AI and Translation Tools

Translating tools, like Google Translate, can be helpful for learning, recalling, and understanding specific words. Beyond the utility of language dictionary functions, translation tools should be avoided in academic coursework. To produce original and authentic academic work, students must rely on their own composition, language, and organization skills to demonstrate their capabilities and to express themselves appropriately. Furthermore, it is crucial that students demonstrate college-level competency in English. By avoiding the use of translation tools during the output process of coursework, students can ensure the originality and integrity of their submissions.

Extensive use of translation tools (identified as more than 5% of submitted content in AI detection program) is prohibited.