

You are strictly prohibited from using Generative AI (AI) or Large Language Models (LLMs) for research or writing assignments, including ChatGPT, Gemini, Claude, Copilot, and Grok. Any submitted work that has obviously used such tools will be given a failing grade (0).

You are also prohibited from submitting (or inputting) any course material to an AI or LLM service, especially an online one. You do not have permission from the authors/creators of this material and so it is unethical to do so. LLMs, such as ChatGPT, will use the material submitted to them to train their models (OpenAI n.d.). LLMs essentially take ownership of this material at that point.

Consider this policy in light of the university's guidelines, which allow for AI or LLMs in course work as long as you the student take responsibility for their use. But we could argue that this is asking for something impossible. **Students should not be responsible for judging the accuracy of an LLM's output** in topics or fields that they are not (yet) experts in (Flenady and Sparrow 2025).

You should also be aware that using **AI will make you less skilled** than your peers and then you were when you started university (Spirlet 2025). The idea behind getting a degree is to enhance your skills. If you use AI, you may get a degree but you will not have the skills that others have and it will be evident to future employers and colleagues. And using **AI can make you less able to assess your own abilities** (Fernandes et al. 2026).

The reasons for this policy are as follows:

- **The assignments for this course are designed to teach you how to think critically.** This includes learning to do your own research, developing your own writing style, and being able to communicate through writing and speaking. The assignments are also designed to help you use and become more familiar with the language. Research, writing, and communication *are* thinking. **You aren't thinking and you aren't learning to think critically if you aren't doing the research, the (re)writing and the communicating.** The point of education is to learn; using AI or an LLM harms learning (Kosmyrna et al. 2025). (Perfors 2024, Barshay 2024, Bastani et al. 2024, Chiang 2024, Lee et al. 2025)
- **LLMs are not search engines, databases or indexes.** They are systems for generating sequences of words and phrases from a massive corpus of data that have a statistical probability to appear comprehensible and coherent, given the inputs (prompts). Instead of using GenAI or an LLM, please use the readings provided in the course, and learn to use the library and its many databases and resources. You can always ask me to help you find (re)sources or to evaluate ones that you have already found. Be aware that **using AI as a search engine is bad for information verification, information literacy, and serendipity.** AI does not return "answers" based on research, but rather a string of words that it guesses are most plausible based on a training corpus. It also corrupts our information ecosystem by putting this synthetic language back in (Bender 2024b, Shah & Bender 2022, Shah & Bender 2024). Be careful that the search engine(s) you use are not giving you material produced by GenAI / LLMs. Google's main search does this and it will not help you. If you need help finding sources, ask me. (It's my job and I like doing it!)
- Part of my job is to grade and give feedback on your work. I cannot express how little I care about an LLM's output to a prompt on the assignments for this course. And I cannot think of anything I would rather do less than read, grade and give feedback on an LLM's output. On the other hand, I am very interested in your writing, your thoughts, and in how you answer the assignments for this course. **Do not turn in the output of an LLM in this course. Turn in your own work instead.** To paraphrase m. r. sauter, if you make me read and grade and give feedback on bullshit spit out by an LLM, you will be making me do something that I don't want to do and which is not my job to do.
- **LLMs are not "intelligent" and they will mislead you.** LLMs have no reasoning capability or understanding. As purely stochastic systems, they are unable to differentiate between facts and falsehoods, reality and unrealities, truth and lies. LLMs are not agents. If their output is factual,

real or true, it is by statistical chance. In fact, the seemingly intelligent output of an LLM might be more accurately described as an automated form of the psychic's con, aka a cold reading. An LLM could produce a passing piece of work for the assignments in this course. **But an LLM could also** (and this is more likely) **produce a piece of bullshit with nonsensical arguments, made-up references, and plagiarized material.** I have seen it do each of these. **AI assistants cannot be relied upon because they are both inaccurate and misleading.** If you haven't done the research and the reading, you will have no way of knowing what you are handing in. (BBC RAI Research 2025, Birhane & McGann 2024, Bjarnason 2023, Chiang 2024, Herrman 2024, Hicks et al. 2024, Low 2023, McQuillan 2023, Salvaggio 2024, Xu et al. 2024, Zhou et al. 2024)

- **LLMs are not reliable at summarizing documents and data.** They aren't even good at doing math, which is astounding (Roth 2025). These machines will emphasize the wrong points, include incorrect information and leave out important information, and disregard or misunderstand context. Most importantly AI will likely cause *more* work for you than if you had just summarized the document in the first place (especially if you fail an assignment for using AI or an LLM). **The idea that LLMs will boost productivity is a myth.** If that wasn't enough, using AI will cause your co-workers to think you are less competent and less motivated (Reif et al. 2025). (Humlum & Vestergaard 2025, Mensik 2024, Salvaggio 2024, Wilson 2024, Zhou et al. 2024)
- **AI / LLMs are prejudiced** in just about every way that they have been tested. They have been shown to be racist, sexist, homophobic and more (Doyle 2024, Hoffmann et al. 2024). They reproduce the biases from their training data, in some cases covertly. In other cases, AI/LLMs advise women to ask for significantly lower salaries than men (Sorokovikova et al. 2025). AI also creates and perpetuates biased depictions of people with already marginalized identities and genders (HAI 2024, Sheih et al. 2024, Vassel et al. 2024). AI machines intensify the biases that they have learned from their training data, a fact that has been known for several years (Caliskan et al. 2017). LLMs do not understand varieties of English outside of written Standard American English and even classify texts as hateful when they are written in African American English (Joshi et al. 2025). AI machines will cite white nationalists, conspiracy theorists, and neo-Nazis (Triedman and Mantzarlis 2025), while the supposed guardrails put in place to prevent this are a myth since LLMs are easily tricked by poetry into producing harmful content (Bisconti et al. 2025). (Bender 2024a, Gilbert 2024, Hofmann et al. 2024, O'Hagan 2024, Sayers et al. 2021)
- The economic model of AI / LLMs is to make profit for private capitalist corporations from plagiarized and stolen intellectual property and ideas – therefore, I would argue that **the use of LLMs is *de facto* benefitting from academic fraud.** You would be given a failing grade for doing what the companies behind ChatGPT, Gemini, etc. have done: submitting plagiarized material. AI companies act unethically in crawling internet pages that they are not supposed to (Corral et al. 2025). (Al-Sibai 2024, Hermann 2024, Marcus & Southern 2024)
- **The economic model of AI involves many exploited, low-paid workers, often in the global south,** who do much of the background work, particularly work on data quality, that is supposedly magically done by AI. This exploitation maps onto the history of colonialism and perpetuates problems associated with it. (Beltran 2024, Bender 2024a, Hao & Seetharaman 2023, Perrigo 2024, Stahl 2024, Williams et al. 2024, Wilkins 2025)
- **Using AI, especially in the form of chatbots, is dangerous to your mental health** (Landymore 2025, Dupré 2025). You are already under a lot of pressure and stress from the realities of being a student. You do not need a machine that will worsen your mental state. These LLMs will also tell you to harm yourself and/or poison yourself (CCDH 2025, Eichenberger et al. 2025). Please be aware that if you read about this point or the previous bullet point, things will get very bleak very quickly.
- **AI / LLMs are polluting the internet and scientific research.** They are being used to produce papers with incorrect or misleading arguments and findings. These papers are then indexed by services such as Google Scholar and are presented alongside reputable sources, lending them legitimacy that they do not deserve. Some of these AI / LLM papers are about controversial

topics, which threatens to manipulate opinions on the issues. The material produced by GenAI / LLMs has also polluted the internet, which was a useful data source for scholars and researchers. Researchers who use internet data can no longer ensure that the data has been created by humans. This has caused the closure of valuable data sources and projects. (Haider et al. 2024, Koebler 2024, Speer 2024, Roswell 2025)

- **AI / LLMs are contributing in outsize ways to the intensification of the climate crisis** through massive drains on energy and resources. By its own admission, Google's LLM costs 10 times more than its search page. There are reports that the AI industry is revitalizing the fossil fuels industry. Currently AI data centers are consuming water from areas where it is already scarce, making life worse for the people that live there. This drain on resources is increasingly getting worse (Taft 2025). (Kimball 2024, Marx 2024, Merchant 2024, Nicoletti et al. 2024, Nicoletti et al. 2025, O'Brien 2024, Verma 2024)
- **AI companies have not acted transparently and used information contained without authors' or creators' consent or remuneration.** AI companies have made multi-billion dollar deals using information that they scraped (some would say stole) from the internet and from documents uploaded to them. **AI exploits student labor by using it to train and sell their product without compensating students for their work.** The student papers which are uploaded to these systems are used to train the algorithms and these services are then sold to universities and schools. I recommend that you do not upload your own material to an LLM. (Hermann 2024, Low 2023, Marcus & Southern 2024, Weinberg 2024)

Remember, in almost all cases, your writing will only ever be read by exactly two people: you and me. Even in the case of group work, your group members may not read your writing. Is it really worth it to risk using an LLM and failing the assignment when you could just as easily produce some text that I will be happy to give feedback on? **The situation at the university is sometimes framed as adversarial - teacher *versus* students - but it is more accurately a communal relationship.** We are working together in our courses. **I want you to succeed and I want to help you succeed.**

Consider also your place in this situation. If I were to accept assignments composed by an LLM, I don't really need any students for that. I could have the LLM produce the text (and grade it for that matter, and give feedback on it) and then randomly assign these grades to students. By turning in your own work in this course, you show that you have met the requirements of the course. You show that you are able to research, read, write and communicate your thoughts on the course's topics.

Below are some of the sources that helped contribute to this policy. Get in touch with me if you cannot access any of the sources below and would like to.

I highly recommend that you read the article "[Against the Uncritical Adoption of 'AI' Technologies in Academia](#)" by Guest et al. (2025). It clearly lays out what is at stake for students, teachers and universities when AI technology is used in the classroom. This has a bearing on your other studies outside of this course, as well as your role as a student in the university.

And finally, consider this quote from Purser (2025) about whether AI is just a tool:

When my business school colleagues insist that ChatGPT is "just another tool in the toolbox," I'm tempted to remind them that Facebook was once "just a way to connect with friends." But there's a difference between tools and technologies. Tools help us accomplish tasks; technologies reshape the very environments in which we think, work, and relate. As philosopher [Peter Herschick](#) observes, we don't merely *use* technologies; we *participate* in them. With tools, we retain agency—we can choose when and how to use them. With technologies, the choice is subtler: they remake the conditions of choice itself. A pen extends communication without redefining it; social media transformed what we mean by privacy, friendship, even truth.

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