



UNIVERSITY OF
CENTRAL FLORIDA

ENG 6806 - Humanities in the Age of AI

Section: 0W60

College of Arts and Humanities

Dean's Office CAH

Course Information

Term: Fall 2024

Class Meeting Location:

Modality: WW

Credit Hours: 3.00

Instructor Information



Anastasia Salter

Title: Professor of English

Office Location: TCH 236

Office Hours:

Mondays 10:30 AM to noon

Email: anastasia@ucf.edu

Course Description

ENG 6806 CAH-DEANCAH 3(3,0) Humanities in the Age of AI: PR: Graduate Standing and Permission of the Department. Theory and practice of artificial intelligence and the use of large language models for generation in textual, visual, and procedural arts and humanities work Spr Odd.

This course offers an exploration of the theory and practice of artificial intelligence and its use in textual, visual, and procedural arts and humanities work. The course is divided into three units, reflecting these primary areas of the usage of AI, and engaging with both creative examples and theoretical critiques of that usage:

- **Textual.** In the textual unit, we will consider the history of textual generation and analysis, with attention to both the exploitation of and applications for archives, literature, and historical work. Students will engage in textual generation and textual analysis.
- **Visual.** In the visual unit, we will explore visual generation and its challenges for authorship and meaning, with attention to parallel discussions in modern and postmodern media. Students will engage in generation for both visual material and for image-texts and consider the changing perspectives on artists and creativity.
- **Procedural.** In the procedural unit, we will dive into the layer of code, with attention to the history of generative practices in both electronic literature and digital humanities usage. Students will co-author code and interactive projects with AI models, focusing on use cases for libraries, archives, museums, and artistic expression.

The final weeks will focus on combinatorial practices of textual-visual-procedural generation that bring these methods together with human imagination towards arts and humanities problems. Each week, plan on following the module for all asynchronous activities. Each module will be divided into three sections:

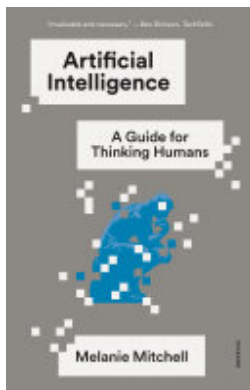
- **Weekly Readings.** Complete this combination of primary and secondary texts prior to starting the making exercise. The full schedule of required readings is listed in the syllabus: additional recommended readings will be provided in each module.
- **Generative Exercises.** Each week's generative exercise will involve experimenting with a different tool for AI: guidance will be provided on configuring and getting started with the tool, and students will be required to purchase subscriptions to OpenAI for some exercises.
- **Reflective Discussion.** A weekly online discussion will provide the opportunity to share the process of making: the emphasis is not on "success" or "failure," but on critiquing the process and products through a theoretical lens.

Student Learning Outcomes

After successful completion of this course, students will be able to:

- Engage in both critical and creative projects exploring the pitfalls and potentials of large language models in visual, textual, and procedural work
- Understand the history and implications of computer-augmentation across the arts and humanities
- Make connections between contemporary policies around AI and past debates and perspectives on other technologies
- Use large datasets to solve problems in the arts and humanities, with attention to evaluating and critiquing these methods alongside more traditional approaches in these disciplines
- Use and analyze the application of AI generative methods for textual, visual, and procedural work.
- Critique policies and uses of AI in various communities and contexts (the workplace, academia, etc.)

Course Materials and Resources



Artificial Intelligence

ISBN: 9780374715236

Authors: Melanie Mitchell

Publisher: Farrar, Straus and Giroux

Publication Date: 2019-10-15

Notes: Physical copy on UCF library reserve

Bitstreams

ISBN: 9780812224955

Authors: Matthew G. Kirschenbaum

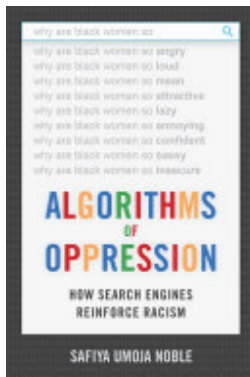
Publisher: University of Pennsylvania Press

Publication Date: 2021-10-08



Online Access: <https://go.openathens.net/redirector/ucf.edu?url=https%3A%2F%2Fdoi.org%2F10.2307%2Fj.ctv1f45qbq>

Notes: Unlimited Use UCF eBook



Algorithms of Oppression

ISBN: 9781479837243

Authors: Safiya Umoja Noble

Publisher: NYU Press

Publication Date: 2018-02-20

Online Access: <https://go.openathens.net/redirector/ucf.edu?url=https%3A%2F%2Fdoi.org%2F10.2307%2Fj.ctt1pwt9w5>

Notes: Unlimited Use UCF eBook



The Perception Machine

ISBN: 9780262546836

Authors: Joanna Zylińska

Publisher: MIT Press

Publication Date: 2023-11-07

Online Access: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,shib&db=nlebk&AN=3549494&authtype=shib&site=ehost->

[live&scope=site&custid=current&groupid=main&authtype=shib](https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,shib&db=nlebk&AN=3549494&authtype=shib&site=ehost-live&scope=site&custid=current&groupid=main&authtype=shib)

Notes: Unlimited Use UCF eBook

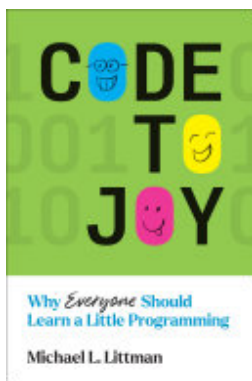
Code to Joy

ISBN: 9780262546393

Authors: Michael L. Littman

Publisher: MIT Press

Publication Date: 2023-10-03



Online Access:

<https://ebookcentral.proquest.com/lib/ucf/detail.action?docID=30319504>

Notes: Unlimited Use UCF eBook

Course Assessment and Grading Procedure

Points	Assignment Summary	Due Date
5	Activity Verification - Complete the brief survey posted on Webcourses as soon as possible to confirm your enrollment in the course. As this is required by the university, please attend to it as soon as possible at the start of classes.	Friday, August 23
75	Generative Exercises - Weekly discussions will consist of making, sharing, and reflecting on the process of exploring. We will work from tutorials and try a new form every week, with reflective questions connecting our process of making to the theoretical frameworks and provocations offered by our readings.	Weekly
20	Reflection - During the final exam week, students will complete a reflective essay on their journey, with particular consideration to next steps and potential future applications of the making mechanisms introduced throughout the semester. This reflection should include AI-generated material alongside materials produced directly by the student.	Tuesday, December 7th

Students can access their grades and feedback at any time using the Grade Book function of Webcourses. All assignments will be submitted through Webcourses. Plan on checking the site at least twice a week for updates and assignment information. Grades are calculated out of 100 following a standard letter scale.

Policies for Course Grade

Makeup Work Policy

There is one extra credit making exercise option available as a make-up opportunity at the end of the semester for those who miss a week. Grades will be available through Webcourses and updated weekly.

Missed/Late Assignments

Late work is accepted without penalty for one week after the listed deadline. After that date the assignment will be closed for all submissions except approved emergencies. If circumstances require extension beyond that deadline, please reach out to the instructor immediately.

Asynchronous Course Structure / Participation

This course uses a fully asynchronous online format, and relies upon students to complete all readings, engage with both course lectures and other online videos, and join in on course discussions. All assignments are due at the close of their listed module, but will be accepted with no penalty through the next listed deadline. Once an assignment closes, late work will not be accepted unless an additional extension has already been approved by the instructor: please reach out early if circumstances will require additional time!

- The course has no synchronous meeting requirements: however, students are encouraged to engage in optional check-in meetings to think through their process and growth. Optional synchronous meetings will be scheduled based on the poll conducted in the first week of class.
- Office hour assistance is additionally available both through text on Webcourses messages and via Zoom: Zoom is recommended for advanced technical problems,

where screen-sharing might be helpful to resolving errors.

- Students will need access to a reliable internet connection and computer to participate in this course. Due to some of the AI tool installation needs, administrative access to the system is required to complete assignments.
- In the event of an emergency or medical challenge, additional flexibility beyond the grading guidelines is available: when anticipated, students should reach out to the instructor as soon as feasible to form a plan or discuss an incomplete if needed.

Grading Scale

Letter Grade	Percentage
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	61-63%
F	0-60%

Class Schedule

Week	Topic
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Week	Topic
1	<p data-bbox="367 296 1209 338">Week One: Textual - Histories (Monday, August 19)</p> <p data-bbox="367 386 699 422">Tutorial: Eliza and Bots</p> <ul data-bbox="415 470 1349 779" style="list-style-type: none"><li data-bbox="415 470 1114 506">• Bitsreams - Introduction; Archives Without Dust<li data-bbox="415 527 1349 659">• Berry, D. M. (2023). The Limits of Computation: Joseph Weizenbaum and the ELIZA Chatbot. <i>Weizenbaum Journal of the Digital Society</i>, 3(3). https://doi.org/10.34669/WI.WJDS/3.3.2<li data-bbox="415 680 1084 716">• Due: Activity Verification (Friday August 23rd)<li data-bbox="415 737 1008 772">• Generative Exercise One: Conversation
2	<p data-bbox="367 911 1247 953">Week Two: Textual - Generation (Monday, August 26)</p> <p data-bbox="367 1001 634 1037">Tutorial: Interfaces</p> <ul data-bbox="415 1085 1328 1381" style="list-style-type: none"><li data-bbox="415 1085 1295 1121">• Bitstreams - The Poetics of Macintosh; The Story of S; Coda<li data-bbox="415 1142 1328 1325">• Emerson, Lori, 'Interfaced', in Matthew Rubery, and Leah Price (eds), <i>Further Reading</i> (2020; online edn, Oxford Academic, 5 Mar. 2020), https://doi.org/10.1093/oxfordhb/9780198809791.013.29.<li data-bbox="415 1346 1057 1381">• Generative Exercise Two: Interface Critique

Week	Topic
3	<p data-bbox="367 296 1260 331">Week Three: Textual - Sources (Monday, September 2)</p> <p data-bbox="367 386 802 422">Tutorial: Reading Across Texts</p> <ul data-bbox="415 468 1344 762" style="list-style-type: none"><li data-bbox="415 468 1016 504">• Artificial Intelligence - Part I: Background<li data-bbox="415 527 1344 699">• Underwood, Ted. "A Genealogy of Distant Reading." DHQ: Digital Humanities Quarterly 11.2 (2017). http://digitalhumanities.org:8081/dhq/vol/11/2/000317/000317.html.<li data-bbox="415 728 1068 762">• Generative Exercise Three: Textual Analysis
4	<p data-bbox="367 900 1325 936">Week Four: Textual - Combinatory (Monday, September 9)</p> <p data-bbox="367 991 730 1026">Tutorial: Combining Texts</p> <ul data-bbox="415 1073 1344 1325" style="list-style-type: none"><li data-bbox="415 1073 1133 1108">• Artificial Intelligence - Part II: Looking and Seeing<li data-bbox="415 1131 1344 1262">• Mackay, James and Polina Mackay. "Experiments in Generating Cut-up texts with Commercial AI", Electronic Book Review, June 9, 2024, https://doi.org/10.7273/gkrg-5d74.<li data-bbox="415 1287 1003 1325">• Generative Exercise Four: Cut-up Texts

Week	Topic
5	<p data-bbox="367 296 1284 331">Week Five: Visual - Aesthetics (Monday, September 16)</p> <p data-bbox="367 386 829 422">Tutorial: Mash-ups and Remixes</p> <ul data-bbox="415 468 1349 667" style="list-style-type: none"><li data-bbox="415 468 1349 548">• The Perception Machine - Introduction; Does Photography Have a Future?<li data-bbox="415 573 1094 609">• Artificial Intelligence - Part III: Learning to Play<li data-bbox="415 634 1081 669">• Generative Exercise Five: Playful Generation
6	<p data-bbox="367 806 1317 905">Week Six: Visual - Art and Creativity (Monday, September 23)</p> <p data-bbox="367 951 721 987">Tutorial: Archival Images</p> <ul data-bbox="415 1033 1349 1283" style="list-style-type: none"><li data-bbox="415 1033 1349 1113">• The Perception Machine - Screen Cuts; From Machine Vision to a Nontrivial Perception Machine<li data-bbox="415 1138 1349 1218">• Artificial Intelligence - Part IV: Artificial Intelligence Meets Natural Language<li data-bbox="415 1243 1073 1278">• Generative Exercise Six: Meaningful Images

Week	Topic
7	<p data-bbox="367 296 1321 390">Week Seven: Visual - Photography and Realism (Monday, September 30)</p> <p data-bbox="367 443 574 474">Tutorial: Video</p> <ul data-bbox="415 516 1230 726" style="list-style-type: none"><li data-bbox="415 516 1230 600">• The Perception Machine - AUTO-FOTO-KINO; Can You Photograph the Future?<li data-bbox="415 621 1182 663">• Artificial Intelligence - Part V: The Barrier of Meaning<li data-bbox="415 684 1166 726">• Generative Exercise Seven: Expansive Imaginaries
8	<p data-bbox="367 863 1252 894">Week Eight: Visual - Perceptions (Monday, October 7)</p> <p data-bbox="367 947 776 978">Tutorial: Multimodal Analysis</p> <ul data-bbox="415 1031 1206 1188" style="list-style-type: none"><li data-bbox="415 1031 1206 1073">• The Perception Machine - “Loser Images”; Conclusion<li data-bbox="415 1094 1065 1136">• Code to Joy - Telling Computers What to Do<li data-bbox="415 1157 1024 1188">• Generative Exercise Eight: Visualizations
9	<p data-bbox="367 1325 1354 1419">Week Nine: Procedural - Code and Rules (Monday, October 14)</p> <p data-bbox="367 1472 764 1503">Tutorial: Visual Studio Code</p> <ul data-bbox="415 1556 1179 1713" style="list-style-type: none"><li data-bbox="415 1556 1016 1598">• Code to Joy - The What of Programming<li data-bbox="415 1619 1179 1661">• Algorithms of Oppression - The Power of Algorithms<li data-bbox="415 1682 902 1713">• Generative Exercise Nine: Tools

Week	Topic
10	<p data-bbox="367 296 1224 390">Week Ten: Procedural - Digital Humanities (Monday, October 21)</p> <p data-bbox="367 443 708 474">Tutorial: GitHub CoPilot</p> <ul data-bbox="415 522 1125 674" style="list-style-type: none"><li data-bbox="415 522 984 554">• Code to Joy - Sequencing Commands<li data-bbox="415 579 1125 611">• Algorithms of Oppression - A Society; Searching<li data-bbox="415 636 1032 667">• Generative Exercise Ten: Structured Data
11	<p data-bbox="367 812 1325 907">Week Eleven: Procedural - Art and Play (Monday, October 28)</p> <p data-bbox="367 959 781 991">Tutorial: Iteration and Design</p> <ul data-bbox="415 1039 1179 1190" style="list-style-type: none"><li data-bbox="415 1039 984 1071">• Code to Joy - Splitting on Conditionals<li data-bbox="415 1096 1179 1127">• Algorithms of Oppression - Searching for Black Girls<li data-bbox="415 1152 959 1184">• Generative Exercise Eleven: Games
12	<p data-bbox="367 1329 1325 1423">Week Twelve: Procedural - Hypertext (Monday, November 4)</p> <p data-bbox="367 1476 865 1507">Tutorial: Working Across Interfaces</p> <ul data-bbox="415 1556 1187 1759" style="list-style-type: none"><li data-bbox="415 1556 919 1587">• Code to Joy - Storing in Variables<li data-bbox="415 1612 1187 1696">• Algorithms of Oppression - Searching for People and Communities<li data-bbox="415 1722 1105 1753">• Generative Exercise Twelve: Interactive Object

Week	Topic
13	<p data-bbox="367 296 1211 390">Week Thirteen: Textual-Visual-Procedural (Monday, November 11)</p> <p data-bbox="367 443 846 474">Tutorial: Multimodal Development</p> <ul data-bbox="415 520 1211 674" style="list-style-type: none"><li data-bbox="415 520 992 552">• Code to Joy - Consolidating Into Loops<li data-bbox="415 579 1187 611">• Algorithms of Oppression - Searching for Protections<li data-bbox="415 638 1211 669">• Generative Exercise Thirteen: Portfolio of Experiments
14	<p data-bbox="367 816 1317 848">Week Fourteen: Applications: Art (Monday, November 18)</p> <p data-bbox="367 900 647 932">Tutorial: Debugging</p> <ul data-bbox="415 978 1276 1131" style="list-style-type: none"><li data-bbox="415 978 907 1010">• Code to Joy - Defining Functions<li data-bbox="415 1037 1252 1068">• Algorithms of Oppression - Future of Knowledge in Public<li data-bbox="415 1096 1276 1127">• Generative Exercise Fourteen: Experimental Interactive Art
15	<p data-bbox="367 1278 1359 1373">Week Fifteen: Applications: Humanities (Monday, November 25)</p> <p data-bbox="367 1425 781 1457">Tutorial: Iteration and Design</p> <ul data-bbox="415 1503 1333 1698" style="list-style-type: none"><li data-bbox="415 1503 1333 1535">• Code to Joy - Combining Code and Data; Programmable World<li data-bbox="415 1562 1243 1646">• Algorithms of Oppression - Future of Information Culture; Conclusion<li data-bbox="415 1673 1252 1705">• Generative Exercise Fifteen: Public Humanities Prototype

Week	Topic
16	<p>Final Reflection (Due December 7)</p> <ul style="list-style-type: none"> • Submit & complete your Final Reflection, as well as any approved late work, by December 7th! • Extra Credit Making Exercise: New Tools for Generation

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
8/23	Activity Verification	Quiz	5
8/25	Week One: Conversation	Discussion	5
9/1	Week Two: Interface Critique	Discussion	5
9/8	Week Three: Textual Analysis	Discussion	5
9/15	Week Four: Cut-up Texts	Discussion	5
9/22	Week Five: Playful Generation	Discussion	5
9/29	Week Six: Meaningful Images	Discussion	5
10/6	Week Seven: Expansive Imaginaries	Discussion	5
10/13	Week Eight: Visualizations	Discussion	5

Due Date	Assignment Name	Assignment Type	Points
10/20	Week Nine: Tools	Discussion	5
10/27	Week Ten: Structured Data	Discussion	5
11/3	Week Eleven: Games	Discussion	5
11/10	Week Twelve: Interactive Object	Discussion	5
11/17	Week Thirteen: Portfolio of Experiments	Discussion	5
11/24	Week Fourteen: Experimental Interactive Art	Discussion	5
12/1	Week Fifteen: Public Humanities Prototype	Discussion	5
12/7	Extra Credit: New Tools for Generation	Discussion	0
12/7	Final Reflection	Assignment	20

Course Accessibility

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services \(SAS\)](#) (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course

barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at [Student Conduct and Integrity Office](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- a. Academic misconduct is defined as any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of the course materials or degree requirements (e.g., assignment, quiz, and/or exam). Examples of academic misconduct include but are not limited to: plagiarism, unauthorized assistance to complete an academic exercise; unauthorized communication with others during an examination, course assignment, or project; falsifying or misrepresenting academic work; providing misleading information to create a personal advantage to complete course/degree requirements; or multiple submission(s) of academic work without permission of the instructor of record.
- b. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.
- c. Commercial Use of Academic Material. Selling of course material to another person and/or uploading course material to a third-party vendor without authorization or without the express written permission of the University and the instructor of record. Course materials include but are not limited to class notes, the instructor of record's slide deck, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.
- d. Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](#). UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at [Let's Be Clear](#) and [UCF Cares](#).

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – [Office of Institutional Equity](#) & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – [Student Accessibility Services](#) & sas@ucf.edu

- [Access and Community Engagement](#) (including the Ginsberg Center for Inclusion and Community Engagement, Military and Veteran Student Success, and HSI Initiatives)
- UCF Compliance and Ethics Office – [Compliance, Ethics, and Risk Office](#) & complianceandethics@ucf.edu
- The [Ombuds Office](#) is a safe place to discuss concerns.

Deployed Active-Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Campus Safety

At UCF Public Safety and Police, safety is the top priority. Emergencies on campus are rare, but if one should arise, it's important to be familiar with some basic safety and security concepts.

- In an emergency, always dial 911.
- Every UCF classroom has an **Emergency Procedure Guide** posted on a wall near the door, which will show you how to respond to a variety of situations. This guide can also be found online [here](#).
- In the event of an active threat, remember **AVOID, DENY, DEFEND**. Choose the best course of action and act immediately. Watch the video [here](#) to learn more.
 - **AVOID**. Pay attention to your surroundings and have an exit plan. Get as much distance and as many barriers between you and the threat as quickly as possible.
 - **DENY**. When avoiding is difficult or impossible, deny the threat access to you and your space. Lockdown by creating barriers, turning the lights off and remaining quiet and out of sight. Make sure your cell phone is silenced, but do not turn it off.

- **DEFEND.** When you are unable to put distance between yourself and the threat, be prepared to protect yourself. Commit to your actions, be aggressive and do not fight fairly. Do whatever it takes to survive.
- For emergencies on campus, UCF will utilize the [UCF Alert](#) system. All UCF students, faculty and staff are automatically enrolled to receive these email and text alerts, however, it's a good idea to frequently ensure your [contact information is up to date](#).

Reporting an Incident or Issue

If you believe you have experienced abusive or discriminatory behavior by any faculty or staff member, contact the Office of Institutional Equity [online](#) or at 407-823-1336. You can also choose to report using the UCF Integrity Line and can report anonymously or as yourself at 1-855-877-6049 or using the [online form](#). UCF cares about you and takes every report seriously. For more information see the [Reporting an Incident or Issue Webpage](#).

Financial Aid Accountability

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.