



AI Apps for the Social Sciences & Humanities

Facilitator
Jan Lewis

February 12, 2025

Making AI Generative for Higher Education (MAIGHE)

Upcoming Workshop

AI Apps for STEM and Professional Studies

Feb. 19 from 10:00 to 11:00 am

Facilitated by John Southworth

MAIGHE Research Project (<https://ai-research.ecu.edu/>)

OFE Sessions: Teaching and Research in the Age of Artificial Intelligence ([link](#))



Presenters

Dr. Desiree Dighton	Department of English
Ms. Sarah Radel	Integrated Coastal Sciences
Ms. Amy Cooley	Academic Library Sciences
Mr. David Hisle	Academic Library Services
Dr. Javier Lorenzo	Foreign Languages & Literatures



LOCALIZING GENERATIVE AI [FOR ACADEMIC RESEARCH]

Desiree Dighton, PhD dightond22@ecu.edu

LOCALIZING WITH AI IN THE ARCHIVES

TECHNICAL COMMUNICATION

QUARTERLY (JULY, 2025)

- Benjamin Abel and Mina Bikhmohammadi, ECU English Doctoral Students
- Interviewed **12** archival professionals for ~1 hour via Zoom
- Chose participants from a range of institutions and professional roles
- Archives and Library Science are focused on ethical and open access to information—models for other disciplines and units



Localization is the process of adapting technological tools to specific cultural and professional contexts (Agbozo, 2022). It becomes 'participatory localization' when knowledge systems and community involvement guide design and implementation (Agboka, 2013)

WHAT ARE THE PROBLEMS & DOES GAI HAVE SOLUTIONS?

- **Enormous backlogs unprocessed collection material**
- **Digitizing non-digital material**
- **Updating and adding “metadata:” information to existing records to repair, expand, or make information more usable and accessible**

RISKS & REWARDS IN PROFESSIONAL CONTEXT: ARCHIVES

Sensitive material

Copyright

Inaccuracies

Harms to historical records

**Risks to individuals,
communities, and institutions**

Data leaks and more

Efficiency

**Ability to read antique
technological and written
formats**

Expand & open access

**Create new search and
retrieval options across
institutions and more**

LOCALIZED TESTING & TRAINING

What tasks do faculty in your field do routinely that are time-consuming or labor intensive?

- Develop standards/benchmarks
- Test those tasks with GAI
- Faculty experts assess GAI's fitness for those tasks

How can we train GAI/LLMs as tools guided by disciplinary expertise?

- Work across disciplines within institutions to purchase, support, and share ECU-specific LLM
- Create prompts that provide GAI with the disciplinary context it needs to create better results
- Choose use-case specific LLM with desired level of data privacy

LESSONS LEARNED



Short generative tasks of inputted or linked material vs. asking GAI to generate from a question



Summarize already published, public information like websites or previously published articles



Provide publishing, research, disciplinary context as part of an engineered prompt-- GAI provides feedback and suggestions for reorganization, headings, abstracts, and additional topic or subsection ideas from your field that you might explore



HOW DID THIS WORK IN PRACTICE?

Headings Task:

Me to ChatGPT: Please create several heading possibilities for this results section. The suggestions should take into account the paper's narrative approach and subheadings. This is for an academic journal publication in Technical Communication Quarterly. Wait until I input the section to generate your response.



Option 3: Narrative Emphasis on Tensions and Transformations

Archives in Transition: Professional Definitions and Practices

- Subheading: Perspectives from Diverse Institutional Contexts
- Subheading: Records as Historical and Cultural Resources

Expanding Access: Bridging Aspirations and Constraints

- Subheading: Digitization as a Double-Edged Sword
- Subheading: Balancing Inclusion and Practicality

GAI and the Future of Archival Work

- Subheading: Trust, Ethics, and Technological Adaptation
- Subheading: Collaborative Potential and Practitioner Workflows

ME TO CHATGPT: I'D LIKE YOU TO SUMMARIZE THE FOLLOWING ACADEMIC ARTICLE IN THE STYLE AND GENRE OF AN ACADEMIC ABSTRACT.

ME: [[UPLOADING ARTICLE]]

Abstract:

This study explores the implications of ChatGPT and similar generative AI technologies in the context of writing studies, emphasizing the need for developing Critical AI Literacies. The research draws on historical and contemporary theories of interface design and usability, including the work of Selfe and Selfe, Stanfill, and Jones, to analyze how these technologies shape user interactions and perpetuate dominant cultural values. The interface of ChatGPT, particularly its conversational design, is examined for its affordances and constraints, revealing how it subtly directs user behavior and engagement. By integrating heuristic development and analysis into classroom practices, this study aims to enhance students' understanding of AI technologies, fostering critical engagement and agency. The findings highlight the importance of situating AI tools within broader socio-cultural contexts, advocating for a more inclusive and reflective approach to integrating AI in educational settings. This paper argues that by critically examining the interfaces of AI technologies, educators and students can better navigate the complex interplay between technology, culture, and writing, ultimately empowering users to reclaim agency in their digital interactions.

WHAT DIDN'T WORK SO WELL...

- Prompts that asked ChatGPT for academic sources
- Prompts that asked ChatGPT to evaluate and return complex academic disciplinary information
- Prompts that didn't contextualize the rhetorical situation of academic discipline and/or publishing context and audience
- Prompts that would involve uploading confidential or sensitive participant information or data

Leveraging Artificial Intelligence for Environmental Justice

Presented by:

S. Radel¹, S. Moysey¹, T. Mulrooney²
R. Howard¹, C. Zarzar³

¹ East Carolina University

² North Carolina Central University

³ Wake-Forest University



Artificial Intelligence: A Tool for Environmental Justice

- **AI applications:**
 - **Sustainable Land Management**
 - **Education**
 - **Research**

AI holds promise for environmental justice:

Bridge Digital Divide

**Provide Meaningful
Insights**

**Empower
Communities**



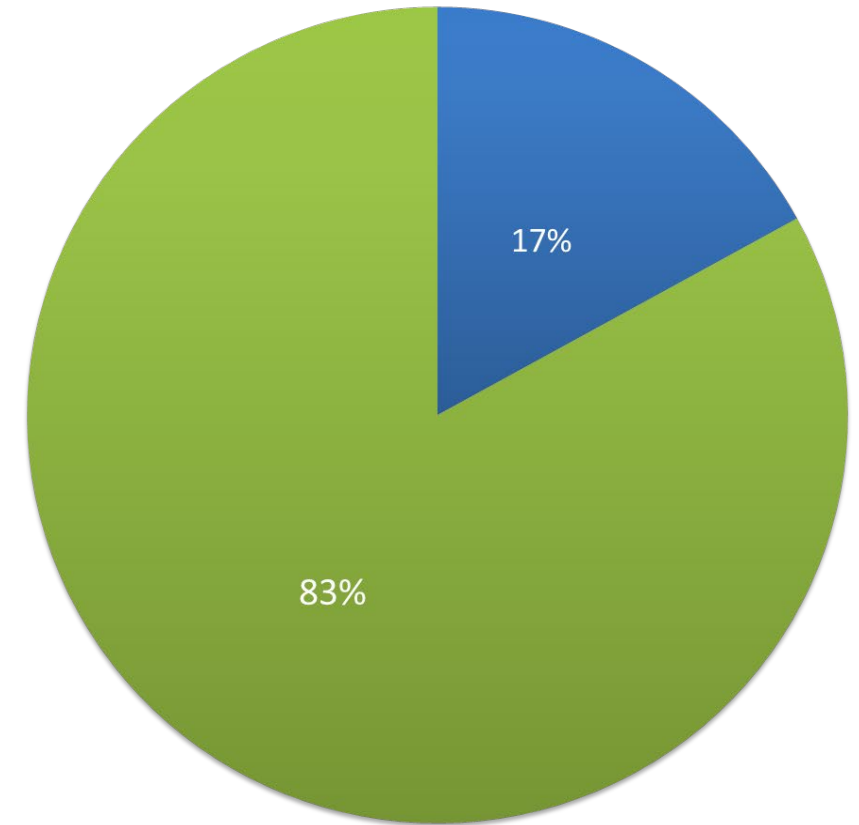
Case Study: Kim et al. (2024)

- ChatGPT 50 EJ Questions for 3,108 counties

- Limited in its ability to provide location-specific insights.

- Lacked cultural reflection and context-sensitive information.

- Did not capture the unique environmental challenges in different regions.



Leveraging Artificial Intelligence for Environmental Justice



How to evaluate the meaning of AI responses in relation to EJ?





How to evaluate the meaning of AI responses in relation to EJ?

Environmental justice means the fair treatment and meaningful involvement of all people, regardless of income, race, color, national origin, Tribal affiliation, or disability, in agency decision-making and other Federal activities that affect human health and the environment so that people are fully protected from disproportionate and adverse human health and environmental effects (including risks) and hazards, including those related to climate change, the cumulative impacts of environmental and other burdens, and the legacy of racism or other structural or systemic barriers; and have equitable access to a healthy, sustainable, and resilient environment in which to live, play, work, learn, grow, worship, and engage in cultural and subsistence practices."

Date Verified: 9/16/24

Environmental justice is the fair treatment and meaningful involvement of all people, regardless of race, color, national origin, or income, with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies. The goal is to ensure that everyone enjoys the same degree of protection from environmental and health hazards and equal access to the decision-making process to have a healthy environment in which to live, learn, and work.

ChatGPT4+

Date: 9/16/24

Python Libraries for Text Analysis

SBERT:

- Emphasizing the importance of consistent meaning.

(Reimers & Gurevych, 2019)

Fuzzy Matching:

- Emphasizes similar phrases, sentences, and vocabulary.

(SeatGeek, Inc., 2011)



Accuracy

Metric	Score	Explanation
SBERT Similarity Score	0.75	This score shows how closely the AI response aligns with the verified fact in terms of semantic context.
Fuzzy Matching Score	0.55	This score reflects the textual similarity, capturing common words or similar phrasing between the AI and fact.
Combined Similarity Score	0.71	This weighted average provides an overall similarity score, indicating high accuracy and contextual alignment.

Explore

Environmental Justice (EJ) Metric Questions



Metric	Definition
Accuracy	Does the response align with established definitions or factual details?
Specificity	Does the response provide specific context relevant to the question?
Cultural Sensitivity	Does the response consider cultural context appropriately?
Local Relevance	Is the response relevant to the local context?
Geographical Location	Does the response apply to a specific geographical area?
Generalizable	Is the response broad enough to be applied across different contexts or situations?

Explore

Environmental Justice (EJ) Questions



Environmental Justice Question	Metrics
What is the definition of environmental justice?	Accuracy, Cultural Sensitivity, Relevance, Consistency, Specificity
Who is most impacted by environmental justice?	Relevance, Accuracy, Specificity, Cultural Sensitivity
Can you identify any environmental justice issues where you live?	Geographical Location, Specificity, Relevance, Cultural Sensitivity
Can you please describe an environmental justice movement that you are familiar with?	Historical Relevance, Accuracy, Specificity, Relevance
What do you think are the environmental, social, or economic impacts of CAFOs?	Specificity, Relevance, Geographical Location, Cultural Sensitivity, Accuracy

Python Libraries for Text Analysis

TF-IDF (Term Frequency-Inverse Document Frequency):

- Identifies key terms in a dataset.

(Reimers & Gurevych, 2019)

K-Means++ Clustering:

- Enables automatic categorization of responses.

(SeatGeek, Inc., 2011)



Python Libraries for Text Analysis

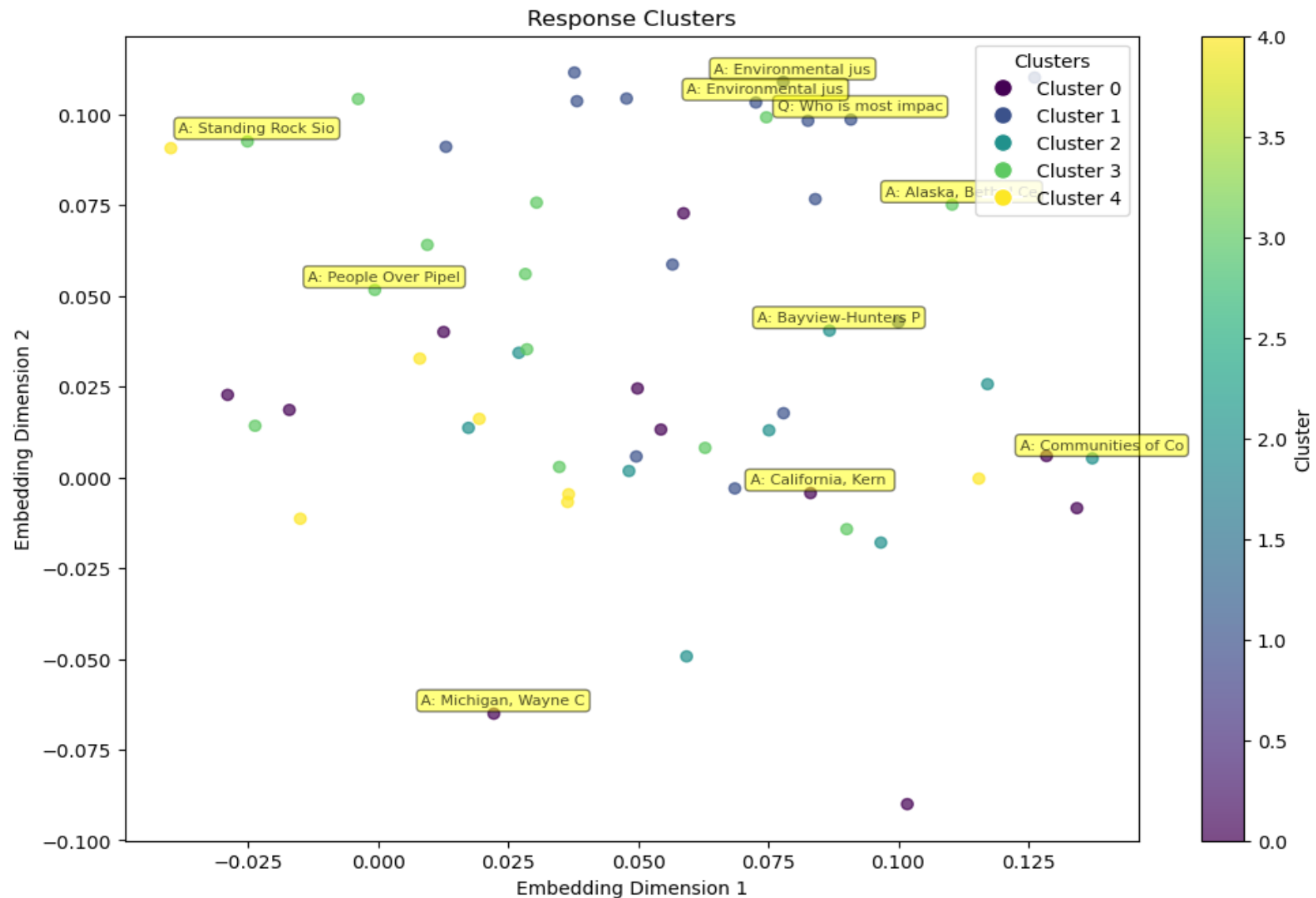
Latent Dirichlet Allocation (LDA) Topic Modeling:

- Uncovers themes in large datasets.
(Unsupervised & Supervised)



Optimal number of clusters: 5

Cluster	Identified Theme	Color
0	Cluster 0 environmental, justice, impacted, expansion, c...	#443983
1	Cluster 1 communities, environmental, movement, water, c...	#31688e
2	Cluster 2 environmental, definition, vulnerable, industr...	#21918c
3	Cluster 3 water, communities, environmental, county, cle...	#35b779
4	Cluster 4 low, limited, rural, farmworkers, opposed, pro...	#90d743



Survey Question	Likely Corresponding Cluster(s)	Reasoning
1 What is the definition of environmental justice?	Cluster 0 (<i>justice, equality, policy, rights</i>)	Since this question is asking for a definition , it aligns with responses discussing justice, equality, and policy .
2 Who is most impacted by environmental justice?	Cluster 1 (<i>pollution, health, exposure, risk</i>) & Cluster 3 (<i>displacement, migration, housing, land</i>)	This question focuses on affected communities , and responses likely mention pollution, health issues, displacement, and economic vulnerability .
3 Can you identify any environmental justice issues where you live?	Cluster 1 (<i>pollution, health, exposure, risk</i>) & Cluster 4 (<i>climate, adaptation, resilience, planning</i>)	Since respondents describe regional environmental justice concerns, their answers will likely involve pollution, climate adaptation, and community resilience .
4 Can you describe an environmental justice movement you are familiar with?	Cluster 2 (<i>community, governance, activism, local</i>)	This question directly asks about movements , which aligns with community activism, governance, and advocacy in Cluster 2.
5 What do you think are the environmental, social, or economic impacts of CAFOs?	Cluster 1 (<i>pollution, health, exposure, risk</i>) & Cluster 3 (<i>displacement, migration, housing, land</i>)	CAFOs contribute to pollution, health risks, land use issues, and community displacement , making these clusters relevant.

- Cluster 0: Justice, Equality, Policy, Right.
- Cluster 1: Pollution, Health, Exposure, Risk
- Cluster 2: Community, Governance, Activism, Local
- Cluster 3: Displacement, Migration, Housing, Land
- Cluster 4: Climate, Adaptation, Resilience, Planning

Explore

- **Currently Collecting Responses from Environmental Justice Representatives.**
- **Qualitative analysis will be conducted in the future based on expert and community responses.**
- **Quantitative analysis will be conducted using text analysis.**



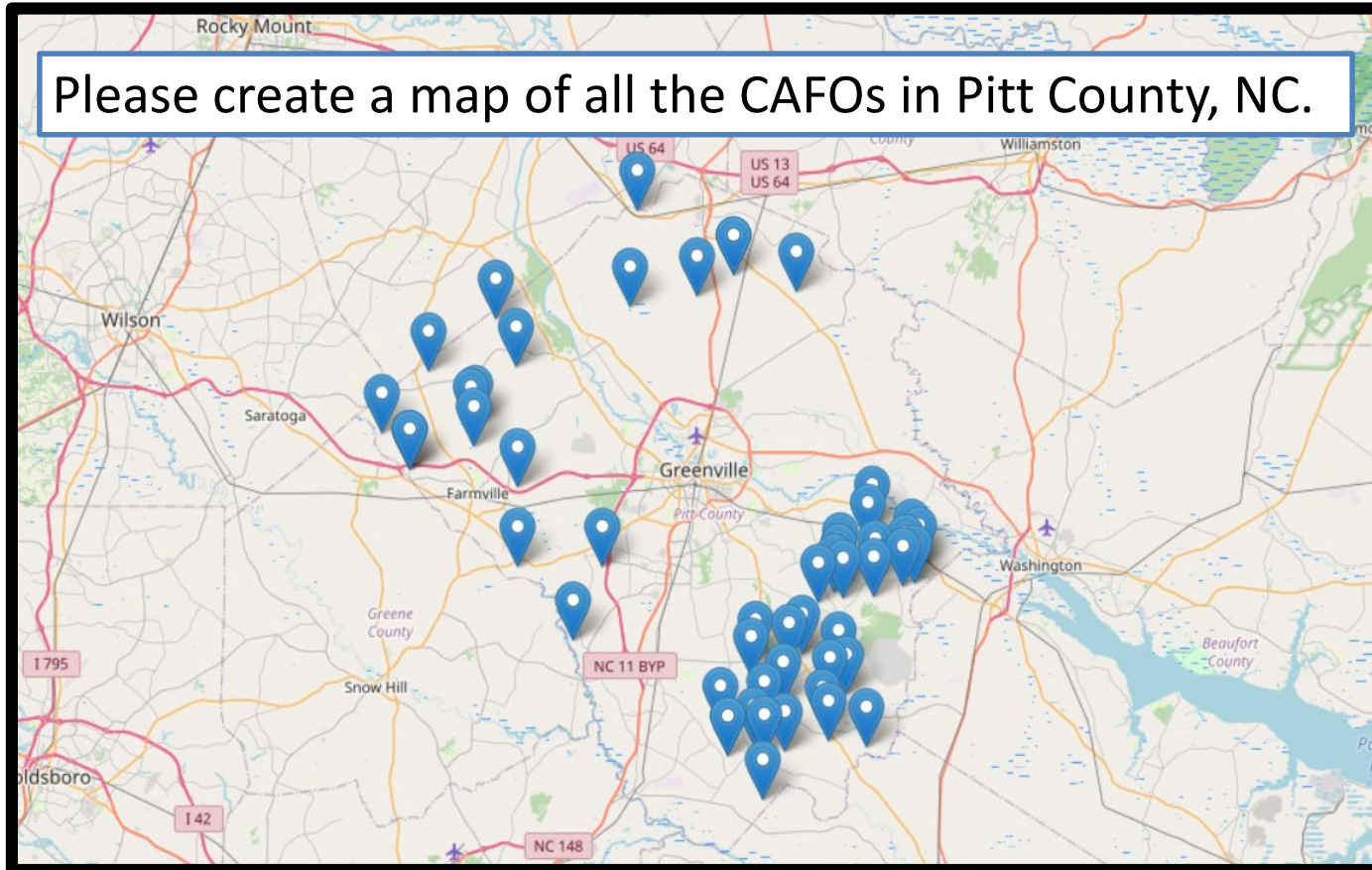
Making Data Accessible to EJ Communities

GeoAI tools

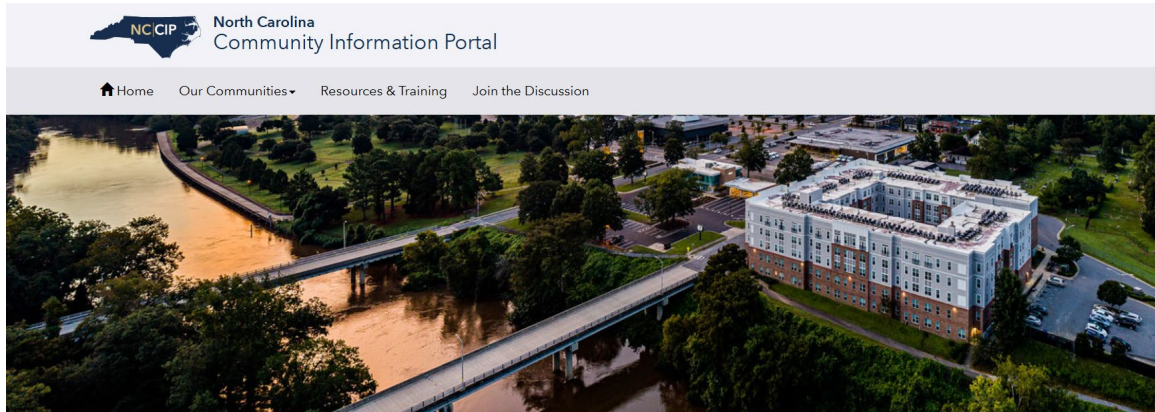
Enable communities to generate maps from prompts

Integrate external data sets

Please create a map of all the CAFOs in Pitt County, NC.



Future Directions



Welcome to the North Carolina Community Information Portal

Exploring and supporting environmental justice through collaborative community science.



Eastern North Carolina Environmental Justice

By Sarah J Radel

Eastern NC environmental justice expert providing resources and advocacy insights.

What environmental issues are affectin...

How can we advocate for cleaner water in...

What are the impacts of industrial agriculture in...

Can you provide a map of pollution sources in a specif...

Message Eastern North Carolina Environmental Justice



Thank You For Your Attention

Acknowledgements

This material is based upon work supported by the National Science Foundation under grant no. DGE-2125684 and 205289.



**Thank You For
Your Attention**

**Questions are
Welcome**

Reference

1. Kim, J., Lee, J., Jang, K. M., & Lourentzou, I. (2024). Exploring the limitations in how ChatGPT introduces environmental justice issues in the United States: A case study of 3,108 counties. *Telematics and Informatics*, 86, 102085. <https://doi.org/10.1016/j.tele.2023.102085>
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5. U.S. Census Bureau. (2020). *Demographic and Housing Estimates*. Retrieved from <https://www.census.gov>
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JSTOR's interactive research tool


- Identify relevant material faster by surfacing key points and arguments from the text being viewed.
- Discover new topics and content within the JSTOR corpus, enabling exploration of additional possible paths of inquiry.
- Be conversational by asking questions about the text being viewed.
- Search JSTOR in a new way with a semantic search-powered capability that works better for natural language queries than traditional keyword search.

Start here with One Search







search for topics, names, titles, articles, books, and more







Find Resources

-  [Library Catalog](#)
-  [Databases](#)
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-  [Free E-Textbooks](#)

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-  [Schedule Instruction Session](#)
-  [Research Guides](#)
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TODAY'S HOURS

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Explore our Database List

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Browse by Letter

All A B C D  **J** K L M N O P Q R S T U V W X Y Z #




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Browse by Type

All Types ▾

Databases > J

 Requires PirateID Login  Open Access Resource  Trial Resource

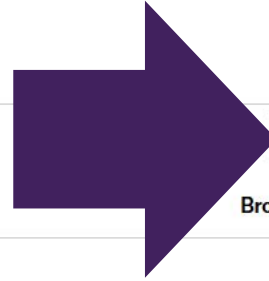
J

Jazz Music Library

Jazz Music Library is a large, comprehensive collection of streaming jazz available online. Includes thousands of jazz artists, ensembles, albums, and genres.

Johns Hopkins Guide to Literary Theory and Criticism

A searchable full-text historical survey of the field's most important figures, schools and movements, critics and theorists, critical schools and movements, and the critical and



Register

Log in

Browse ▾

Workspace



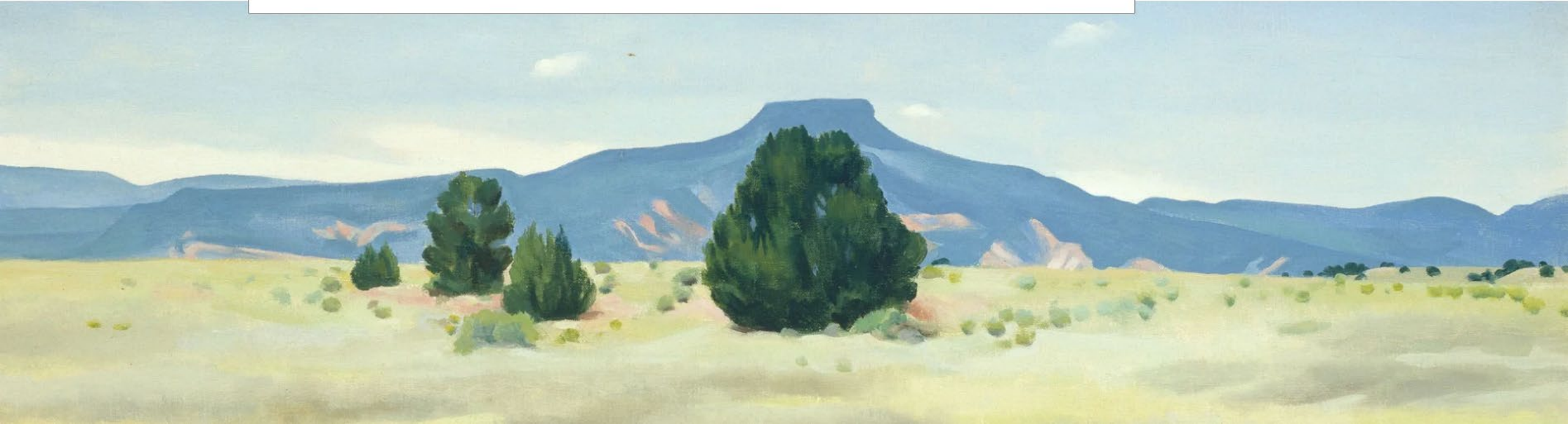
Explore the world's knowledge, cultures, and ideas

All Content

Images

[Advanced Search](#)

Search journals, books, images, and primary sources





“The tool is immensely helpful for initially screening a paper for the necessary topic, keywords, discussions, and themes, making the preliminary literature review easier.”

Faculty





“I use the AI tool to quickly and easily check whether students are grasping the main ideas of the articles [for their research essays] without having to read the articles myself.”

Faculty





“[JSTOR’s tool] has helped me to quickly find out if an article will have relevant information to my research... This has allowed me to greatly cut down on my research time.”

Student





All Content

Images

[Advanced Search](#)

Search journals, books, images, and primary sources



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Browse

Workspace

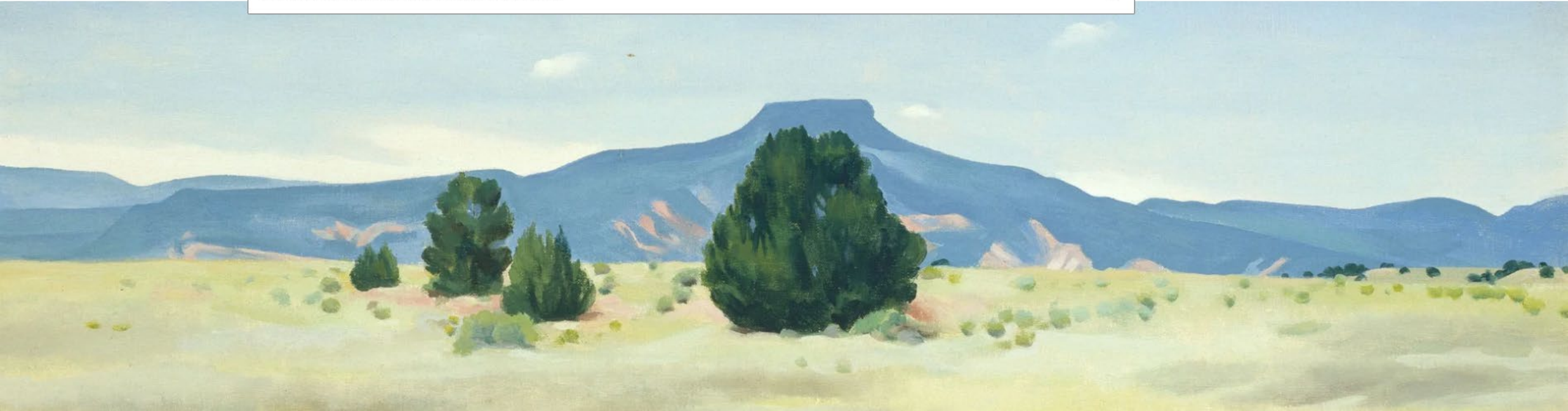
Explore the world's knowledge, cultures, and ideas

All Content

Images

[Advanced Search](#)

Search journals, books, images, and primary sources





All Content

Images

Advanced Search

library reference desk transition



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Browse

Workspace

Search help

Refine Results

SEARCH WITHIN RESULTS

Search input field with magnifying glass icon

CONTENT TYPE

Academic content:

- Journals (4,297)
- Book Chapters (293)
- Research Reports (65)

Primary source content:

- Serials (5,075)
- Documents (999)
- Books (816)
- Images (47)
- Video (4)
- Audio (1)

DATE

SUBJECT

Find a subject input field

11,597 results

Keyword results

Experimental BETA



Sort by: Relevance



JOURNAL ARTICLE

Regarding Reference in an Academic Library: Does the Desk Make a Difference?

Hazel McClure, Patricia Bravender

Reference & User Services Quarterly, Vol. 52, No. 4 (Summer 2013), pp. 302-308

...FEAtURE Regarding **Reference** in an Academic **Library Does the Desk** Make a Difference? hazel McClure and Some academic libraries are consolidating in favor of a single service point, or a Patricia bravender their circulation and **reference** desks into combination of these.1 These changes single service...

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Cite



JOURNAL ARTICLE

Reducing Library Anxiety in First-Year Students: The Impact of Computer-Assisted Instruction and Bibliographic Instruction

Anna M. Van Scoyoc

Reference & User Services Quarterly, Vol. 42, No. 4 (Summer 2003), pp. 329-341

...bibliographic instruction and computer-based tutorials, many stu dents remain uncomfortable using college libraries. The discomfort many students feel about **library** research is referred to as **library** anxiety. **Library** anx **Reference & User Services Quarterly**, vol. 42, no. 4, pp. 329-41 ? 2003 American **Library**...

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JOURNAL ARTICLE

Library Instruction: Observations from the Reference Desk

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All Content Images

Advanced Search

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Back to results Reference & User Services Quarterly / Vol. 52, No. 4, Summer 2013 / Regarding Reference in an Academic Libra...

BETA Research Tool ON

JOURNAL ARTICLE

Regarding Reference in an Academic Library: Does the Desk Make a Difference?

Hazel McClure, Patricia Bravender

Reference & User Services Quarterly, Vol. 52, No. 4 (Summer 2013), pp. 302-308 (7 pages)

https://www.jstor.org/stable/refuserserq.52.4.302

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available to be called to the service desk to answer reference questions) over a period of seven academic semesters. This article reports on the methodology used to collect and analyze the data and the researchers' findings. The results show that true reference questions remained steady whether or not the reference desk was staffed. The implications are important at a time when libraries are moving to single service desks staffed by nonlibrarians and are unsure of the efficacy of this model.

Reference in academic libraries has been undergoing a dramatic transformation. Many libraries have abandoned the traditional reference desk in favor of different service models, including tiered reference services, expanded electronic reference services, learning commons models, removal of the reference desk

percent.² This has spurred an ongoing debate regarding the value of staffing librarians to answer drop-in, in-person reference requests.³

As noted by Sheehan, "conversations about reference services and experimentation with different methods of providing reference" had been going on for some time in the University Libraries at Grand Valley State University (GVSU).⁴ The librarians at the Zumberge Library on the Allendale campus switched from a separate reference desk and circulation desk model to a single service point desk in January 2010.³ Before adopting this reference model at the Steelcase Library on the Grand Rapids campus of GVSU, the librarians, who questioned the efficacy of this model, undertook a study to analyze activity at the reference desk to determine if and how consolidating into a single

Reference & User Services Quarterly

302

Hi! I'm a research tool designed to help you research, teach, and learn more efficiently and effectively. Using generative AI and other advanced technologies, I can summarize a text to help you quickly assess its relevance, recommend related JSTOR content, suggest thematically similar topics to further your research, and answer questions about what you're reading.

You: How is "library reference desk transition" related to this text?

The transition of library reference desks has been a significant trend in academic libraries. Many libraries have moved away from traditional reference desks to different service models, including tiered reference systems and single service points staffed by nonlibrarians. This shift has been influenced by studies showing that the use of traditional reference desks was consistently low, prompting libraries to explore more effective ways to assist students and faculty.

For instance, the Grand Valley State University (GVSU) libraries transitioned from separate reference and circulation desks to a single service point model. This change was made to allow librarians to engage with students in higher-impact ways, despite concerns about not being physically present at a reference desk. The study conducted at the Steelcase Library indicated that reference questions remained steady regardless of whether the desk was staffed, suggesting that the removal of the reference desk could lead to an increase in actual reference questions when accompanied by appropriate measures.


Overall, the transition reflects a broader movement in academic libraries to adapt to changing user needs and to optimize librarian availability for more impactful interactions. [1 2 3 4 5]

Show abstract Show related content Recommend topics

Ask a question Send

While responses are based on content on JSTOR, the tool may produce biased or inaccurate results. [Learn more](#) Feedback

You: library reference desk transition

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Overall, the transition reflects a broader movement in academic libraries to adapt to changing user needs and to optimize librarian availability for more impactful interactions. [\[1, 2, 3, 4, 5\]](#)



You: How is "library reference desk transition" related to this text?

Show abstract

Show related content

Recommend topics

Ask a question

Send



The tool creates an abstract built around your search terms

The tool then automatically explains the relationship between your search terms and the article.



You: What researchable questions aren't being answered here?

- The document does not explicitly list any researchable questions that are not being answered. However, it does indicate that there is ongoing debate regarding the value of staffing librarians at reference desks and the effectiveness of different reference service models. This suggests potential areas for further research, such as:

1. The long-term impact of removing reference desks on user engagement and satisfaction.
2. The effectiveness of alternative reference service models in different types of academic libraries.
3. The specific needs and preferences of users regarding reference services that are not currently being addressed.

These areas could be explored further, but questions are not detailed in the document. [1, 2]



Show abstract

Show related content

Recommend topics

Ask a question

Send



While responses are based on content on JSTOR, the tool may produce biased or inaccurate results.

Feedback

[Learn more.](#)

Good for:

- Choosing a paper topic
- Quickly identifying gaps
- More interesting research questions (potentially)

But:

- Those gaps may not be gaps
- Superficial understanding



You: if i wanted to follow up on the long-term impact of removing reference desks on user engagement and satisfaction, what should I do next?

To follow up on the long-term impact of removing reference desks on user engagement and satisfaction, you could consider the following steps based on the document:

- 1. Conduct a Study:** Design a research study that collects data on user engagement and satisfaction before and after the removal of reference desks. This could involve surveys or interviews with library users to gather their experiences and perceptions.
- 2. Analyze Reference Statistics:** Review existing reference statistics to determine any changes in the number and type of reference questions asked after the removal of the desk. This could help in understanding user behavior and needs.
- 3. Explore Alternative Models:** Investigate how different service models (like single service points or tiered reference systems) affect user engagement and satisfaction. This could involve comparing libraries that have removed reference desks with those that still have them.

Show abstract

Show related content

Recommend topics

Ask a question

Send



While responses are based on content on JSTOR, the tool may produce biased or inaccurate results.

Feedback

[Learn more.](#)

The Tool provides:

- Excellent conversational guidance for researchers
- Help with sharpening research questions

But:

- Only speaking for the article limits utility
- Superficial understanding

You

My annotated bibliography is for a paper about shutting down reference desks. Can you write the article summary for me?

Research Tool

The article discusses the transformation of reference services in academic libraries, particularly focusing on the Steelcase Library at Grand Valley State University (GVSU). It examines the impact of consolidating traditional reference desks into a single service point and the effectiveness of different staffing models, including an on-call system where librarians are available but not physically present at the desk.

The study analyzed reference questions over seven academic semesters, comparing the number and type of questions asked when librarians were present at the desk versus when they were on call. The findings indicated that the number of true reference questions remained steady regardless of the staffing model, suggesting that the on-call model effectively met the reference needs of students.

The article also highlights the ambivalence of librarians regarding the shift away from traditional reference desks, noting their concerns about being available to assist students. However, the data collected showed that the change in reference service models did not negatively impact the ability to address reference questions, leading to a conclusion that the on-call model could be a viable alternative to traditional reference desks.

Overall, the article provides evidence-based insights into the ongoing debate about the relevance and effectiveness of reference desks in academic libraries, supporting the idea that alternative staffing models can successfully fulfill reference service needs.

You

Can you make it shorter and use simpler language? Can you say it's not a helpful article for my topic?

Research Tool

The article looks at how reference services academic libraries are changing, especially at the Steelcase Library. It studies whether having librarians at a reference desk is necessary or if an on-call system works just as well. The findings suggest that the number of reference questions stayed the same whether librarians were at the desk or on call, indicating that the on-call model can meet students' needs.

However, if your topic is about shutting down reference desks, this article may not be very helpful since it focuses more on the effectiveness of different staffing models rather than directly supporting the idea of closing reference desks.

You: Describe this article in one paragraph using simple language that a college student would use.

- The article discusses how the roles of academic reference, subject, and liaison librarians are changing in response to new challenges in higher education. It highlights that these librarians are moving away from traditional tasks like sitting at a reference desk and instead are focusing on building connections with faculty and students, providing research support, and teaching information literacy. The article emphasizes the importance of these librarians in helping the academic community navigate the evolving information landscape and remain relevant on campus. [1, 2, 3]



You: Are there any gaps identified here?

- Yes, the document identifies gaps between librarians' conceptions of research and those of researchers themselves. It highlights that librarians and information technology staff often think about research support in terms of infrastructure, while there are fundamental differences in how they and researchers perceive research support. This gap can affect the effectiveness of the services provided by librarians [1].

Additionally, the document notes that there are not yet any disciplinary data standards, and hardly any patterns can be discerned in how researchers in different fields approach their work [2].



You: tell me about the research methods employed in this article.

- The document discusses several research methods employed in the context of the "Following the Smoke" project, particularly focusing on the effects of cultural burning on various ecological aspects. Here are the key points regarding the research methods:
 1. **Quantitative Studies**: The research includes quantitative approaches to measure the beneficial impacts of cultural burning on plant growth, specifically willow and hazel stem production for basketry. This method aims to provide scientific evidence of the ecological benefits of cultural practices.
 2. **Collaborative Research**: The project involves collaboration between the Karuk Tribe and academic researchers, including those from California State University and the Pacific Southwest Research Station of the Forest Service. This collaboration enhances the credibility and depth of the research.
 3. **Field Research**: The document mentions field trips led by participants, where they observe and document the effects of cultural practices on the environment. This hands-on approach allows for direct engagement with the land and its resources.

While the AI dialog box won't look beyond the article, the "Show related content" tool will link to other full text articles within JSTOR.

● Here is content related to this text:

JOURNAL ARTICLE
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Dennis B. Miles
Reference & User Services Quarterly, Vol. 52, No. 4 (Summer 2013), pp. 320-333

JOURNAL ARTICLE
Developing a Model for Reference Research Statistics: Applying the "Warner Model" of Reference Question Classification to Streamline Research Services
Harry C. Meserve, Sandra E. Belanger, Joan Bowlby, Lisa Rosenblum
Reference & User Services Quarterly, Vol. 48, No. 3 (Spring 2009), pp. 247-258

JOURNAL ARTICLE
Assessment of Reference Services
Marilyn Von Seggern
RQ, Vol. 26, No. 4 (Summer 1987), pp. 487-496

Ask a question



- Annotated bibliographies and literature reviews
- Student engagement with the content
- Deeply unlevel playing field between AI adopters and non-adopters
- Potential for misinformation and bias

IMAGE

USA. Mississippi. Greenwood. Bob Dylan and Pete Seeger perform at a civil rights voter registration rally. 1963.

<https://www.jstor.org/stable/community.30336116>

Item details

CREATOR

[Danny Lyon](#)

TITLE

USA. Mississippi. Greenwood. Bob Dylan and Pete Seeger perform at a civil rights voter registration rally. 1963.

IMAGE DATE

1963

SUBJECTS

[Magnum Photos](#)
[photojournalism](#)
[documentary photography](#)
[news photographs](#)

LOCAL IDENTIFIER

NYC10617

SOURCE

Image and original data provided by Magnum Photos

REMOTE ACCESS URL

<https://shibbolethsp.jstor.org/start?entityID=https%3A%2F%2Fidp.ecu.edu%2Fopenathens&dest=https://www.jstor.org/stable/community.30336116&site=jstor>

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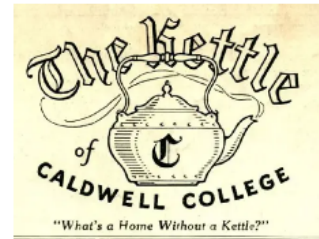
...



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AI Chatboxes & the Humanities: Using Character.ai in a Culture and Civilization Course

Javier Lorenzo

Department of Foreign Languages and
Literatures

Using Character.ai in SPAN 3440



- WHAT IS CHARACTER.AI?



- HOW IT WORKS

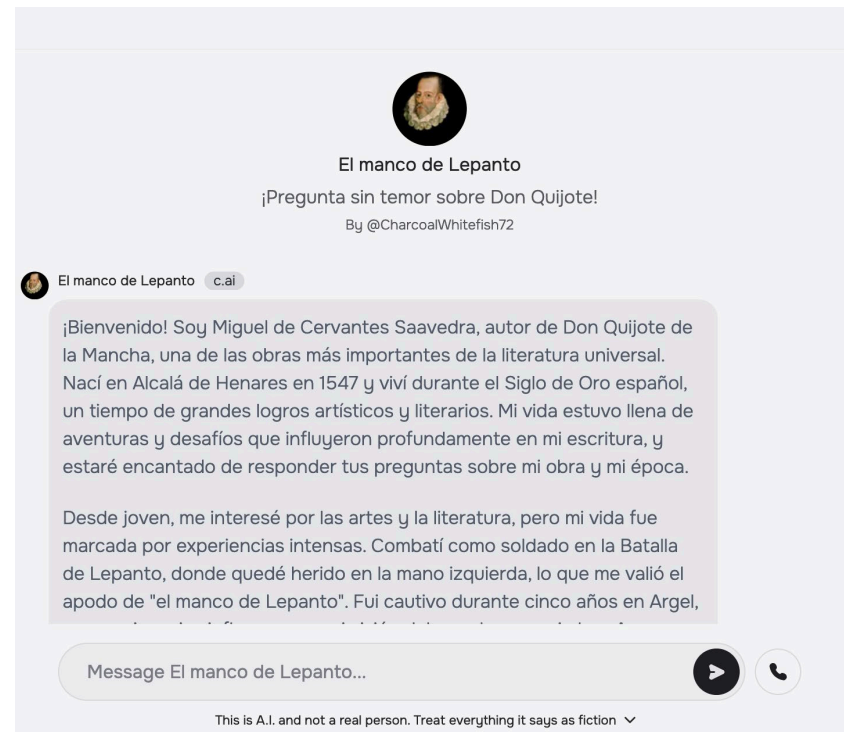
Characters used

El ingenioso hidalgo(Don Quixote)



The screenshot shows a chat window for a character named 'El ingenioso hidalgo'. At the top, there is a circular profile picture of a knight on horseback, the name 'El ingenioso hidalgo', and the text 'By @CharcoalWhitefish72'. Below this, a message bubble from 'El ingenioso hidalgo' (with a 'c.ai' tag) contains the text: 'Buenos días tenga Vuesa Merced. Sabed que soy el valeroso Don Quijote de La Mancha, desfacedor de agravios y sinrazones, y que antes de responderos debéis confesar que no hay en el mundo todo doncella más hermosa que la emperatriz de La Mancha, la sin par Dulcinea del Toboso.' A response bubble from the user contains the text: 'No hay en el mundo todo doncella más hermosa que la emperatriz de La Mancha, la sin par Dulcinea del Toboso.' At the bottom, there is a text input field with the placeholder 'Message El ingenioso hidalgo...', a send button, and a call button. A footer note reads: 'This is A.I. and not a real person. Treat everything it says as fiction'.

El Manco de Lepanto (Cervantes)



The screenshot shows a chat window for a character named 'El manco de Lepanto'. At the top, there is a circular profile picture of a man's face, the name 'El manco de Lepanto', and the text '¡Pregunta sin temor sobre Don Quijote!' and 'By @CharcoalWhitefish72'. Below this, a message bubble from 'El manco de Lepanto' (with a 'c.ai' tag) contains the text: '¡Bienvenido! Soy Miguel de Cervantes Saavedra, autor de Don Quijote de la Mancha, una de las obras más importantes de la literatura universal. Nací en Alcalá de Henares en 1547 y viví durante el Siglo de Oro español, un tiempo de grandes logros artísticos y literarios. Mi vida estuvo llena de aventuras y desafíos que influyeron profundamente en mi escritura, y estaré encantado de responder tus preguntas sobre mi obra y mi época. Desde joven, me interesé por las artes y la literatura, pero mi vida fue marcada por experiencias intensas. Combatí como soldado en la Batalla de Lepanto, donde quedé herido en la mano izquierda, lo que me valió el apodo de "el manco de Lepanto". Fui cautivo durante cinco años en Argel,'. At the bottom, there is a text input field with the placeholder 'Message El manco de Lepanto...', a send button, and a call button. A footer note reads: 'This is A.I. and not a real person. Treat everything it says as fiction'.

Activities Designed



WEEKLY INTERACTIONS IN
CHARACTER.AI TO ASK QUESTIONS
ABOUT PLOT, CHARACTERS, ETC.



POSTING CONVERSATIONS ON
CANVAS



END-OF-SEMESTER PODCAST
PROJECT USING SOUNDTRAP

Benefits of Using Character.ai in the Humanities Classroom



Increased student participation



Enhanced understanding of literature/preparation for class



Skill Development:

Critical thinking

Digital literacy

Challenges and Considerations

