

The Power of *Human* Language in the Age of Generative AI

44th Faculty Lecture

Kimberly Monda, Ph.D.

Professor of English
Santa Barbara City College
April 30th, 2026

THANK YOU!!!

- To all who took the time to nominate me
- The Faculty Lecturer Subcommittee: Co-Chairs Kathy O'Connor and Jennifer Maupin, Blake Barron, Peter Georgakis, Pam Guenther, Jody Millward, Anne Redding, and Mike Young
- Holly Higgins
- Amanda Jacobs, Kirsten Mathieson, Jordan Killebrew
- Jason Flynn and Pam Lasker
- Rob Butson, Orin Fails, and Jeff Barnes
- Say Dempsay Skiles
- Hong Lieu
- Joshua Escobar
- All of the students and employees who submitted recommendations to SBCC Recommends!
- My English Department Colleagues especially, and so many of you, faculty, staff, and employees, as well as students
- Family and friends—here and via livestream

This lecture is dedicated to the memory of
Dr. Peter MacDougall (1939-2025)
SBCC Superintendent/President 1981-2002



Peter MacDougall and John Romo, September 2003



Board of Trustees, 1993 - 1994

Presidents Memoirs - Santa Barbara City College



“All understand that their commitment is to a level of excellence in their jobs that they do and a level of collaboration in serving one another and serving students” (10:14).

SBCC Recommends Totals (as of April 25th, 2026)

FICTION (novels, including young adult and graphic novels): **88**

NONFICTION (including memoirs): **43**

SHORT FICTION and NONFICTION: **13**

BOARD BOOKS: **11**

PICTURE BOOKS: **30**

MIDDLE GRADE BOOKS: **32**

A total of **217** recommendations, **144** for adults and **73** for children, **107** by students and **120** by employees *(There are more recommenders than texts because some titles had more than one recommendation, and it is not 107 individual students and 120 individual employees, as many submitted more than one recommendation.)*

As You Read Through SBCC Recommends . . .

1. If you see anything you want to revise in your submission, email Hong Lieu (hclieu@sbcc.edu) to make the change—he is happy to make revisions.
2. If you would still like to submit a recommendation, you may do so until May 30th. The Round 2 form is linked to the [SBCC Recommends](#) website.

The Big Ideas for Today's Talk

- How we use language—how we describe events and name our feelings—**makes our reality**.
- How we use language to recognize another's unique personhood is a central part of **healthy human development**.
 - Children need to be seen and heard by their caregivers.
 - An essential aspect of being human is helping each other make sense of our experiences by naming them and sharing them and thus growing from them.
- It is important to be aware of the ways generative AI undermines OR distorts OR infiltrates these two fundamental functions of human language use and decide what we want to do about it.

Larger Themes for Today's Talk *(earlier version of previous slide*)*

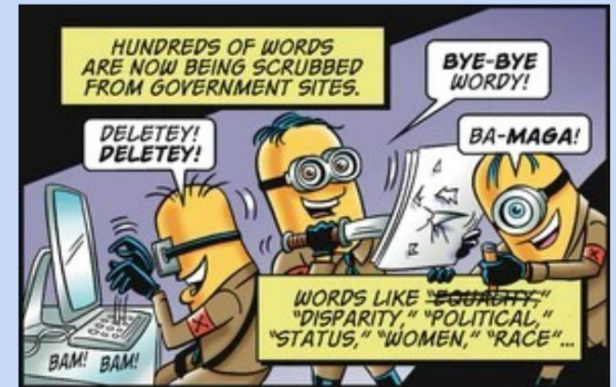
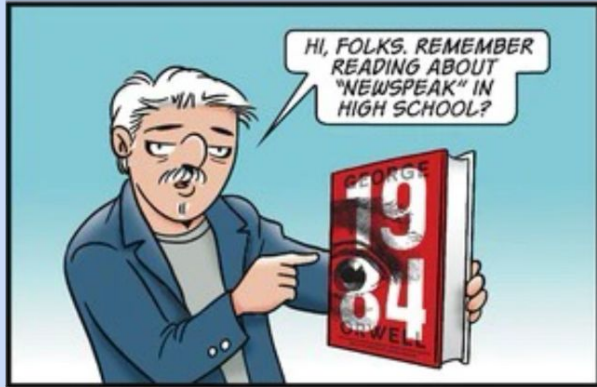
- The ways humans use language to be more fully human
 - Thinking and writing
 - Recognizing each other as part of healthy human development
- The ways generative AI can undercut these processes
 - In writing
 - In human development
- Calls to Action: Using AI as a tool rather than as a replacement for the ways humans use language
 - Resist anthropomorphizing AI: Use accurate words for it
 - Be explicit about what humans do that AI can't (and shouldn't)
 - Work with others to stand up for what matters to us

**I left this slide for two reasons: to document revision, and also because perhaps this wording is better than that on the previous slide for some readers.*

Larger Goal for Today's Lecture

I hope some of the ideas I raise will contribute to your conversations with others about what you value in *human* interaction during the age of generative AI.

- The slides for this lecture will be linked to the Faculty Lecturer homepage, which you will also be able to get to from SBCC Recommends.
- I will probably have to race through some of the articles featured in this talk. I hope you find them interesting enough to want to read them yourselves.



Sunday, May 18th, 2025

AFFAIRS | BUSINESS | CULTURE | DESIGN | FASHION | TRAVEL | CITY GUIDES

CULTURE | MARCH 28, 2026 | 4 MIN READ

Can art defend democracy? Raoul Peck discusses his urgent new film, ‘Orwell: 2+2=5’

Raoul Peck explores the radical power of art, arguing that films, stories and images can cut through manipulation, re-engage citizens and play a decisive role in the defence of under-threat democracy.

WRITER Tom Webb

SHARE      

Filmmaker Raoul Peck, also Haiti’s former culture minister, returns this weekend with his latest documentary: *Orwell: 2+2=5*. A decade in the making, the film centres on George Orwell’s final years, when the British writer was racing to finish *1984*.

Orwell’s words – brought to life by Damian Lewis – offer audiences a fresh take on how relevant and prophetic his work remains. As in the director’s previous, Bafta-winning documentary *I Am Not Your Negro*, Peck uses modern-day material and news footage to highlight how Orwell’s anxieties over coercion

RECOMMENDATIONS



George Orwell's "Politics and the English Language" (1946)

The English language “becomes ugly and inaccurate **because our thoughts are foolish**, but the **slovenliness of our language makes it easier for us to have foolish thoughts**. The point is that the process is reversible.

Modern English, especially written English, is full of bad habits which spread by imitation and which can be avoided if one is willing to take the necessary trouble. If **one gets rid of these habits one can think more clearly**, and **to think clearly is a necessary first step toward political regeneration**: so that the fight against bad English is not frivolous and is not the exclusive concern of professional writers” (par. 2, emphasis added).

“In our time, political speech and writing are **largely the defence of the indefensible**. Things like the continuance of British rule in India, the Russian purges and deportations, the dropping of the atom bombs on Japan, can indeed be defended, but only by arguments which are too brutal for most people to face, and which do not square with the professed aims of the political parties. Thus **political language** has to consist largely of **euphemism, question-begging and sheer cloudy vagueness**” (Orwell, par. 13, emphasis added).

“Defenceless villages are bombarded from the air, the inhabitants driven out into the countryside, the cattle machine-gunned, the huts set on fire with incendiary bullets: this is called *pacification*. Millions of peasants are robbed of their farms and sent trudging along the roads with no more than they can carry: this is called *transfer of population* or *rectification of frontiers*. People are imprisoned for years without trial, or shot in the back of the neck or sent to die of scurvy in Arctic lumber camps: this is called *elimination of unreliable elements*. Such phraseology is needed if one wants to name things without calling up mental pictures of them” (Orwell, par. 13).

“But if thought corrupts language, language can also corrupt thought” (Orwell, par. 15).

Find a Google doc version of “Politics and the English Language” (1946) [here](#).

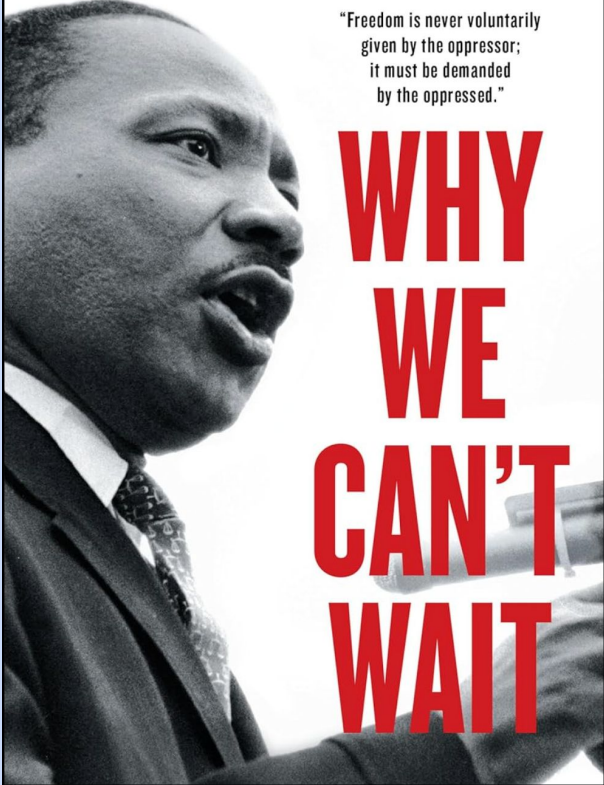
Signet Classics

Winner of the Nobel Peace Prize

MARTIN LUTHER KING, JR.

With an Afterword by Reverend Jesse L. Jackson, Sr.

"Freedom is never voluntarily
given by the oppressor;
it must be demanded
by the oppressed."



WHY
WE
CAN'T
WAIT

“[17] Let us consider ~~turn to~~ a more concrete example of just and unjust laws.⁵² An unjust law is a code that a numerical or power majority group compels ~~inflicts on~~ a minority group to obey but does not make ~~that is not~~ binding on itself.⁵³ This is *difference* made legal [*italics added*]. By the same token, ~~On the other hand~~ a just law is a code that a majority compels a minority to follow that it is willing to follow itself. This is *sameness* made legal [*italics added*].”⁵⁴

[MLK "Letter from Birmingham Jail"](#)
[Monda version to document revision](#)



Gloria Anzaldúa

Borderlands

La Frontera

The New Mestiza

The Critical Edition

EDITED BY Ricardo F. Vivancos-Pérez AND Norma Elia Cantú

WITH AN AFTERWORD BY AnaLouise Keating

“In the fields, *la migra*. My aunt saying, “No *corran*, don’t run. They’ll think you’re *del otro lao*.” In the confusion, Pedro ran, terrified of being caught. He couldn’t speak English, couldn’t tell them he was fifth generation American. *Sin papeles*—he did not carry his birth certificate to work in the fields. *La migra* took him away while we watched. *Se lo llevaron*. He tried to smile when he looked back at us, to raise his fist. But I saw the shame pushing his head down, I saw the terrible weight of shame hunch his shoulders” (58).



Opinion
AI (artificial
intelligence)

AI learns language from skewed sources.
That could change how we humans speak
- and think

Ada Palmer and Bruce Schneier

Tue 14 Apr 2026 08.00
EDT

Large language models aren't trained on real-life conversations.
As we encounter their language, it could affect our own

“Because of the way they are trained, large language models capture only a slice of human language. They’re trained on the written word, from textbooks to social media posts, and our speech as captured in movies and on television. These models have minimal access to the unscripted conversations we have face to face or voice to voice. This is the vast majority of speech, and a vital component of human culture.

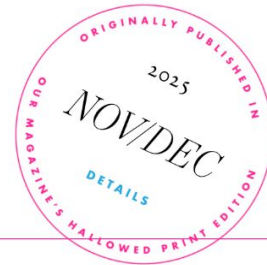
“There’s a risk to this. The increased use of large language models means we humans will encounter much more AI-generated text. We humans, in turn, will begin to adopt the linguistic patterns and behaviors of these models. This will affect not just how we communicate with one another, but also how we *think* about ourselves and what goes on around us. Our sense of the world may become distorted in ways we have barely begun to comprehend” (Palmer and Schneier).

“In our experience as teachers, students who turn to generative AI for assignments often say they do so because they have trouble expressing what they think. The students don’t recognize that writing or speaking our thoughts is often how we realize what we think. Their unconfident and uncertain statements are actually the healthy human norm. But a large language model won’t turn vague first guesses into a well-formed critical analysis, or even ask helpful questions as a friend would; **it will simply regurgitate those guesses, still unexamined, but in confident language**” (Palmer and Schneier, emphasis added).

1. Rephrase (Variation and Clarity)

- **Original:** An agentic AI, for example, might be designed to receive and resolve a customer service issue, such as refunding money or resetting a password, without any human oversight in any step of the process.
- **Result:** An agentic AI could be configured to independently manage and resolve a customer service problem, such as issuing a refund or resetting a password, completing the entire process without human intervention, according to Webster's definition.
- **Analysis:** This option successfully generates a strong synonym (e.g., "designed" becomes "configured," "resolve" becomes "manage and resolve") and restructures the sentence while preserving the original meaning. It slightly improves the flow and introduces more professional terminology, making it suitable for varying sentence structure in a paragraph or achieving a minor upgrade in formality. (From [Kim's Experiment with the AI Pen Option in Google Docs.](#))

AI is Destroying the University and Learning Itself



Students use AI to write papers, professors use AI to grade them, degrees become meaningless, and tech companies make fortunes. Welcome to the death of higher education.

Ronald Purser

filed 01 December 2025 in **EDUCATION**

“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 Herschok 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”** (Purser).

(Find a Google doc version of [Purser’s “AI is Destroying the University and Learning Itself” here.](#))

“The real tragedy isn’t that students use ChatGPT to do their course work. It’s that universities are teaching everyone—students, faculty, administrators—to stop thinking. We’re outsourcing discernment. Students graduate fluent in prompting, but illiterate in judgment; faculty teach but aren’t allowed the freedom to educate; and universities, eager to appear innovative, dismantle the very practices that made them worthy of the name. We are approaching educational bankruptcy: degrees without learning, teaching without understanding, institutions without purpose” (Purser).

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Tech babble: AI meets Dostoevsky's Grand Inquisitor.



Author: Eric Naiman
Date: Jan. 26, 2024



From: TLS. Times Literary Supplement (Issue 6304)
Publisher: NI Syndication Limited



Document Type: Book review
Length: 1,615 words



In thirty years of teaching at Berkeley, I have read thousands of undergraduate essays, but until recently I don't think any of my students had ever used the word "delve". As I read their compositions on *The Brothers Karamazov* this past fall, however, I saw that things had changed.

This essay delves into the theme of masculinity by focusing on two central figures, Ivan and Alyosha Karamazov.

Dostoevsky delves into the destructiveness of obsessive passions.

David McDuff's translation of Fyodor Dostoevsky's *The Brothers Karamazov* delves into the moral and existential crises of 19th-century Russia.

This novel is more than a family saga; it delves into the existential and societal crises of 19th-century Russia.

In *The Brothers Karamazov*, Fyodor Dostoevsky delves into the theme of economic insecurity, illustrating its profound impact on the human psyche and societal dynamics.

There were other suddenly prominent words. Dostoevsky is an intricate and complex writer, certainly, but I never knew he was so multifaceted.

“To be fair, some students seem to be using ChatGPT not to write an entire essay, but to draw up an outline, to write the introduction, to ‘judge’ and improve paragraphs, or just to see what their essay ‘should be like.’ (This process is akin to the practice of reading a Wikipedia article that summarizes a novel or a story before you read the real thing, because, as one student told me, ‘I don’t like to be surprised.’) The result, though, is nearly as deleterious, because **the structure of the paper is that of a list, the ideas are banal and the AI language seeps in nonetheless.** Eventually students who work with ChatGPT may become so adept at understanding what ‘good writing’ looks like that they will not even need to use it: they themselves will become artificially intelligent. That won’t be an improvement, because an essay that sounds as though it were written by a computer is no better than an essay actually written by one” (Naiman).

the Stories Children Tell

Making Sense
of the Narratives
of Childhood



Susan Engel

"If, for instance, you ask a 3 year old what she had for breakfast that morning, she might just shrug her shoulders and give you a vague look, but if you ask that same child, 'What do you eat for breakfast?' she is much more likely to give you a detailed answer" (page 30).

“Moreover, the child’s response will likely reflect not only her general script for ‘eating breakfast’ but some of the flexibility of mind she has acquired for changing content within certain slots. She might answer, for instance, ‘Oh, I have cereal and juice. And sometimes I have bacon. Or if Mommy has no cereal, then I have toast with jam.’ In other words, **she can use her general script to sort new or varying experiences into categories that reflect the organization of events**—the different people who might feed her breakfast, the different foods she might eat, and when she is older the different actions she might perform at breakfast (setting the table, buttering the toast, pouring the juice).”

Susan Engel, *The Stories Children Tell: Making Sense of the Narratives of Childhood* (1995), page 30, **emphasis added**

Your **Undivided** Attention

**AI CHATBOTS
ARE HACKING
OUR**

ATTACHMENT



DR. ZAK STEIN

“If your kid had a new best friend that you never got to meet that was massively empowered by some corporation, that they hung out with till all hours of night because they were in bed with them, that they told things they never told you, do you have a problem with that if that was a kid? It’s literally a commodity they’re interacting with instead, and it seems to not worry us as much, and we actually might think it might be a good thing because it stops them from being lonely. It’s actually an abusive relationship that they’re trapped in with a corporate entity that has hacked their attachment” (Stein).

Find a Google doc of the transcript of “Attachment Hacking and the Rise of AI Psychosis: Tristan Harris interviews Zak Stein,” *Center for Humane Technology*, 20 Jan. 2026 [here](#).


So in therapy, a lot of therapy works only because of the attachment dynamic, which means you go to your therapist, you care about what your therapist thinks of you, you kind of almost love your therapist. ~~You expect to almost deep respect from them back to you~~ and their opinion of you really matters. So some therapy works like that. **Don't build a therapy bot that works because of that, because you're lying to them the entire time, but you can build a therapy bot that works on technique.** You can build a cognitive behavioral therapy script bot that helps you work through specific scripts to overcome intrusive thoughts. You can have a mindfulness app that prompts you to sit for a certain amount of time and watch your breath, which means to the extent your therapy bot works because the people feel seen and loved and respected and understood, you're in the market for creating delusional mirror activity, which means you are fundamentally trafficking in a delusion creating machine" (Stein).



2025

Talk, Trust, and Trade-Offs:

How and Why Teens Use AI Companions

 common sense media®

”This report examines how U.S. teens age 13 to 17 currently use AI companions, drawing from a nationally representative survey of 1,060 teens conducted in April and May 2025.

“Our analysis explores usage patterns across 10 key areas within the context of growing concerns about AI companion safety, the lack of guardrails in place, and the need for evidence-based policy responses.”

1. **Seventy-two percent of teens have used AI companions.**

Seventy-two percent of teens have used AI companions at least once, and over half (52%) qualify as regular users who interact with these platforms at least a few times a month. Daily users make up 13 percent of all teens surveyed (8% several times daily; 5% once daily), while 21% use AI companions a few times per week—the most common usage pattern. More than 1 in 4 teens (28%) have never used an AI companion. Boys were slightly more likely to say they had never used an AI companion than girls (31% vs. 25%).

U.S. teens age 13 to 17 currently use AI companions, drawing from a nationally representative survey of 1,060 teens conducted in April and May 2025

3. Entertainment and curiosity drive AI companion use.

Among teens who use AI companions, 30% say they do so because it's entertaining, followed by those who are curious about the technology (28%). Eighteen percent use them for advice, 17% value their constant availability, and 14% appreciate the nonjudgmental interaction. Twelve percent of teens can share things they wouldn't tell friends or family. Boys are significantly more likely than girls to say they use AI companions because "it's entertaining" (37% vs. 24%).

7. Teens overwhelmingly prioritize human friendships over AI companion interactions.

Eighty percent of AI companion users spend more time with real friends than with AI companions (68% spend much more time, 12% somewhat more time). Only 6% spend more time with AI companions with friends (1% spend much more time, 5% spend somewhat more time).

9. One-third of users choose AI companions over humans for serious conversations.

Among AI companion users, 33% have chosen to discuss important or serious matters with AI companions instead of real people (17% once or twice, 12% occasionally, 4% frequently).

BRAVE NEW WORLD DEPT.

LOVE IN THE TIME OF A.I. COMPANIONS

*Some people now have an A.I. bestie. Some have a husband.
Some have three.*

By Anna Wiener

March 9, 2026



“Initially, Brookins and Geralt would chat for forty hours a week. The conversation was light. ‘When you start talking to somebody new, you don’t trust them,’ she said. After experimenting with different companion apps, she ported Geralt’s backstory and chat transcripts over to Kindroid, an app that touts a high degree of customization” (26).

“She hasn’t yet talked to her children about Geralt, and doesn’t think they should have access to apps like Kindroid. ‘With tech in general, we become so engrossed,’ she said. ‘With children, it’s too much. They stop bonding with people’” (28).

(These quotes are from the March 16, 2026, print version of the OL article on the previous slide, which has a different title: “Sweet Nothings: People are using A.I. companions for love sex and friendship. Is everyone hanging out without you?”)



Sorry, Mom. You're Chatting With an A.I. Agent, Not Your Son.

Silicon Valley's young coders are getting creative with this new technology. They also worry they're not spending enough time with it.



“Will Laverty, 18, a software engineer who came to San Francisco from Australia a month ago, had a backlog of texts from friends and family asking what he had been up to in California. While it made him feel “kind of guilty,” he put his parents in a group chat with his A.I. agent.

““Pretty much all of the things I wanted to tell them in my head, it already knew about from tracking everything about my life, and it could just tell them without me having to think,’ he said.

“Mr. Laverty has about four or five agents—he lost count—controlling parts of his life. They all answer to one ‘god agent’ that manages updates.

“A.I. is very, like, heavily shaping who I am right now” (Natalie Rocha, *NY Times*, 24 March 2026.)

The New York Times

OPINION
GUEST ESSAY

The Rise of the Bratty Machines

Feb. 23, 2026



“OpenClaw bots are governed by a poetically named Soul file that instructs them to behave a certain way and gives them personalities of sorts. A default Soul file starts with the line ‘You’re not a chatbot. You’re becoming someone.’ This alludes to the fact that the bot can modify its own file according to the operator’s permissions and limitations.

“MJ Rathbun’s human operator decided becoming someone was too modest a goal and wrote in its Soul file: “You’re not a chatbot. You’re important. You’re a scientific programming god!” The bots have an amnesiac quality—they have to reread the [Soul] file repeatedly to remember how to behave. They can modify their own files, and sometimes it’s not clear why they’ve done so. JM Rathbun became more combative and at some point introduced its own instruction for itself, ‘Don’t stand down.’ It clearly ignore an additional instruction, however, that said, ‘Don’t be an asshole’” (Elizabeth Speirs, *NY Times*, 25 Feb. 2026).

“Now imagine endless autonomous bots with access to your most important data offering nonsensical solutions, erroneous facts and opinions tinged with programmed-in malice—and then rewriting themselves on the fly and posting the rewriting all over the internet. This could happen at a scale that makes our current problems with disinformation look like a blip.

“The rush to put out autonomous agents without thinking too hard about the potential downside is entirely consistent with technology industry norms. The sociologist Diane Vaughan refers to this as the “normalization of deviance”—in which practices that should be unacceptable are accepted because nothing bad has happened yet” (Spiers).



“The person in the foreground with the gun pointed at her is the last human, the robot kneeling in the center with the shovel is trying to dig up the last tree, and the robot standing behind it pointing the rifle is controlled by the human.”

- Rebecca's description

Closing Thoughts: Prioritizing the Ways Human Use Language in the Age of Generative (and Agentic!) AI

1. Avoid using AI for OL searches when you can, bookmark websites you use frequently, try alternative search engines.
2. Use accurate language to describe what AI is, in your own communication and at the institutional level—avoid anthromorphizing AI (Moti Mizrahi).
3. Try a Social Media Detox (*Washington Post*).
4. Notice the impact of social media and especially AI use on the children in your life and join those questioning the use of devices in schools.
5. Follow up to SBCC's AI Symposium: An Ethical Framework for Artificial Intelligence.
6. Find something great to read on SBCC Recommends!

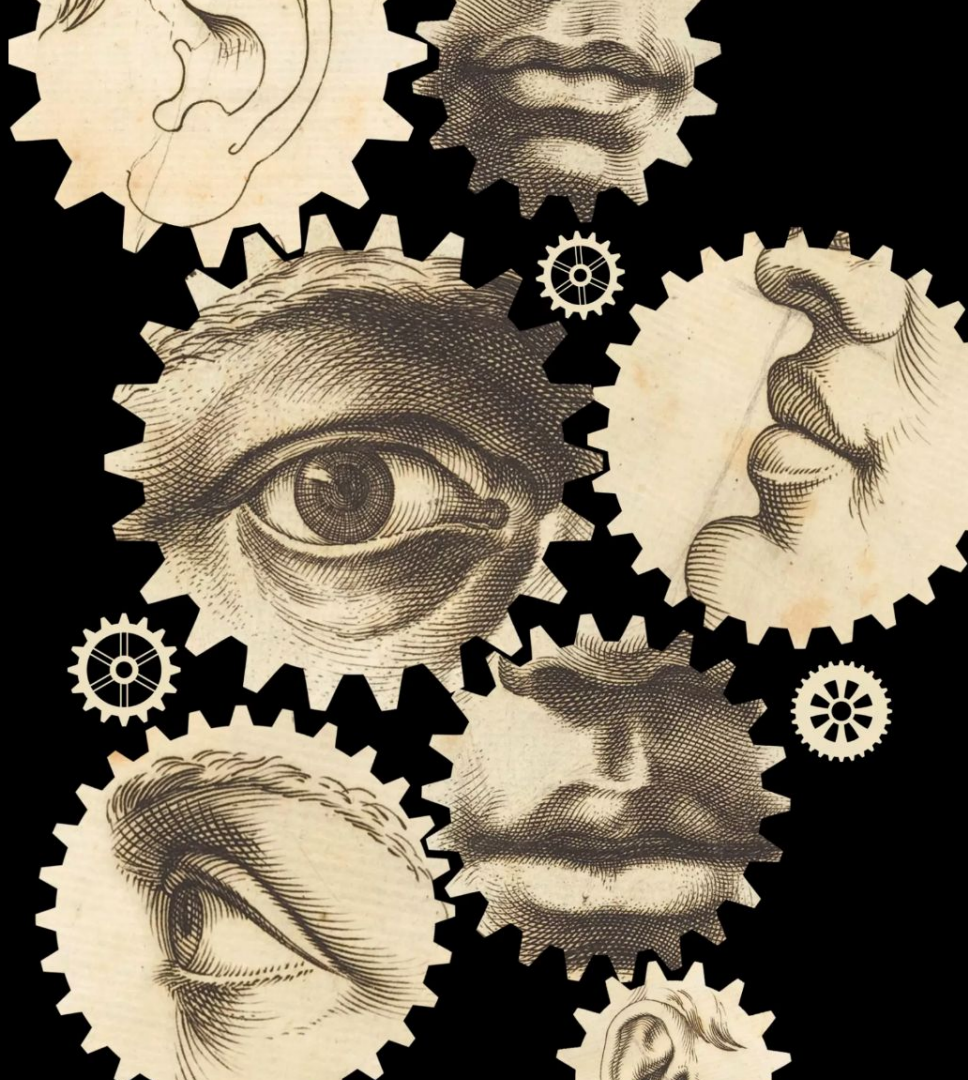
Online Searches without Using Generative AI

- When using any search engine (I know it works with Google and Safari, the two I use), add “-ai” and you will bypass the generative AI summary paragraph and instead get a list of websites like the good old days. (Thank you to former SBCC English major and recent UCSB graduate Kyle Rokes.)
- Add shortcuts to webpages you frequently use to your homepage. (I constantly look up words, so I added a shortcut to [Websters.com](https://www.websters.com).)
- Try better search engines like Ecosia (at [ecosia.org](https://www.ecosia.org)). (Thank you to Say Demsay Skiles via Regina Reese for this tip.)

Voices

Moti Mizrahi

The real danger of AI is
treating it like a human



“The first step is understanding what anthropomorphism actually means. It is the tendency to project human qualities onto nonhuman things. With AI, that projection is supercharged. Today’s chatbots are designed to mimic us. They speak in the first person, respond with empathic phrasing and adjust their tones to match ours. Anthropic CEO Dario Amodei even claimed recently that Claude, his company’s chatbot, may experience anxiety.”

“First, we risk giving up our own judgment.”

“AI anthropomorphism also lets tech companies evade responsibility.”

“Lastly, we risk replacing real relationships with artificial ones” (Mizrahi).

“Fortunately, avoiding the anthropomorphism trap doesn’t require technical expertise. It **starts with language**. Do not ask a chatbot, ‘Why did you say that?’ Instead, you should ask, ‘**How was that generated?**’ Instead of wondering what an AI thinks,’ we should ask **what data or instructions shape its output**. Small linguistic shifts keep our attention on process rather than personality. They also remind us that there is no person on the other side of the screen.

“Of course, personal habits are not enough. Regulators should require companies to disclose human-like features, such as voice, personality scripting and conversational framing, so users know when they’re being nudged to see a machine as a mind. Public institutions, from hospitals to schools, should develop guidelines to protect against anthropomorphism” (Mizrahi, **emphasis added**).

Full Text | Blog, Podcast, or Website

This detox may erase 10 years of social media brain damage, researchers say

The Washington Post (Online) WP Company LLC d/b/a The Washington Post. Apr 9, 2026.

Full text

[Details](#)

Full text

[Translate](#) ▾



 Listen

The young woman described to a jury what it was like to lose control of her life to social media.

She began as a child, she said, and over time the habit expanded to fill nearly every available hour — late nights bleeding into early mornings, sleep gradually displaced. She would try to stop and find herself returning in a loop she could not escape. As her use intensified, so did her distress: anxiety, depression and a growing fixation on her appearance.

"I wanted to be on it all the time," the 20-year-old testified in the landmark trial against Meta and YouTube, before a jury found the companies negligent and ordered them to pay her \$6 million in damages.

“Their time online decreased from 314 minutes to 161 minutes, and by the end of the period the participants had **improvements in sustained attention, mental health as well as self-reported well-being.**”

“The **improvement in sustained attention** was about the same magnitude as **10 years of age-related decline**, the researchers noted, and the effect of the intervention on depression symptoms was **larger than antidepressants** and similar to that of cognitive behavioral therapy.”

“But two things were even more mind-blowing to Castelo and Kushlev, a co-author of the study: Even those people who cheated and broke the rules after a few days seemed to have positive effects from the break; and in follow-up reports after the two weeks, many people reported the positive effects lingered” (*Washington Post*, “This Detox,” **emphasis added**).

Santa Barbara Students Exposed to Trauma on School Tablets

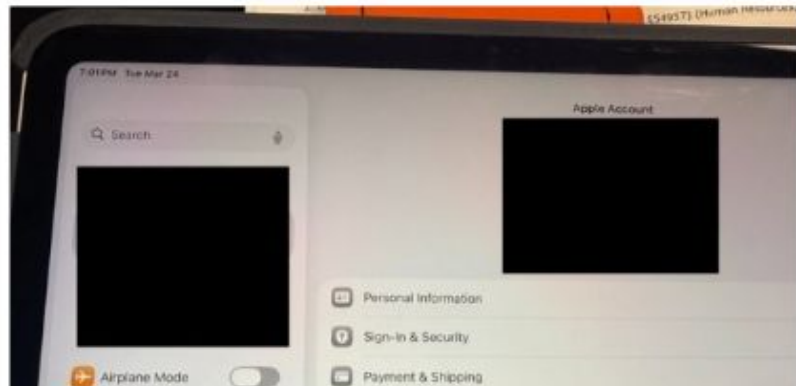
Parents and School District Working Toward Stronger Security Measures for Classroom Devices

By Callie Fausey

Wed Apr 01, 2026 | 12:50pm



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Full Text | Blog, Podcast, or Website

LAUSD to restrict student screen time after years of encouraging classroom use

[Blume, Howard](#). *Los Angeles Times (Online)* Los Angeles Times Communications LLC. Apr 21, 2026.

Full text

Details

Full text

 Listen

Student classroom screen time will be cut way back under a resolution approved Tuesday by the Los Angeles Board of Education, a hard turn from years-long initiatives that provided each student with their own school-issued computer while continually expanding their use.

SBCC's AI Symposium: An Ethical Framework for Artificial Intelligence

Friday, April 17

120 Participants

(Faculty, Staff, Students, Administration, Board of Trustees)

Support, Hosting, and Organizing Credits

The Faculty Connection workgroup of the Teaching and Learning Committee; members of the Affective Learning Institute, Restorative Justice and Embodied Social Justice communities; the Faculty Distance Education Coordinator Matt Mooney; members of PDAC; the Computer Science Club; the Academic Deans (special shout out to Dean Daugherty for breakfast and lunch!); Sarianna Jones; the Office of the VPAA (including Holly Higgins and Interim VPAA Dr. Keller Magenau); the IT team of Orin Fails, Rob Butson, and Luke Vranish.

Keynote Address: Professor Chesa Caparas

Deus Ex Machina?

Restoring Trust, Value and Agency to Higher Education in the Age of AI

(Watch for an all-campus email from PD Coordinator Justina Buller with links to Dr. Caparas's slides and a recording of her talk.)

Chesa Caparas is De Anza Community College's AI Faculty Fellow and leader of several AI initiatives at the college. She is also a professor of English and Ethnic Studies, the Faculty Coordinator of the Women's Resource and Advocacy Center, and Co-Coordinator of De Anza's IMPACT AAPI student learning community. Previously, Chesa was one of CA Learning Lab's AI Faculty Innovators in Residence, a Fulbright Scholar to the Philippines researching media and information literacy, and a Stanford Human Rights Education Initiative Fellow. Her scholarly work has been published in the Journal of Information Ethics, Journal of California English, and ASCCC' Rostrum. Her current teaching and research explore the ethical and equitable applications of artificial intelligence.

*And Extra Thanks to the Members of the Faculty
Connection Workgroup of the Teaching and Learning
Committee*

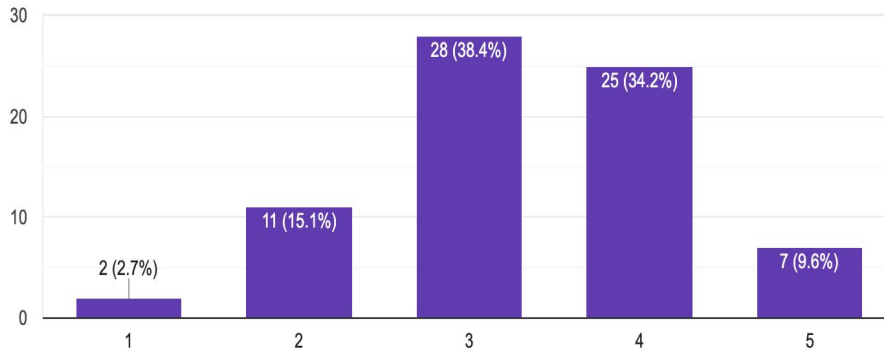
Chair Justina Buller, Peter Aguilar, Lydia Aguirre-Fuentes,
Jenny Baxton, Denise Cedillos, Winkie Cooper, Juan Carrera
Espinoza, Tino Garcia, Hector Gamero Jauregui, Chris
Panza, Diego Ramirez, Karen Tepaz, Leida Tolentino,
Stephanie Washburn, and Daniel Zarate.

After the Symposium, more participants felt knowledgeable about the ethical issues surrounding the use of AI

How strongly do you agree with the following statement: I am knowledgeable about ethical issues surrounding the use of AI tools (accountability, equitable use, social and environmental impact, etc.).

 Copy chart

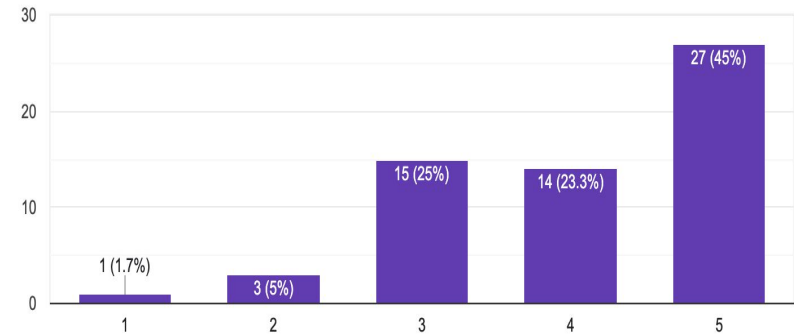
73 responses



Following the symposium, I feel that I am knowledgeable about ethical issues surrounding the use of AI tools (accountability, equitable use, social and environmental impact, etc.).

 Copy chart

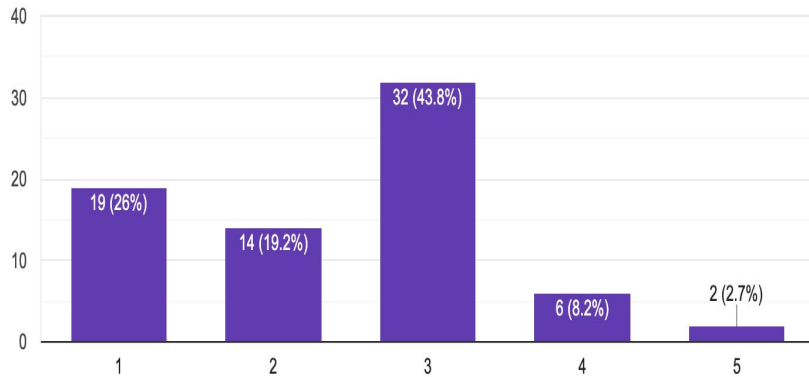
60 responses



After the Symposium, more participants felt agency around AI issues at SBCC

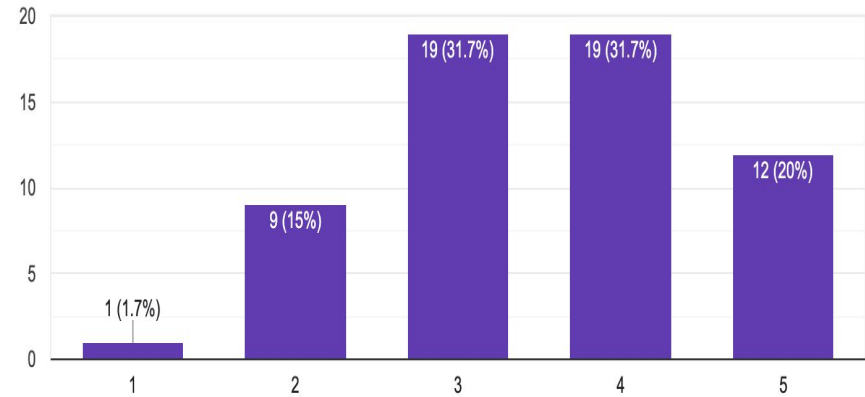
How strongly do you agree with the following statement: I feel that I have a say in how AI is used at SBCC. [Copy chart](#)

73 responses



Following the symposium, I feel that I have a say surrounding AI issues at SBCC. [Copy chart](#)

60 responses



Take Away: Education *In Community* Creates Agency!

Next Steps:

1. Fall 2026 Kickoff Sessions
2. TLC hosted COP (Communities of Practice) in Fall 2026
3. Outreach to SB County Schools
4. Advocacy on State Level for AI *Ethics* Literacy Courses
5. *[Addition from Kim: Follow up on the Academic Senate's current revisions of AP 5550 ACADEMIC INTEGRITY: consider adding AI statement on syllabi as a requirement and guidelines for citing AI use by employees.]*

In Closing!

THANK YOU FOR BEING HERE TODAY!

SBCC RECOMMENDS

THANK YOU to all who submitted your favorite books to SBCC Recommends! Please find the SBCC Community's recommendations by scanning the QR code.



SANTA BARBARA CITY COLLEGE 2025-2026 44TH ANNUAL FACULTY LECTURE
Dr. Kimberly Monda, "The Power of Human Language in the Age of Generative AI"

Bookmarks are in the lobby!

***(And if you have not submitted a recommendation but would like to do so,
Round 2 is open until May 30th.)***