

New Directions for CALC

May 20, 2026

What We Did This Year

AI IN EDUCATION: DREAMS, NIGHTMARES, REALITIES

AND INTERACTIVE, INTERDISCIPLINARY TEACH-INS FOR OUR FACULTY, STAFF & STUDENTS

MONDAY OCT 6
4:00 - 5:30PM
KILLER HALL 152

WITH
ANGELA BELL, PSYCHOLOGY
ROBIN CLARK, ITS
ROBIN DAHL, GEOLOGY
JANEY FORTINALE, ENGLISH
CLAUDIA JOHNSON, FARMANIAN
AMITESH SARAN, MATHEMATICS
KELLY SPRACKLEN, HUMAN LINGUISTICS
KI WANG, ANTHROPOLOGY & ENVIRONMENTAL STUDIES

COLEMAN AUDITORIUM FROM 9:45 - 11:00 IN KILLER HALL 152 FOR OTHER ACCESS NEEDS, PLEASE CONTACT PARTICIPATION@CALC

THE CRITICAL A.I. LITERATURES COLLECTIVE
INVITED FACULTY, STAFF, AND STUDENTS TO A

FALL TOWN HALL ON AI IN EDUCATION

MONDAY NOV 17
PARKS HALL 146
4:00-5:00 PM: TOWN HALL DISCUSSION
5:00 - 5:30 PM: COFFEE & TEA

OPENING REMARKS ON "LARGE LANGUAGE MODELS & LEARNING"
BY CAROLINE HANSEN, COMPUTER SCIENCE & DATA

MODERATED BY
CLAUDIA JOHNSON (FARMANIAN), ANTHROPOLOGY
AMITESH SARAN (MATHEMATICS), MATHEMATICS
KELLY SPRACKLEN (HUMAN LINGUISTICS), HUMAN LINGUISTICS
KI WANG (ANTHROPOLOGY & ENVIRONMENTAL STUDIES)

WITH SUPPORT FROM ROBIN CLARK, ROBIN DAHL, JANEY FORTINALE, DAHL, AND WESTERN LIBRARIETY. EMAIL: 2024@PARTICIPATION@CALC WITH ACCESS NEEDS & QUESTIONS.

THE CRITICAL A.I. LITERATURES COLLECTIVE
INVITED FACULTY, STAFF, AND STUDENTS TO A

TEACH-IN ON AI IN EDUCATION: CAPITAL FLOWS & HIGHER ED SPENDING

MONDAY FEB 2
FRASER HALL 101
4:00-5:00 PM
WITH COFFEE & TEA FROM 5:00 - 5:30 PM

WITH SPEAKERS:
KI WANG
(ENERGY STUDIES & ENVIRONMENTAL STUDIES)
CATHY WINEINGER
(POLITICAL SCIENCE)

BY SUPPORT FROM A. CLARK, R. DAHL, J. FORTINALE, C. JOHNSON, & MARIAN, A. SPINALELLA, CAROL SPRACKLEN, & WANG. CONTACT: EMAIL: 2024@PARTICIPATION@CALC WITH ACCESS NEEDS & QUESTIONS.

THE CRITICAL A.I. LITERATURES COLLECTIVE (CALC)
INVITED FACULTY, STAFF, AND STUDENTS TO A

WINTER TOWN HALL ON THE ENVIRONMENTAL IMPACTS OF AI

MONDAY MAR 2
FRASER HALL 101
4:00-5:00 PM: TOWN HALL DISCUSSION
5:00 - 5:30 PM: COFFEE & TEA

OPENING REMARKS BY
ROBIN DAHL, GEOLOGY & SHANTE

WITH SUPPORT FROM
DAHL, WANG, SPINALELLA, FORTINALE, CLARK, & WANG. CONTACT: EMAIL: 2024@PARTICIPATION@CALC WITH ACCESS NEEDS & QUESTIONS.

PLEASE CONTACT PARTICIPATION@CALC WITH ACCESS NEEDS & QUESTIONS.

CALC THE CRITICAL LITERATURES COLLECTIVE

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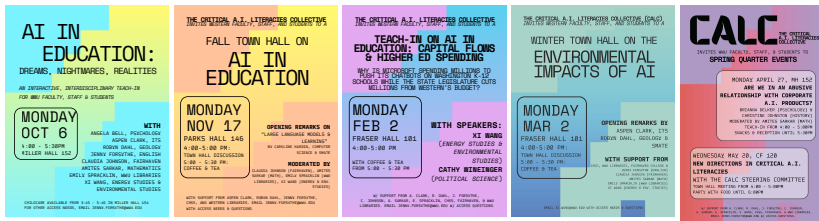
SPRING QUARTER EVENTS

MONDAY APRIL 27, PM 1:50
ARE WE IN AN ABUSIVE RELATIONSHIP WITH CORPORATE A.I.? PRODUCTS?
BEGINNING BELATED (EPIDEMIOLOGY) & ENVIRONMENTAL STUDIES (SYSTEMS)
MODERATED BY AMITESH SARAN (DATA)
TEACH-INS FROM 4:00 - 5:00PM
SHANTE & PRESTON (ARTS) 5:30PM

WEDNESDAY MAY 28, CP 120
NEW DIRECTIONS IN CRITICAL A.I. LITERATURES
WITH THE CALC STEERING COMMITTEE
TOWN HALL MEETING FROM 4:00 - 5:00PM
PARTY WITH FOOD UNTIL 6:00PM

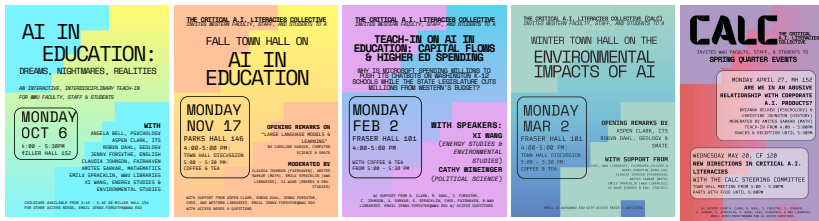
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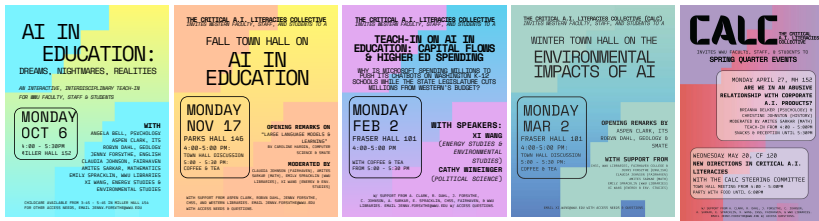
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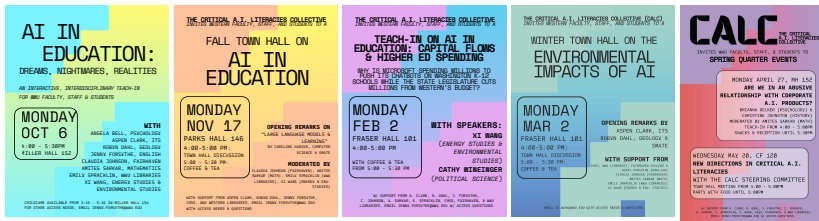
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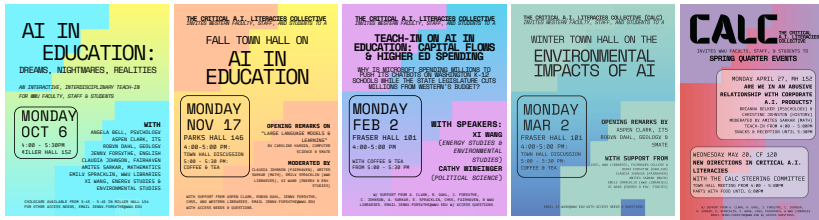
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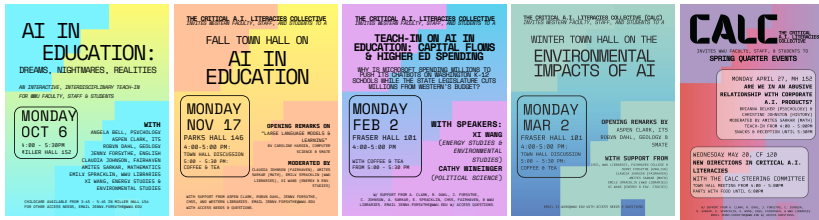
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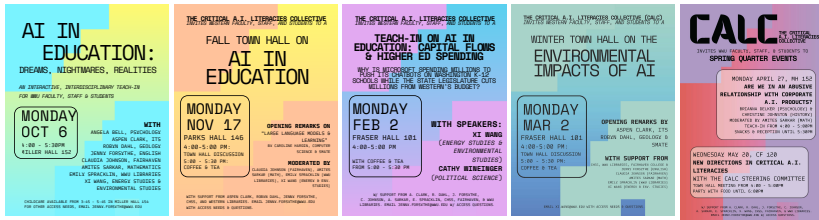
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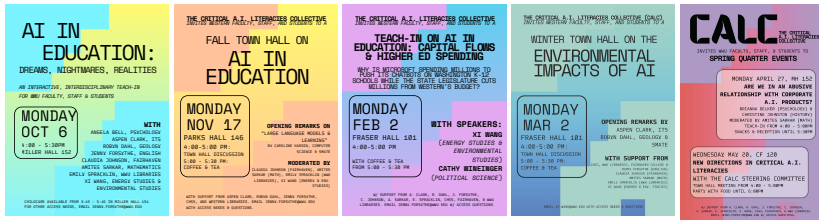
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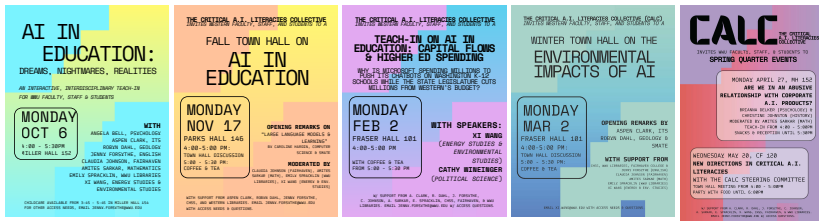
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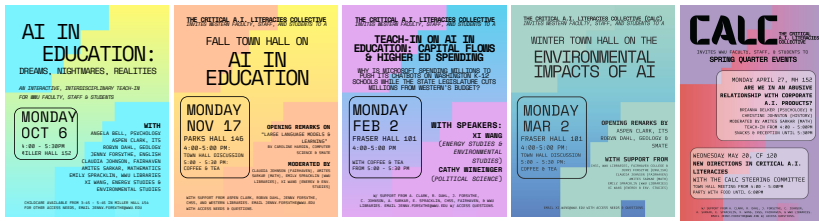
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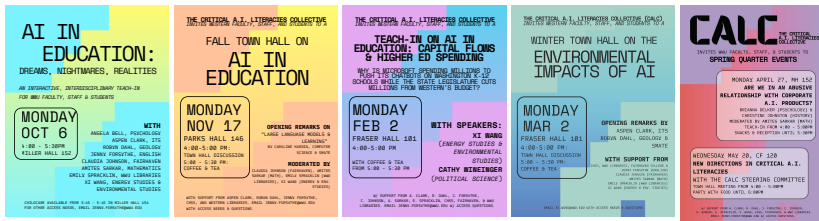
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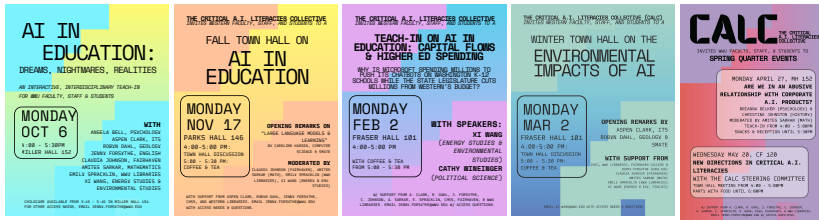
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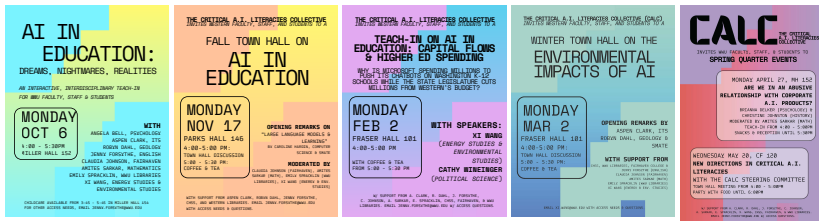
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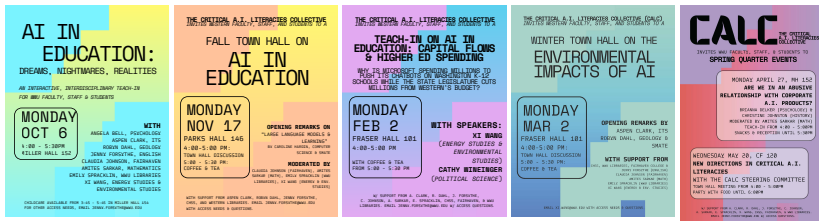
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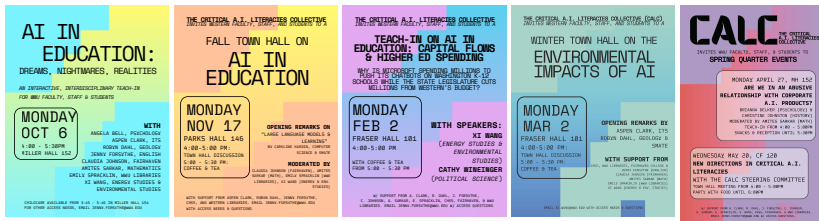
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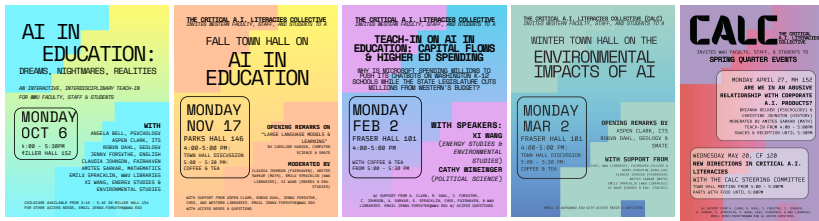
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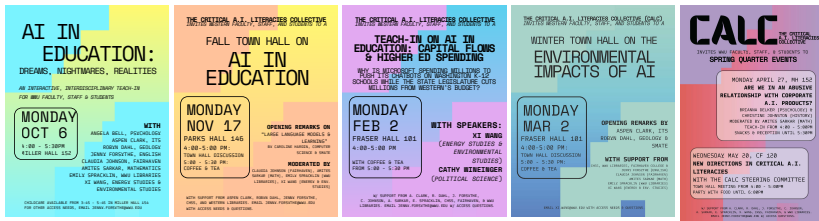
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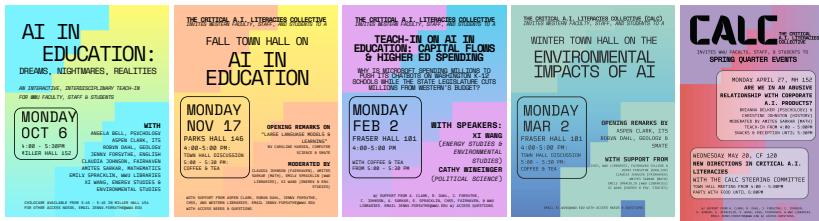
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- We spoke with journalists from The Front, The Planet, Klipsun, and Cascadia Daily News.
- We're conducting a survey of students, staff and faculty and staff on AI use.

What You Asked For

- **Education**

- AI in teaching generally
- MIT brain function study
- Loss of critical thinking (2)
- What tools at WWU collect student information?
- Classroom exercises that demonstrate limits of AI

- **Environment**

- Water use
- General environmental issues (3)

- **Law and Ethics**

- AI policy and governance (2)
- Privacy issues (4)
- Ethical AI art (3)
- How can it be used for good?

- **Culture and Society**

- Alternative technical solutions
- Creative collaboration with AI
- AI in writing/research (3)
- AI apocalypse threat

- **Miscellaneous**

- More about language
- More about how it works
- AI as compared to human cognition (2)
- Health outcomes of using AI
- Math topics
 - theoretical limit of AI (2)
 - Gödel and Turing

What We Covered

- **Education**

- AI in teaching generally

- MIT brain function study

- Loss of critical thinking (2)

- What tools at WWU collect student information?

- Classroom exercises that demonstrate limits of AI

- **Environment**

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- Math topics

- theoretical limit of AI (2)

- Gödel and Turing

- **Capital Flows and Higher Ed Spending**

Possible Teach-In Topic 1

- **Education**

- AI in teaching generally

- MIT brain function study

- Loss of critical thinking (2)

- What tools at WWU collect student information?

- Classroom exercises that demonstrate limits of AI

- **Environment**

- Water use

- General environmental issues (3)

- **Law and Ethics**

- AI policy and governance (2)

- Privacy issues (4)

- Ethical AI art (3)

- How can it be used for good?

- **Culture and Society**

- Alternative technical solutions

- Creative collaboration with AI

- AI in writing/research (3)

- AI apocalypse threat

- **Miscellaneous**

- More about language

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- AI as compared to human cognition (2)

- Health outcomes of using AI

- Math topics

- theoretical limit of AI (2)

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- **Capital Flows and Higher Ed Spending**

Possible Teach-In Topic 2

- **Education**

- AI in teaching generally

- MIT brain function study

- Loss of critical thinking (2)

- What tools at WWU collect student information?

- Classroom exercises that demonstrate limits of AI

- **Environment**

- Water use

- General environmental issues (3)

- **Law and Ethics**

- AI policy and governance (2)

- Privacy issues (4)

- Ethical AI art (3)

- How can it be used for good?

- **Culture and Society**

- Alternative technical solutions

- Creative collaboration with AI

- AI in writing/research (3)

- AI apocalypse threat

- **Miscellaneous**

- More about language

- More about how it works

- AI as compared to human cognition (2)

- Health outcomes of using AI

- Math topics

- theoretical limit of AI (2)

- Gödel and Turing

- **Capital Flows and Higher Ed Spending**

Possible Teach-In Topic 3

- **Education**

- AI in teaching generally

- MIT brain function study

- Loss of critical thinking (2)

- What tools at WWU collect student information?

- Classroom exercises that demonstrate limits of AI

- **Environment**

- Water use

- General environmental issues (3)

- **Law and Ethics**

- AI policy and governance (2)

- Privacy issues (4)

- Ethical AI art (3)

- How can it be used for good?

- **Culture and Society**

- Alternative technical solutions

- Creative collaboration with AI

- AI in writing/research (3)

- AI apocalypse threat

- **Miscellaneous**

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- **Capital Flows and Higher Ed Spending**

Some Of Your Ideas

- **Education**

- AI in teaching generally GUR course on AI and Ethics

- MIT brain function study

- Loss of critical thinking (2) Student Bill of Rights

- What tools at WWU collect student information? Student Bill of Rights

- Classroom exercises that demonstrate limits of AI

- **Environment**

- Water use

- General environmental issues (3)

- **Law and Ethics**

- AI policy and governance (2)

- Privacy issues (4) Student Bill of Rights

- Ethical AI art (3)

- How can it be used for good?

- **Culture and Society**

- Alternative technical solutions Local LLM cluster

- Creative collaboration with AI

- AI in writing/research (3)

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Our Values

The Critical A.I. Literacies Collective (CALC) aims to teach and learn about the wide-ranging global impacts of generative A.I. from critical, interdisciplinary perspectives.

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- 1 Thinking beyond the unit of the individual

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- 1 Thinking beyond the unit of the individual
- 2 Considering the systemic impacts of the AI industry

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- 2 Considering the systemic impacts of the AI industry
- 3 Focusing on interdisciplinary collaboration
- 4 Acting in solidarity with communities globally
- 5 Prioritizing the lives of future generations

Your Values

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Five Values

- 1 Thinking beyond the unit of the individual
- 2 Considering the systemic impacts of the AI industry
- 3 Focusing on interdisciplinary collaboration
- 4 Acting in solidarity with communities globally
- 5 Prioritizing the lives of future generations
- 6 **What do you value?**

Where Do we Go From Here?

- 1 Thinking beyond the unit of the individual
- 2 Considering the systemic impacts of the AI industry
- 3 Focusing on interdisciplinary collaboration
- 4 Acting in solidarity with communities globally
- 5 Prioritizing the lives of future generations
- 6 What do you value?

Turn to a neighbor and discuss:

Where Do we Go From Here?

- 1 Thinking beyond the unit of the individual
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- 6 What do you value?

Turn to a neighbor and discuss:

- 1 WHAT DID WE DO?

Where Do we Go From Here?

- 1 Thinking beyond the unit of the individual
- 2 Considering the systemic impacts of the AI industry
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- 4 Acting in solidarity with communities globally
- 5 Prioritizing the lives of future generations
- 6 **What do you value?**

Turn to a neighbor and discuss:

- 1 **WHAT DID WE DO?** What is one thing you learned during one of our AY 25-26 events that you are still thinking about or asking questions about?

Where Do we Go From Here?

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- 6 **What do you value?**

Turn to a neighbor and discuss:

- 1 **WHAT DID WE DO?** What is one thing you learned during one of our AY 25-26 events that you are still thinking about or asking questions about? Why?

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- 2 WHY DID WE DO IT?

Where Do we Go From Here?

- 1 Thinking beyond the unit of the individual
- 2 Considering the systemic impacts of the AI industry
- 3 Focusing on interdisciplinary collaboration
- 4 Acting in solidarity with communities globally
- 5 Prioritizing the lives of future generations
- 6 **What do you value?**

Turn to a neighbor and discuss:

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Next Event!

Digital Security Workshop

Tuesday June 2, 4–5 pm

Interdisciplinary Science Building,

Room 244

Reception 5–5:30 pm