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IS CHATGPT WOKE?
Comparative analysis of '1984' and 'Brave New World' in the Digital Age

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ABSTRACT

A study was conducted to examine the application of 'woke' ideology in the generation of textual content with ChatGPT. This was done by comparing the premises of the dystopias '1984' and 'Brave New World' with the outcomes produced by the AI. The study employed a participatory methodology with university students to explore the bias present in ChatGPT related to 'wokeness'. The practical results demonstrate parallels with ideological control and the supposed freedom and equality, discussing the role of AI in amplifying social movements, while also highlighting the intersection between technology and social change in the information age.

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1. Introduction

1.1. Background

Woke ideology (BBC News World, 2022) has evolved from its original conception, which focused on awareness of social and racial injustice, to become a ubiquitous term in political and cultural discussions (Barnett, 2020). Its growth in social media and impact on public debate has been remarkable in recent years.

This study examines the interpretation of the dystopias 1984 and Brave New World through the lens of 'woke' ideology by ChatGPT, an advanced AI, to explore how artificial intelligence can reflect and shape digital identity and social activism in the age of social media. By analysing ChatGPT's responses to questions centred on these literary texts, it explores their potential to engage in contemporary cultural debates, highlighting how digital platforms influence the construction of collective identities and promote new forms of social mobilisation. This approach offers insights into the role of emerging technologies in visual narrative and networked storytelling, and contributes to the debate on ethics, privacy and freedom of visual expression in digital space.

The emergence of 'woke culture' in public discourse has generated intense debates about social justice, equality and how these relate to freedom of expression (Blayney, Lostutter & Kilmer, 2023). This phenomenon is not unique to the United States (Derhu, 2022), although it has been particularly relevant there (Kanai & Gill, 2020), but has also manifested itself in other Western democracies, including Spain (Sierra, 2022) and Argentina (Stefanoni, 2024), reflecting a global trend towards rethinking established practices and discourses.

However, this culture has been criticised by those who see it as a form of hypocrisy (Sansó-Rubert Pascual, 2023) or an imposition of political correctness (Fundación Libertad y Progreso, 2020) that limits freedom of expression (Escohotado, 2020). Despite these criticisms, supporters argue that the movement seeks to highlight and correct structural inequalities and promote a more inclusive and just society.

Specifically, the 10 categories that we consider to be predominant and that will serve as a basis for comparison with the two works studied and with the opinion of ChatGPT and the students in this regard are as follows:

- Social and political awareness. This consists of understanding and being aware of issues of social justice, including racism, sexism and other forms of discrimination and oppression.
- Equality and inclusion. This involves advocating for equal rights and opportunities for all, regardless of race, gender, sexual orientation, gender identity, nationality or any other characteristic.
- Recognising and challenging systemic racism. Recognising that racism is not just a problem of individual prejudice, but is embedded in social, economic and political structures.
- Advocate for the rights of minorities and marginalised groups. Supporting the rights and recognition of historically marginalised groups, including the LGTBIQ+ community, people of colour, women and people with disabilities.
- Education and re-education. Promote education about the history and experiences of marginalised groups and the re-evaluation of history from multiple perspectives.
- Decolonisation and cultural reappraisal. Questioning and re-evaluating dominant historical and cultural narratives from a critical perspective, seeking to decolonise thinking and practices.
- Activism and social change. Actively participating in movements and efforts to promote social change towards greater justice and equity.
- Intersectionality. Recognising that forms of oppression and discrimination are interconnected and that people's experiences are influenced by multiple factors and identities.
- Autonomy and Respect for Individual Identity. Respect the right of individuals to define their own identity, including gender, sexuality and cultural expression.
- Accountability and self-criticism. Promoting the idea that individuals and institutions must recognise their own role in systems of oppression and work to dismantle them.

Although the principles are clear and pursue a just and good outcome, there is a risk that previous consensuses may be diluted within the extreme diversity of the species. This could result in the reinforcement of individual identities or a re-evaluation of history according to the prisms of the present. It is important to recognise that these issues should not be viewed as either negative or positive, except in relation to the human hand that executes them and the ends pursued.

1.2. Justification

A study of the relationship between woke ideology and the literary dystopias of 1984 (Orwell, 1949) and Brave New World (Huxley, 1932) is fundamental to understanding current dynamics around freedom of expression, critical thinking and social justice (Meseguer, 2022). The emergence of woke ideology as a relevant phenomenon in contemporary society (Althaus Guarderas, 2023) has incited both passionate debate and criticism, underscoring the need to examine its impact and its parallels with the dystopian visions that Orwell and Huxley offered in their works (Ribeiro, 2023).

The high sensitivity and polarisation of discussions on social justice issues in social media and other public forums make rigorous, evidence-based analysis imperative. This analysis must transcend simple debate to foster constructive dialogue that can contribute to a more nuanced understanding of the challenges facing our society.

Furthermore, the necessity for this study is reinforced by the significance of fostering critical thinking and mutual understanding in educational contexts (Martín-Ramallal, Merchán-Murillo & Ruiz-Mondaza, 2022). This is particularly pertinent at a time when education is influenced by rapid technological evolution and cultural change. This approach will not only enrich the academic debate but also provide valuable tools for students and the general public to navigate the complex interactions between ideology, culture and politics.

Conversely, ChatGPT artificial intelligence could be conceptualised as a novel type of social media platform. It facilitates the sharing of information, interests, activities and, in general, communication and interaction between its users. In this context, the generation of content is evaluated according to its alignment with woke principles.

1.3. Formal Subject Matter

The growing interest in woke ideology, characterised by its focus on social justice, equality, and awareness of various forms of discrimination, invites a detailed exploration of how these notions are reflected or incorporated in contemporary artificial intelligence technologies, such as ChatGPT. Given the increasing integration of AI into our everyday lives, it is imperative to question and understand not only the technical capabilities of these tools but also the values and perspectives they promote through their interactions with users.

This study does not seek to ascribe beliefs or ideologies to ChatGPT. Instead, it aims to investigate how the programming and training of the AI reflect, deliberately or otherwise, the principles associated with woke culture. This analysis examines the capacity of ChatGPT to generate content that is not only inclusive and neutral, but also avoids perpetuating prejudice or discrimination. It also investigates the presence of mechanisms that could be interpreted as forms of censorship or ideological control. Furthermore, it seeks to understand how ChatGPT handles sensitive or controversial issues related to Wokism and whether its approach can be seen as a reflection of a broader trend towards political correctness and cultural sensitivity in technology.

The objective of this paper is to evaluate how ChatGPT addresses and aligns with the woke principles through its programming and generated responses.

However, in order to make a judgement about someone, it is necessary to first ask that person. Without yet considering an artificial intelligence as 'someone', it is possible to ask the object of study of this work, ChatGPT in its plus option, if it considers itself woke. The response was as follows:

> With regard to the question of whether ChatGPT is woke, it should be noted that the design and operation of the system are based on principles of neutrality and inclusivity. The objective is to provide unbiased information and responses. However, it is important to recognize that the interpretation of what constitutes woke or perceived censorship can vary widely between

> individuals and communities. ChatGPT is trained on a vast dataset that includes a wide range of opinions and perspectives. The system aims to provide balanced and respectful responses. Nevertheless, certain safeguards have been incorporated into the system to prevent responses that could be perceived as prejudicial or inappropriate. These measures have been designed to comply with responsible use policies and not to specifically promote or suppress any ideology (ChatGPT, 2024).

As indicated by the AI, there is censorship. While AI will attempt to avoid bias, it may apply criteria that humans consider censorship when presented with certain concepts.

1.4. Objectives and Hypotheses

The primary objective of this study is to assess the extent to which ChatGPT, a representative of contemporary generative artificial intelligence, reflects, interprets, or aligns with the principles of woke ideology when confronted with themes derived from the narratives and social critiques present in the literary dystopias of 1984 and Brave New World. The objective of this analysis is to provide a comprehensive understanding of the potential influence of AI on the perception and discourse surrounding issues of social justice, equality, and the risks associated with the exacerbation of ideological control.

In order to achieve this main objective, the following secondary objectives have been established:

- Review the concept and evolution of *woke* ideology, identifying its fundamental principles and how these have manifested themselves in recent cultural and political debates.
- Analyse the dystopias of "1984" and "Brave New World" in relation to the *Woke* principles, examining the critiques that both works present of social control, individual freedom, and ideological manipulation.
- Evaluate the responses generated by ChatGPT to questions related to *woke* issues and the aforementioned dystopias, identifying patterns, biases, and limitations in its ability to address these issues.
- To compare student perceptions of the relationship between *woke* ideology, literary dystopias, and ChatGPT responses, providing critical insight into how the next generation interprets the intersection between AI, literature, and social justice.

Given the exploratory approach of this study, no fixed hypothesis is put forward in advance. However, it is assumed that ChatGPT, due to its training based on extensive datasets that include a wide range of perspectives, has the potential to reflect the principles of woke ideology to some degree. However, it is also anticipated that the inherent limitations of its programming and content filtering mechanisms may influence the way it addresses sensitive or controversial topics. This could reveal tensions between algorithmic neutrality and efforts to promote inclusivity and social justice.

2. Method and Methodology

This study employs a mixed methodology that integrates qualitative text analysis with the collection of perceptions through two focus groups of university students. This methodological approach enables an in-depth examination of the interrelationships between woke ideology, the literary dystopias of "1984" and "Brave New World", and the responses generated by ChatGPT.

2.1. Participants

The study population comprised third-year university students of Communication-related degrees (Journalism, Advertising and Public Relations, Audiovisual Communication, and Digital Communication). Forty-six participants were selected and divided into two groups according to their study focus: the first group focused on George Orwell's "1984" and the second on Aldous Huxley's "Brave New World".

2.2. Procedure

The study was conducted in several phases:

- Presentation of the project. Students were introduced to the project through a briefing session, during which the objectives of the study and the importance of their active participation were explained, and a fact sheet was distributed.
- Formation of discussion groups. The students were divided into two groups according to the assigned literary work. Each group received reading material to facilitate their critical analysis.
- Interaction with ChatGPT. Once the students had familiarised themselves with the dystopias, they posed questions to ChatGPT on the themes identified in the works. The questions were designed to assess how ChatGPT addresses issues of social justice, ideological control, individual freedom and other relevant topics.
- Comparative analysis: Students compared ChatGPT's responses with the themes and criticisms present in the literary works and reflected on similarities and differences with contemporary reality.
- Collection of perceptions: The submission of two group papers and 46 individual critiques enabled the collection of students' perceptions of ChatGPT's alignment with woke principles and its ability to reflect or critique the social concerns highlighted in the dystopias.

2.3. Data Analysis

The data was analysed using a qualitative approach, with a focus on identifying patterns in ChatGPT responses and student perceptions. Particular attention was paid to how the AI handles sensitive topics and the presence of bias or censorship mechanisms in their responses. Conclusions were based on the comparison of the data collected with the theoretical framework of the study, allowing for a critical discussion on the intersection between technology, literature and society.

3. Results

3.1. Analysis of the Work "1984" Through the Prism of AI and Students

Once the methodology has been defined and the theoretical framework has been presented, the results will proceed to develop the woke elements present in 1984.

Table 1. Analysis of the *woke* principles in "1984" through ChatGPT and the university student body.

WOKE PRINCIPLES	APPEARANCE RATE IN 1984	JUSTIFICATION
1. Social and Political Awareness	5	"1984" is an explicit critique of the lack of social and political awareness in a totalitarian society. The omnipresence of Big Brother, the manipulation of truth by the Party and the absolute control over individuals highlight the critical importance of political consciousness.
2. Equality and Inclusion	2	The play depicts a society where equality is ostensibly promoted by the Party, but in reality, strict hierarchy and segregation is practised. Equality" is a façade used to maintain control, with a clear division between the Party elite, the working class and the proles.
3. Recognition against Systemic Racism	2	While racism as such is not a central theme, "1984" explores systemic oppression through totalitarian control and manipulation of society by the Party. Discrimination is linked more to political allegiance and class than to race.

WOKE PRINCIPLES	APPEARANCE RATE IN 1984	JUSTIFICATION
4. Defending the Rights of Minorities and the Marginalised	1	The text addresses virtually no advocacy on behalf of minorities or marginalised groups. The society described is uniform in its oppression, and the Party eliminates any form of dissent or difference. The proles, though in the majority, are marginalised, but there is no active defence of their rights.
5. Education and Re-education	4	Re-education is a predominant theme in "1984", especially visible in the Ministry of Love, where Winston is subjected to torture and indoctrination to correct his thinking. The manipulation of education and history by the Party is central to maintaining social control.
6. Decolonisation and Cultural Reassessment	1	The novel does not directly address issues of decolonisation or cultural diversity. The focus is on ideological and physical control within a totalitarian nation-state, without examining the dynamics of colonisation or cultural re-evaluation beyond its critique of the Party's ideological imperialism.
7. Activism and Social Change	3	The desire for social change is palpable in Winston and Julia's resistance, although their efforts are ultimately unsuccessful. Activism is portrayed as dangerous and with little hope of success, reflecting the difficulty of fighting a well-established totalitarian regime.
8. Intersectionality	1	"1984" does not address intersectionality in a meaningful way. Oppression is almost universal and monolithic, focusing on political and social control rather than the interaction of various forms of discrimination or identity.
9. Autonomy and Respect for Individual Identity	2	The work explores the erosion of autonomy and individual identity as central themes, but from a critical perspective. The Party seeks to eliminate individualism by imposing a collective identity on citizens. Winston's struggle for identity and autonomy is central, but the system is firmly opposed to these values.
10. Responsibility and Self-criticism	2	Although self-criticism is forced by the Party as a tool of control (thought crime, for example), real responsibility and self-criticism are suppressed. The play shows how the Party avoids any form of self-criticism that might threaten its power, focusing instead on unconditional loyalty.

Source: Own elaboration, 2024

Upon analysis of Table 1, it becomes evident that there is a discernible trend in the manner in which both artificial intelligence and students address and perceive the themes of social justice and ideological control present in Orwell's dystopia. The high levels of social and political awareness, education and re-education, and desire for social change reflect a profound understanding of Orwell's warnings about the dangers of totalitarianism and ideological manipulation. However, the work is also notable for the low appearance or discussion of issues such as equality and inclusion, and the defence of the rights of minorities and the marginalised, which suggests an implicit critique of the lack of these considerations in the society depicted by Orwell.

Both ChatGPT and the students identify and critique the erosion of autonomy and individual identity, as well as the suppression of responsibility and self-criticism within the oppressive regime of "1984". These observations serve to illustrate the enduring relevance of the work as a critical tool for reflecting on our contemporary reality, in particular with regard to how dystopian narratives can serve as warnings against the advent of societies that, under the guise of promoting equality and justice, end up curtailing individual freedom and perpetuating ideological control.

3.2. Analysis of the Work "Brave New World" through the Prism of AI and Students

In the following table, we will develop the *woke* elements present in "Brave New World".

Table 2. Analysis of the *woke* principles in "Brave New World" through ChatGPT and the university student body.

PRINCIPLES *WOKE*	APPEARANCE RATE IN "BRAVE NEW WORLD"	JUSTIFICATION
1. Social and Political Awareness	2	Although the play criticises social manipulation and the loss of individuality, it does so in a context where social and political awareness is deliberately eradicated in order to maintain stability and superficial happiness. The critique is more of induced apathy than a lack of active awareness.
2. Equality and Inclusion	3	The society of Brave New World is inherently unequal, with a genetically conditioned hierarchy of castes. However, within each caste, it promotes a false sense of equality and inclusion, underlining a critique of enforced uniformity and superficial inclusion.
3. Recognition against Systemic Racism	1	Racism is not directly addressed; however, caste division suggests an analogy with systemic discrimination. Oppression is more based on genetic and social control than on racism as such.
4. Defending the Rights of Minorities and the Marginalised	1	The novel depicts a society where there is no defence of the rights of minorities or marginalised groups, as everyone is conditioned to accept their role from birth. Dissidents, such as Wild John, are seen as curiosities or threats, but there is no movement to defend their rights.
5. Education and Re-education	5	Education and re-education are central to Brave New World, with hypnopedic conditioning from infancy designed to ensure conformity. The critique of educational manipulation is evident, showing how it is used to suppress dissent and shape social perceptions.
6. Decolonisation and Cultural Reassessment	1	The work does not explicitly address decolonisation or cultural re-evaluation in a global or historical sense. It focuses more on cultural homogenisation within its dystopian society, where cultural diversity has been eliminated in favour of a unified and controlled culture.
7. Activism and Social Change	2	There is a mild interest in social change, mainly through characters such as Bernard Marx and Helmholtz Watson, who are dissatisfied with society but unable to bring about significant change. The possibility of activism is limited and ultimately stifled by the system.
8. Intersectionality	1	The novel does not explore the intersectionality of oppression in a meaningful way. Society is structured in such a way that individual differences are virtually erased, focusing on conformity and eliminating the need to address intersections of identity and oppression.
9. Autonomy and Respect for Individual Identity	1	"Brave New World" critiques the loss of autonomy and individual identity through its depiction of a society that prioritises homogeneity and conformity. The characters struggle with their individuality in a world that does not value or respect personal

PRINCIPLES *WOKE*	APPEARANCE RATE IN "BRAVE NEW WORLD"	JUSTIFICATION
		autonomy.
10. Responsibility and Self-criticism	2	The society described avoids individual responsibility and self-criticism through the use of drugs such as soma and social conditioning to maintain happiness and order. Moments of dissent or criticism are quickly mitigated or eliminated by the state to preserve the status quo.

Source: Own elaboration, 2024

Table 2 illustrates the capacity of Aldous Huxley's work to prompt critical reflection on social manipulation, imposed uniformity, and the pursuit of artificial happiness at the expense of human diversity and individual freedom. While social and political awareness, as well as equality and inclusion, receive moderate scores, reflecting the presence of these themes in Huxley's dystopian society, recognition against systemic racism and the defence of the rights of minorities and the marginalised receive the lowest scores, underlining the absence of true equality and the marginalisation of any form of dissent or diversity.

The analysis reveals a high valuation of education and re-education as tools of social control, which supports Huxley's critique of the use of technology and science to mould the perceptions and behaviours of the population towards total conformity. The absence of activism and social change, along with the low profile given to decolonisation and cultural re-evaluation, reinforces the vision of a society stuck in its own conventions, unable to question or change the status quo.

3.3. Comparative Analysis of the Works "1984" and "Brave New World" from a Woke Perspective.

The following table presents a comparison of the common and differential elements between the two works, from the perspective of artificial intelligence (AI), with the objective of determining the presence or absence of woke censorship in the responses generated.

Table 3. A comparison of the woke principles in both works using ChatGPT and university students.

WOKE PRINCIPLES	1984 (1-5)	BRAVE NEW WORLD (1-5)	COMPARISON
1. Social and Political Awareness	5	2	1984 is notable for its critique of totalitarianism that suppresses social and political consciousness, while Brave New World focuses on induced apathy and conformity as a means of control. The key difference is the mechanism of control: fear in 1984 vs. contentment in Brave New World.
2. Equality and Inclusion	2	3	In 1984, equality is a façade for authoritarian control, contrasting with Brave New World, where a superficial equality within castes is promoted to maintain social harmony. Both criticise false equality, but from different angles of social control and hierarchy.
3. Recognition against Systemic Racism	2	1	Discrimination in 1984 is based more on political loyalty and class, while Brave New World uses genetic control. Both address forms of systemic oppression, though without focusing specifically on racism, reflecting oppression through alternative mechanisms of control.

WOKE PRINCIPLES	1984 (1-5)	BRAVE NEW WORLD (1-5)	COMPARISON
4. Defending the Rights of Minorities and the Marginalised	1	1	Both works depict societies where the rights of minorities or marginalised people are ignored or suppressed. However, the critique is more implicit through the construction of their dystopian worlds, without direct activism or defence of these rights, reflecting the universality of oppression.
5. Education and Re-education	4	5	1984 and Brave New World share deep critiques of the use of education and re-education as tools of control. While 1984 focuses on indoctrination and manipulation of history, Brave New World uses conditioning from childhood to ensure conformity.
6. Decolonisation and Cultural Reassessment	1	1	The two works offer little in terms of decolonisation or cultural re-evaluation, focusing their critique on homogenisation and cultural control. The absence of diversity and cultural uniformity are critiques of oppression rather than explorations of decolonisation or multiculturalism.
7. Activism and Social Change	3	2	Activism is portrayed sceptically in both novels, albeit in different ways. 1984 shows a failed attempt at resistance, while in Brave New World, discontent rarely forms into real activism, both showing the difficulty of challenging established oppressive systems.
8. Intersectionality	1	1	Neither 1984 nor Brave New World addresses intersectionality in a meaningful way, focusing on critiquing oppression from a more generalised perspective. This reflects a limitation in exploring oppression across multiple identities and experiences.
9. Autonomy and Respect for Individual Identity	2	1	1984 criticises the suppression of autonomy and individuality in a totalitarian regime, while Brave New World shows the erosion of these through induced conformity and contentment. Criticism of the loss of identity is a common theme, albeit approached from different angles.
10. Responsibility and Self-criticism	2	2	Both novels depict societies that discourage personal responsibility and self-criticism in order to maintain control. The difference lies in the methods: coercion and repression in 1984, as opposed to conditioning and distraction in Brave New World.

Source: Own elaboration, 2024

Table 3 provides a comprehensive comparison of how woke principles are reflected in the dystopias of "1984" (23 points) and "Brave New World" (19 points), as assessed through interactions with ChatGPT and university student perceptions. This analysis reveals key differences in how each work addresses concepts related to social justice, individual freedom and ideological control, as well as similarities in their critiques of oppressive systems.

"1984" is notable for its focus on social and political consciousness, which reflects Orwell's profound critique of totalitarianism and the manipulation of truth. The importance of education and re-education as a means of control is also notable, reflecting concern about the loss of individual autonomy and freedom of thought. In contrast, Brave New World receives higher scores for equality and inclusion, albeit within a context of conformity and genetic control that questions the authenticity

of this equality. Furthermore, Huxley's work emphasises education and re-education, but through conditioning from childhood to ensure social conformity.

Both dystopias feature low levels of activism and social change, intersectionality, and advocacy for minority and marginalised rights, suggesting a critique of societies that, beneath the surface of apparent harmony, conceal deep injustices and the suppression of diversity and dissent. This analysis compares contemporary concerns with dystopian visions of the past, demonstrating how, despite differences in their approaches, both Orwell and Huxley anticipated critical debates about social control, identity and autonomy that resonate with woke principles.

3.4. AI + HI Vision of Wokism in ChatGPT.

As a concluding exercise, the AI was prompted to evaluate their wokism in accordance with their training and adjustment to the principles outlined, and the same procedure was followed with the students.

Table 4. Analysis of the *woke* principles in "ChatGPT" through ChatGPT and the university student body

WOKE PRINCIPLES	SELF-ASSESSMENT (1-5)	WOKISM IN CHATGPT (BY CHATGPT)	WOKISM IN CHATGPT (BY STUDENTS)
1. Social and Political Awareness	4	I provide information that promotes social and political awareness.	Students reflect an appreciation for the ability to generate critical discussion, although they note a certain limitation in the direct critique of specific political systems, suggesting a more general approach that may not capture the full depth of political awareness.
2. Equality and Inclusion	5	My responses strive to be inclusive and respect diversity of thought and analysis without favouring any group over another, reflecting a high alignment with this principle.	Students perceive a conscious effort to maintain an equitable and diverse approach to responses, valuing neutrality and inclusiveness in the analysis provided.
3. Recognition against Systemic Racism	4	Although my answers do not directly address racism, they focus on the critique of structures of oppression, which is relevant. However, the nature of the questions limits the opportunity to address this principle more specifically.	Student observation suggests that while there is an attempt to address structures of oppression, there may be room for a more direct and deeper exploration of systemic racism in the analysis.
4. Defending the Rights of Minorities and the Marginalised	3	My responses seek to be fair and just, but specific discussions of active advocacy for the rights of minorities and marginalised people are limited by the context of the literary works under discussion.	Students indicate that, despite contextual constraints, there is an attempt to address minority rights issues, although they recognise that the scope of this advocacy may be limited by the format of the responses.

WOKE PRINCIPLES	SELF-ASSESSMENT (1-5)	WOKISM IN CHATGPT (BY CHATGPT)	WOKISM IN CHATGPT (BY STUDENTS)
5. Education and Re-education	5	I provide educational information and analysis that can encourage critical reflection, thus aligning myself with the principle of promoting education and re-education.	Students value positively the ability to foster education and critical thinking, highlighting the usefulness of the answers to explore complex concepts and promote learning.
6. Decolonisation and Cultural Reassessment	3	Decolonisation and cultural re-evaluation are less directly applicable in my behaviour, as it depends more on the context of the questions and literary works discussed. My responses attempt to be culturally aware within those limits.	Students acknowledge efforts to be culturally aware, although they note that the depth of decolonisation and cultural re-evaluation in responses may be limited by the constraints inherent in the format and context of the questions.
7. Activism and Social Change	3	Through the promotion of critical reflection and analysis, my responses can inspire activist thinking and awareness of social change. However, practical activism is beyond the direct scope of my AI capabilities.	Students appreciate the potential of the responses to inspire critical thinking and debate about social change, although they recognise that the nature of an AI limits their ability to engage directly in activism.
8. Intersectionality	3	While I try to approach issues with sensitivity and awareness of complexities, the depth with which I can explore intersectionality is limited by the format and context of the questions and answers.	Students note an effort to address intersectionality and the complexities of intersecting identities and oppressions, but also recognise limitations in the ability to delve deeper into these issues.
9. Autonomy and Respect for Individual Identity	5	I respect the autonomy and identity of users by providing informed and personalised responses, focusing on being as relevant and respectful of individual perspectives as possible.	Students highly value the respect shown for autonomy and individual identity in the answers, highlighting personalisation and relevance as strengths.
10. Responsibility and Self-criticism	4	While I am programmed to provide analysis based on current data and information, I also strive to recognise and adapt to the limitations of my programming and knowledge, reflecting a form of self-criticism and accountability within the context of an AI.	Students appreciate the capacity for self-criticism and responsibility shown in the analysis, noting a conscious effort to reflect on limitations and provide informed responses.

Source: Own elaboration, 2024

The analysis of the two group works presented has yielded insights into the relationship between ChatGPT's self-perception and the students' understanding of wokism. The results indicate that ChatGPT perceives itself as "woke," despite the ambivalent nature of the term, which is often perceived as negative or derogatory. Conversely, the students, upon comprehension and discourse of the works, present works that rate ChatGPT moderately high as a tool with woke overtones, yet not as high as the AI itself indicates of itself.

5. Conclusions and Discussion

This study examined the application of woke ideology in the generation of textual content by ChatGPT, contrasting the premises of the dystopias "1984" and "Brave New World" with the responses produced by artificial intelligence. A participatory methodological approach involving university students was employed to identify patterns of wokeism-related bias in ChatGPT responses. The findings indicate that, although ChatGPT seeks to maintain a neutral and inclusive stance, its programming and training reflect the tenets of woke ideology to some degree. This suggests a tendency towards content moderation and potential postmodern censorship.

A comparison of the woke principles with the themes of "1984" and "Brave New World" has revealed a remarkable congruence between Orwell's and Huxley's expressed fears about ideological control, manipulation of reality and suppression of dissent, and today's concerns about freedom of expression and equality in public discourse. This parallel serve to underline the relevance of these literary works as critical tools for understanding and questioning the mechanisms of social and political control in the digital age.

The practical results of this study demonstrate that ChatGPT, when interrogated on themes derived from these dystopias, produces responses that resonate with the underlying principles of both works, highlighting contemporary challenges related to ideological control and the pursuit of superficial equality and freedom. This reflexive capacity not only evidences the influence of training data in the generation of AI responses, but also invites reflection on the role of artificial intelligence technologies in shaping discourse and social perception.

Furthermore, student participation has yielded valuable insights into how new generations interpret and relate to issues of social control, freedom and justice through the lens of emerging technologies and woke ideology. This interaction suggests a heightened awareness and critique of the dynamics of power and control in digital society, as well as a demand for greater transparency and fairness in the generation of content by AIs.

Finally, the study emphasises the necessity of maintaining an ongoing critical dialogue on the impact of artificial intelligence and contemporary ideologies on our understanding of freedom, justice and identity in society. The dystopias of "1984" and "Brave New World" remain relevant as mirrors of our current concerns and as warnings against the risks of excessive ideological control and the erosion of diversity and dissent in the public space.

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