Annotation:

This course explores the rapidly evolving landscape of the AI governance. With the spread of Generative Artificial Intelligence models, there has been an unprecedented amount of discussion about what to do about this technology. Different political actors have different ideas and approaches about how to govern AI applications and development. The aim of this course is to offer students different perspectives on how AI is governed (e.g. in the EU, the USA, China, the OECD, or the UN) and what influences these different perspectives (politics, political ideologies etc.). Students will engage in case studies, debates, and policy analysis exercises to develop a nuanced understanding of the challenges and possibilities in governing AI. By the end of the course, students will be able to:

a) critically assess different governance models;

b) understand the interplay between technology and political ideology;

c) propose informed and context-sensitive policy recommendations;

d) communicate complex ideas clearly in both written and oral formats.

Course Grading

Attendance: Mandatory (maximum of 2 absences)

Participation in class: 20%

Bi-weekly Assignments: 10%

Presentation/Podcast: 35%

Final Paper: 35% (2000 - 2 500 words)

Attendance

Attendance is mandatory in this course, even in the hybrid regime. Each student is allowed to miss the class twice. More unexcused absences will prevent the student from successfully completing the course unless the student provides valid and documented reasons for missing classes.

Participation

Active participation in classes is encouraged. This part of the final grade is not about taking the air time, but rather actively contributing and engaging with the class. The aim is to create a safe environment where everyone's ideas and opinions are heard and everyone is comfortable to participate.

Bi-weekly Assignments

Every student will continuously write their study "diary". The purpose will be to record their own ideas - what they have learned, what they were surprised about, what piqued their interest, what they would like to learn more about etc. This diary can also be a good way to think about the topic and ideas for the final paper. Every second week students should write around **300 words** that record their progress, ideas, questions etc..

Class presentation/podcast

Students can choose to either present the weekly reading to the rest of the class or record a podcast episode. Both assignments should be done in a group of two students that will cooperate together. The presentation of the reading means that you will be leading the class (80 minutes). They should present the readings (but not just summarize them, as everyone is expected to read it), with focus on a critical approach to the reading - e.g. what is contradictory, what is unachievable, what are unsupported claims, etc. Further, they should prepare Q/A based on the readings where they will involve their classmates to discuss the paper. Generally, there is no limit to your creativity and how you want to approach the class. For those who do not feel like presenting in front of the class they can record a podcast episode about one of the topics related to the course. The episode should be at least 15 minutes long, ideally around 20 minutes, where one of the students will play the role of the "journalist" and ask questions, whereas the other will play the role of the "expert." It is important that each speaker talks for at least 40% of the podcast's duration. The podcast should be uploaded in the Moodle by 31st of December 2025.

Final Paper

The final paper should be written on topics related to AI and Governance (it is recommended to focus on a similar topic as the one chosen for the class presentation/podcast), but it does not have to be limited to the topics discussed in the course. Final papers, similarly to class presentation and podcast, can be done in pairs. Every course participant has to prepare an idea for their final paper by the class of **week 8**, with some literature that they are planning to use. This particular class will be dedicated to a discussion of these ideas and getting feedback from the lecturer and fellow classmates. The paper should focus on a particular problem/topic, not on a general policy framework like AI Act.

Grading Scale

The Faculty of Social Sciences uses the following A-F grading scale

- A = 91-100 % – excellent
- B = 81-90 % – very good
- C = 71-80 % – good
- D = 61-70 % – satisfactory
- E = 51-60 % – minimal pass
- F = 0-50 % – fail

Course Schedule

Week 1: Do artifacts have politics?

Winner L. Do artifacts have politics? *Daedalus*. 1980;109(1):121–136.

Week 2: The TESCREAL bundle

Gebru, T., & Torres, Émile P. (2024). The TESCREAL bundle: Eugenics and the promise of utopia through artificial general intelligence. First Monday, 29 (4).

1st course diary deadline

Week 3: **AI 2027**

Kokotajlo, D., Alexander, S., Larsen, T., Lifland, E., & Dean, R. (n.d.). *AI 2027*. Retrieved from https://ai-2027.com

Week 4: AI and Global Governance

Veale, M., Matus, K., & Gorwa, R. (2023). AI and global governance: Modalities, rationales, tensions. *Public Policy and Administration*. https://doi.org/10.1146/annurev-lawsocsci-020223-040749

2nd course diary deadline

Week 5: Decolonial AI

Mohamed, S., Png, M.-T., & Isaac, W. (2020). Decolonial AI: Decolonial theory as sociotechnical foresight in artificial intelligence. *Philosophy & Technology, 33*(4), 659–684. https://doi.org/10.1007/s13347-020-00405-8

Optional:

de Oliveira, Nythamar H. (2024) A decolonial critical theory of artificial intelligence: intersectional egalitarianism, moral alignment, and AI governance.Filosofia Unisinos Unisinos Journal of Philosophy 25(1): 1-18. https://doi.org/10.4013/fsu.2024.251.14

Week 6: EU AI Act

Edwards, L. (2022, April). *The EU AI Act: a summary of its significance and scope* Ada Lovelace Institute. https://www.adalovelaceinstitute.org/wp-content/uploads/2022/04/Expert-explainer-The-EU-AI-Act-11-April-2022.pdf

Optional:

Cancela-Outeda, C. (2024). The EU's AI act: A framework for collaborative governance. Internet of Things, Volume 27, October 2024. https://doi.org/10.1016/j.iot.2024.101291

3th course diary deadline

Week 7: USA Plan

The White House. (2025, July). *America's AI Action Plan*. https://www.whitehouse.gov/wp-content/uploads/2025/07/Americas-AI-Action-Plan.pdf

Optional:

Blueprint for an AI Bill of Rights. Available at: https://bidenwhitehouse.archives.gov/ostp/ai-bill-of-rights/

Week 8: Discussion of paper proposals

No reading - deadline for final paper ideas

4th course diary deadline

Week 9: United Kingdom Plan

Department for Science, Innovation and Technology. (2025). *AI Opportunities Action Plan*. GOV.UK. https://www.gov.uk/government/publications/ai-opportunities-action-plan/ai-opportunities-action-plan

Optional:

Roberts, H., Babuta, A., Morley, J., Thomas, C., Taddeo, M., & Floridi, L. (2023). Artificial intelligence regulation in the United Kingdom: A path to good governance and global leadership? *Internet Policy Review, 12*(2). https://doi.org/10.14763/2023.2.1709

Week 10: China's AI Regulation

Sheehan, M. (2023, July). China's AI Regulations and How They Get Made. Carnegie Endowment for International Peace. https://carnegie-production-assets.s3.amazonaws.com/static/files/202307-Sheehan_Chinese%20AI%20gov-1.pdf

Optional:

Wagner, G., Zhou, J., Ng, K. Y., & Tse, B. (2025). *State of AI safety in China (2025)*. Concordia AI. https://concordia-ai.com/wp-content/uploads/2025/07/State-of-AI-Safety-in-China-2025.pdf

5th course diary deadline

Week 11: Brazil's AI Regulation

Kira, B., Mendes, L. S. (2024). Brazil's Distinct Path in AI Regulation Journal of AI Law and Regulation, Volume 1, Issue 2, Pages 240-248. https://doi.org/10.21552/aire/2024/2/11

Week 12: United Nations AI Governance

United Nations System Chief Executives Board for Coordination. (2024). *United Nations System White Paper on AI Governance*. https://unsceb.org/sites/default/files/2024-11/UNSystemWhitePaperAIGovernance.pdf

6th course diary deadline