



Course and Examination Fact Sheet: Spring Semester 2025

8,465: AI Regulation and Society

ECTS credits: 4

Overview examination/s

(binding regulations see below)

decentral - Written work, Digital, Group work group grade (50%)

Examination time: Term time

decentral - Active participation, Analog, Individual work individual grade (20%)

Examination time: Term time

decentral - Presentation, Analog, Group work group grade (30%)

Examination time: Term time

Attached courses

Timetable -- Language -- Lecturer

[8,465,1.00 AI Regulation and Society](#) -- English -- [Valente Mariana](#)

Course information

Course prerequisites

None.

The course is designed both for students who have no technical background or technical knowledge of AI and for students who want to deepen their existing knowledge. For those without a prior understanding of these technologies, optional readings and class contents will help navigate the basic concepts needed to properly understand regulation in this field and bridge any existing gaps. Students with more experience in the subject will be welcome to develop more technically-oriented papers and presentations.

Learning objectives

At the end of this course, students should be able to:

- Understand the main problems, initiatives and models worldwide for regulating AI;
- Critically understand and interrogate the social impact of AI systems in different societies, as well as geopolitical and economic issues to take into account when assessing AI regulation discussions;
- Demonstrate an understanding of regulatory trade-offs and technical complexities to be considered in AI Regulation, beyond Europe and the U.S.

Course content

This course unpacks AI regulation problems that pose deep geopolitical and socio-economic concerns. In a context where AI is a reality and in principle knows no borders, it will provide a deep dive into issues of high-complexity and proposals to regulate them worldwide.

As AI becomes ingrained into our lives, initiatives to drive its development and deployment pop up everywhere.* The EU AI Act is the most well-known version of this, but societies and states around the world are coming up with their own versions of AI regulation, balancing differently between objectives such as unlocking local innovation, facilitating international exchanges, promoting human-centered justice and protecting rights.

We will depart away from the strict focus on the AI Act and come back to it in the end. We will focus on selected *issues* that are the object of policy debate, and discuss proposals from different countries to deal with them. We will particularly focus on



geopolitical difference and how such issues affect countries differently, according to their social and economic position. More classic AI regulation issues such as defining AI for regulation purposes, transparency, risk-based regulation, and oversight structures will be discussed in connection with the topics. At the end of the course, students will study the AI Act and write a policy paper proposing an amendment, applying learnings from the course to develop a critical view on a topic of choice and developing their policy skills.

The topics we will discuss lie on the intersection of AI and society, and are informed by critical academic and civil society views. In particular, we will discuss:

- AI bias and discrimination;
- privacy and surveillance, such as real-time face recognition in public spaces;
- data justice and the use of AI by the public sector;
- AI's impact on democracy;
- AI-led content moderation on social media;
- AI and copyright;
- AI and labour;
- AI and indigenous sovereignty;
- AI's environmental impacts.

*For example, in Brazil, the Senate created a Legal Experts Commission to develop a draft bill, delivered in December 2022 and that is now the object of parliamentary discussions. China has in August 2023 approved the first law worldwide to regulate generative AI. In the U.S., the California AI Bill was rejected in 2024, sectorial regulation is taking place, but several lawsuits against ChatGPT and similar technologies might shape the issue differently. This course's professor was one of the Commissioners of the Brazilian Senate Legal Experts Commission and participated intensely in the research, discussions, public consultations and drafting process. Students will explore these different problems and initiatives and reflect upon regulation strategies, geopolitics and contextual issues.

Course structure and indications of the learning and teaching design

This course will be a Block Course. An online meeting will take place at the beginning of the semester, to discuss the contents and distribute topics for papers and presentations. Each student will be evaluated for writing, presenting and participating in class.

The course will employ a variety of instructional methods including lectures, discussion-based learning, case studies, and guest lectures from experts in the field. This blend of approaches ensures a dynamic learning environment that encourages critical thinking and practical application of knowledge.

Course literature

1. Data privacy, criminal investigations, and AI. Facial recognition and biometrics

[Završnik, A. \(2019\). Algorithmic justice: Algorithms and big data in criminal justice settings. *European Society of Criminology*, 18\(5\), 623-642.](#)

[Zeng, Y. et al. \(2019\). Responsible Facial Recognition and Beyond. *ArXiv*. Cornell University.](#)

News article : [Bansal, V. \(2022, August 21\). The Low Threshold for Face Recognition in New Delhi: Police in India's capital say they only require an 80 percent accuracy rate for matches, raising new alarm bells for civil liberty advocates. *Wired*.](#)

2. AI-led content moderation

[Siapera, E. \(2021\). AI Content Moderation, Racism and \(de\)Coloniality. *International Journal of Bullying Prevention*, 4, 55-65.](#)

[Dias, O., et al. \(2021\). Fighting Hate Speech, Silencing Drag Queens? Artificial Intelligence in Content Moderation and Risks to LGBTQ Voices Online. *Sexuality & Culture* 25, 700-732.](#)



3. AI and labor. Algorithmic management and app-based work. A new global division of labor? Data labeling, annotation, and other forms of crowd work for AI training.

[Lee, M. K., et al. \(2015\). Working with Machines: The Impact of Algorithmic and Data-Driven Management on Human Workers. CHI'15: Proceedings of the 33rd Annual ACM Conference on Human Factors in Computing Systems, 1603-1612.](#)

[Grohmann, R. & Fernandes Araújo, W. \(2021\). Beyond Mechanical Turk: Work of Brazilians on Global AI Platforms in Verdegem P. \(ed.\), *AI for Everyone? Critical Perspectives*. University of Westminster Press, 247-266.](#)

News articles:

[Perrigo, B. \(2023, January 18\). Exclusive: OpenAI Used Kenyan Workers on Less Than \\$2 Per Hour to Make ChatGPT Less Toxic. TIME.](#)

[Mishra, D. \(2022, September 8\). India: Delivery app workers strike against changes in payment and time structure, temporarily halt operations in Bengaluru—the Economic Times.](#)

4. Indigenous sovereignty and AI

[Lewis, J., E., et al. \(2020\). Indigenous Protocol and Artificial Intelligence Position Paper. Honolulu, Hawai'i: The Initiative for Indigenous Futures and the Canadian Institute for Advanced Research \(CIFAR\).](#)

[Süss, R. \(2022\). The right to disidentification: Sovereignty in digital democracies. *Constellations*, 1-17.](#)

5. AI supporting environmental justice in the Global South. AI's ecological cost

[Rolnick, D. et al. \(2022\). Tackling Climate Change with Machine Learning. *ACM Computing Surveys*, 55\(2\), 42, 1-96.](#)

[Crawford, K. \(2021\). Atlas of AI. Chapter 1: Earth.](#)

6. AI's impact on democracy

[Djeffal, C. \(2019\). AI, Democracy and the Law in Sudmann, A. \(ed.\), *The Democratization of Artificial Intelligence: Net Politics in the Era of Learning Algorithms*. Transcript Verlag, Bielefeld, 255-283.](#)

[Muller, C. \(2020\). The Impact of Artificial Intelligence on Human Rights, Democracy and the Rule of Law. ALLAI.](#)

7. Data justice and digital welfare. Sparkling case: Aadhaar in India

[Dencik, L. & Sanchez-Monedero, J. \(2022\). Data justice. *Internet Policy Review*, 11\(1\).](#)

[United Nations, Digital technology, social protection, and human rights: Report.](#)

[Masiero, S. & Das, S. \(2019\). Datafying anti-poverty programs: implications for data justice. *Information, Communication & Society*, 22\(7\), 916-933.](#)

[Banerjee, S. \(2016\). Aadhaar: Digital Inclusion and Public Services in India. World Development Report 2016 Digital Dividends.](#)



8. Intellectual property, text, and data mining, and geopolitics

[Flynn, S., M., et al. \(2022\). Legal reform to enhance global text and data mining research:](#)

[Outdated copyright laws around the world hinder research. *Science*, 378\(6623\), 951-953.](#)

Additional course information

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Examination information

Examination sub part/s

1. Examination sub part (1/3)

Examination modalities

Examination type	Written work
Responsible for organisation	decentral
Examination form	Written work
Examination mode	Digital
Time of examination	Term time
Examination execution	Asynchronous
Examination location	Off Campus
Grading type	Group work group grade
Weighting	50%
Duration	--

Examination languages

Question language: English
Answer language: English

Remark

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Examination-aid rule

Free aids provision

Basically, students are free to choose aids. Any restrictions are defined by the faculty members in charge of the examination under supplementary aids.

Supplementary aids

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2. Examination sub part (2/3)

Examination modalities

Examination type	Active participation
Responsible for organisation	decentral
Examination form	Oral examination



Examination mode	Analog
Time of examination	Term time
Examination execution	Synchronous
Examination location	On Campus
Grading type	Individual work individual grade
Weighting	20%
Duration	--

Examination languages

Question language: English

Answer language: English

Remark

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Examination-aid rule

Free aids provision

Basically, students are free to choose aids. Any restrictions are defined by the faculty members in charge of the examination under supplementary aids.

Supplementary aids

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3. Examination sub part (3/3)

Examination modalities

Examination type	Presentation
Responsible for organisation	decentral
Examination form	Oral examination
Examination mode	Analog
Time of examination	Term time
Examination execution	Asynchronous
Examination location	On Campus
Grading type	Group work group grade
Weighting	30%
Duration	--

Examination languages

Question language: English

Answer language: English

Remark

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Examination-aid rule

Free aids provision

Basically, students are free to choose aids. Any restrictions are defined by the faculty members in charge of the examination under supplementary aids.

Supplementary aids

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Examination content



Paper in pairs or groups, up to 20 pages: 50% of the grade

Topics will be chosen in the kick-off session, and you should submit your paper before the block course. This will help preparing for the discussions to be held, and your paper may also be the subject of your presentation.

Oral presentation, either of the paper or a prepared, structured guest moderation: 30%

Whether your oral presentation will be a summary of your paper or a structured guest moderation will be defined in the kick-off session, also depending on the number of students enrolled.

Active participation, meaning presence and meaningful engagement with classes: 20%

You are expected to attend the full course and engage in other activities besides your own presentation. Missing up to 20% of the course hours due to other engagements or personal reasons will not affect your final grade.

Examination relevant literature

The literature for the course will be provided on Canvas, and basic literature on AI and regulation should support students in their work for this course. Finding more specific appropriate literature for their papers is part of students' tasks.

Please note

Please note that only this fact sheet and the examination schedule published at the time of bidding are binding and takes precedence over other information, such as information on StudyNet (Canvas), on lecturers' websites and information in lectures etc.

Any references and links to third-party content within the fact sheet are only of a supplementary, informative nature and lie outside the area of responsibility of the University of St.Gallen.

Documents and materials are only relevant for central examinations if they are available by the end of the lecture period (CW21) at the latest. In the case of centrally organised mid-term examinations, the documents and materials up to CW 13 (Monday, 25 March 2025) are relevant for testing.

Binding nature of the fact sheets:

- Course information as well as examination date (organised centrally/decentrally) and form of examination: from bidding start in CW 04 (Thursday, 23 January 2025);
- Examination information (supplementary aids, examination contents, examination literature) for decentralised examinations: in CW 12 (Monday, 17 March 2025);
- Examination information (supplementary aids, examination contents, examination literature) for centrally organised mid-term examinations: in CW 14 (Monday, 31 March 2025);
- Examination information (regulations on aids, examination contents, examination literature) for centrally organised examinations: two weeks before ending with de-registration period in CW 15 (Monday, 07 April 2025).