

POL 52801: Organizational Governance of Technology and AI

Course Information

Instructor: Dr. Daniel Schiff or Var Shankar (depending on semester)

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CRN: 40111

Semester: Spring 2026

Credit Hours: 3.000

Modality: Asynchronous / Online

Time, Location and Schedule: Asynchronous / Online

Course Mode: LEC or DIST (depending on semester)

Student Consultation Hours: Tuesdays at 11 am to 12 pm ET (by appointment only)

Prerequisites: None

Course Catalog Description

This course examines the impact of technology policy on organizations and their organizational governance strategies for AI and technology. It explores the incentives, strategies, and activities of the private and non-profit sector in governing AI, as well as the relationship between the private, public, and non-governmental sectors.

Extended Course Description

When it comes to AI governance, corporations hold extraordinary influence. Their decisions—about technology stacks, procurement, compliance, or risk—shape not just their own organizations but society at large. This course is about unpacking those decisions and understanding how they are made. We'll examine the spectrum of corporate actors, from venture-backed startups to global tech giants, and study how law, ethics, and standards shape their strategies. We'll also dive into hands-on approaches: how companies procure responsibly, design for fairness, and audit their systems. Through case studies, theoretical frameworks, and current regulatory debates, our aim is to give you the knowledge and tools to navigate—and contribute to—the evolving field of responsible corporate AI governance.

Course Outcomes

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

1. Understand the impact of legal, regulatory, and ethical frameworks (soft laws and hard laws) on corporate AI governance and the private sector AI landscape.
2. Analyze different considerations for companies using and governing AI, depending on their size and stage, industry, and jurisdiction.
3. Evaluate strategies that responsible AI practitioners in AI governance functions of companies have used to manage AI systems and their risks.
4. Understand how legal, technological, and social factors can advance and hinder AI governance in companies.
5. Develop and communicate views on how to advance AI governance objectives in corporate contexts, including through policies, assessments, procurement strategies, and/or education.

6. Develop a view on whether AI governance efforts in companies are advancing societal objectives and what policy levers might help align companies' incentives with those of society.

Teaching Philosophy

It's a privilege to be teaching you this semester about organizational AI governance efforts. As AI increasingly affects many aspects of our societies, companies' practices and decisions will have significant implications for how AI is incorporated into products and services and, consequently, for public trust in AI.

Regardless of which professional path you pursue, navigating AI practices, norms, and regulations will be part of your work. As we will discuss in this course, AI governance is a team sport and involves every function within an organization. Understanding AI governance practices, incentives, regulations, tools, processes, and frameworks—and working through real-world examples and hypotheticals—will serve you well in any role and help you make meaningful contributions in shaping how AI is used.

Our aim in designing this course is to help you learn the skills you need to pull this off as a thoughtful scholar and professional, emphasizing your ability to independently find, evaluate, synthesize, and communicate ideas and bring them to fruition. This course therefore emphasizes gradual and ongoing work through writing, discussion, and feedback, and quality over quantity of learning.

We know that life can be busy, difficult, and complicated. You might be tempted to skip assignments or do them at the last minute. You might prefer to socialize with friends or check social media in lieu of doing readings. You might be focused on getting good grades and wondering how each assignment affects your final score, such that you might not “see the forest through the trees.”

Our strong recommendation for you is to engage with the material and not worry so much about grades. If you engage meaningfully in the course, our belief is that you can “forget” about grades, discover what interests you, and learn to enjoy the process, while gaining valuable knowledge and skills.

In short, our main encouragement to you is that what you get out of a course depends on how much you put into it! We look forward to learning together with you.

Policies

Attendance and Engagement. Our course is asynchronous. However, participating in an active fashion each week is mandatory and should be a priority for you. Our time together will include online discussions, lectures, and readings, along with ample time to develop projects. Active engagement is thus indispensable for you to learn, reflect, and develop ideas together, all of which are critical for you having the most meaningful learning experience.

Engaging is also about more than just logging on. You should come each week prepared to discuss and raise questions about the readings and share progress on your out-of-class activities. You should contribute to learning through asking questions, helping facilitate conversations, and giving suggestions to your classmates. We encourage you to view class as an opportunity to explore ideas and challenge your thinking, not as a check-the-box exercise. Our class is a safe space to raise questions or concerns, to note criticisms, or to explore tensions. There are no dumb questions, and we encourage you to push outside of your comfort zone!

Students who engage actively in class, log on regularly, complete assignments, provide feedback to classmates in a timely fashion, etc., will receive full credit for their Engagement. Students who fail to engage us robustly and in a timely fashion may receive deductions to their final grade.

Under [academic regulations](#), excused absences may be granted for cases of grief/bereavement, military service, jury duty, Medically Excused Absences like hospitalizations, and parenting leave. Our assumption is that an absence of a couple of days will not delay your ability to complete assignments by the end of the week. However, if you must take an extended absence due to absences such as the above, religious observations, or major illness,

please send the instructor an email as soon as possible. Other activities, like a family wedding, early holiday flight, or dental appointment are not excused absences under university policy.

If permission is not obtained at least 72 hours before an assignment deadline, the late policy applies, unless there is a documented unanticipated emergency. Late notice cannot be considered unless there is compelling evidence, as a matter of fairness to all students. Students generally have a number of days up to a full week to complete assignments, so a last-minute extension request is unlikely to be granted. We will provide opportunities for students to check their attendance and report any mistakes, so end-of-semester requests may not be considered. If other situations arise that affect your attendance in a prolonged manner, we can explore options to help you stay on track. You may also contact the Office of the Dean of Students (765-494-1747).

Controversies. Some subjects may be controversial, but all topics should be discussed with evidence and respect. In many cases, there are no clear “right” answers. Instead, you should do your best to support your position with evidence (qualitative or quantitative). Try to give the benefit of the doubt to others’ statements and positions, and attempt to find the grain of truth in them.

Professionalism and Communication. Course communications should always be treated as professional. For example, emails should begin with “Dear Professor” or “Hello Dr. Schiff / Mr. Shankar” and end with “Thank you, your name” or “Sincerely, your name.” This is standard professional behavior and good practice for life after college. You may refer to further guidance [here](#). Standards are typically different for doctoral students or experienced professionals. As a general rule, we encourage you to defer to the most formal approach and title when interacting with someone for the first time, and then ask their preference before opting for a more informal communication approach.

Regarding timeliness, we will do our best to respond to your messages within 24-48 hours but may not respond during evenings or weekends, so messages sent on Friday may not get a response until Monday or Tuesday. These policies help preserve work-life balance and health, something we encourage for you as well. Please note that your professors, like you, are very busy, so we appreciate making good use of our time (e.g., please read the syllabus before asking a basic logistical question). Finally, just because we may send a message at a non-working hour does not mean you need to.

Writing and Language Usage. Communication is an essential skill, and this course requires that you make an effort to effectively communicate your ideas. This includes finding and using resources to assist with research, organization, and presentation of ideas. Purdue’s [OWL lab](#) is a world-renowned resource; you can refer to it for guidance on many topics (writing quality, citation formats), and we encourage you to [make a student appointment](#) at some point during the semester.

Formatting. Unless otherwise specified in the assignment, citations in written work must follow the [APA](#) format, which is commonly used in social science and can help you in future classes and beyond. All written work (except perhaps bullets and tables/graphics) should be double-spaced in Times New Roman font, and have 12-point font with 1” margins all around. Citations should be in-line with a References section at the end of your writing. Consider using a reference manager like Zotero, EndNote, or Mendeley to make management of references easier. The purpose of citations and formatting is not because we are fans of particular font designs or style choices; it’s to encourage basic consistency and professionalism. Check out some common mistakes we see with citations [here](#).

Late Policy. Unless an exception for unusual circumstances has been agreed upon with your instructor at least 72 hours in advance, a late assignment will result in a one-half grade penalty to the letter grade (e.g., 5 points) if the assignment is submitted later that day, followed by an additional letter grade penalty (e.g., 10 points) for each subsequent 24-hour delay. Assignments later than 48 hours late may be rejected and receive no credit. We want all students to be successful, and we are willing to accommodate illness and emergencies, but this must be communicated well beforehand. If you are prone to procrastination, we recommend scheduling time to work on assignments well before the due date. Let us know if we can help you with time management. That said, if you are debating between possible misconduct to get an assignment in on time versus submitting an assignment late, always choose the latter and reach out to the instructor.

Grade Appeals. Grade appeals will be accepted no earlier than 24 hours and no later than 5 days after you receive a graded assignment. Each appeal must include a written explanation of the reason for the appeal and responses to comments on the original assignment, referencing the appropriate areas of the syllabus or BrightSpace that articulate your adherence to course policies and assignment guidelines. We reserve the right to adjust grades in either direction (i.e., increase or decrease your grade) in response to the appeal.

Extra Credit. We may offer occasional extra credit opportunities involving additional activities related to the course, e.g., attending special events or presenting at a conference. You can also reach out if you identify a worthwhile opportunity. End-of-semester requests will not be considered.

Academic Integrity. Academic integrity is one of the highest values that Purdue University holds. This class abides by the [Purdue Honor Pledge](#): “As a boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue.”

All assigned work is expected to be individual, except where indicated otherwise. You are encouraged to discuss assignments with your classmates; however, what you hand in should be your own work. You should review policies on Student Conduct [here](#). This includes the Code of Honor, Statement of Values, Statement of Integrity, Code of Conduct, Bill of Student Rights, etc.

Citations should be used for ideas, statements, comments, etc., that are not common knowledge or your own original thought. Err on the side of avoiding any possible plagiarism. Refer to the [guide](#) from Purdue OWL and ask if you are unsure. In general, you should not be copying text directly, adopting major ideas, or borrowing more than a few words without using quotes and citing the original source. Instead, focus on paraphrasing and citing sources. Credit others for their work!

Having to meet with students and report them to the Dean of Students for plagiarism and violations of the AI policy is the worst part of our job and often the worst part of a student’s college experience, so please do us all a favor and remember the shortcuts are not worth it. Every semester, at least one student is surprised to find themselves facing a failing grade and meeting with the Dean’s office. Don’t be that student. Remember: don’t plagiarize, just use quotes!!

Policy on Chatbots, LLMs, and/or Generative AI. You are permitted to use these tools for particular purposes: background research, to answer specific questions you are curious about, and to generate ideas after you have done so yourself. You are not permitted to use these tools to create shortcuts in your work that minimize your engagement with important learning, including becoming a better writer, editor, and coming up with original ideas.

Impermissible usages include: summarizing core course readings instead of reading yourself, auto-generating text (such as class comments) to insert into assignments, auto-improving/modifying text you write, answering homework questions directly, generating core project ideas or outlines before you have done so yourself, and attempting to pass off AI work as your own.

Permissible usages include: brainstorming after you have brainstormed yourself, background research on any topics or concepts of interest, creating AI-generated artwork (recommend citing this), providing feedback on assignments or drafts, or suggesting edits to your work. If you use these tools in any major graded assignment, you are required to submit an addendum transparently communicating what tasks you engaged in and which tasks AI engaged in, and critically analyze your contributions and the quality of the contributions of the AI.

As scholars of AI policy and ethics, we take this topic seriously; violations will constitute violations of the Academic Integrity policy. We recommend adhering to the guidelines and asking the instructor when unsure. We may also use AI tools as part of our teaching practice, including as part of grading. For example, Perusall uses AI to grade the quality of your comments, though we review your work personally as well.

You are responsible for knowing and adhering to the policies on academic misconduct and AI use. Violations of these policies may result in grade deductions, automatic failure of assignments, and/or automatic failure of the course. The standard course policy for egregious or deceptive AI misuse is automatic failure of the course.

To avoid running into this situation, all major written course assignments (documents but not necessarily slides) should be created using software that tracks version and revision history. For written documents, use Google Docs. For presentations, use PowerPoint (this will be easier for audio recordings). You will share links to these documents when you submit assignments. You should also consider [sharing links](#) that you use from conversations with chatbots.

Nondiscrimination Statement. Purdue University is [committed to](#) maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

We share these commitments as well as the University's commitment to [freedom of expression](#).

Students with Disabilities.

Every member of our course should be able to access, use, and learn from the materials we share. This includes all course related digital content that you and I share in the course. This approach helps promote equal access for everyone at Purdue and is mandated federally by [Title II of the Americans with Disabilities Act \(ADA\)](#). We will work together to provide this access within our Brightspace course.

- My part, as instructor, is to make sure all course materials shared to Brightspace, such as documents, slides, videos and audio, and images, meet accessibility guidelines and to assist you in making sure anything you share is accessible.
- Your role, as a student, is to make sure anything you post for other students to engage with is also accessible, such as peer grading, peer feedback, and discussion board posts. This expectation is built into all course assignments that require you to post to Brightspace.
- A good starting place for you is to bookmark and review the [Innovative Learning Accessibility Checklist](#) for guidance on creating accessible materials.
- When selecting materials to share on our Brightspace from Purdue Libraries catalog or databases, best practices include choosing items that:
 - Can be downloaded in full
 - Are available in EPUB or HTML formats
 - Include alternative text for written materials or captions for audio/visual content.

Purdue University strives to make learning experiences accessible to all participants. If you anticipate or experience physical or academic barriers based on disability, you are encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247, as soon as possible.

If the Disability Resource Center (DRC) has determined reasonable accommodations that you would like to utilize in my class, you must release your Course Accommodation Letter to me. Instructions on sharing your Course Accommodation Letter can be found by visiting: [How To Use Your Course Accommodation Letter](#). Additionally, you are strongly encouraged to contact me as soon as possible to discuss implementation of your accommodation.

Mental Health and Well-being. Your well-being is critical to us. School and life can be difficult, and *struggling with mental health is extremely common amongst students, staff, and faculty*, so don't feel like you need to struggle alone and don't be afraid to reach out. Purdue offers a number of resources, and we are also available to chat or point you in the right direction – just send us an e-mail.

If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try Purdue's tool called [WellTrack Boost](#). This can provide you some tools, ideas, and resources. If you need additional support and information about other options and resources, please see the [Office of the Dean of Students](#) for drop-in hours (M-F, 8 AM – 5 PM).

If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, please contact [Counseling and Psychological Services \(CAPS\)](#) at 765-494-6995 during and after hours, on weekends and

holidays, or [go to the CAPS office](#) on the second floor of the Purdue University Student Health Center (PUSH) during business hours.

If you feel overwhelmed, isolated, embarrassed, or don't know where to start, just contact CAPS.

Support Services. Purdue has many options for both [academic](#) and [personal](#) support that are available. This includes support on food, healthcare, housing, legal services, healthcare, and financial well-being, as well as academic consultations, coaching, and supplemental instruction. You may also contact the [Dean of Students](#) for support. There is no appointment needed and Student Support Specialists are available to serve students 8 AM – 5 PM Monday through Friday.

Violent Behavior Policy. Purdue University is committed to providing a safe and secure campus environment for members of the university community. Purdue strives to create an educational environment for students and a work environment for employees that promote educational and career goals. Violent Behavior impedes such goals. Therefore, Violent Behavior is prohibited in or on any University Facility or while participating in any university activity.

Emergency Preparation. In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. Relevant changes to this course will be posted onto the course website or syllabus.

Technology Requirements. Brightspace and Google Docs.

Grading Breakdown

- **Weekly Quizzes** (25% of grade) – At the end of each topic, there will be a short quiz that contains a mix of analytic choice-based and short answer questions to assess student knowledge of material.
- **Weekly Online Forum Participation** (25% of grade) – Students will participate in online discussions via Brightspace to facilitate peer learning and deeper engagement with course materials. Students will be expected to post responses to prompts related to the weekly readings and comment on their peers' posts.
- **Midterm – Outline** (10% of grade) – Students will prepare a 2–3 page outline for their final project, selecting a publicly traded company and drafting the foundation of an AI governance strategy. The outline will focus on Topics 1–4 (corporate AI landscapes, data stacks, soft law, and hard law) while including placeholders for later sections.
- **Final Project - Report** (30% of grade) – Students will take on the role of AI Governance Lead at a publicly traded company of their choice. Building on the company profile they created for their midterm, they will produce a 10-12 page governance strategy report that could be presented to the company's Board of Directors. This report should demonstrate students' ability to apply concepts from across the course—analyzing corporate AI landscapes and data stacks, mapping soft and hard law, proposing governance tools, procurement practices, impact assessments, and accountability measures, and anticipating future challenges in responsible AI governance.
- **Final Project - Presentation** (10% of grade) – Students will create a 6–7 minute recorded presentation for a board-level audience that summarizes the key elements of their governance strategy report. You should create slides to help clearly convey your points to the Board. There are no rules on the number of slides, but 6-7 slides is a reasonable amount (1 slide or 2 is likely too brief, and 12 slides is likely too many). I strongly recommend using PowerPoint due to the straightforward ability to insert audio recordings into slides with a modest file size.

Grading Scale

Final letter grades will be determined as follows, with the possibility for bonus points, curving, or penalties depending on your engagement in the course:

A = 100 – 93%

A- = 92 – 90%

B+ = 89 – 87%

B = 86 – 83%
B- = 82 – 80%
C+ = 79 – 77%
C = 76 – 73%
C- = 72 – 70%
D+ = 69 – 67%
D = 66 – 63%
D- = 62 – 60%
F = 59% and below

Bottom Line

Our philosophy is that having a meaningful learning experience is more important than your final grade. To have a meaningful learning experience (which should conveniently result in excellent marks as a byproduct), students should plan to complete all assigned readings and be engaged in class. If you can focus on cultivating your intrinsic interest and motivation, you can basically ignore grades, and it's a lot more fun! This holds through college and your professional life.

Written Submissions

Your written assignments must follow course policies on citations, formatting, academic misconduct, and use of AI. Make sure to review these carefully. You should create your written project using software that tracks version and revision history, in particular, Google Docs, and you should submit a link to your full Google Doc with revision history as part of your submission.

As an incomplete list:

- Your documents should also be formatted professionally, e.g., 12-point font, Times Now Roman, including a header with basic information like your name, the name of the assignment, the course and semester, instructor name, and date. The late policy will apply, and submissions later than 48 hours may not be accepted.
- References should be included in text (“in line citations”) using APA and at the end as a Reference section, and do not count towards page length. Do not submit a paper that fails to properly cite sources or that conveys a sequence of words as your writing when it should be quoted. If you draw on a source like Wikipedia or a blog, either cite and quote appropriately, or use material from a different primary source (preferred). See the plagiarism policy for guidance or the link [here](#) if you are unclear about specific ways to cite, quote, or paraphrase sources.
- If you use generative AI tools for the midterm, final report, or final presentation, you must include an addendum describing in detail how these tools were used, with sections specifying: 1) your particular usages of chatbots/large language models/AI, 2) your extent of reliance on these tools, 3) the role that these tools have compared to your own role, 4) evidence/examples of this process, and 5) your reflections on the impact on your learning experience, including benefits and drawbacks. A transparency report template will be provided to you. As a general rule, a transparency report is particularly important when you are using AI for a major assignment or to a significant degree. On the other hand, if you use AI to generate images or to help with PowerPoint slide design, for example, it may be sufficient to include a brief footnote.
- Plagiarism or failing to adhere to the policy on generative AI use may result in a letter grade reduction, automatic failure of the assignment or course (standard outcome), and referral to the [OSRR](#).

Required Texts

- Blackman, R. (2022). *Ethical Machines: Your Concise Guide to Totally Unbiased, Transparent, and Respectful AI*. Harvard Business Review Press.
- Daugherty, P. R., & H. James Wilson. (2024). *Human + Machine, Updated and Expanded*. Harvard Business Press.
- Gutman, A. J., & Goldmeier, J. (2021). *Becoming a Data Head: How to Think, Speak, and Understand Data Science, Statistics, and Machine Learning*. John Wiley & Sons Inc.
- Shneiderman, B. (2022). *Human-Centered AI*. Oxford University Press.

Schedule of Topics, Readings, and Assignments

Note: Topics will be covered across two weeks for a 16-week delivery and one week for an 8-week course delivery.

<p>Topic 1</p>	<p>Introduction to the Corporate AI Landscape: From Fortune 500 Companies to VCs</p> <p>Readings:</p> <ul style="list-style-type: none"> ● Required: <ul style="list-style-type: none"> ○ Bean, R. (2024). For ExxonMobil, Data Is Much More Than Just The New Oil. <i>Forbes</i>. https://www.forbes.com/sites/randybean/2024/04/02/for-exxonmobil-data-is-much-more-than-just-the-new-oil/ ● Recommended: <ul style="list-style-type: none"> ○ Chopra, C., Kasare, A. & Gupta, P. (2024), How venture capital is investing in AI in the top five global economies — and shaping the AI ecosystem. <i>World Economic Forum Agenda</i>. https://www.weforum.org/agenda/2024/05/these-5-countries-are-leading-the-global-ai-race-heres-how-theyre-doing-it/ ○ <i>The state of US AI innovation and readiness: A conversation with OSTP Director Arati Prabhakar</i> (2024, Jul. 30). Brookings. https://www.youtube.com/watch?v=7ufOSpug_sE ○ Daugherty, P.R., & H. James Wilson. (2024). Chapter 1. In <i>Human + Machine, Updated and Expanded</i>. Harvard Business Press. ● Optional: <ul style="list-style-type: none"> ○ Trautman, L. J. (2023), Sam Altman, OpenAI, and the Importance of Corporate Governance. SSRN Scholarly Paper 4679613. https://ssrn.com/abstract=4679613 <p>Assessments:</p> <ul style="list-style-type: none"> ● Quiz ● Discussion Forum
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<p>Topic 2</p>	<p>Understanding Data and AI Software Stacks</p> <p>Readings:</p> <ul style="list-style-type: none"> ● <u>Required:</u> <ul style="list-style-type: none"> ○ Gutman, A.J., & Goldmeier, J. (2021). Chapter 1; skim Chapters 8-10. In <i>Becoming a Data Head: How to Think, Speak, and Understand Data Science, Statistics, and Machine Learning</i>. John Wiley & Sons Inc. ○ Buckles, S. (2022). <i>Data Governance in 5 Minutes</i>. IBM Technology. https://www.youtube.com/watch?v=uPsUjKLHLAg ● <u>Optional:</u> <ul style="list-style-type: none"> ○ Blackman, R. (2022). Chapter 7. In <i>Ethical Machines: Your Concise Guide to Totally Unbiased, Transparent, and Respectful AI</i>. Harvard Business Review Press. ○ International Organization for Standardization. (2022, July 19). ISO/IEC 22989:2022. ISO. https://www.iso.org/standard/74296.html ○ Shneiderman, B. (2022). Chapter 19. In <i>Human-Centered AI</i>. Oxford University Press. ○ Ford, P. (2015). What is Code? <i>Bloomberg</i>. https://www.bloomberg.com/graphics/2015-paul-ford-what-is-code/ <p>Assessments:</p> <ul style="list-style-type: none"> ● Quiz ● Discussion Forum
<p>Topic 3</p>	<p>Soft Law and Ethics in AI Governance</p> <p>Readings:</p> <ul style="list-style-type: none"> ● <u>Required:</u> <ul style="list-style-type: none"> ○ Shneiderman, B. (2022). Chapter 22. In <i>Human-Centered AI</i>. Oxford University Press. ● <u>Recommended:</u> <ul style="list-style-type: none"> ○ Marchant, G. & Gutierrez C. I. (2023). Soft Law 2.0: An Agile and Effective Governance Approach for Artificial Intelligence. <i>Minn. J. Law, Sci. & Tech.</i> 24(2), 2023, https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4473812# ○ Schiff, D., Rakova, B., Ayesh, A., Fanti, A., & Lennon, M. (2021). Explaining the Principles to Practices Gap in AI. <i>IEEE Technology and Society Magazine</i>, 40(2), 81–94. https://doi.org/10.1109/MTS.2021.3056286 ● <u>Optional:</u> <ul style="list-style-type: none"> ○ Blackman, R. (2022). Chapter 1. In <i>Ethical Machines: Your Concise Guide to Totally Unbiased, Transparent, and Respectful AI</i>. Harvard Business Review Press. ○ Deodhar, S., Borokini, F. & Waber, B. (2024). How Companies Can Take a Global Approach to AI Ethics. <i>Harvard Business Review</i>. https://hbr.org/2024/08/how-companies-can-take-a-global-approach-to-ai-ethics?ab=HP-latest-text-6 ○ Luccioni, Sasha (2023). <i>AI Is Dangerous, but Not for the Reasons You Think</i>. TED. https://www.youtube.com/watch?v=eXdVDhOGqoE <p>Assessments:</p> <ul style="list-style-type: none"> ● Quiz ● Discussion Forum

<p>Topic 4</p>	<p>Hard Law and AI Governance</p> <p>Readings:</p> <ul style="list-style-type: none"> ● <u>Required:</u> <ul style="list-style-type: none"> ○ Harris, L. (2025). Regulating Artificial Intelligence: U.S. and International Approaches and Considerations for Congress. Congress.gov. https://www.congress.gov/crs-product/R48555 ● <u>Optional:</u> <ul style="list-style-type: none"> ○ de Andrade, N. N. G. & Zarra, A. (2022). Artificial Intelligence Act: A Policy Prototyping Experiment: Operationalizing the Requirements for AI Systems – Part I. <i>Open Loop</i>. https://ssrn.com/abstract=4365515 <p>Assessments:</p> <ul style="list-style-type: none"> ● Quiz ● Discussion Forum ● Midterm - AI Governance Strategy Report Outline Due
<p>Topic 5</p>	<p>Core Governance: Internal AI Policies, Risk Management, and Controls</p> <p>Readings:</p> <ul style="list-style-type: none"> ● <u>Required:</u> <ul style="list-style-type: none"> ○ Blackman, R. (2022). Chapter 6. In <i>Ethical Machines: Your Concise Guide to Totally Unbiased, Transparent, and Respectful AI</i>. Harvard Business Review Press. ○ Mills, S., Casovan, A. and Shankar, V. (2023). Navigating Organizational AI Governance. Boston Consulting Group and Responsible AI Institute. https://www.responsible.ai/navigating-organizational-ai-governance/ ● <u>Recommended:</u> <ul style="list-style-type: none"> ○ How Microsoft Approaches Red Teaming (2024). Microsoft Developer. https://www.youtube.com/watch?v=zFRn_RMSPi4 ● <u>Optional:</u> <ul style="list-style-type: none"> ○ Daugherty, P.R., & H. James Wilson. (2024). Chapter 3. In <i>Human + Machine, Updated and Expanded</i>. Harvard Business Press. ○ O'Brien, C., Borden, B., Rasdale, M. and Wong, D. (2024). The role of harmonised standards as tools for AI act compliance. DLA Piper. https://www.dlapiper.com/en/insights/publications/2024/01/the-role-of-harm-onised-standards-as-tools-for-ai-act-compliance <p>Assessments:</p> <ul style="list-style-type: none"> ● Quiz ● Discussion Forum

<p>Topic 6</p>	<p>Supportive Structures: Procurement, Education, and Culture</p> <p>Readings:</p> <ul style="list-style-type: none"> ● <u>Required:</u> <ul style="list-style-type: none"> ○ Daugherty, P.R., & H. James Wilson. (2024). Chapter 5. In <i>Human + Machine, Updated and Expanded</i>. Harvard Business Press. ○ Obermeyer, Z. Powers, B., Vogeli, C. & Mullainathan, S. (2019). Dissecting racial bias in an algorithm used to manage the health of populations. <i>Science</i>. https://www.science.org/doi/10.1126/science.aax2342 ● <u>Recommended:</u> <ul style="list-style-type: none"> ○ Tamayo, J., Doumi, L., Goel, S., Kovacs-Ondrejko, O. & Sadun, R. (2023). Reskilling in the Age of AI. <i>Harvard Business Review</i>. https://hbr.org/2023/09/reskilling-in-the-age-of-ai ● <u>Optional:</u> <ul style="list-style-type: none"> ○ Blackman, R. (2022). Chapter 3. In <i>Ethical Machines: Your Concise Guide to Totally Unbiased, Transparent, and Respectful AI</i>. Harvard Business Review Press. ○ Gutman, A.J., & Goldmeier, J. (2021). Chapter 14. In <i>Becoming a Data Head: How to Think, Speak, and Understand Data Science, Statistics, and Machine Learning</i>. John Wiley & Sons Inc. ○ Shneiderman, B. (2022). Chapter 20. In <i>Human-Centered AI</i>. Oxford University Press. ○ Mittal A., Cocoual C., Erriquez M. and Liakopoulou T. (2024). Revolutionizing procurement: Leveraging data and AI for strategic advantage. McKinsey. https://www.mckinsey.com/capabilities/operations/our-insights/revolutionizing-procurement-leveraging-data-and-ai-for-strategic-advantage <p>Assessments:</p> <ul style="list-style-type: none"> ● Quiz ● Discussion Forum
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<p>Topic 7</p>	<p>Corporate Accountability: Impact Assessments and Audits</p> <p>Readings:</p> <ul style="list-style-type: none"> ● Required: <ul style="list-style-type: none"> ○ Shneiderman, B. (2022). Skim Chapters 21 and 25. In <i>Human-Centered AI</i>. Oxford University Press. ○ Defining AI Impact Assessments: Industry Perspectives (2022). Bipartisan Policy Center. https://www.youtube.com/watch?v=yrxBAyqdSPc ● Recommended: <ul style="list-style-type: none"> ○ Mökander, J., Schuett, J., Kirk, H. R., & Floridi, L. (2023). Auditing large language models: A three-layered approach. <i>AI and Ethics</i>. https://doi.org/10.1007/s43681-023-00289-2 ● Optional: <ul style="list-style-type: none"> ○ Artificial Intelligence Certification (2024). Certification Working Group of the Schwartz Reisman Institute for Technology and Society at the University of Toronto. https://srinstitute.utoronto.ca/news/ai-certification-ecosystem ○ Nonnecke, B., & Dawson, P. (2022). Human rights impact assessments for AI: analysis and recommendations. AccessNow. https://www.accessnow.org/wp-content/uploads/2022/11/Access-Now-Version-Human-Rights-Implications-of-Algorithmic-Impact-Assessments_-_Priority-Recommendations-to-Guide-Effective-Development-and-Use.pdf <p>Assessments:</p> <ul style="list-style-type: none"> ● Quiz ● Discussion Forum
<p>Topic 8</p>	<p>Future Trends and Challenges in Corporate AI Governance</p> <p>Readings:</p> <ul style="list-style-type: none"> ● Required: <ul style="list-style-type: none"> ○ McKinsey Global Institute. (2023). <i>Generative AI and the future of work in America</i>. McKinsey Global Institute. https://www.mckinsey.com/mgi/our-research/generative-ai-and-the-future-of-work-in-america ○ Shankar, V. & Dawson, P. (2023). AI standards and certification programmes in a competitive global landscape. <i>Observer Research Foundation</i>. https://www.orfonline.org/expert-speak/ai-standards-and-certification-programmes-in-a-competitive-global-landscape ● Recommended: <ul style="list-style-type: none"> ○ Coleman, J. (2023). AI's Climate Impact Goes beyond Its Emissions. <i>Scientific American</i>. https://www.scientificamerican.com/article/ais-climate-impact-goes-beyond-its-emissions/ ● Optional: <ul style="list-style-type: none"> ○ Shneiderman, B. (2022). Chapter 4. In <i>Human-Centered AI</i>. Oxford University Press. ○ Knight, W. (2023). What Really Made Geoffrey Hinton into an AI Doomer. <i>Wired</i>. https://www.wired.com/story/geoffrey-hinton-ai-chatgpt-dangers/ <p>Assessments:</p> <ul style="list-style-type: none"> ● Final Project - AI Governance Strategy Report Due ● Final Project - AI Governance Strategy Presentation Due

