



BOCCONI – HEC PARIS

BASc in Data, Society & Organizations (DSO)

CORE COURSES CATALOG

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CORE COURSES

BUSINESS ANALYTICS & DATA MODELING

Enseignant(s) / Teacher(s): Alexis JOULIÉ, Daniel HALBHEER, and Dominique ROUZIÈS

Durée (en heures) / Duration (in hours): 48h

Nombre de crédits ECTS / Number of ECTS credits: 8

Niveau / Education Level	Période / Period	Langue d'enseignement / Language of instruction	Effectif max / Max. Staffing	Mode / Teaching Mode
BACHELOR L2	S2	English	70	In-person

Prérequis / Prerequisites:

Not applicable

SYNOPSIS / OVERVIEW

Business analytics and data modeling are powerful tools to support decision-making in organizations and drive value creation for all stakeholders of the company. The purpose of this course is to familiarize participants with key applications of business analytics and data modeling across business functions – including accounting, finance, and marketing – to tackle real-world business problems in pragmatic and scientifically sound ways. To this end, the course combines an array of learning methods, including traditional face-to-face instruction, hands-on business cases, and guest lectures delivered by industry experts.

To complement the learning journey, participants will play the simulation game Circular Markstrat in teams to develop their understanding of the challenges of sustainable businesses. Throughout the course, the perspective is on both business and societal issues relating to analytics and data exploitation to understand the opportunities and threats of harnessing the power of data.

OBJECTIFS PEDAGOGIQUES / LEARNING OUTCOMES

By the end of this course, participants will understand:

1. Fundamental statistical concepts of data analytics and data modeling, including prediction, the design of business experiments, and A/B testing;
2. Key applications of business analytics and data modeling in accounting, finance, and marketing;
3. The basics of value creation through analytics and data exploitation in business-to-business (B2B) and business-to-consumer markets (B2C), including machine learning and applications of AI;
4. The basics of reshaping organizations and markets through e-commerce and platform solutions;

5. The fundamental social and environmental challenges in business, as well as governance and privacy issues relating to business analytics and customer data exploitation.

Throughout the course, participants will be educated in the analytics mindset – a structured way to define and analyze a problem – and derive actionable insights from data that are relevant to managers and policy makers. The learning experience will be deepened by implementing solutions in Excel, one of the most commonly used tools in business environments

DESCRIPTION DETAILLEE / DETAILED DESCRIPTION

Organisation du cours – plan détaillé / Course organization - detailed outline:

The course readings and materials will be shared via Blackboard. Participants are expected to read ahead of each session.

The class schedule and the topics are detailed below:

Session 1	20.01.2026	Introduction to business analytics	Daniel Halbheer
Session 2	22.01.2026	Business analytics in Excel	Alexis Joulié
Session 3	27.01.2026	Accounting analytics	Alexis Joulié
Session 4	29.01.2026	Finance analytics	Alexis Joulié
Session 5	03.02.2026	Exam on analytics in Excel	Alexis Joulié
Session 6	05.02.2026	Introduction to business game	Daniel Halbheer / Dominique Rouziès
Session 7	19.02.2026	Customer analytics	Daniel Halbheer
Session 8	05.03.2026	Marketing analytics	Daniel Halbheer
Session 9	12.03.2026	Social media analytics	Dominique Rouziès
Session 10	19.03.2026	Retail analytics	Dominique Rouziès
Session 11	23.03.2026	Sustainability analytics	Daniel Halbheer
Session 12	30.03.2026	Analytics for innovation	Daniel Halbheer / Dominique Rouziès
Session 13	02.04.2026	Web analytics	Dominique Rouziès
Session 14	08.04.2026	Data exploitation in B2B	Dominique Rouziès
Session 15	10.04.2026	Analytics for startups	Daniel Halbheer / Dominique Rouziès
Session 16	13.04.2026	Team presentations	Daniel Halbheer / Dominique Rouziès

Contenus ESG / ESG-related content (Environmental – Social – Governance):

Environmental-related content	Social-related content	Governance-related content
3. Significant content	3. Significant content	3. Significant content

Objectifs de compétences / Competency Goals:

Transformative Management	Innovative Thinking & Problem Solving	Positive Leadership	Sustainable Business Practises
2. Moderate contribution	3. Significant contribution	2. Moderate contribution	3. Significant contribution

MATERIEL PEDAGOGIQUE / TEACHING MATERIALS

All readings, data sets and supporting materials will be shared via the course website on Blackboard.

METHODES PEDAGOGIQUES / TEACHING METHODS

Traditional face-to-face instruction, hands-on business cases, and guest lectures from industry experts. Participants will play Circular Markstrat in teams. During the sessions, participants will learn how to perform the analysis using Microsoft Excel. Participants will also regularly present their group works during the sessions. Moreover, participants will connect the insights from the course to real-world examples and share their insights on a designated LinkedIn group for the course.

TRAVAUX ET ÉVALUATIONS / WORK AND EVALUATIONS

Outils / support / mode d'évaluation Tool/method of evaluation	Durée et format Duration	Pondération dans la notation finale Weight in the final grading
<i>Midterm exam</i>	<i>1h individual</i>	<i>20%</i>
<i>Final exam</i>	<i>1h30 individual</i>	<i>30%</i>
<i>Simulation game and deliverables (report and short video)</i>	<i>In-class presentation</i>	<i>50%</i>

Précisions complémentaires / Additional details:

The exam on analytics in Excel is scheduled during the session on February 3, 2026. The final exam will be scheduled during the official exam period outside of the course hours. The deliverables for the simulation game will be specified in the introduction session for the business game on February 5, 2026. Participation in the simulation game is part of the grade.

Class attendance is mandatory. Participants need to inform the course instructors ahead of the session if they cannot attend and provide a justification of the absence to the program administration.

BIOGRAPHIE(S) / BIOGRAPHY



Alexis Joulié is the CEO of Venturistic. He holds a Master's in International Business from HEC (Grande École program) and has been teaching at HEC since 2018. He has more than ten years of business experience in corporate finance, and has been an entrepreneur for eight years. He uses models every day to help his clients implement better reporting tools. This includes:

- Building solid financial and strategic models;
- Saving time and energy by improving existing models and processes.



Daniel Halbheer is Associate Professor of Marketing. He holds a Doctorate in Economics and a licentiate in Economics with a major in Econometrics from the University of Zurich (Switzerland). In his research, he works on decarbonization and circularity. He is also an Executive Advisory Board Member at Sayari Earth.

His research appeared in leading international journals including the Journal of Marketing, the International Journal of Research in Marketing, the Journal of Industrial Economics, and Games and Economic Behavior. He is the winner of the 2014 IJRM Best Paper Award, a finalist of for the 2018 IJRM Best Paper Award, and the winner of the 2021 Rigor and Relevance Research Award of the Swiss Academy of Marketing Science. Daniel is also the Academic

Director of the Climate and Business Certificate, for which he obtained the 2022 Bruno Roux de Bézieux Award for Educational Initiative from the HEC Foundation (joint with Igor Shishlov).



Dominique Rouziès (Ph.D., McGill University) is a Professor of Marketing at HEC Paris, where she leads the Executive Certificate in Business Development program. She is also the Dean at the BMI Executive Institute. In 2023, she was awarded the American Marketing Association Sales SIG's Lifetime Achievement Award for her contributions to the field of sales and sales management area.

Her research, teaching and consulting interests focus primarily on improving sales organization performance. She recently co-authored a book on salesforce compensation. She also received (along with her co-authors) the American Marketing Association Sales SIG's Excellence in Research Award for her paper on salesforce financial incentives published in the Journal of Marketing.

Recent publications:

IACOBUCCI, D., S. ROMÁN, S. MOON and D. ROUZÏÈS (2025), "A Tutorial on What to Do With Skewness, Kurtosis, and Outliers: New Insights to Help Scholars Conduct and Defend Their Research," *Psychology & Marketing*, 1-17, <https://doi.org/10.1002/mar.22187>.

SEGALLA, M. and D. ROUZÏÈS (2023), "How to Be Ethical with People's Data," *Harvard Business Review*, July-August, 86-94. Reprinted in HBR's 10 Must Reads on Data Strategy, Harvard Business Review Press, forthcoming.

BEHAVIORAL AND COGNITIVE SCIENCE

Enseignant(s) / Teacher(s): Craig ANDERSON / Olivier SIBONY

Durée (en heures) / Duration (in hours): 48h

Nombre de crédits ECTS / Number of ECTS credits: 8

Niveau / Education Level	Période / Period	Langue d'enseignement / Language of instruction	Effectif max / Max. Staffing	Mode / Teaching Mode
BACHELOR L2	S2	English	70	In-person

Prérequis / Prerequisites:

Not applicable

SYNOPSIS / OVERVIEW

Why do people think what they think? And why do they do what they do? Any understanding of societies and organizations must rest on these fundamental questions of cognitive and behavioral science.

This course offers a broad introduction to the scientific study of human cognition and behavior, drawing on foundational concepts from psychology, neuroscience, behavioral economics, and decision science. In Part I (Prof. Craig Anderson), students will explore key psychological processes, including personality, emotion, culture, social identity, and well-being, with an emphasis on understanding human beings as evolved social animals. In Part II (Prof. Olivier Sibony), the course shifts focus to reasoning, decision-making, and behavior in organizational contexts, particularly in business and policy settings. Topics include rationality, biases, ethical decision-making, group dynamics, and the power of persuasion.

Throughout the course, students will be encouraged to think critically about evidence, reflect on their own cognitive and emotional processes, and apply scientific insights to complex, everyday decisions. The course combines theoretical foundations with practical case studies and interactive exercises to deepen understanding and engagement.

OBJECTIFS PEDAGOGIQUES / LEARNING OUTCOMES

By the end of this course, students will be able to:

1. Explain foundational concepts in cognitive and behavioral science, including major psychological theories related to personality, emotion, culture, and social behavior.
2. Critically evaluate evidence and research methods in psychology and behavioral science, recognizing common biases, limitations, and ethical considerations.
3. Apply principles of decision-making and judgment to real-world contexts such as social networks, business strategy, human resource management, and public policy.

4. Analyze and improve decision processes by identifying cognitive biases, understanding group dynamics, and implementing tools for more rational and ethical choices

DESCRIPTION DETAILLEE / DETAILED DESCRIPTION

Thèmes-clés / Key Topics:

PART I: Key topics in psychology (8 x 3 hours)

PART II: Applications to Reasoning, Business Judgment and Decision Making in Organizations (8 x 3 hours)

Organisation du cours – plan détaillé / Course organization - detailed outline:

PART I: Key topics in psychology (8 x 3 hours)

1. **Introduction:** Understanding Behavior. Evolution of Humans as a Social Species. Brief introduction to different disciplines in psychology including neuroscience.
2. **Thinking Critically About Evidence.** Methods in Psychological Science, Replicability, and The Importance of Calling Out Questionable Evidence.
3. **The Social Self.** Self-concept, social identity, self-esteem, self-presentation, self-monitoring. Altruism (prisoner's dilemma, ultimatum game).
4. **Personality: Stability and Change over the Lifespan.** Why pop science personality assessments are problematic. Importance of empirics versus intuition. The "Big 5" as an empirically-derived measure of personality. Self vs other personality measure exercise. Situation x Personality interaction.
5. **Emotion.** Evolutionary/Social functional account of emotion. How do scientists study emotions? Emotion regulation. Emotions and decision-making.
6. **Culture.** Problem of WEIRD samples. Core concepts in cultural psychology. How does culture impact perceptions of the self, cognition, emotion, and norms? In-groups/Out-groups.
7. **Social Power, Dominance, and Status.** Obedience to authority. Trust in experts. Milgram/Stanford Prison. How hierarchy can vary by culture. Asch and conformity work.
8. **Well-being and Positive Psychology.** What constitutes well-being? Why should we care about well-being? Impacts on health, achievement, politics, and decision-making. Ways to promote well-being.

PART II: Reasoning, Business Judgment and Decision Making (8 x 3 hours)

9. **Rationality. Why (try to) be rational? Deductive, inductive and abductive logic. Probabilistic reasoning.** Risk and uncertainty. The rational model. Limitations of the rational model: Econs (homo oeconomicus) vs humans. **Judgment and decision-making:** Judgment and decision making as a field of study. Quality of decisions vs. quality of outcomes. Rationality and bounded rationality.
10. **Limits of the rational model: heuristics and biases.** Dual-process models in cognitive psychology. The main heuristics. Families of biases and the errors they cause. Predictable vs random errors: Bias vs Noise. The narrative fallacy.

11. **People decisions.** The value and limits of intuition. Biases and other errors in personnel selection and evaluation. Stereotypes and prejudices. Measuring and combating “implicit bias.” Better decision processes, and why they are not used.
12. **Behavioral ethics.** The psychology of deontological and consequentialist ethics. Omission bias. How organizations encourage or discourage ethical violations.
13. **Strategy decisions.** Case studies of poor strategic decisions. Recurring errors in business and corporate strategy decisions.
14. **Improving decisions. Nudging and boosting.** Why biases persist even when you have learned about them. Do de-biasing interventions work? Public policy and the “nudge” debate. The ethics of nudging. **Structuring and automating decisions.** Checklists, rules, models and AI. Algorithmic bias. When, and when not, to trust a model.
15. **Forecasting, prediction and quantification.** The outside view. Thinking like a Bayesian. Superforecasting. Collective intelligence: wisdom of crowds, prediction markets.
16. **Group decision making.** Collective intelligence in problem solving and creativity. Benefits and downsides of group diversity. Groupthink, polarization, conformity. How to run better meetings.
17. **Persuasion, influence and manipulation.** Can we change someone’s mind? Examples of effective influencing. Seven influence techniques, and how to resist them.

Contenus ESG / ESG-related content (Environmental – Social – Governance):

Environmental-related content	Social-related content	Governance-related content
2. Moderate content	3. Significant content	4. Extensive content

Objectifs de compétences / Competency Goals:

Transformative Management	Innovative Thinking & Problem Solving	Positive Leadership	Sustainable Business Practises
3. Significant contribution	4. Extensive contribution	4. Extensive contribution	2. Moderate contribution

MATERIEL PEDAGOGIQUE / TEACHING MATERIALS

We will draw upon *selected chapters only* from the following books:

KAHNEMAN, Daniel: ***Thinking, Fast and Slow***

SIBONY, Olivier: ***You’re About to Make a Terrible Mistake***

KAHNEMAN, SIBONY and SUNSTEIN: ***Noise: A Flaw in Human Judgment***

BAZERMAN and MOORE: ***Judgment in Managerial Decision Making, 8th edition***

(Optional) BLOOM, Paul: *Psych: The Story of the Human Mind*.

METHODES PEDAGOGIQUES / TEACHING METHODS

In Part I, every class meeting will incorporate an exercise to both illustrate the scope of the current theme and demonstrate the potential limitations of pure intuition in understanding and predicting human behavior. In-class time will consist of lecture, group discussion, and practical activities aimed towards applying concepts discussed in lecture.

In Part II, we will rely heavily on **in-class experiments and games**. This aims to make you experience some of the predictable errors in judgment that we make (biases) and the variability of our judgments. We will also use a large number of **exercises**, sometimes individual but mostly in groups to master some of the practical tools that can help overcome these problems. Lectures will leave ample time for **class discussion**, as many of the concepts we will discover are counterintuitive and require debate to be fully appropriated.

TRAVAUX ET ÉVALUATIONS / WORK AND EVALUATIONS

This is subject to change, as evaluation methods are currently under revision to take into account technological changes

Outils / support / mode d'évaluation Tool/method of evaluation	Durée et format Duration	Pondération dans la notation finale Weight in the final grading
Quizzes	4 quizzes (2 in each part), in-class	30%
Sit-down exam, Part I	In-class, closed-book	35%
Sit-down exam, Part II	In-class, closed-book	35%

CHARGE DE TRAVAIL ESTIMEE / ESTIMATED WORKLOAD

Each lecture will have about one assigned reading and one practical exercise to be prepared before lecture.

BIOGRAPHIE(S) / BIOGRAPHY

Craig L Anderson received his PhD in Social and Personality Psychology from the University of California, Berkeley, and joined the Marketing Department as an Assistant Professor in 2023. His research expertise is in affective science: how emotions and emotion regulation impact decision-making, social relationships, and well-being. His research is widely-cited, and has been published in some of the top journals in his field, such as the Journal of Personality and Social Psychology. One topic Craig is particularly interested in is awe, an emotion we feel in the presence of vast things that transcend our current understanding. He has pursued this research in the white-water rivers of California and Utah, and more recently, in a documentary produced by Disney called "Operation Arctic Cure."

Olivier Sibony is Professor of Strategy (Education Track) at HEC Paris, where he was awarded the Vernimmen teaching award in 2020, and Associate Fellow of Oxford University's Saïd Business School. Previously, he was a Senior Partner of McKinsey & Company in France and in the U.S., where he spent 25 years.

Olivier's research and writing centers on decision-making and the reduction of judgment errors. He is the author of four books, including the *New York Times* best-seller *Noise: A Flaw in Human Judgment*, co-authored with Daniel Kahneman and Cass R. Sunstein, and the internationally acclaimed *You're About to Make a Terrible Mistake*, which has been translated into 21 languages. He has also authored articles in peer-reviewed journals and general-audience publications, including the *Harvard Business Review* and *MIT Sloan Management Review*.

Olivier Sibony is a sought-after keynote speaker and serves on several corporate, advisory and investment boards. He is a graduate of HEC Paris, holds a PhD from Université Paris PSL-Dauphine, and is a knight in the French Order of the Legion of Honor. He lives in Paris.

EU GOVERNANCE

Enseignant(s) / Teacher(s): Alberto ALEMANNO and Julia EMTSEVA

Durée (en heures) / Duration (in hours): 36h

Nombre de crédits ECTS / Number of ECTS credits: 6

Niveau / Education Level	Période / Period	Langue d'enseignement / Language of instruction	Effectif max / Max. Staffing	Mode / Teaching Mode
BACHELOR L2	S2	English	70	In-person

Prérequis / Prerequisites:

No previous knowledge of the subject is required, but you might benefit from reading *The Economist*, *The Financial Times*, *Politico Europe* (Playbook newsletter), and *Bloomberg* before coming to class

SYNOPSIS / OVERVIEW

EU GOVERNANCE provides you with a comprehensive and hands-on understanding of the European Union at a time of transformations, both internal and external to the European continent. After a theoretical and practical overview of the EU's historical evolution, institutional structures, and the rationale behind its formation, you will gain a foundational understanding of the EU's unique governance framework and regulatory power. By combining concepts, theories, and ideas that belong to different disciplines, such as global governance, public policy, law, international relations, regulation, and comparative politics, this class intends to unpack these transformations by offering you the frameworks and tools needed to work and engage with Europe.

A special emphasis will be on how EU public policies that affect millions of people are made, shaped, and enforced in areas ranging from climate action, energy policy, and security; and how you - regardless of whether you will be an entrepreneur, diplomat, advocate or policymaker - may affect EU decision-making. We will also address long-standing debates on the democratic dimension of European politics such as transparency and accountability in the EU policy-making as well as the role of the European colonial legacies on European integration in global governance.

By the end of the course, you will have a deep understanding of the EU governance and selected policies. You will be equipped to analyze complex EU regulations, understand their global reach, and apply this knowledge to real-world scenarios.

OBJECTIFS PEDAGOGIQUES / LEARNING OUTCOMES

On completion of this course, you should have developed a better understanding of the European Union governance and its role in the world at a time of unprecedented transformations and gained new skills giving you 'European fluency', including:

1. To gain an understanding of EU policymaking
2. Awareness of the major theoretical and empirical academic debates about the EU as a global actor

3. To provide a basis for careers in government, international organizations, think tanks, media, and civil society
4. To think and act as an advocate within the EU policy space
5. To gain direct experience in EU policymaking
6. To promote a critical engagement with the literature on the EU governance media, and civil society

DESCRIPTION DETAILLÉE / DETAILED DESCRIPTION

Thèmes-clés / Key Topics:

European Union, Policy processes and structures, EU's role in the external world, climate change, energy, defense, economic security, rule of law, fundamental rights

Organisation du cours – plan détaillé / Course organization - detailed outline:

Week 1: An Introduction to EU Governance

Week 2: The EU as a Regulatory and Trade Power: the EU Internal Market, Brexit and the EU External Trade Policy

Week 3: The EU as a Global Actor

Week 4: The EU as a Climate Actor, the Environment, and Energy

Week 5: The EU as a Policymaker: the Policy Process and Cycle and EU Participatory Tool-box

Week 6: The EU as a Sovereign: Border Control and Security

Week 7: The EU as a Security and Defense Actor: The EU's Strategies for Economic and Security Resilience

Week 8: Decentering Europe

Week 9: The EU and the Rule of Law: the Protection of Fundamental Rights in the EU

Week 10: The EU and Civil Society, Social Innovation and Philanthropy in the EU

Week 11: You as an Agent of Change (Simulation Game)

Week 12: Wrap-up and Preparation for the Final Exam

Detailed class schedule

Week 1: An Introduction to EU Governance

An opening lecture combined with major brainstorming about the rationale behind EU integration and the broader Europeanization prior to and after WWII.

Study questions:

- Where does the idea of European unification come from?
- What is the rationale for EU integration?
- What is the role of the colonial legacies in the European integration?

- Is the EU the same entity it was at its origin, and if not, how has it changed?
- Throughout the course, consider whether the Member States are in the driving seat or whether instead, supranational EU forces are in charge of articulating and shaping the direction in which the EU is headed.
- Which are the major EU institutions (those entrusted with decision-making powers)?
- Identify for each EU institution its: Role, Composition, Modalities of appointment/election, Powers
- Which is the most political EU institution? Which is the least?
- If you had to develop an advocacy strategy (to promote or boycott a given proposal), how would you decide how to allocate among the EU institutions your limited resources?

Readings:

MCCORMICK, John. Understanding the European Union: a concise introduction. Bloomsbury Publishing, 2020.

HANSEN, Peo. "The Colonial Origins of European Integration." EUROPP – European Politics and Policy, October 31, 2023. London School of Economics. <https://blogs.lse.ac.uk/euoppblog/2023/10/31/the-colonial-origins-of-european-integration/>.

Tobias LENZ and Kalypso NICOLAÏDIS. "EU-topia? A Critique of the European Union as a Model." Culture, Practice & Europeanization, 2019, Vol. 4, No. 2, 78-101

Week 2: The EU as a Trade and Regulatory Power: the EU Internal Market, Brexit and the EU External Trade Policy

The European Union is often depicted as a regulatory power because of the significant role it plays in shaping and regulating various aspects of life and business within its member states, and beyond its borders (via the so-called 'Brussels effect'). This is because the Union's regulatory role has grown over time as it has expanded its competences, and it continues to play an important role in shaping the legal and policy landscape on issues ranging from the regulation of AI and the metaverse to climate action. As a result, today most of the legislation currently in force in the European Union (EU) originates not from national Parliaments but from the European decision-making process in Brussels. This suggests that no business leader, lawmaker, lawyer, entrepreneur, consultant, lobbyist or citizen may effectively operate in or with Europe without a solid understanding of EU policymaking. And yet recent developments – from Trump's return to the White House to the EU deregulatory agenda prompted by the new EU political balance following the latest EU elections - cast some serious doubt about the ability of the EU to pursue its global standard setting role. The Draghi Report unleashed a major critique of EU regulation as a major self-imposed handicap for the EU competitiveness.

The internal market of the European Union is a single market in which the free movement of goods, services, capital and persons is assured, and in which citizens are free to live, work, study and do business. Since its creation in 1993, it represents the jewel in the crown, having opened the EU more to competition, created jobs, and reduced many trade barriers. Yet as recently highlighted by the Letta Report as well as the Draghi Report, the EU internal market is far from complete and needs deep profound reforms.

Study questions:

- What are the main stages of economic integration? Look for and read Article XXIV GATT.
- What's the difference between an FTA and a CU? Think of NAFTA/USCMA

- What is a common market?
- Which stage of integration has the EU reached? And the EEA?
- What is the rationale of the power to harmonize?
- Consider typologies of harmonization: please identify an illustration for each type (from minimum to full harmonization)

Required readings:

EGAN, Michelle. "The single market." *European Union Politics* 3 (2010): 258-274.

LETTA, Enrico, et al. "Enrico Letta on the Future of a Single European Market." *Georgetown Journal of International Affairs*, vol. 25 no. 1, 2024, p. 29-31. *Project MUSE*, <https://dx.doi.org/10.1353/gia.2024.a934882>.

Recommended readings:

BRADFORD, Anu. *The Brussels effect: How the European Union rules the world*. Oxford University Press, USA, 2020.

Further readings on the Brexit's perspective:

DUDLEY, Geoffrey, and Andrew Gamble. "Brexit and UK policy-making: an overview." *Journal of European public policy* 30.11 (2023): 2573-2597.

The Economist, **If it wants to carry on doing business with Europe, Britain will have to keep following its rules**, Dec 15th 2016.

J. WEILER, Brexit: **No Happy Endings**, EJIL 2016

A. ALEMANN, **Why post-Brexit Britain shouldn't follow the Norway model**, World Economic Forum, 2016.

A. ALEMANN, **How to teach MBA students about Brexit**, Financial Times 2016.

YOUNG, Alasdair R. "The European Union as a global regulator? Context and comparison." *The European Union as a Global Regulator?*. Routledge, 2017. 13-32.

NEWMAN, Abraham L., and Elliot POSNER. "Putting the EU in its place: policy strategies and the global regulatory context." *The European Union as a Global Regulator?*. Routledge, 2017. 96-115.

ECKERT, Sandra. "The European green deal and the EU's regulatory power in times of crisis." *J. Common Mkt. Stud.* 59 (2021): 81.

Week 3: The EU as a Global Actor

This session focuses on the EU as a global actor, with a specific look at how it navigates sovereignty in European integration and postcolonial contexts. Examining the EU's relationship with Overseas Countries and Territories (OCTs) and the sovereignty strategies of affiliated micro-polities, we will explore how former colonies pursue autonomy while aligning with the EU. Through interdisciplinary analysis, including legal, institutional, and participant-observation methods, we will deepen our understanding of how the EU shaped international politics. Besides, we will look at the relationship of the EU with international organizations such as the United Nations, including the EU's contributions to UN peacekeeping and post-conflict management.

Readings:

ADLER-NISSEN, Rebecca, and Ulrik PRAM GAD, eds. European Integration and Postcolonial Sovereignty Games: The EU Overseas Countries and Territories. London: Routledge, 2013.

"The European Union and the United Nations." EEAS - European Union at the UN, Accessed November 12, 2024. https://www.eeas.europa.eu/un-new-york/european-union-and-united-nations_en?s=63.

Week 4: The EU as a Climate Actor: the Environment, and Energy

This session examines the European Union's response to key contemporary challenges. It focuses on climate and environmental policy. We will discuss how the EU approaches the complexities of environmental sustainability and balances between climate commitments and energy needs. By analyzing these issues, we will have more insights into the EU's strategies for addressing internal and external pressures in a rapidly changing global context.

Readings:

European Commission, 2050 Long-Term Strategy, Climate Action, https://climate.ec.europa.eu/eu-action/climate-strategies-targets/2050-long-term-strategy_en

Klaas Hendrik ELLER, Regulating the Sustainability Transition: The Corporate Sustainability Due Diligence Directive Ahead of the Trilogue, Verfassungsblog (Jun. 9, 2023)

Chris HILSON, 'Climate or Carbon Neutrality: Which One Must States Aim for Under Article 8 ECHR?' (EJIL: Talk!, 21 February 2024) <https://www.ejiltalk.org/climate-or-carbon-neutrality-which-one-must-states-aim-for-under-article-8-echr/>

Ernst-Ulrich PETERSMANN "'EU Crises Governance and 'Evolutionary Constitutionalism' in a Multipolar World of 'Permacrises'" https://cadmus.eui.eu/bitstream/handle/1814/77476/LAW_2024_19.pdf?sequence=1&isAllowed=y

Week 5: The EU as a Policy-Maker: the Policy Cycle and EU Participatory Tool-box

EU policy-making is a complex process involving multiple institutions, stakeholders over several stages. It is key understand both processes and actors to be able to have a chance to gain a say in it, from agenda setting to judicial review. This session covers the full EU policy cycle and multiple avenues of participation open to the public, both within and outside of the EU.

Discussion and first-hand simulation of the EU participatory tool-box through the examination of the daily operation of various participatory channels – both institutional (such as ECIs, public consultations, and EP petitions) and unconventional (such as digital campaigning, and astroturfing) – deployed in the EU policy space.

Study questions:

- Which are the main stages of the ordinary legislative procedure?
- What is the pre-legislative phase?
- What is a trilogue?
- What are delegated acts vs implementing measures (distinguish between definitions, procedures and practice)?

In between weeks 1 and 3 pick one of the participatory channels and identify:

- Rationale (what for)
- Openness (who can use it?)
- Responsive (what can you get?)
- Effective (what can you really get?)
- Would you advise to use it? How to reform it?

Readings:

Alberto ALEMANNI, **Unpacking the Principle of Openness in EU Law**, Transparency, Participation and Democracy, European Law Review, February 2014, vol. 39, n° 1, pp. 72-90.

Alberto ALEMANNI, **Leveling the EU Participatory Playing Field**: A Legal and Policy Analysis of the Commission's Public Consultations in Light of the Principle of Political Equality, European Law Journal, 2020.

Alberto ALEMANNI, **Towards a Permanent Citizens' Participatory Mechanism in the EU**, European Parliament, European Parliament (AFCO Committee), September 28, 2022.

Recommended readings:

ALEMANNI, Alberto and NICOLAÏDIS, Kalypso, **Citizen Power Europe**, in A. Alemanno and P. Sellal, The Groundwork of European Power, RED (Revue Européenne du Droit), Issue 3, January 2022,

Alberto ALEMANNI, **Unboxing the Conference on the Future of Europe**: A Preliminary View on its Democratic Raison-d'être and Participatory Architecture, European Law Journal, 2022.

Week 6: EU as a Sovereign: Border Control and Security

This class explores the EU's evolving approach to migration management, border control, and security in the face of geopolitical and internal challenges. It examines Frontex's expanding role, border abuses, externalization policies, and the criminalization of humanitarian assistance, as well as ongoing struggles to reach a consensus on asylum and migration reform. Additionally, we will analyze the EU's increasing militarization in response to Russia's aggression and the uncertainty of US security commitments under Trump.

Readings:

Evangelia TSOURDI and Cathryn COSTELLO, The Evolution of EU Law on Refugees and Asylum, THE EVOLUTION OF EU LAW (Paul Craig and Gráinne de Búrca eds., 2021). Available via Brightspace (pp. 793 – 823).

Joyce DE CONINCK, (Il-)Legal Gymnastics by Poland and Hungary in EU Border Procedures, Verfassungsblog (Nov. 11, 2021).

Graham BUTLER and RAMSES A. Wessel, EU External Relations Law and Navigating the Case Law of the Court of Justice of the European Union, in EU External Relations Law (Graham Butler and Ramses A. Wessel eds., 2022). (pp. 1 – 6).

Week 7: The EU as a Defence and Security Actor: The EU's Strategies for Economic and Security Resilience

As the EU continues to punch below its weight on the international stage, the shifting geopolitical trends mean the stakes are higher than they have been in decades. While the EU has made significant strides towards becoming a defense union, challenges remain, including differing national priorities, varying levels of military capability among member states, and the need for consensus on defense policies. However, the overall trend indicates a growing recognition of the importance of collective defense and security. This shift is evident in several key developments such as the Permanent Structured Cooperation (PESCO) since 2017; the European Defense Fund (EDF); the Strategic Compass since 2022; and Increased Defense Spending and ultimately support for a pan-European defense industrial strategy as well as the REARM renamed SAFE Instrument in 2025.

Study questions:

- What were the key historical events that led to the development of the EU Defense Policy? Why the original European Defense Community failed in the early 1950s?
- What is the Common Security and Defense Policy (CSDP), and how does it function within the EU?
- What are the main objectives outlined in the Strategic Compass, and how do they shape the future of EU defense?
- How does Permanent Structured Cooperation (PESCO) enhance defense collaboration among EU member states?
- What role does the European Defense Fund (EDF) play in promoting defense research and development within the EU?
- What types of military and civilian missions has the EU conducted under the CSDP, and what have been their outcomes?
- How have recent geopolitical events, such as the conflict in Ukraine, influenced the EU's defense posture?
- In what ways does the EU collaborate with NATO, and what are the implications for European security?
- What impact does the EU Defense Policy have on the European defense industry and its strategic autonomy?
- How does the EU's defense policy align with its broader foreign policy objectives?

Mandatory readings:

ENGBERG, Katarina. A European defence union by 2025? Work in progress. Svenska institutet för europapolitiska studier (Sieps), 2021.

BRØGGER, Tine Elisabeth. "A 'Europe of defence'? The establishment of binding commitments and supranational governance in European security and defence." *Journal of European Integration* (2024): 1-20.

BRATTBERG, Erik, and Tomáš VALÁŠEK. EU defense cooperation: Progress amid transatlantic concerns. Carnegie Endowment for International Peace., 2022.

Recommended readings:

HENKE, Marina, and Richard MAHER. "The populist challenge to European defense." *Journal of European Public Policy* 28.3 (2021): 389-406.

KOENIG, Nicole. EU security policy and crisis management: a quest for coherence. Routledge, 2016.

KOUTRAKOS, Panos. The EU common security and defence policy. Oxford University Press, USA, 2013.

Week 8: Decentering Europe

This session focuses on decentering EU governance by addressing colonial legacies and fostering equitable global partnerships. It highlights the need to reform EU policies, such as trade agreements and general foreign policy practices that perpetuate colonial power dynamics and exploitative practices. The session emphasizes moving away from paternalistic relationships towards genuine partnerships that recognize the agency and contributions of non-European nations, aiming for more just and inclusive governance

Readings:

KEUKELEIRE, Stephan, and Sharon LECOCQ. "Operationalising the Decentring Agenda: Analysing European Foreign Policy in a Non-European and Post-Western World." *Cooperation and Conflict* 53, no. 2 (2018): 277–95. <https://www.jstor.org/stable/48512975> .

KEUKELEIRE, S, LECOCQ, S & VOLPI, F 2021, 'Decentring norms in EU relations with the southern neighbourhood', *Journal of Common Market Studies*, vol. 59, no. 4, pp. 891-908. <https://doi.org/10.1111/jcms.13121>

OLEART, A. and ROCH, J. (2024) 'The Colonial Imaginary of 'Europe' in the EU's Asymmetrical Response to the Russian and Israeli Aggressions: Ukraine as a Member of the 'Family' Whilst 'Othering' Palestine'. *JCMS: Journal of Common Market Studies*. <https://doi.org/10.1111/jcms.13719>.

SALVADOR M Alcazar III, Camille NESSEL, and Jan ORBIE, 'Decolonising EU Trade Relations with the Global Souths?' (2023) 19(2) *JCER* <https://doi.org/10.30950/jcer.v19i2.1295>

Week 9: The EU and the Rule of Law: the Protection of Fundamental Rights in the EU

In this class session, we examine the EU's approach to the rule of law and fundamental freedoms, key principles that define its legal and political order. The discussion will center on how the EU enforces these values internally, particularly through mechanisms like Article 7 TEU and the rule of law conditionality regulation, as well as the challenges posed by democratic backsliding in some member states. We will also explore the CJEU's role in shaping and protecting fundamental freedoms, sometimes in ways that reinforce EU integration and at other times in ways that provoke tensions with national sovereignty. While the EU presents itself as a staunch defender of the rule of law, its enforcement remains selective and politically fraught. We will critically assess whether the EU's legal framework truly upholds its foundational values, or whether inconsistencies reveal deeper structural limits.

Readings:

Allan ROSAS and Lorna ARMATI, *Taking Rights More Seriously? The EU System of Fundamental Rights in EU CONSTITUTIONAL LAW: AN INTRODUCTION* (2018).

Andrew WILLIAMS, *Human Rights in the EU*, in *THE OXFORD HANDBOOK ON EUROPEAN UNION LAW* (Damian Chalmers and Anthony Arnall eds., 2015).

Week 10: The EU and Civil Society: Social Innovation and Philanthropy in EU

We know that civil society is changing. New funding models, new partnership ventures and new tools and innovations have started to emerge and are showing alternative ways for the sector to pioneer social change. But which driving forces are more forcefully transforming the sector? What are the prevailing patterns of change? And what does the future hold for civil society movements and organisations, particularly as digital and emerging technologies are creating new challenges and opportunities?

Civil society actors have special resources to identify unsolved social problems and broad competencies to develop solutions, and their independence allows them to easily pilot solutions. A closer inspection of the process of social innovation through the lens of the social investment concept shows that the unique resource of civil society is legitimacy—a key factor in successful social innovation.

Study questions:

- What is civil society?
- What is philanthropy?
- What is (and what is not) social innovation?
- What is social innovation? What are its main ingredients?
- How to perform social innovation? (e.g. social, political, civic entrepreneurship)
- What role can social innovation play in rethinking philanthropy?

Readings:

Who and what is 'civil society?', WEF, April 2018 <https://www.weforum.org/agenda/2018/04/what-is-civil-society/>

REICH, R. (2016). Repugnant to the Whole Idea of Democracy? On the Role of Foundations in Democratic Societies. PS: Political Science & Politics, 49(3), 466-472 <https://www.cambridge.org/core/journals/ps-political-science-and-politics/article/repugnant-to-the-whole-idea-of-democracy-on-the-role-of-foundations-in-democratic-societies/C251F1D61416A5C2DEB29079D2EA9250>

Geoff MULGAN, The Imaginary Crisis (and how we might quicken social and public imagination), UCL, Demos Helsinki and Untitled, 2021 <https://demoshelsinki.fi/wp-content/uploads/2020/04/the-imaginary-crisis-web.pdf>

Week 11: You as an Agent of Change in the EU

Given the major transformations the EU (and the world) is undergoing – both geopolitical and structural –, how can you (and your organization) find your place as an agent of change in the broad political, regulatory and societal context in which business, government and civil society incessantly interact? This final session will introduce you to the foundations of business, government and civil society's relations by focusing on major transformations, economic, societal and geopolitical, currently unfolding. Today social innovation is needed because many social challenges are resistant to conventional approaches to solving them. They require novel approaches, inventive actors and new forms of co-operation among them, thus bringing together different kinds of expertise, skills and tangible and intangible assets. Social innovation's major aim is therefore to tackle complex social challenges by providing innovative solutions' (OECD, 2011).

Readings:

ALEMANNO, Alberto, The Lobbying for Good Movement, Stanford Social Innovation Review, forthcoming, https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4630328

HENDERSON, Rebecca M., Reimagining Capitalism (2021). Management and Business Review, Vol. 1, No. 1, Winter 2021, Available at SSRN: <https://ssrn.com/abstract=3914803>

Jeremy HEIMANS, Henry TIMMS, Understanding New Power, Harvard Business Review, <https://hbr.org/2014/12/understanding-new-power>

Group exercise on New Power vs Old Power

What's your change idea? Case study group exercise

Week 12: Wrap-up and Preparation for the Final Exam

Contenus ESG / ESG-related content (Environmental – Social – Governance):

Environmental-related content	Social-related content	Governance-related content
2. Moderate content	4. Extensive content	4. Extensive content

Objectifs de compétences / Competency Goals:

Transformative Management	Innovative Thinking & Problem Solving	Positive Leadership	Sustainable Business Practises
4. Extensive contribution	4. Extensive contribution	3. Significant contribution	3. Significant contribution

MATERIEL PEDAGOGIQUE / TEACHING MATERIALS

Required readings (some chapters):

MCCORMICK, John. Understanding the European Union: a concise introduction. Bloomsbury Publishing, 2020.

Herman LELIEVELDT and Sebastiaan PRINCEN. The Politics of the European Union. Cambridge University Press, 2023.

ALEMANNO, Alberto. Lobbying for Change: Find Your Voice to Create a Better Society, Iconbooks, 2017.

Milan BABIĆ, Adam D. DIXON, Imogen T. LIU. The Political Economy of Geoeconomics: Europe in a Changing World. Springer, 2022.

Online access to course material. Readings will be shared in advance.

METHODES PEDAGOGIQUES / TEACHING METHODS

This course will be highly interactive and possibly entertaining. It will be based on a combination of lectures, fishbowls, brainstorming sessions, and assignments/case studies that will be handed down to the participants from each session to strengthen their analytical and problem-solving skills.

Participants will rely on the slides and a limited list of readings, which is available through hyperlinks. To allow everyone to participate, we will facilitate small group discussions during class and ask for group consensus on particular problems. The default structure of each session will be twofold: In the first part of the session, professors will provide discursive lectures complemented by obligatory materials (to be read/consulted before class) and suggested/supplementary readings (additional but non-obligatory readings to help contextualize the content).

The second part will focus on discussions by students, what we call ‘flipped classrooms’ that aim at fostering an interactive and comparative perspective. The flipped classroom assignment will be discussed in greater detail during the first session and followed by a classroom debate. Occasionally, guest lecturers may join to provoke discussions based on their expertise/hands-on experience. Finally, we will use in-class electronic survey tools to tally instant reactions on particular issues.

TRAVAUX ET ÉVALUATIONS / WORK AND EVALUATIONS

Outils / support / mode d'évaluation Tool/method of evaluation	Durée et format Duration	Pondération dans la notation finale Weight in the final grading
<i>The final assessment will be by means of a written examination (TBD)</i>	<i>1h30 individual</i>	<i>70%</i>
<i>Advocacy Project</i>	<i>1h Group</i>	<i>20%</i>
<i>Participation</i>	<i>Throughout the course</i>	<i>10%</i>

CHARGE DE TRAVAIL ESTIMÉE / ESTIMATED WORKLOAD

Pre-readings, individual and work group.

BIOGRAPHIE(S) / BIOGRAPHY

Alberto Alemanno

Education: Harvard Law School, LL.M.; - Bocconi University, Ph.D.; - College of Europe, LL.M.

Experience: Alberto Alemanno is the Jean Monnet Professor of EU Law and Public Policy at HEC Paris where he teaches across programmes and conducts research at the interface of global governance, public policy and regulation. He is one of the leading voices on the democratization of the European Union and regularly writes about EU major policy developments with a special focus on risk regulation, ranging from climate to tech and migration policies. Due to his commitment to bridge the gap between academic research and policy action, the World Economic Forum nominated him Young Global Leader in 2015, Schwab Social Innovator of the Year in 2021, Ashoka Fellow in 2019 and Forward Thinker by Project Syndicate in 2025.

Alberto pioneered innovative forms of civic engagement and activism in the EU transnational space via his civic start up The Good Lobby, the leading nonprofit advocacy consultancy, committed to equalize access to power. His last book, ‘Lobbying for Change: Find Your Voice to Create a Better Society’ provides a timely analysis and guide to levelling the democratic playing field by empowering ordinary citizens to speak up and inform policy decisions.

Alberto is a regular contributor to Bloomberg, Le Monde, Politico Europe, Forbes, Il Sole 24 Ore, and his scholarly and public interest work has been featured in The Economist, The New York Times, Science, and the Financial Times. He is the author of more than sixty scientific articles and a dozen academic books, such as the acclaimed 'Nudge and the Law – A European Perspective'. He sits on the board of several civil society organisations, such as Access Info Europe, European Alternatives, as well as the citizens' campaigning movements We Move, which operates transnationally. He is also permanent visiting professor at the College of Europe in Bruges and Natolin and at the University of Tokyo School of Public Policy.

Julia Emtseva

Education: Free University of Berlin + Max Planck Institute for International Law, Ph.D. - University of Notre Dame Law School, LLM - Global Campus of Human Rights, MA

I am an Assistant Professor at HEC Paris, where I teach across different programs with a special focus on law and its social powers. My research revolves around the legal underpinnings of business and private involvement in public spheres, such as the provision of basic human rights, as well as how law, in particular international public and EU law, evolved and carried its colonial and imperial legacies that we can trace up until today. Before becoming an academic, I worked in the civil society sector in Asia, the United States, Eastern and Western Europe. Among others, I was a legal adviser at the Ukrainian National Committee of the Red Cross in Kyiv, where I was also responsible for partnerships with the EU. As a lawyer at the European Center for Constitutional and Human Rights in Berlin, I was in charge of building a case to prosecute Russian officials in European countries for the commission of international crimes. As a lecturer and researcher, I spent the last 6 years in academic institutions across the US, Europe, and the Middle East, such as the Max Planck Institute for International Law in Heidelberg, New York University School of Law, Sciences Po Paris, Hebrew University in Jerusalem, and at the European University Institute in Florence.

INTRODUCTION ETHICS AND PHILOSOPHY OF AI AND TECHNOLOGY

Enseignant(s) / Teacher(s): Marie DAVID

Durée (en heures) / Duration (in hours): 18h

Nombre de crédits ECTS / Number of ECTS credits: 2

Niveau / Education Level	Période / Period	Langue d'enseignement / Language of instruction	Effectif max / Max. Staffing	Mode / Teaching Mode
BACHELOR L2	S2	English	70	In-person

Prérequis / Prerequisites:

Not applicable

SYNOPSIS / OVERVIEW

This course aims to provide students with the tools to develop critical thinking around the use of artificial intelligence. It will cover the history of AI and offer an overview of the current AI landscape, focusing on its economic and environmental aspects. The course seeks to equip students with concepts and frameworks that will help them identify the ethical challenges they may encounter in their future professional lives, apply critical thinking, and make responsible decisions. It will adopt an interdisciplinary approach, blending insights from philosophy, epistemology, economics, anthropology, and real-world case studies.

Sessions 1 and 2 will be more theoretical, providing an overview of the history of AI and the current AI landscape. Sessions 3 to 6 will focus on specific ethical and societal issues related to practical applications of AI. Note that given the very fast development of AI the content of some sessions might be updated to better fit in with current issues.

OBJECTIFS PEDAGOGIQUES / LEARNING OUTCOMES

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

1. Demonstrate a solid understanding of the history of AI
2. Approach technology from a critical, reflective perspective
3. Analyze and critically evaluate ethical issues related to AI technologies, such as machine decision-making and the appropriate contexts for using AI
4. Discuss the societal implications of AI, including concerns around privacy, bias, and job displacement.
5. Explore anthropological aspects of the human-machine relationship

DESCRIPTION DETAILLEE / DETAILED DESCRIPTION

Thèmes-clés / Key Topics:

Artificial Intelligence

Organisation du cours – plan détaillé / Course organization - detailed outline:

Session 1: How to think about AI?

An introductory course covering the fundamentals of the philosophy of technology, addressing the question, “How can we think critically about technology?” It will also provide a philosophical overview of the history of AI.

Session 2: AI today

This session will explore the current economic, geopolitical, and environmental landscape of AI, including an overview of its main applications, economic impact, and key players. It will also address the environmental consequences of AI.

Session 3: Ethical issues around AI (1) - No place to hide

- Biases in algorithms, systemic discrimination
- Facial recognition and mass surveillance
- Addiction by design

Session 4: Ethical issues around AI (2) - Era of the post truth

- Deepfakes, fake news, and disinformation campaigns.
- Societal implications of false content.

Session 5: Ethical issues around AI (3) - The voice of the machine

- Machine replacing human in content creation
- Intellectual property and copyright issues
- Ethical concerns about machine creativity

Session 6: Ethical issues around AI (4) - Anthropomorphisation of technic

- The “Eliza” effect: developing relationship with machine
- Can machine take ethical decision? Philosophical inquiries around ethics and machine

Contenus ESG / ESG-related content (Environmental – Social – Governance):

Environmental-related content	Social-related content	Governance-related content
2. Moderate content	3. Significant content	4. Extensive content

Objectifs de compétences / Competency Goals:

Transformative Management	Innovative Thinking & Problem Solving	Positive Leadership	Sustainable Business Practises
4. Extensive contribution	2. Moderate contribution	4. Extensive contribution	4. Extensive contribution

MATERIEL PEDAGOGIQUE / TEACHING MATERIALS

A bibliography of relevant books and articles will be provided during the course of the class.

TRAVAUX ET ÉVALUATIONS / WORK AND EVALUATIONS

Outils / support / mode d'évaluation Tool/method of evaluation	Durée et format Duration	Pondération dans la notation finale Weight in the final grading
<i>Oral presentation / Debating during classes</i>	<i>20' in small groups</i>	<i>30%</i>
<i>Written exam during the last class (essay)</i>	<i>2h individual</i>	<i>70%</i>

BIOGRAPHIE(S) / BIOGRAPHY

Marie David is a graduate of Ecole Polytechnique and ENSAE. She worked in the banking and insurance sector, first in risk management, then in the implementation of machine learning and AI models to optimize business processes. She co-founded Carbometrix, a mission-driven company that helps investors effectively decarbonize the economy and contribute to a low-carbon world, while managing climate driven risks. She is the author of "Intelligence Artificielle, la nouvelle barbarie", published by Editions du Rocher, which examines the ethical and anthropological challenges of artificial intelligence, and is completing a philosophy degree on the side at Université Paris Nanterre.