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**Federal State Autonomous Educational Institution for Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
NAMED AFTER PATRICE LUMUMBA**

LAW INSTITUTE

educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

COMMUNICATIONS AND INTERNET LAW AND POLICY

course title

Recommended by the Didactic Council for the Education Field of:

40.03.01 JURISPRUDENCE

field of studies / speciality code and title

The course instruction is implemented within the professional education programme of higher education:

BACHELOR OF LAWS (LLB)

higher education programme profile/specialisation title

2026

1. COURSE GOAL(s)

The goals of the course are:

- Sensitize course participants to ethical aspects in a broad variety of current topics of the cyber society.
- Offer core values and virtues and methods for values-driven decisions in cyberspace.
- Empower course participants to apply values and virtues to fast developing new challenges and opportunities in cyberspace.
- Enable course participants to look at cyber ethics from global, multicultural and interreligious perspective.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course is aimed at the Bachelor's students' formation of the following competencies (part of competencies):

Table 2.1. List of target competencies (parts of competencies)

Code (UC, GPC, PC)	Competence	Competence indicators
PC-1	Can draft regulatory acts, formulate legal norms for various levels of rulemaking and areas of professional activity.	PC-1.1. Identifies the societal need for legal regulations of public relations in a particular area as well as gaps and conflicts in the current legislation and has the tools to overcome and eliminate them.
PC-5	Is able to apply the comparative legal method and use the knowledge of foreign legal systems in practice.	PC-5.1. Knows the specifics of the comparative legal method and the features of its use in legal practice; PC-5.2. Knows the specifics of the legal systems, judicial systems, the legal profession structure in the major countries and the main trends of law development in the modern world; PC-5.3. Can use the comparative legal method to identify general and specific features of the compared objects and search for unified legal solutions; PC-5.4. Masters the skills of using the comparative legal method and the results of comparative legal research when comparing various legal solutions and deciding on best practice, considering the international experience.

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course refers to the variable component of (B1) block of the higher educational programme curriculum.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course study.

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
PC-1	Can draft regulatory acts, formulate legal norms for various levels of rulemaking and areas of professional activity.	Theory of State and Law Constitutional Law Administrative Law Civil Law Basic Provisions of Civil Law Implementation and Protection of Civil Rights. Right of Ownership and Other in Rem Rights Law of Obligations. Tort Law Contract Law Intellectual Property Law. Inheritance Law Наследственное право Family Law Financial Law and Tax Law International Public Law Labor Law International Private Law Commercial Law and Corporations Comparative Constitutional Law and Justice Comparative Criminal Law Comparative Administrative Law and Justice Comparative Civil and Commercial Law Comparative Criminal Procedure Comparative Civil Procedure Comparative Financial and Tax Law Philosophy of Law: Fundamental Course	Law and Neuroscience Educational Internship

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
		Civil Liberties and Human Rights Law and Artificial Intelligence Law and Bioethics Data Regulation and Protection in Digital Age	
PC-5	Is able to apply the comparative legal method and use the knowledge of foreign legal systems in practice.	Russian Legal System and Legal Traditions Comparative Law Studies Comparing Legal Techniques Comparative Constitutional Law and Justice Comparative Criminal Law Comparative Administrative Law and Justice Comparative Civil and Commercial Law Comparative Criminal Procedure Comparative Civil Procedure Comparative Financial and Tax Law Critical Approaches to Current Legal Issues	Work Experience (Pre-graduation) Internship

* To be filled in according to the competence matrix of the higher education programme.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course is 2 credits (72 academic hours).

*Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training) **

Type of academic activities	Total academic hours	Semesters			
		5	6	7	8
<i>Contact academic hours</i>	26			26	
including:					
Lectures (LC)	13			13	
Lab work (LW)					
Seminars (workshops/tutorials) (S)	13			13	
<i>Self-studies</i>	19			19	
<i>Evaluation and assessment (exam/passing/failing grade)</i>	27			27	

Type of academic activities		Total academic hours	Semesters			
			5	6	7	8
Course workload	academic hours	72			72	
	credits	2			2	

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Course module title	Course module contents (topics)	Academic activities types
Chapter 1. Governance of the Internet	Jurisdiction on the Internet. Open internet / Net neutrality. Privacy and personal information. Regulation of online speech: Defamation. Regulation of speech: Illegal content. Regulation of speech: Cyberbullying. Regulation of speech: Publication bans and jurisdictional challenges. Regulation of speech: "Right to be Forgotten".	LC / S
Chapter 2. Cyber Technology, Cyber Wrongs & Cyber Laws	Fundamentals of Digital/Computing & Communications Devices. Introduction to Advancements In Digital Technology. Cybercrimes – Technical Perspective. Technical Aspects of Current Cyber Security Threats. Cybercrimes and Legal Perspectives. Cyber Civil Wrongs and Legal Aspects. Cyber Judicial System and Other Institutional Framework	LC / S
Chapter 3 Law of Cyber Crimes and Cyber Forensics	Investigation of Cybercrimes. Internet Intermediaries And Legal Aspects. Digital Evidence: Technical Perspectives. From a technical standpoint, Cyber Forensics – Evidentiary Aspects. Legal Aspects of Cyber Forensics.	LC / S
Chapter 4 Legal Aspects of Cyber Space	Law Relating to Digital Contracts. E-Commerce And Legal Issues. E-Governance And Legal Aspects. Privacy And Data Protection On Cyber Space. E-banking And Digital Payment System Legal Issues. Cyber Law Compliance Relating Issues In Industries	LC / S
Chapter 5. Ethics	Basic ethical dilemmas. Whitehat versus blackhat. Whistleblowing. Cyber Media : freedom, dignity, citizens responsibility. Secret Services and Ethics. Cyber Media : freedom, dignity, citizens responsibility. Cyber Technologies and Ethics: Fintech, Blockchain.	LC / S

* - to be filled in only for **full**-time training: LC - lectures; LW - lab work; S - seminars.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Lecture	A lecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations.	Multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Office 365 (MS Office, MS Teams), Chrome
Lab work	A classroom for laboratory work, individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and machinery.	Multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Office 365 (MS Office, MS Teams), Chrome
Seminars	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	Multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Office 365 (MS Office, MS Teams), Chrome
Computer Lab	A classroom for conducting classes, group and individual consultations, current and mid-term assessment, equipped with personal computers (in the amount of 30 pcs), a board (screen) and technical means of multimedia presentations.	Multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Office 365 (MS Office, MS Teams), Chrome
Self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	Multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Office 365 (MS Office, MS Teams), Chrome
Courtroom	A classroom for court hearing simulation equipped with a set of specialized furniture; a set of devices including portable multimedia projector, laptop, projection screen, stable wireless Internet connection.	Multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Office 365 (MS Office, MS Teams), Chrome

* The premises for students' self-studies are subject to **MANDATORY** mention

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main reading (sources):

1. Ross Anderson, 'Chat Control or Child Protection?' (University of Cambridge Computer Lab, 13 October 2022) <https://www.cl.cam.ac.uk/~rja14/Papers/chatcontrol.pdf>
2. Ian Levy and Crispin Robinson, 'Thoughts on Child Safety on Commodity Platforms' (arXiv, 19 July 2022) pp 21-22. <https://arxiv.org/abs/2207.09506>
3. Ben Wagner and others, 'Regulating Transparency? Facebook, Twitter and the German

Network Enforcement Act' (2020) Proceedings of the 2020 Conference on Fairness, Accountability, and Transparency. https://www.researchgate.net/publication/338802975_Regulating_Transparency_Facebook_Twitter_and_the_German_Network_Enforcement_Act

4. Andrés Guadamuz, 'Internet Regulation' in Lilian Edwards (ed), Law, Policy, and the Internet (Hart Publishing 2019). <http://sro.sussex.ac.uk/id/eprint/76670/3/Chapter%201%20-%20final.pdf>

5. Christopher T Marsden, '[Introduction: neutrality, discrimination and common carriage]((<https://www.manchesteropenhive.com/view/9781526105479/9781526105479.00020.xml>))', in Network Neutrality: From Policy to Law to Regulation (Manchester University Press 2017).

Additional (optional) reading (sources):

1. Corinne Cath-Speth, 'Internet Histories: Partial Visions of People and Packets' in Corinne Cath-Speth, Changing Minds and Machines: A Case Study of Human Rights Advocacy in the Internet Engineering Task Force (IETF) (DPhil Thesis, Oxford University, 2021) <https://ora.ox.ac.uk/objects/uuid:9b844ffb-d5bb-4388-bb2f-305ddedb8939>

2. William Lehr and others, 'Whither the Public Internet?' (2019) 9 Journal of Information Policy 1. p. 1-20 <https://doi.org/10.5325/jinfopoli.9.2019.0001>

3. Sophie Stalla-Bourdillon, 'Internet Intermediaries as Responsible Actors? Why It Is Time to Rethink the E-Commerce Directive as Well' in Mariarosaria Taddeo and Luciano Floridi (eds), The Responsibilities of Online Service Providers (Springer 2017). https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2808031

4. Malte Ziewitz and Ian Brown, 'A Prehistory of Internet Governance' in Research Handbook on Governance of the Internet (Edward Elgar Publishing 2013). <https://perma.cc/K7DJ-R659>

Internet-(based) sources:

1. Electronic libraries with access for RUDN students

- RUDN Electronic Library System (RUDN ELS) <http://lib.rudn.ru/MegaPro/Web>

- EL "University Library Online" <http://www.biblioclub.ru>

- EL "Yurayt" <http://www.biblio-online.ru>

- EL "Student Consultant" www.studentlibrary.ru

- EL "Lan" <http://e.lanbook.com/>

- EL "Trinity Bridge"

2. Databases and search engines:

- electronic foundation of legal and normative-technical documentation <http://docs.cntd.ru/>

- Yandex search engine <https://www.yandex.ru/>

- Google search engine <https://www.google.ru/>

- Scopus abstract database <http://www.elsevierscience.ru/products/scopus>

A complete list of ELS, databases and search engines is provided on the website of the Educational and Scientific Information Library Center (Scientific Library) of RUDN University <https://lib.rudn.ru>

*Training toolkit for self- studies to master the course *:*

* The training toolkit for self- studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

8. ASSESSMENT TOOLKIT AND GRADING SYSTEM* FOR EVALUATION OF STUDENTS' COMPETENCES LEVEL UPON COURSE COMPLETION

The assessment toolkit and the grading system* to evaluate the competences formation level (competences in part) upon the course study completion are specified in the Appendix to the course syllabus.

* The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order).

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