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

**LAW INSTITUTE, Department of International Law**  
educational division (faculty/institute/academy) as higher education programme developer

**COURSE SYLLABUS**

**AFRICAN SYSTEM OF HUMAN RIGHTS**  
course title

**Recommended by the Didactic Council for the Education Field of:**

**40.04.01 JURISPRUDENCE**  
field of studies / speciality code and title

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

**INTERNATIONAL PROTECTION OF HUMAN RIGHTS**  
higher education programme profile/specialisation title

## **1. COURSE GOAL(s)**

The goals and objectives of the discipline “African System of Human Rights” are to create complex idea of International Human rights protection, particularly the regional system: African system of human rights protection. The course is designed for the Law students having basic training on International Public and International Private Law specializing in master programs of international legal regulations.

The course aims to train students’ skills on elaboration of recommendations to the improvement of the National and the Regional legislations in the ground of Human Rights Protection based on Treaties and Regulations of Human Rights Law at national, regional and universal levels.

The main objectives of the course are as the following:

- to acquaint students with specific subject of Human Rights Law,
- to define the place of international human rights law in the system of the Public International Law,
- to analyze and study the system of sources of Human Rights Law, to create students’ vision on the necessity of intergovernmental and non-governmental organization participations in elaboration of Human Rights Law at international level.

## **2. REQUIREMENTS FOR LEARNING OUTCOMES**

Mastering the course “African System of Human Rights” intends to train and guide students to achieve the development of following competences (competences in part):

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

Competence code	Competence descriptor	Competence formation indicators (within this course)
GPC-4	Able to argue a legal position in writing and orally in a case, including in adversarial proceedings.	<p>GPC-4.1. Knows the content of basic and specific legal concepts, terms and definitions, is able to use them to build an oral and written position on a specific legal problem;</p> <p>GPC-4.2. Able to argue a legal position in writing and verbally, including taking into account the adversarial principle in legal proceedings;</p> <p>GPC-4.3. Has skills in drafting legal documents and public speaking skills to argue a legal position for professional litigation.</p>
PC-4	Able skillfully to apply the sources of international law in specific areas of professional activity, apply universally recognised principles and norms of international law, treaty and customary rules, other sources of international legal obligations, as well as international legal means of procedure in his/her professional activity.	<p>PC-4.1. Aware of the specifics of international legal regulation and international law enforcement practice in specific areas of professional activity;</p> <p>PC-4.2. Applies international legal acts in specific areas of professional activity;</p> <p>PC-4.3. Implement the principles and norms of modern international law and procedural means of international law in professional activity;</p> <p>PC-4.4. Has professional skills of qualified application of international legal sources in specific areas of professional activity;</p> <p>PC-4.5. Knows how to implement the principles and norms of modern international law in professional activity, including at the domestic level, in accordance with the principle <i>pacta sunt servanda</i> and the provisions of the Constitution.</p>

### 3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course refers to the core/variable/elective\* component of (B1) block of the higher educational programme curriculum.

\* - Underline whatever applicable.

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/internships*	Subsequent courses/internships*
GPC-4	Able to argue a legal position in writing and orally in a case, including in adversarial proceedings	Philosophy of Law / Философия права	Educational Internship (Teaching) / Учебная практика (педагогическая) Externship and Pre-Degree Internship / Производственная практика, в т. ч. преддипломная
PC-4	Able skillfully to apply the sources of international law in specific areas of professional activity, apply universally recognised principles and norms of international law, treaty and customary rules, other sources of international legal obligations, as well as international legal means of procedure in his/her professional activity	International Law: Issues of Migration and Asylum / Международное право: вопросы миграции и убежища	The Right to Health in International Law / Международно-правовые основы права на здоровье Inter-American System of Human Rights / Межамериканская система защиты прав человека Externship and Pre-Degree Internship / Производственная практика, в т.ч. преддипломная

\* - filled in based on the competency matrix

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course is 3 credits (108 academic hours)

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

Types of academic activities	TOTAL, academic hours	Semester / training modules			
		5	6	7	8
<i>Classroom learning, academic hours</i>	32		32		
Lectures (LC)	-		-		

Types of academic activities		TOTAL, academic hours	Semester / training modules			
			5	6	7	8
Lab work (LW)		-		-		
Seminars (workshops/tutorials) (S)		32		32		
<i>Self-study (ies), academic hours</i>		49		49		
<i>Evaluation and assessment (exam or pass/fail grading)</i>		27		27		
<b>Course Workload</b>	academic hours	<b>108</b>		<b>108</b>		
	credits	<b>3</b>		<b>3</b>		

Table 4.2. Types of academic activities during the periods of higher education programme mastering (part-time training)\*

Types of academic activities		TOTAL, academic hours	Semester / training modules			
			5	6	7	8
<i>Classroom learning, academic hours</i>						
including:						
Lectures (LC)						
Lab work (LW)						
Seminars (workshops/tutorials) (S)						
<i>Self-study (ies), academic hours</i>						
<i>Evaluation and assessment (exam or pass/fail grading)</i>						
<b>Course Workload</b>	academic hours					
	credits					

\*To be filled in regarding the higher education programme part-time training mode.

Table 4.3. Table 4.3. Types of academic activities during the periods of higher education programme mastering(correspondence training)\*

Types of academic activities		TOTAL, academic hours	Semester / training modules			
			5	6	7	8
<i>Classroom learning, academic hours</i>						
including:						
Lectures (LC)						
Lab work (LW)						
Seminars (workshops/tutorials) (S)						
<i>Self-study (ies), academic hours</i>						
<i>Evaluation and assessment (exam or pass/fail grading)</i>						

Types of academic activities		TOTAL, academic hours	Semester / training modules			
			5	6	7	8
<b>Course Workload</b>	academic hours					
	credits					

\* To be filled in regarding the higher education programme correspondence training mode.

## 5. COURSE CONTENTS

*Table 5.1. Course contents and academic activities types*

Course module title	Course module contents (topics)	Academic activitiestypes
Section 1. Integration process and history of human rights protection in Africa	Topic 1.2. The impact of the transatlantic trade, colonialism and the neocolonialism on Africa.	S
	Topic 1.2. The role of the UN in human rights protection in Africa: Declaration on the Granting of Independence to Colonial Countries and Peoples of 1960.	S
	Topic 1.3. The aim and the creation of the organization of African Unity: The Charter of the Organization of African Unity.	S
Section 2. African Charter on human and peoples' rights and the mechanisms of implementation	Topic 2.1. The Organization of African Unity and human rights protection in Africa: struggle against apartheid and racial discrimination, protection of refugees (The OAU Convention governing the specific aspects of refugee problems in African of 1969).	S
	Topic 2.2. Civil and political rights and the Economic, Cultural and Social rights according to the African charter on human and peoples' rights.	S
	Topic 2.3. Mechanism of implementation of the African Charter on human and peoples' rights: The African Commission on human and peoples' rights. The African Court on human and peoples' rights.	S
Section 3. Comparing universal and African	Topic 3.1. Differences and similarities between the African system of human rights and the Universal system.	S

<b>Course module title</b>	<b>Course module contents (topics)</b>	<b>Academic activities types</b>
system of human rights protection	Topic 3.2. Differences and similarities between the African and European systems of human rights protection.	S
	Topic 3.3. Differences and similarities between African and European systems of human rights protection.	S
Section 4. Protection of human rights in African sub-regional organizations	Topic 4.1. Protection of human rights within the framework of the ECOWAS Court of justice.	S
	Topic 4.2. Protection of human rights within the framework of the SADC tribunal.	S
	Topic 4.3. Protection of human rights within the framework of the EAC.	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*

<b>Type of academic activities</b>	<b>Classroom equipment</b>	<b>Specialised educational / laboratory equipment, software, and materials for course study (if necessary)</b>
Lecture	Classroom for lectures, 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
Lab	Classroom for lab work, group and individual consultations, evaluation and assessment, 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
Seminars	Classroom for seminars, group and individual consultations, evaluation and	Multimedia projector, laptop, projection screen,

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study  (if necessary)
	assessment, equipped with a set of specialized furniture; a set of devices including portable multimedia projector, laptop, projection screen, stable wireless Internet connection.	stable wireless Internet connection. Software: Office 365 (MS Office, MS Teams), Chrome Specialized software: Trados
Computer classroom	Computer classroom for academic activity, group and individual consultations, evaluation and assessment, equipped with a set of specialized furniture; a set of devices including portable multimedia projector, 30 personal computers, projection screen, stable wireless Internet connection.	Multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Office 365 (MS Office, MS Teams), Chrome
Self-studies Classroom	Classroom for Self-studies, 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
Courtroom	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. Obiora Chinedu Okafor. The African Human Rights System, Activist Forces, and International Institutions. York University, Toronto, 2007.
2. Murray Rachel. Human Rights in Africa: From the OAU to the African Union. 2005.
3. Viljoen Frans. International Human Rights Law in Africa. 2007.
4. Shivji Issa G.. The Concept of Human Rights in Africa. CODESRIA, Senegal, 1989.
5. Human Rights in Africa. Legal Perspectives on their Protection and Promotion / ed. by Bös Anton, Diescho Joseph. Konrad Adenauer Foundation, 2009.



7. The Manual on International Courts and Tribunals (2nd Edition) / ed. by Ruth Mackenzie, Cesare PR Romano, Yuval Shany, Philippe Sands. Oxford University Press. 2010.
8. Fatsah Ougergouz. African Charter on Human and Peoples' Rights (1981). In Max Planck Encyclopedias of International Law. 2010.
9. Frans Viljoen. African Court on Human and Peoples' Rights (ACtHPR). In Max Planck Encyclopedias of International Law. 2011.
10. Thomas A Mensah. International Law, Regional Developments: Africa. In Max Planck Encyclopedias of International Law. 2006.
11. Bijan Tavakoli. African Court of Justice (ACJ). In Max Planck Encyclopedias of International Law. 2010.
12. Frans Viljoen. African Union (AU). In Max Planck Encyclopedias of International Law. 2011.

*Internet-(based) sources:*

1. Electronic libraries with access for RUDN students
  - RUDN Electronic library system <http://lib.rudn.ru/MegaPro/Web>
  - Electronic library system «University Library online» <http://www.biblioclub.ru>
  - Electronic Library «URAIT» <http://www.biblio-online.ru>
  - Electronic library system «Student. Consultant» [www.studentlibrary.ru](http://www.studentlibrary.ru)
  - Electronic library system «Lan» <http://e.lanbook.com/>
  - Electronic library system "Troitskyi most"
2. Databases and search engines:
  - Electronic Legal and Regulatory Documentation Fund <http://docs.cntd.ru/>
  - Search system Yandex <https://www.yandex.ru/>
  - Search system Google <https://www.google.ru/>
  - SCOPUS <http://www.elsevierscience.ru/products/scopus/>

*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).

**DEVELOPER:**

Head of the Department of  
of International Law,  
Full Professor

_____ Position, Name of the Department	_____ Signature	_____ A. K. Abashidze Full name
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**HEAD OF THE HIGHER  
EDUCATION PROGRAM**

Associate professor of the  
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