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

Law Institute

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

COURSE SYLLABUS

Multilingualism and Lawmaking: International practice
course title

Recommended by the Didactic Council for the Education Field of:

45.04.02 Linguistics
field of studies / speciality code and title

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

Legal Translation and Interpreting

higher education programme profile/specialisation title

2025

1. COURSE GOALS

The main purpose of the course is to introduce students to multilingualism with respect to lawmaking process.

The emphasis is put on showing that the main international organizations are fully committed to preserving and promoting multilingualism. Official multilingualism is a logical consequence of its legal order where several legislations may directly affect individuals and must therefore be available in their official languages. Multilingualism is also an expression of an "ecological" approach to diversity. Moreover, it reflects the principle of subsidiarity: a sharing of competences between the EU and its Member States confirming that the EU will not intervene in areas which fall under the Member States' competences or which they are best placed to regulate.

The course also aims to explains that international treaties are usually drafted in a commonly agreed language and then translated into the other languages that are deemed authentic and equally important. The practice reveals that the legal value of all authentic texts will be the same, the quality of these "translations" must be unchallengeable.

The course also provides a critical approach to the problem of multilingualism and lawmaking, encompassing various perspectives of translating international instruments, which have been criticised by many, and new ideas have been put forward in order to ensure that the translation phase is not completely separated from the drafting phase of the agreement. Problems caused by diverging but equally authentic language versions also demonstrate the importance of translation.

Furthermore, the course shows that in cases where the official language of a contracting party is not among the authentic languages of the agreement, the non-authentic translation (generally contained in the promulgating law of the contracting party) will be the main source of information concerning the substance of the agreement. Bringing translation closer to drafting, managing multilingual terminology databases, setting model conventions with commentaries and making the relevant case-law available in several languages are all methods that could efficiently contribute to the quality of translations, but they might remain fruitless without addressing the language awareness of drafters and translators.

Additionally, the course aims to illustrate the issues of tensions between economic efficiency and linguistic diversity. It is demonstrated by various case studies that outline the

issues of labelling and that of patents, which have to be tackled both by international instruments and also by European legislation.

2. REQUIREMENTS FOR LEARNING OUTCOMES

On completion of the course the students are expected to be able to:

understand the goals and objectives of the pan-European language policy and language policy in other regions in the context of intercultural interaction

structure and integrate knowledge from various fields of professional activity and creatively use and develop the knowledge in the course of solving professional problems;

adapt to new conditions, use the acquired knowledge, skills and competencies in a new setting;

analyze the drafting, outline the professional setting, analyse features with regard to a particular multilingual drafting practice case, point out strong and weak points in the drafter and lawyer's activity.

Table 2.1. List of competences that students acquire through the course study

Competence code	Competence descriptor	Competence formation indicators (within this course)
GPC-5	Can carry out interlingual and intercultural interaction in accordance with the conventions of speech communication in a foreign language community, in line with the rules and traditions of intercultural professional communication with native speakers	GPC-5.1 Knows the conventions of foreign community communication in diverse situational contexts GPC-5.2 Masters comprehensive tools for interlingual and intercultural interaction in line with the rules and traditions of intercultural professional communication with native speakers
GPC-7	Can work with the major search engines, expert systems and other knowledge systems as well as systems of verbal information processing	GPC-7.1 Knows major search engines, expert systems for knowledge representation and verbal information processing GPC-7.2 Masters comprehensive digital tools for knowledge representation and verbal information processing.

3.COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course is taught within the Professional Disciplines University module.

The basic explanations are given in English, the students are expected to master English at level B2- C1 to follow explanations, take notes, and ask questions, as well as provide the answers for overall course training related activities in English.

Students are expected to be familiar with the Translation and Interpreting Studies key concepts and theories.

The course provides grounds for further training in such fields as Court interpreting, Translation and Interpreting for Public Services and Institutions, Legal Translation and Human Rights.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course is 7 credits (252 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/training modules			
		6	**7**		
Contact academic hours	68	32	36		
Lectures (LC)					
Lab work (LW)					
Seminars (workshops/tutorials) (S)	68	32	36		
Self-studies	*148*	*85*	*63*		
Evaluation and assessment (exam/passing/failing grade)	*36*	*27*	*9*		
Course workload		252	144	108	
		7	4	3	

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Course module title	Course module contents (topics)	Academic activities types
Multilingualism Policy within International practice	Concept, major provisions. Academic research on multilingualism in the EU	S
Multilingual communication in the International practice of legal drafting	Legal translation vs multilingual drafting Special features of International law	S
Incoterms	Main terminology in different genres of commercial documents and legislation	S
Contribution to European languages and cultures	Standartisation. Enrichment. Challenges	S

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.	No course-specific pre-installed software required due to reliance on cloud computing
Seminar	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.	No course-specific pre-installed software required due to reliance on cloud computing
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.	No course-specific pre-installed software required due to reliance on cloud computing

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:

Ringe, N. (2022). The Language(s) of Politics: Multilingual Policy-Making in the European Union. United States: University of Michigan Press.

Baaij, C. (2018). Legal Integration and Language Diversity: Rethinking Translation in EU Lawmaking. United Kingdom: Oxford University Press.

Braarvig J., Geller, Markham J. Studies in Multilingualism, Lingua Franca and Lingua Sacra [Электронный ресурс] 2018. 1 c. ISBN 9783945561133 URL: http://www.oapen.org/download/?type=document&docid=1004755Other recommended readings:

Language technologies for a multilingual Europe [Электронный ресурс] / Witt A. [и др.]. 2018. 1 c. ISBN 9783946234777 URL: http://www.oapen.org/download/?type=document&docid=1001677

Additional readings:

Leal, A. (2021). English and Translation in the European Union: Unity and Multiplicity in the Wake of Brexit. United States: Taylor & Francis.

Judicial Law-Making in European Constitutional Courts. (2020). United Kingdom: Taylor & Francis.

Horsley, T. (2018). The Court of Justice of the European Union as an Institutional Actor: Judicial Lawmaking and Its Limits. India: Cambridge University Press.

Internet sources

Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements

Interpreter Training Resources.- URL: http://interpreters.free.fr/consec.htm

Critical Link: http://www.criticallink.org

EU: http://ec.europa.eu/transltion/language_aids

FITISPOS: http://www.fitispos.com.es

ITI (Institute of Translation and Interpreting): www.iti.org.uk

Interpreting & Translation Research Group site: www.uws.edu.au/itrg

TRANSLATION DIRECTORY http://www.translationdirectory.com

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/

Training toolkit for self- studies to master the course:
1. The set of lectures on the course

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.

DEVELOPERS:

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