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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
Educational Division

COURSE SYLLABUS

Law and Artificial Intelligence

(Course title)

Recommended by the Didactic Council for the Education Field

40.03.01 Law

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

1. COURSE GOAL(s)

The main purpose is to identify the main directions of development of legal regulation in relation to AI, to analyze the law enforcement practice: review general issues of legal regulation of relations in the field of AI; study the most complex theoretical and practical legal problems related to the implementation of AI technologies in the public administration system.

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 competences that students acquire through the course study

Competence Code	Competence descriptor	Competence formation indicators (within this course)
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.

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course refers to the elective 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.	Constitutional Law Comparative Administrative Law and Justice History of State and Law of Foreign Countries	Communications and Internet Law and Policy Law and Neuroscience

* - filled in based on the competency matrix

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

1) 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)**

Types of academic activities		TOTAL, academic hours	Semester / Module			
			9	A	B	C
<i>Contact academic hours</i>						
Lectures (LC)		16				16
Seminars (workshops/tutorials) (S)		16				16
<i>Self-studies</i>		31				31
<i>Evaluation and assessment (exam or pass/fail grading)</i>		9				9
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)	Topics contents	Academic activities types
Doctrinal and public legal approaches to determine the AI status.	Topic 1.1. Legal approaches inherent in the Romano-Germanic system of law.	The Romano-Germanic (civil law) system prioritizes codified statutes, comprehensive legal codes, and doctrinal reasoning over judicial precedent. Legal approaches emphasize deductive logic, where judges apply abstract general norms to concrete cases, and scholarly writings hold significant persuasive authority. The system is characterized by a strong separation between public and private law, with an inquisitorial trial model and limited judicial discretion.	LC, S
	Topic 1.2. Legal approaches inherent in the Anglo-Saxon system of law.	The Anglo-Saxon (common law) system relies heavily on judicial precedent (stare decisis), where past court decisions bind future cases with similar material facts. Legal reasoning is inductive, moving from specific case outcomes to general principles, and the adversarial trial model places judges as neutral arbiters between competing parties. Equity law supplements strict common law rules, allowing flexible remedies such as injunctions and specific performance.	LC, S
	Topic 1.3. Legal approaches inherent in the religious system	Religious legal systems, such as Islamic	LC,

Course module title	Course module contents (topics)	Topics contents	Academic activities types
	of law.	Sharia or Halakha (Jewish law), derive their authority from divine revelation and sacred texts, with no separation between religious and secular norms. Legal reasoning involves interpretation of scriptures, prophetic traditions (Sunnah/ Talmud), and scholarly consensus (ijma), while human legislation must not contradict fundamental religious principles. Courts may be composed of religious jurists, and dispute resolution often integrates spiritual sanctions alongside civil penalties.	S
	Topic 1.4. Legal approaches inherent in the socialist system of law.	Socialist law, historically associated with Marxist-Leninist states, prioritizes state ownership, central planning, and the protection of collective interests over individual rights. Legal approaches emphasize the leading role of the communist party, with law serving as an instrument of state policy and social transformation rather than an autonomous normative order. Judicial decisions often follow party guidelines, and private property rights are heavily restricted in favor of public or cooperative ownership.	LC, S
	Topic 1.5. Legal approaches inherent in the ordinary system of law.	The term “ordinary system of law” typically refers to customary or indigenous legal systems based on long-standing traditions, community	LC, S

Course module title	Course module contents (topics)	Topics contents	Academic activities types
		practices, and unwritten norms passed down orally. Legal approaches prioritize restorative justice, reconciliation, and social harmony over punitive sanctions, with elders or community councils acting as adjudicators. These systems often coexist with state law and are recognized in many post-colonial jurisdictions for family, land, and local governance matters.	
The main approaches of the state regulation of the circulation of AI technologies (including software and hardware complex)	Topic 2.1. AI standardization procedure used in Russia and abroad	In Russia, AI standardization follows the national system (GOST R), with technical committees (TC 164 “Artificial Intelligence”) developing standards on data quality, trustworthiness, and lifecycle management. Internationally, organizations like ISO/IEC JTC 1/SC 42 produce global standards covering AI terminology, governance, and risk assessment. The procedure typically involves stakeholder consultation, draft circulation, pilot testing, and eventual adoption as either national or international voluntary standards.	LC, S
	Topic 2.2. AI certification procedures used in Russia and abroad	Certification of AI systems in Russia requires conformity assessment against GOST R standards, often including software testing, data documentation, and security audits for high-risk applications (e.g., medical AI). Abroad,	LC, S

Course module title	Course module contents (topics)	Topics contents	Academic activities types
		<p>the EU’s proposed AI Act introduces a risk-based certification framework, with mandatory third-party conformity assessments for high-risk AI systems before market entry. Common procedures involve technical documentation review, algorithm explainability tests, and ongoing post-market monitoring to maintain certification validity.</p>	
	<p>Topic 2.3. Options for AI Market Self-Regulation in International Practice</p>	<p>Self-regulation options include industry-led codes of conduct, ethical guidelines, and best practice frameworks developed by consortia (e.g., Partnership on AI, IEEE Global Initiative). Companies may adopt internal AI ethics boards, algorithmic impact assessments, and voluntary transparency reports to build trust before mandatory laws take effect. International examples include Microsoft’s Responsible AI Standard and Google’s AI Principles, which, while not legally binding, influence market norms and can be incorporated into contracts.</p>	<p>LC, S</p>
	<p>Topic 2.4. The procedure for work with limited-circulation AI technologies in Russia and abroad</p>	<p>Limited-circulation AI technologies (those subject to export controls or dual-use restrictions) require licensing, end-user verification, and compliance with non-proliferation regimes. In Russia, work with such technologies</p>	<p>LC, S</p>

Course module title	Course module contents (topics)	Topics contents	Academic activities types
		<p>involves permissions from the Federal Service for Technical and Export Control (FSTEC), including security classification and restricted data processing protocols. Abroad, similar procedures under regimes like the Wassenaar Arrangement mandate government authorization for cross-border transfer of AI models with military or surveillance capabilities.</p>	
	<p>Topic 2.5. Cross-border issues of regulation of AI, robotics and software and hardware</p>	<p>Cross-border challenges include conflicting legal standards (e.g., EU’s risk-based vs. US’s sectoral approach), data localization requirements, and differing liability rules for AI-caused harm. The extraterritorial reach of regulations like the GDPR creates compliance burdens for global AI providers, while export controls on chips and algorithms fragment international supply chains. Harmonization efforts through bilateral agreements, international standards, and mutual recognition frameworks aim to reduce these regulatory frictions.</p>	<p>LC, S</p>
<p>Issues of regulating the AI legal personality</p>	<p>Topic 3.1. Legal personality of AI as a subject of legal relations and emerging legal disbalances.</p>	<p>Granting AI legal personality would allow it to own property, enter contracts, and be sued, but this raises fundamental disbalances with natural persons’ rights and accountability. Current systems treat AI as an object (tool or product), leaving liability on</p>	<p>LC, S</p>

Course module title	Course module contents (topics)	Topics contents	Academic activities types
		<p>developers, users, or owners, which may be inadequate for autonomous harmful acts. Emerging disbalances include the impossibility of punishing AI, the dilution of human responsibility, and the risk of AI being used to shield human wrongdoing.</p>	
	<p>Topic 3.2. Alternative approaches to identify the AI legal personality.</p>	<p>One alternative is the “electronic person” concept, proposed by the European Parliament, which would create a sui generis status with limited rights and compulsory insurance. Another approach treats AI as a “agent” or “auxiliary” of its user, applying traditional agency law with modified liability caps. A third model rejects legal personality entirely, instead focusing on strict liability regimes, mandatory black-box recording, and no-fault compensation funds for AI-caused harm.</p>	<p>LC, S</p>
	<p>Topic 3.3. Advantages and disadvantages in the definition of AI as the subject and object of legal relations.</p>	<p>Defining AI as an object (e.g., a software product) provides legal clarity, aligns with existing property law, and preserves traditional liability chains, but it fails to account for autonomous, unpredictable decisions. Defining AI as a subject enables independent contracting, facilitates AI-managed assets (e.g., DAOs), and aligns with functional autonomy, but it creates enforcement problems due to AI’s lack</p>	<p>LC, S</p>

Course module title	Course module contents (topics)	Topics contents	Academic activities types
		of assets or consciousness. The main advantage of either definition is forcing legal adaptation to technological reality; the main disadvantage is the risk of over- or under-regulation that either stifles innovation or leaves victims without remedy.	

* - filled in **only for full-time** education: LC - lectures; LW - laboratory 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.	A set of specialized furniture; technical means: Monoblock Multimedia projector Screen for projector Marker board WiFi
Lab work	A classroom for laboratory work, individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and machinery.	A set of specialized furniture; technical means: Monoblock Multimedia projector Screen for projector Marker board WiFi
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.	A set of specialized furniture; technical means: Monoblock Multimedia projector Screen for projector

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
		Marker board WiFi, specialized software: Trados
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.	A set of specialized furniture; technical means: Monoblock Multimedia projector Screen for projector Marker board WiFi
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.	A set of specialized furniture; technical means: Monoblock Multimedia projector Screen for projector Marker board WiFi

* - It is necessary to specify a classroom for self-study of students

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:

1. Yastrebov O.A., Atabekov A.R. Legal Status of Artificial Intelligence Across Countries: Legislation on the Move. European Research Studies Journal Volume XXI, Issue 4, 2018.
2. Zekos G. I. Advanced Artificial Intelligence and Robo-Justice. – Springer, 2022.
3. Turner J. Robot rules: Regulating artificial intelligence. – Springer, 2018.

Additional readings:

4. Atabekov A.R. Exploring the legal status of chat bots Proceedings of INTCESS2018- 5th International Conference on Education and Social Sciences 5-7 February 2018- Istanbul, Turkey.

5. Atabekov A.R. Key Challenges to Administrative Regulations in the Field of Robotics and AI Turnover: Russian and International Experience. Conference on Education and Social Sciences (INTCESS) Местоположение: Dubai, U ARAB EMIRATES 2020
6. Mohsin, Kamshad. (2019). Necessity of Artificial Intelligence Law. SSRN Electronic Journal. 10.2139/ssrn.3510465.
7. Kim, Ki & Kim, Tae. (2018). Artificial Intelligence: Law and Medicine. The Journal of Humanities. 69. 39-75. 10.31310/HUM.069.02.
8. Institute, Tencent & CAICT, & Lab, Tencent & platform, Tencent. (2020). Ten Trends in Artificial Intelligence Law. 10.1007/978-981-15-6548-9_22.

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
 - 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).

DEVELOPERS:

Assistant Professor of
Administrative and Financial
Department

A.R. Atabekov

Position, Name of the Department

Signature

Full name

HEAD OF EDUCATIONAL DEPARTMENT

Head of Administrative and Financial
Law Department

O.A. Yastrebov

Position, educational department

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**HEAD OF THE HIGHER
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