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

COURSE SYLLABUS

**WORKSHOP «PROCEDURAL DOCUMENTS IN INTERNATIONAL
DISPUTES»**

course title

Recommended by the Didactic Council for the Education Field of:

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 goals of the course Workshop «Procedural documents in international disputes» are to:

1. to form a comprehensive understanding of the forms and methods of resolving international disputes among students;
2. to form students' scientific understanding of the modern system of international dispute resolution mechanisms, the special role of international judicial institutions in dispute resolution;
3. to reveal the current legal framework for the creation and functioning of the main international judicial institutions; analysis of decisions (opinions, rulings) adopted by international courts; the formation of students' practical skills in working with the normative sources of international judicial institutions and their use in specific practical situations; familiarizing listeners with topical issues of modern international law in the field of international judicial institutions, as well as with trends and prospects for the development of international law in this area.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course “Workshop «Procedural documents in international disputes»” 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 (GC, GPC, PC)	Competence descriptor	Competence formation indicators (within this course)
PC-2.	Can apply legal norms in specific legal areas and use them in the way prescribed by law	PC-2.1. Demonstrates specific knowledge of the implementation of law, knows the procedure for carrying out the duties of jurisdictional bodies responsible for the implementation of law; PC-2.2. Has mastered the skills of analyzing the facts of the case, qualifying the facts of law and legal relations that arise due to them, identifies legally significant circumstances; PC-2.3. Carries out the correct choice of the legal norm to be applied and the method of its interpretation; PC-2.4. Has mastered the methods of searching for cases of implementation of law and monitoring it in order to complete professional tasks; PC-2.5. Develops options for legal actions in strict accordance with the legislation and makes decisions in the form prescribed by law.

At the end of this course, students will:

know

- the current legal framework for the creation and functioning of the main international judicial institutions;
- how to work with the normative sources of international judicial institutions and their use in specific practical situations;
- the topical issues of modern international law in the field of international judicial institutions, as well as with trends and prospects for the development of international law in this are legal nature of international law as an independent system of law;

able to

- do legal analysis of legal conflicts
- to search, analyze, and work with legally relevant information by using the juridical, comparative and other specific methods
- to work with judicial information (search, evaluate, use information, necessary for fulfillment of academic and professional tasks, from various sources, including application of the systematic approach)

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course “Workshop «Procedural documents in international disputes»” 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/modules*	Subsequent courses/modules*
PC-2.	Can apply legal norms in specific legal areas and use them in the way prescribed by law	Theory of State and Law; Information Technologies in Legal Practice (Fundamentals of Legal Tech); Administrative Law; Civil Law; Civil and Commercial Procedure; Financial Law and Tax Law; International Public Law; Environmental Law and Land Law; Labor Law;	Workshop "Procedural Documents in Constitutional Procedure" Workshop "Negotiations and Contracts" Workshop "Drafting Legal Letters, Memos & Legal Opinions"; Work Experience (Judicial) Internship; Work Experience (Pre-graduation) Internship;

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
		International Private Law; Commercial Law and Corporations; Logic for Lawyers; Theory of Legal Argumentation Fundamentals of Medicine Law; Legal Tech: Advanced Course; Workshop "Procedural Documents in Civil Cases"; Workshop "Procedural Documents in Administrative Cases"; Workshop "Procedural Documents in Criminal Cases" Workshop "Skills of Effective Presentation in Court"	

* - 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	Semesters/training modules			
		5	6	7	8
<i>Contact academic hours</i>	30			30	
including:					
Lectures (LC)					
Lab work (LW)					
Seminars (workshops/tutorials) (S)	15				15
<i>Self-studies</i>	75				75
<i>Evaluation and assessment (exam or pass/fail grading)</i>	18				18
Course Workload	academic hours	108			108
	credits	3			3

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

Type of academic activities		Total academic hours	Semesters/training modules			
			1	2	3	4
Contact academic hours						
including:						
Lectures (LC)						
Lab work (LW)						
Seminars (workshops/tutorials) (S)						
Self-studies						
Evaluation and assessment (exam/passing/failing grade)						
Course workload	academic hours					
	credits					

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

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

Type of academic activities		Total academic hours	Semesters/training modules			
			1	2	3	4
Contact academic hours						
including:						
Lectures (LC)						
Lab work (LW)						
Seminars (workshops/tutorials) (S)						
Self-studies						
Evaluation and assessment (exam/passing/failing grade)						
Course workload	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)	Course contents	Academic activities types
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<p>Introduction and the UN Treaty Body System</p>	<ol style="list-style-type: none"> 1. Topic 1.1. Introductory lecture: procedural documents as the architecture of international disputes 2. Topic 1.2. UN treaty body system: Daniel Billy et al. v. Australia (HRC, 2022) 3. Topic 1.3. Treaty-body procedure workshop (continued) 	<p>This topic defines procedural documents and their role in different international forums (UN treaty bodies, regional human rights courts, arbitral tribunals, WTO). It focuses on the roadmap of core documents across various dispute settlement mechanisms, including individual communications, state-to-state applications, requests for provisional measures, and written pleadings. Special attention is given to style and structure in legal English – the use of logical sequencing, headings, citations to authorities, and clear signposting. The organisation of annexes and evidence bundles is explained: how to label exhibits, prepare tables of contents, and ensure authenticity and translation. The in-class task requires students to turn a simple fact pattern into three core elements: an issue list (identifying legal questions), a relief requested section (types of remedies sought), and draft headings for a submission (mimicking the structure of a memorial or communication). The focus is on the structure of an individual communication before the Human Rights Committee. Students learn the standard parts: heading (complainant, respondent state, treaty provisions invoked), factual narrative, alleged violations, and admissibility narrative. The admissibility argument covers exhaustion of domestic remedies, victim status, <i>ratione temporis</i> and <i>ratione materiae</i> compliance. The topic also explains how to draft requested remedies in the treaty body context – individual measures (e.g., release from detention, compensation) and general measures (e.g., legislative reform). The interplay between state observations and authors’ comments is examined, showing how each side responds to the other’s legal and factual submissions.</p>	<p>S</p>
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<p>Regional Human Rights Systems: Inter-American Court and European Court of Human Rights</p>	<ol style="list-style-type: none"> 1. Topic 2.1. Juvenile Reeducation Institute v. Paraguay (“Panchito López” case) 2. Topic 2.2. ECtHR: Sejdić and Finci v. Bosnia and Herzegovina 3. Topic 2.3. ECtHR: Paradiso and Campanelli v. Italy 	<p>Here the focus shifts to the Inter-American human rights system. Students study the logic of a petition/application to the Inter-American Commission and Court. This topic covers the application to the European Court of Human Rights. Students learn the standard application form and the required written statement of facts and complaints under specific Convention articles.</p> <p>This advanced ECtHR topic focuses on admissibility and proportionality framing in complex cases involving Article 8 (right to family life). Students learn how to argue that an interference was not “necessary in a democratic society” and to present written observations on proportionality.</p>	<p>S</p>
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<p>Inter-State Disputes in Special Regimes: Space, WTO, and Law of the Sea</p>	<ol style="list-style-type: none"> 1. Topic 3.1. Space-related disputes: Kosmos 954 (1978) 2. Topic 3.2. Space disputes (Part II): Kosmos-2251 & Iridium 33 collision 3. Topic 3.3. WTO dispute settlement body: building the case file (general module) 4. Topic 3.4. Inter-state procedure continued: interim measures, evidence, remedies (Pork case) 5. Topic 3.5. “Arctic Sunrise” (Netherlands v. Russia): ITLOS / arbitration procedure 	<p>This topic covers diplomatic claims as procedural documents. The main instruments are the 1972 Liability Convention and the 1968 Rescue and Return Agreement. Here the emphasis is on responsibility, causation, and expert evidence in writing. Students learn how to draft expert reports: the expert’s qualifications, methodology, data sources, and conclusions on collision dynamics. This topic introduces the WTO dispute settlement documents. The initial request for consultations is examined: its required content (legal basis, specific measures at issue) and its functions (opening negotiations, tolling limitation periods). This topic focuses on requests for provisional measures in WTO and other inter-state procedures. Although the WTO does not have explicit interim measures, the practice of requesting suspension of domestic measures pending panel review is analysed. This topic deals with the International Tribunal for the Law of the Sea. Students learn the structure of a request for provisional measures under Article 290 of UNCLOS – the elements of urgency, irreparable harm, and prima facie jurisdiction.</p>	<p>S</p>
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<p>Climate, Refugee, and Environmental Procedures</p>	<ol style="list-style-type: none"> 1. Topic 4.1. Treaty bodies & climate/human-rights disputes: procedural strategy 2. Topic 4.2. Refugee status determination (RSD): procedure and documentation (Part I) 3. Topic 4.3. RSD (Part II): refusals, appeals, and procedural fairness 4. Topic 4.4. International legal regulation of waste management and hazardous chemicals 	<p>This topic teaches students how to choose the right procedure for climate-related human rights claims. It compares individual communications before UN treaty bodies (e.g., HRC, CRC) with regional court applications. The focus is on the applicant's statement as the central procedural document. Students learn the credibility structure – how to write a coherent narrative that explains inconsistencies and fears of persecution.</p> <p>This topic covers appeal submissions. Students learn to identify errors of fact and law in a first-instance refusal letter and to present new evidence (updated country information, changed personal circumstances).</p> <p>The final topic in this section examines procedural documents in the context of multilateral environmental agreements (Basel, Rotterdam, Stockholm, Minamata, Bamako Conventions).</p>	<p>S</p>
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Consolidation and Final Practical Skills	1. Topic 5.1. Consolidation seminar: cross-cutting principles of drafting procedural documents	This final session draws together the commonalities across all forums. Students review the universal logic: (1) factual narrative, (2) legal qualification, (3) admissibility/jurisdiction arguments, (4) remedies. Style and formatting for an international judge are emphasised – conciseness, headings, marginal numbers, citations to precedent (treaty provisions, case law, general principles). The management of annexes and volumes of evidence is reiterated (authenticity, translations, confidentiality redactions).	S
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* - 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	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 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),

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
		Chrome
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. Merrills, International Dispute Settlement, 7th ed., Cambridge University Press 2022.

Additional literature:

1. Bjorge/Miles (eds.), Landmark Cases in Public International Law, Hart Publishing, 2022
2. von Bogdandy/Venzke, In whose name? A Public Law Theory of International Adjudication, Cambridge University Press, 2023
3. Schabas, The International Criminal Court – A Commentary on the Rome Statute, 2nd Edition, Oxford University Press 2025.
4. Shaw, Rosenne's Law and Practice of the International Court: 1920–2015, Volumes I - IV, Nijhoff 2016
5. Tanaka, The Peaceful Settlement of International Disputes, Cambridge University Press, 2023.

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 the
Department of
International Law

Solntsev A.M.

Position, Name of the Department

Signature

Full name

HEAD OF EDUCATIONAL DEPARTMENT:

Head of the Department of
International Law,
Full Professor

A. Kh. Abashidze

Position, Name of the Department

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HEAD OF THE HIGHER EDUCATION PROGRAM

Director of the Law Institute

Sergey B. Zinkovskiy

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