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

**Institute of Environmental Engineering**

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## **COURSE SYLLABUS**

### **INTERNATIONAL COOPERATION IN THE FIELD OF NATURE PROTECTION**

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**Recommended by the Didactic Council for the Education Field of:  
05.04.06 "Ecology and Nature Management"**

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

**Climate Projects Management**

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## 1. COURSE GOAL(s)

The course is designed to provide knowledge on major international agreements, to explore the possibilities and prospects of international legislation for solving global environmental problems.

**Know:**

basic international legal norms in the field of environmental protection and aspects of international cooperation in the field of ecology,

fundamental international and Russian legal documents regulating relations in the field of environmental management and environmental protection.

**Be able to:**

Apply principles and norms of international environmental law.

**Own:**

skills of reasonable application of the principles and norms of international environmental law, assessment of actions taken in the environmental sphere at the national and regional levels,

solving global environmental problems and ensuring the interests of national and global security.

## • 2. REQUIREMENTS FOR LEARNING OUTCOMES

The process of studying the discipline is aimed at the formation of the following competencies:

Competence code	Competence descriptor	Competence formation indicators
GC-3	Able to organize and manage the team work, developing a team strategy to achieve the goal	GC-3.1 owns the techniques and methods of teamwork, organizes the team members selection to achieve the goal
		GC-3.2 capable to organize and adjust the team work, based on the collegial decisions too
		GC-3.3 can delegate authority to team members and distribute assignments, give feedback on the results, take responsibility for the overall result
GPC-4	Able to apply regulatory legal acts and norms of professional ethics in the field of ecology and nature management	GPC-4.1 knows the environmental regulation and legislation basics in the field of nature management
		GPC-4.2 knows how to use and apply regulatory legal acts in the field of ecology and nature management
		GPC-4.3 able to use the professional ethics norms in the professional activities

## 3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

Course *International Cooperation in the field of Nature Protection* refers to the **University Disciplines Module** block 1 of the curriculum.

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

**Table 3.1**

*The list of the higher education programme components that contribute to the achievement of the expected learning outcomes*

Competence code	Competence descriptor	Previous courses/modules, internships*	Subsequent courses/modules, internships*
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<b>GC-3</b>	Able to organize and manage the team work, developing a team strategy to achieve the goal	No	State Exam Master's Thesis Defence
<b>GPC-1</b>	Able to use philosophical concepts and methodology of scientific creation on the various levels of matter, space and time study	No	International Standards for GHG Management State Exam Master's Thesis Defence

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course is **4** credit units.

*Table 4.1. Types of academic activities during the period of the HE program(me) mastering*

Types of academic activities	Total hours	Semester(s)			
		1	2	3	4
<i>Contact academic hours</i>					
Lectures	17	17			
Lab works					
Seminars (workshops/tutorials)	17	34			
<i>Self-study</i>	83	66			
<i>Evaluation and assessment (exam; pass/fail grading)</i>	27	27			
<b>The total course workload</b>	hours	<b>144</b>	<b>144</b>		
	credits	<b>4</b>	<b>4</b>		

#### 5. COURSE CONTENTS

*Table 5.1. The content of the discipline (module) by type of educational work*

Title of Course Modules	Content	Types of academic activities
Module 1. Modern global environmental problems and the implementation of the principles of sustainable environmental and economic development	<b>Topic 1.1.</b> Sustainable Development Goals. Criteria for sustainable development,	L, S
	<b>Topic 1.2</b> The concept of circular economy	S
	<b>Topic 1.3</b> International environmental organizations	L, S
Module 2. International conferences as a tool for solving international environmental problem	<b>Topic 2.1.</b> The role of an international treaty and its features in the regulation of interstate relations in the field of environmental protection. international agreement	L, S
	<b>Topic 2.2.</b> The contribution of international conferences to the development of international environmental law (retrospective analysis). Basic international legal documents	S
	<b>Topic 2.3.</b> Contents of the most important regional agreements	L, S
Module 3.	<b>Topic 3.1.</b> General concepts of international environmental law	L, S

Title of Course Modules	Content	Types of academic activities
Legal mechanisms of international legal regulation	<b>Topic 3.2.</b> International legal regulation of marine environment protection; protection of atmospheric air, near-Earth space and climate	L, S
	<b>Topic 3.3.</b> International legal protection of biological diversity in general, flora and fauna.	L, S
	<b>Topic 3.4.</b> Responsibility of states for environmental pollution	L, S

## 6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

*Table 6.1. Classroom equipment and technology support requirements*

Classroom for Academic Activity Type	Classroom equipment	Specialized educational / laboratory equipment, software and materials for mastering the course (if necessary)
Lecture	Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless	Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release), Skype.
Seminars	Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless	Microsoft Windows 7 corporate. License No. 5190227, date of issue March 16, 2010 MS Office 2007 Prof , License # 6842818, date of issue 09/07/2009
For Self-Study	Classroom for self-study (can be used for seminars and consultations), equipped with a set of devices includes laptop, stable wireless.	No

## 7. RESOURCES RECOMMENDED FOR COURSE STUDY

### *Main reading:*

- Massimo Ferrari, Maria Sole Pagliari Working Paper Series No 2568/ June 2021  
<https://www.ecb.europa.eu/pub/pdf/scpwps/ecb.wp2568~573204d7e7.en.pdf>
- Global Environmental Conventions  
[https://unfccc.int/files/adaptation/adverse\\_effects\\_and\\_response\\_measures\\_art\\_48/application/pdf/200307\\_germany\\_synergies\\_technical\\_cooperation.pdf](https://unfccc.int/files/adaptation/adverse_effects_and_response_measures_art_48/application/pdf/200307_germany_synergies_technical_cooperation.pdf)
- Environmental Conventions & Protocols - List Of Conventions & More

4. Emily Greenfield | Mar 7, 2023 | Environment International Environmental Conventions and Protocols  
<https://sigmaearth.com/international-environmental-conventions-and-protocols/>

*Additional reading:*

1. J. Michael Goodsob. Environmental Law. Law library Duke University School of Law, 2015  
<https://law.duke.edu/sites/default/files/lib/environmental.pdf>
2. INTERNATIONAL ENVIRONMENTAL LAW PROFESSOR DAN BODANSKY Regional Courses on Environmental Law. United Nations, 2017  
[https://legal.un.org/avl/studymaterials/rcil-laac/2017/book3\\_1.pdf](https://legal.un.org/avl/studymaterials/rcil-laac/2017/book3_1.pdf)
3. The principles of international environmental law 2015.  
[https://edisciplinas.usp.br/pluginfile.php/520713/mod\\_resource/content/1/Cap.3\\_International%20Environmental%20Law%20%281%29.pdf](https://edisciplinas.usp.br/pluginfile.php/520713/mod_resource/content/1/Cap.3_International%20Environmental%20Law%20%281%29.pdf)
4. ELIZABETH R. D E SOMBRE The Evolution of International Environmental Cooperation journal of International Law & International Relations Vol. 1(1-2) International Environmental Cooperation
5. Sahar Zarei ,Negin Mosavi Madani International Cooperation for Environmental Protection in the 21st Century CIFILE Journal of International Law (2020), Journal Vol. 1, No. 2, 1-07 (2020) Online ISSN:2563-3341  
[https://www.cifilejournal.com/article\\_103856\\_a549a4a7109a60f27c9350e2b8d7ecb2.pdf](https://www.cifilejournal.com/article_103856_a549a4a7109a60f27c9350e2b8d7ecb2.pdf)

*Internet-based sources*

1. ELS of RUDN University and third-party ELS, to which university students have access on the basis of concluded agreements:

- RUDN Electronic Library System - RUDN EBS <http://lib.rudn.ru/MegaPro/Web>
- ELS "University Library Online" <http://www.biblioclub.ru>
- EBS Yurayt <http://www.biblio-online.ru>
- ELS "Student Consultant" [www.studentlibrary.ru](http://www.studentlibrary.ru)
- EBS "Lan" <http://e.lanbook.com/>
- EBS "Trinity Bridge"

2. Databases and search engines:

- electronic fund of legal and normative-technical documentation <http://docs.cntd.ru/>
- Yandex search engine <https://www.yandex.ru/>
- Google search engine <https://www.google.ru/>
- abstract database SCOPUS <http://www.elsevierscience.ru/products/scopus/>

## 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 level of competences (competences in part) formation as results of mastering the discipline are specified in the Appendix to the syllabus.

### DEVELOPER:

Associate Professor of the EM  
Department

Position

**Kapralova D.O.**

Name, Surname

### HEAD OF DEPARTMENT:

Director of EM Department

Position

**Kucher D.E.**

Name, Surname

### HEAD OF PROGRAMME:

Director of ES&PQM Department

Position

**Savenkova E.V.**

Name, Surname

Signature

Signature

Signature



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**ASSESSMENT TOOLKIT**

**INTERNATIONAL COOPERATION IN THE FIELD OF NATURE  
PROTECTION**

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**Recommended by the Didactic Council for the Education Field of:**  
05.04.06 "Ecology and nature management"

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Climate Project Management

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## Passport to Assessment Toolkit for Course International Cooperation in the Field of Nature Protection

Education Field / Speciality 05.04.06 "Ecology and nature management"/ «Climate Project Management»

Course: International Cooperation in the Field of Nature Protection

Competences (competences in part ) under assessment	Course module under assessment	Course topic under assessment	Tools to assess higher education programme mastering level						Points for topic	Points for module	
			Class work			Self-studies		Exam/Pass-fail assessment			
			Quiz	Test	Report	Lecture activity	Practice				Essay
GC-3 GPC 4	Modern global environmental problems and the implementation of the principles of sustainable environmental and economic development	Sustainable Development Goals. Criteria for sustainable development		2		1				3	29
		The concept of circular economy		2		1	5			8	
		International environmental organizations		2	10	1	5			18	
GC-3 GPC 4	International conferences as a tool for solving international environmental problem	The role of an international treaty and its features in the regulation of interstate relations in the field of environmental protection. international agreement		2		1				3	9
		The contribution of international conferences to the development of		2		1	5			3	



		international environmental law (retrospective analysis). Basic international legal documents									
		Contents of the most important regional agreements		2		1	5			3	
	Legal mechanisms of international legal regulation	General concepts of international environmental law		1		1	5			7	24
		International legal regulation of marine environment protection; protection of atmospheric air, near-Earth space and climate		1		1	5			7	
		International legal protection of biological diversity in general, flora and fauna.		1		1				2	
		Responsibility of states for environmental pollution		1		2	5			8	
				<b>10</b>	<b>10</b>	<b>15</b>	<b>25</b>	<b>20</b>	<b>20</b>		<b>100</b>

## Course International Cooperation in the Field of Nature Protection

### QUESTION CARD No 1

QUESTION 1. Features of the activities of international financial institutions in the field of environmental protection.

QUESTION 2. Deforestation. Forest principles.

3 \* .....

**Developer** \_\_\_\_\_ (Kapralova Daria)  
signature

Head of Educational Department \_\_\_\_\_ (Kutcher Dmitry)  
signature

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day, month, year

Note \* Practice case/task inclusion is subject to the teacher's discretion.

The set of exam question cards is complemented by the assessment criteria developed by the teacher and approved at the department meeting.

Assessment criteria:

*(in compliance with the legal regulations in force)*

### EXAM QUESTIONS

1. Main forms of international cooperation in the field of environmental protection.
2. Features of conventional regulation in the field of environmental protection. Conventions with the participation of Russia.
3. Fundamental provisions of the concept of sustainable development.
4. Main results and significance of the UN conferences on the environment.
5. Features of the activities of international financial institutions in the field of environmental protection.
6. Russia's position in the system of international economic relations in the field of environmental protection.
7. Russia's obligations and priorities in the international context of the transition to sustainable development.
8. Main directions of Russia's international activities in the field of environmental protection.
9. Global warming. International documents related to this problem.
10. Pollution of the World Ocean. Basic documents.
11. Extinction of species of living organisms. Basic documents.
12. Deforestation. Forest principles.
13. Destruction of the ozone layer. Basic documents.
14. Stockholm Conference and basic principles.
15. World Charter for Nature, basic principles.
16. Conference in Rio de Janeiro, proclaimed principles of sustainable development.
17. Environmental safety and principles of international cooperation in environmental protection.
18. International programs in solving environmental problems.
19. National programs of Russia in solving environmental problems.
20. Prospects for international cooperation in environmental activities.
21. Advantages of international cooperation in environmental management for Russia.
22. International cooperation in the field of industrial and consumer waste management.
23. Persistent organic pollutants. International documents related to this problem.
24. Non-governmental international organizations dealing with environmental and public health issues.

25. International legal objects of nature, main categories.
26. Conference on Sustainable Development in Johannesburg (2002), goals and main provisions.
27. International environmental organizations.
28. International organizations of integrated environmental protection.
29. International organizations specializing in environmental protection.
30. Intergovernmental and non-governmental organizations dealing with environmental and public health issues.
31. International financial institutions in the field of environmental protection.
32. International cooperation in the field of nuclear energy, nuclear explosions and military operations.
33. Club of Rome as an international non-governmental organization.
34. Information services, systems and databases in the field of environmental protection.
35. International environmental quality standards ISO 14000

### Tentative list of assessment tools

No	Assessment tool	Brief features	Assessment tool representation in the kit
<i>Class work</i>			
1	Survey/Quiz	A tool of control, organised as a special conversation between a teacher and students on topics related to the course under study, and designed to clarify the amount of students' knowledge in a particular section, topic, problem, etc.	Questions on the course topics /modules
2	Test	A system of standardised tasks that allows the teacher to automate the procedure for measuring the student's level of knowledge and skills	Tests bank
3	Control work	A tool of control organised as a classroom lesson, at which students need to independently demonstrate the acquisition and mastering of the educational material of the course topic, section, or sections.	Questions on the course topics /modules
4	Round table, discussion, polemic, dispute, debate, (class work)	Evaluation tools that allow the teacher to engage students in the process of discussing controversial issues, problems and assess their ability to argue their own point of view.	List of themes for round tables, discussions, polemics, disputes, debates.
5	Business game and/or role play	Joint activities of a student group under the teacher's control to solve educational and professionally oriented tasks through the simulation of a real-world problem; this activity allows the teacher to assess the students' ability to analyse and solve typical professional challenges.	Topic (problem), concept, roles and expected results for each game
6.	Presentation (defence) of project/report/ Library research paper /briefs *	A tool for monitoring the students' ability to present the work results to the audience.	Themes for projects/reports/ Library research paper/ briefs
7	Pass/Fail assessment	A tool for checking the quality of students' performance of laboratory work, acquisition and mastering of the practice training and seminar educational material, successful completion of the advanced field internship and pre-graduate internship and fulfillment of all training assignments in the course of these internships in accordance with the approved programme.	Tasks examples
8	Exam	The evaluation of the student's work during the semester (year, the entire period of study, etc.); it is designed to identify the level, soundness and systematic nature of theoretical and practical knowledge gained by the student, formation of independent work skills, development of creative	Examples of tasks/questions/exam question cards

		thinking, ability to synthesise the acquired knowledge and apply it to solve practice tasks.	
9	Case	A problem-solving task in which the student is asked to comprehend the real work-related (occupational) situation necessary to solve the problem.	Assignments to solve the case
10	Multi-level tasks and assignments with varying difficulty	The tasks and assignments differ in terms of the following levels: a) reproductive level allows the teacher to evaluate and diagnose the students' knowledge of factual material (basic concepts, algorithms, facts) and the students' ability to correctly use special terms and concepts, recognize objects of study within a certain section of the discipline, b) reconstructive level allows the teacher to evaluate and diagnose the students' abilities to synthesise, analyse, generalise factual and theoretical material and formulate specific conclusions, establish cause-and-effect relationships, c) creative level allows to evaluate and diagnose students' skills to integrate knowledge of various fields, argue their own point of view.	Set of multi-level tasks and assignments with varying difficulty
<b><i>Self- studies</i></b>			
1	Calculation and graphic work	A tool for checking students' skills in applying the acquired knowledge according to a predetermined methodology in task solving or fulfilling assignments for a module or discipline as a whole.	Set of tasks for calculation and graphic work
2	Course work/project	A type of independent written work aimed at the creative development of general professional and specialised professional disciplines (modules) and the development of relevant professional competences	Course assignment themes
3	Project	The final "product" that results from planning and performance of educational and research tasks set; it allows the teacher to assess the students' ability to independently shape their knowledge in the course of solving practice tasks and problems, navigate in the information environment and the students' level of analytical, research skills, skills of practical and creative thinking; it can be implemented individually or by a group of students.	Themes for team-based or individual projects
4	Reports, briefs	The product of the student's independent work, which is a public performance on the presentation of the results of solving a specific educational, practical, research or scientific topic.	Themes for reports, briefs
5	Standard calculations	A tool to test skills in applying the acquired knowledge, according to a predetermined methodology, solving tasks or fulfilling	Set of tasks for standard calculations

		assignments for a module or discipline as a whole.	
6	Homework	<p>The tasks and assignments differ in terms of the following levels:</p> <p>a) reproductive level allows the teacher to evaluate and diagnose the students' knowledge of factual material (basic concepts, algorithms, facts) and the students' ability to correctly use special terms and concepts, recognize objects of study within a certain section of the discipline,</p> <p>b) reconstructive level allows the teacher to evaluate and diagnose the students' abilities to synthesise, analyse, generalise factual and theoretical material and formulate specific conclusions, establish cause-and-effect relationships,</p> <p>c) creative level allows the teacher to evaluate and diagnose students' skills to integrate knowledge of various fields, argue their own point of view.</p>	Set of multi-level tasks and assignments with varying difficulty

## **Department of Environmental Management**

### **Set of assignments for control work**

for the course International Cooperation in the Field of Nature Protection

**The international organization that considers issues of reducing the environmentally unfavorable consequences of the operation of nuclear power plants is:**

- a) UN
- b) IAEA
- c) OPEC

**The consideration of disputes in the International Environmental Court is based on the principles:**

- a) ECHR
- b) arbitration court
- c) UN international court

**In what year was the World Charter for Nature signed?**

- a) 1982
- b) 1993
- c) 1969

**For the first time, the basic principles of international environmental cooperation were summarized:**

- a) in the declaration of the UN Stockholm Conference in 1979.
- b) in the declaration of the UN Stockholm Conference in 1972
- c) in the declaration of the UN Stockholm Conference in 1983.

**Which international organization promotes assistance to developing countries in the development of environmental education:**

- a) IUCN
- b) WMO
- c) UNESCO

**The objects of international cooperation are:**

- a) Antarctica
- b) World ocean
- c) both options are correct
- d) there is no correct answer

**The UN Conference on Environment and Development was held in 1992 in:**

- a) Rio de Janeiro
- b) Johannesburg
- c) Paris

**A process that meets the needs of the living and does not limit future generations in ensuring their existence:**

- a) economic development
- b) environmental development
- c) sustainable development

**The procedure and conditions for the movement of radioactive and toxic waste across state borders are regulated by an international legal act (adopted by the UN in 1989 and ratified by the Russian Federation in 1994), which is called:**

- a) Washington Convention
- b) Basel Convention
- c) Vienna Convention

**The main policy document of the International Union for Conservation of Nature (IUCN) and the World Wildlife Fund (WWF) is:**

- a) “The concept of sustainable development”
- b) “International Biological Program”
- c) “World Conservation Strategy”

**Assessment criteria:**

*(in compliance with the legal regulations in force)*



## Department of Environmental Management

### Themes for essays (research essay, reports, briefs)

for the course International Cooperation in the Field of Nature Protection

1. Space as an international object of environmental protection
2. Reducing anthropogenic impact on the World Ocean through the efforts of the international community
3. Antarctica as an international environmental protection site.
4. Bilateral agreements between Russia and countries in Asia and Africa.
5. Bilateral agreements between Russia and the countries of Central and South America
6. Bilateral agreements between Russia and Western European countries.
7. Bilateral agreements between Russia and the countries of Central and Eastern Europe.
8. Bilateral agreements between Russia and the countries of the former USSR.
9. Bilateral agreements between Russia and the USA and Canada.

#### **Assessment criteria:**

*(in compliance with the legal regulations in force)*

Developer \_\_\_\_\_ (Daria Kapralova)  
signature

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day, month, year

# Department of Environmental Management

## Case study

for the course International Cooperation in the Field of Nature Protection

### Assignment (s):

Prepare small messages on the topics below. When preparing messages, you need to pay attention to modern books and Internet resources. The time allotted for the performance should not exceed 10 minutes 1.

- Governmental international organizations in the field of environmental protection
- Non-governmental international organizations in the field of environmental protection
- Major international conferences in the field of environmental protection
- International agreements regulating relations in the field of protection of the atmosphere, hydrosphere, biological resources, soils.

Task No. 1. Complete the following tables according to the information you have heard.

Task No. 2. Compare attitudes towards the “red book” in Russia and other countries

Task No. 3. Describe the main ideas of the Concept of international cooperation of the Russian Federation in the field of environmental management and environmental protection or the international cooperation on environmental policy in your country

Task No. 4 Describe the authorized bodies in the implementation of international treaties, enter the data in the table.

Task No. 5 GREENPEACE is an international public organization in the field of environmental protection for and against

Task No. 6 The role of the Club of Rome in the modern world pro and contra

### Assessment criteria:

*(in compliance with the legal regulations in force)*

Developer \_\_\_\_\_ (Daria Kapralova)  
signature

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day, month, year

### DEVELOPER:

Associate Professor of the EM  
Department

\_\_\_\_\_  
Position

**Kapralova D.O.**

\_\_\_\_\_  
Name, Surname

### HEAD OF DEPARTMENT:

Director of EM Department

\_\_\_\_\_  
Position

**Kucher D.E.**

\_\_\_\_\_  
Name, Surname

**HEAD OF PROGRAMME:**

Director of ES&PQM Department

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Position

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Signature

**Savenkova E.V.**

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Name, Surname