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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, International Law Department**

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

**COURSE SYLLABUS**

**DISCRIMINATION AND GENDER ISSUES IN CONTEMPORARY  
INTERNATIONAL LAW**

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

**2023**

## 1. COURSE GOAL(s)

The discipline "Discrimination and gender issues in contemporary international law" is intended to give a fundamental comprehensive knowledge of one of the most important aspects of human rights protection - protection from discrimination and the establishment of gender equality: to disclose the meaning of the concepts "discrimination" and "gender", to acquaint listeners with a categorical apparatus that allows describing current theoretical and practical problems related to the elimination of discrimination and the establishment of gender equality in various spheres of public life, to introduce various sources of normative and doctrinal nature in this regard; consider general theoretical issues, legal regulation and the main mechanisms for combating discrimination and achieving gender equality; To instill in students an understanding of the issues related to discrimination and gender equality. In presenting the course, the basic concepts of the international public law course are used.

The main objectives of the course "Discrimination and gender issues in contemporary international law" include the following. Instill skills of independent analysis of the content of applicable international legal sources. To disclose the meaning and content of the concepts of "discrimination", "gender", "gender equality", etc .; consider the key milestones in the formation of international legal protection against discrimination in order to clarify the current situation; Identify the main tools and mechanisms for combating discrimination and achieving gender equality; To acquaint listeners with modern grounds of discrimination; consider the most problematic areas for the realization of gender equality in the sphere of human rights; To acquaint listeners with actual problems of the modern international law concerning counteraction to discrimination and achievement of gender equality, and also to analyze tendencies and prospects of development of the international law in this part.

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course is aimed at the Master's students' formation of the following competencies (part of competencies):

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

<b>Competence code</b>	<b>Competence descriptor</b>	<b>Competence formation indicators (within this course)</b>
GPC-5	Independently able to prepare legal documents and draft normative (individual) legal acts.	GPC-5.1. Possesses general and specific legal knowledge necessary for drafting legal documents for various purposes and developing drafts of normative (individual) legal acts; GPC-5.2. Independently compiles legal documents and develops drafts of normative (individual) legal acts;
PC-6	Able to give qualified legal advice in specific areas of international legal regulation.	PC-6.1. Aware of the specifics and methodology of advising in specific areas of international law regulation;

## 3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course "Discrimination and gender issues in contemporary international law" 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*

<b>Competence code</b>	<b>Competence descriptor</b>	<b>Previous courses/modules*</b>	<b>Subsequent courses/modules*</b>
GPC-5	Independently able to prepare legal documents and draft normative (individual) legal acts..	Comparative Law Research / Сравнительное правоведение Environmental Protection and Human Rights / Защита экологических прав человека International Labour Rights in the Global Economy / Международное трудовое право и глобальная экономика Human Rights, SDGs and Challenges of the XXI Century / Права человека, Цели в области устойчивого развития и вызовы XXI века International Business and Human Rights / Международный бизнес и права человека	Inter-American System of Human Rights / Межамериканская система защиты прав человека Research Work / Научно-исследовательская работа Externship and Pre-Degree Internship / Производственная практика, в т.ч. преддипломная
PC-6	Able to give qualified legal advice in specific areas of international legal regulation.	Protection of Human Rights in the UN System / Защита прав человека в системе ООН Environmental Protection and Human Rights / Защита экологических прав человека International Labour Rights in the Global Economy / Международное трудовое право и глобальная экономика Human Rights, SDGs and Challenges of the XXI Century / Права человека, Цели в области устойчивого развития и вызовы XXI века International Business and Human Rights / Международный бизнес и права человека	Indigenous Peoples and Minorities Rights Protection / Защита прав коренных народов и меньшинств International Humanitarian Law / Международное гуманитарное право 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 "Discrimination and gender issues in contemporary international law" is 4 credits (144 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			
			1	2	3	4
<i>Classroom learning, academic hours</i>		32				32
including:						
Lectures (LC)		-	-	-	-	-
Lab work (LW)		-	-	-	-	-
Seminars (workshops/tutorials) (S)		32	-	-	-	32
<i>Self-study (ies), academic hours</i>		78	-	-	-	78
<i>Evaluation and assessment (exam or pass/fail grading)</i>		34	-	-	-	34
<b>Course Workload</b>	academic hours	<b>144</b>	-	-	-	<b>144</b>
	credits	<b>4</b>	-	-	-	<b>4</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 / Module			
			1	2	3	4
<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.

## 5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Course module title	Course module contents (topics)	Academic activities types
Section 1. Discrimination: notion, significance for international law, sources.	1. Notion of discrimination and its genesis. 2. 'Just' and 'justice' in basic international treaties. 3. Sources of international law on the topic of discrimination. Definitions of discrimination in international treaties and declarations.	S

<b>Course module title</b>	<b>Course module contents (topics)</b>	<b>Academic activities types</b>
Section 2. Racial discrimination: instruments and mechanisms of international cooperation.	<ol style="list-style-type: none"> <li>1. Racial discrimination, its definition and sources of law.</li> <li>2. Mechanisms of international cooperation to eliminate racial discrimination.</li> <li>3. Durban process. Its substance and challenges.</li> </ol>	S
Section 3. Other grounds of discrimination and international instruments and mechanisms to eliminate it.	<p>Possible grounds (2 to be settled with students) include, but are not limited to:</p> <ol style="list-style-type: none"> <li>1. Discrimination on basis of age.</li> <li>2. Discrimination on basis of religion.</li> <li>3. Discrimination on basis of family responsibilities.</li> <li>4. Discrimination of migrants and refugees.</li> <li>5. Discrimination of roma.</li> <li>6. Discrimination of persons with disabilities.</li> </ol>	S
Section 4. Gender issues in contemporary international law: protection of women's rights, empowerment of women.	<ol style="list-style-type: none"> <li>1. Sex and gender: genesis of social thought and its implications on the idea of a person, of a human.</li> <li>2. Genesis of women's empowerment from the legal perspective.</li> <li>3. Main instruments and mechanisms for protection of women's rights.</li> </ol>	S
Section 5. Gender issues in contemporary international law: LGBT and human rights protection; men and human rights protection.	<ol style="list-style-type: none"> <li>1. Medical prerequisites for evaluation of the LGBT phenomenon and their changes.</li> <li>2. Human rights of LGBT-persons and limits of the rights.</li> <li>3. Right 'to have' a child from the perspective of international law.</li> <li>4. Men and human rights protection.</li> </ol>	S
Section 6. Freedom and responsibility, rights and duties in context of human rights protection.	<ol style="list-style-type: none"> <li>1. Duties in the human rights context.</li> <li>2. Ultimate goal and prerequisite of human rights protection.</li> </ol>	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,	Multimedia projector, laptop, projection screen,

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
	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
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), 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. RECOMMENDED SOURCES FOR COURSE STUDY

### *Main reading (sources):*

1. Thornberry P. The International Convention on the Elimination of All Forms of Racial Discrimination: A Commentary. Oxford University Press, 2016. 580 p. Oxford Commentaries on International Law.
2. Women's Human Rights: CEDAW in International, Regional and National Law / Ed. by Hellum A., Sinding Aasen H. Cambridge University Press, 2015. Part of Studies on Human Rights Conventions

### *Additional (optional) reading (sources):*

1. Borodina E., Kiseleva E.V., Semenova N.S. Dignity as a Traditional Value: International Legal Analysis // Indian Journal of Science and Technology. 2016. Т. 9. № 11. С. 89431.
2. Changing Nature of Religious Rights under International Law / Ed. by M.Evans, P.Petkoff, J.Rivers. Oxford University Press, 2015. 352 p.
3. Edwards A. Violence against Women under International Human Rights Law. Cambridge University Press, 2013.
4. Girl, disrupted. Briefing paper. 7 March, 2014. URL: <http://www.internal-displacement.org/publications/2014/girl-disrupted>.
5. Groth L. Engendering Protection: an Analysis of the 2009 Kampala Convention and its Provisions for Internally Displaced Women // International Journal of Refugee Law. 2011. Vol. 23. No. 2. P. 221-251.
6. Institutionalizing Rights and Religion: Competing Supremacies / Ed. by Batnitzky L., Dagan H. Cambridge University Press, 2017.
7. Kartashkin V.A. Human Rights and Traditional Values of Humankind // Вестник Российского университета дружбы народов. Серия: Юридические науки. 2012. № 3. С. 119-129.
8. Lippert-Rasmussen K. Born Free and Equal?: A Philosophical Inquiry into the Nature of Discrimination. Oxford University Press, 2013. 336 p.
9. Puppink G. Conscientious Objection and Human Rights: A Systematic Analysis. BRILL, 2017.
10. Semenova N.S., Kiseleva E.V., Ilyashevich M.V., Alisieich E.S. Traditional Values and Human Rights of LGBTI in the Framework of the UN and Council of Europe: International Legal Aspects // Mediterranean Journal of Social Sciences. 2015. Т. 6. № 4. С. 315-324.
11. Semenova N.S., Kiseleva E.V., Ilyashevich M.V., Alisieich E.S. Traditional Values and Human Rights of LGBT Under the Contemporary International Law // Mediterranean Journal of Social Sciences. 2015. Т. 6. № 5. С. 305-312.

*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).

### **DEVELOPERS:**

Associate Professor of the  
Department of International  
Law, Candidate of Legal  
Sciences



Ekaterina V. Kiseleva

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Position, Name of the Department

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Signature

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Full name

### **HEAD OF EDUCATIONAL DEPARTMENT**

Head of the Department of  
of International Law,  
Full Professor



Aslan K. Abashidze

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Position, Name of the Department

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Signature

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Full name

### **HEAD OF THE HIGHER EDUCATION PROGRAM**

Professor of the Department of  
International Law, Doctor of  
legal sciences



N. N. Emelyanova

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Position, Name of the  
Department

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Signature

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Full name