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**Federal State Autonomous Educational Institution for Higher Education  
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA  
named after Patrice Lumumba**

**LAW INSTITUTE**

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

**COURSE SYLLABUS**

**LAW AND NEUROSCIENCE**

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course title

**Recommended by the Didactic Council for the Education Field of:**

**40.03.01 JURISPRUDENCE**

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field of studies / speciality code and title

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

**BACHELOR OF LAWS (LLB)**

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higher education programme profile/specialisation title

## 1. COURSE GOAL(s)

The course is designed to help students to understand the currently stunted understanding of how neuroscience is applied to legal decisions, and to provide a more modern and rational view of neuroscience that will allow attorneys and judges to better design and interpret laws.

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

The course is designed for students to acquire following competences (competences in part):

*Table 2.1. List of target competences (parts of competences)*

<b>Competence code</b>	<b>Competence descriptor</b>	<b>Competence formation indicators (within this course)</b>
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 variable 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*

<b>Competence code</b>	<b>Competence descriptor</b>	<b>Previous courses/modules, internships*</b>	<b>Subsequent courses/modules, internships*</b>
PC-1	Can draft regulatory acts, formulate legal norms for various levels of rulemaking and areas of professional activity.	Theory of State and Law Administrative Law Constitutional Law Civil Law Financial Law and Tax Law International Public Law Environmental Law and Land Law Labor Law International Private Law Comparative Constitutional Law and Justice Comparative Administrative Law and Justice Comparative Criminal Law Comparative Civil and Commercial Law Comparative Criminal Procedure Comparative Civil Procedure	Commercial Law and Corporations

Competence code	Competence descriptor	Previous courses/modules, internships*	Subsequent courses/modules, internships*
		Comparative Financial and Tax Law Civil Liberties and Human Rights Law and Artificial Intelligence Law and Bioethics Orientation (Introductory) Internship	

\* To be filled in according to the competence matrix of the higher education programme.

#### 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**) \*

Type of academic activities	Total academic hours	Semesters/training modules
		4/2
<i>Classroom learning, academic hours</i>	32	32
including:		
Lectures (LC)	16	16
Lab work (LW)	-	-
Seminars (workshops/tutorials) (S)	16	16
<i>Self-studies</i>	74	74
<i>Evaluation and assessment (exam/passing/failing grade)</i>	2	2
<b>Course workload</b>	academic hours	<b>108</b>
	credits	<b>3</b>

#### 5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Course module title	Course module contents (topics)	Academic activities types
Chapter 1. Time to shift that paradigm: law's outdated views on human behavior	Historical roots of law. Human nature in the nineteenth century. Law's current vision. What happens when the survival system is disrupted? How should neuroscience help us to build a new paradigm for law.	LC / S
Chapter 2. Gatekeeping mental state testimony	The required analysis. How does science work? What would Popper say about mental state testimony? Mental capacity in the courts.	LC / S
Chapter 3. Basic concepts: lost in translation	Introduction. Gatekeeping: the meaning of relevance. Statistics in context: the problem of atomistic admissibility. Statistical misunderstandings in criminal cases. Possible solutions. Educating bench and bar about statistical inference drawing.	LC / S

Course module title	Course module contents (topics)	Academic activities types
Chapter 4. Overselling images: fMRI and the search for truth	How lie detectors work: the method. Can arousal issues be disassociated from signals related to lie versus truth? How are the fMRI images generated? Are they “preprocessed”? What is deception? Criminal cases: linking brain and behavior. Civil cases. If not fMRI, is there a better thought detector?	LC / S
Chapter 5. Danger at the edge of chaos: predicting violent behavior in a post-Daubert world	Future dangerousness testimony in the courts. Daubert and expert predictions of violence. Explaining and predicting violence. Assessing scientific validity of actuarial predictions. Cognitive psychology: why actuarial instruments may assist the jury.	LC / S
Chapter 6. Genetic predictions of future dangerousness: is there a blueprint for violence?	Future dangerousness in the courts. Data on violence and sexual violence. Behavioral genetics and future dangerousness.	LC / S
Chapter 7. Actus reus, mens rea and brain science: what do volition and intent really mean?	The neural underpinnings of volition and intent. Free will and consciousness. Volition, intent, and choice in court. Theories of criminal law. What do actus reus and mens rea mean? How neuroscience can help. Unpacking the meaning of volition, choice and intent.	LC / 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*

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.	Multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Office 365 (MS Office, MS Teams), Chrome
Lab work	A classroom for laboratory work, individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and machinery.	Multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Office 365 (MS Office, MS Teams), Chrome
Seminars	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of	Multimedia projector, laptop, projection screen, stable wireless Internet

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
	specialised furniture and technical means for multimedia presentations.	connection. Software: Office 365 (MS Office, MS Teams), Chrome
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.	Multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Office 365 (MS Office, MS Teams), Chrome
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.	Multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Office 365 (MS Office, MS Teams), Chrome
Courtroom	A 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

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

## 7. RESOURCES RECOMMENDED FOR COURSE STUDY

### *Main reading (sources):*

1. Erica Beecher-Monas and Edgar Garcia-Rill (2020). Fundamentals of Neuroscience and the Law: Cambridge Scholars Publishing. ISBN (13): 978-1-5275-4171-9
2. Antonio D'Aloia, Maria Chiara Errigo (2020). Neuroscience and Law. Complicated Crossings and New Perspectives: Springer Nature Switzerland AG 2020. <https://doi.org/10.1007/978-3-030-38840-9>

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

1. NICOLE A VINCENT (Ed) (2013). Neuroscience and Legal Responsibility: Oxford University Press. ISBN 978-0-19-992560-5.
2. Walter Sinnott-Armstrong (2016). Finding Consciousness The Neuroscience, Ethics, and Law of Severe Brain Damage: Oxford University Press (Oxford series in neuroscience, law, and philosophy). ISBN 978-0-19-028030-7 (alk. paper).

### *Internet-(based) sources:*

1. Electronic libraries with access for RUDN students
  - RUDN Electronic Library System (RUDN ELS) <http://lib.rudn.ru/MegaPro/Web>
  - EL "University Library Online" <http://www.biblioclub.ru>
  - EL "Yurayt" <http://www.biblio-online.ru>
  - EL "Student Consultant" [www.studentlibrary.ru](http://www.studentlibrary.ru)
  - EL "Lan" <http://e.lanbook.com/>

- EL "Trinity Bridge"

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.elsevier.com/locate/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  
Theory of Law and State  
\_\_\_\_\_

position, department



signature

Sergey B. Zinkovskiy

name and surname

### **HEAD OF EDUCATIONAL DEPARTMENT:**

Head of the Department of  
Theory of Law and State  
\_\_\_\_\_

position, department



signature

Andrei A. Klishas

name and surname

### **HEAD OF HIGHER EDUCATION PROGRAMME:**

Director of the Law Institute  
\_\_\_\_\_



Sergey B. Zinkovskiy

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position, department

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signature

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name and surname