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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**

**INDIGENOUS PEOPLES AND MINORITIES RIGHTS PROTECTION**

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 main purpose is to form a comprehensive understanding of the forms and methods of Indigenous Peoples and Minorities Rights Protection

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course (module) Comparative Civil Procedure intends to train and guide students to achieve the development of following competences (competences in part):

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

Competence code (GC, GPC, PC)	Competence descriptor	Competence formation indicators (within this course)
GPC-4	Able to argue a legal position in writing and orally in a case, including in adversarial proceedings.	GPC-4.1. Knows the content of basic and specific legal concepts, terms and definitions, is able to use them to build an oral and written position on a specific legal problem
		GPC-4.2. Able to argue a legal position in writing and verbally, including taking into account the adversarial principle in legal proceeding
		GPC-4.3. Has skills in drafting legal documents and public speaking skills to argue a legal position for professional litigation.
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 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*
GPC-4	Able to argue a legal position in writing and orally in a case, including in adversarial proceedings.	Philosophy of Law African System of Human Rights	Educational Internship (Teaching) Externship and Pre-Degree Internship
PC-6	Able to give qualified legal advice in specific areas of international legal regulation.	Protection of Human Rights in the UN System Environmental Protection and Human Rights International Labour Rights in the Global Economy Human Rights, SDGs and Challenges of the XXI Century International Business and	International Humanitarian Law Internship

		Human Rights Discrimination and Gender Issues in Contemporary International Law	
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\* - filled in based on the competency matrix

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course 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	Semesters/training modules
		6
<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>	76	76
<i>Evaluation and assessment (exam or pass/fail grading)</i>	36	36
<b>Course Workload</b>	academic hours	<b>144</b>
	credits	<b>4</b>

#### 5. COURSE CONTENTS

*Table 5.1. Course contents and academic activities types*

Course module title	Course module contents (topics)	Academic activities types
Section 1. The history of the formation and development of the institution for the protection of indigenous peoples in international law	A brief historical digression into the issue of colonization of the lands of indigenous peoples.	S
	Historical prerequisites for the emergence of international protection of the rights of minorities.	S
	The emergence of the institution of protection of the rights of religious minorities in interstate relations in Europe.	S
	Minority protection system within the League of Nations.	S
	The ILO and its practical work in the field of protecting the rights of indigenous peoples.	S
	The UN and the problems of protecting the rights of indigenous peoples.	S
	The problem of the lack of a generally accepted definition of the concept of "indigenous people" in international law.	S
Section 2. Problems of	Subjective and objective factors in determining the concept of "indigenous people".	S
	Definition of the term "indigenous people" in ILO conventions	S

defining the concept of "indigenous people" in international law	United Nations Working Definition of Indigenous Peoples by the Special Rapporteur on Discrimination against Indigenous Peoples	S
	The main components of the concept of "indigenous people".	S
Section 3. Problems of defining the concept of "minority" in international law	1. Definitions of the term "minority" within the League of Nations.	S
	Subcommittee on Prevention of Discrimination and Protection of Minorities (1947) and its practical activities.	S
	Draft resolutions of the Subcommission "Defining the concept of minorities for the protection of the UN", its main provisions.	S
	The Open-ended Working Group of the UN Commission on Human Rights and its activities to develop a definition of the term "minority".	S
	The results of discussions within the framework of the Commission on Human Rights on the development of a definition of the concept of "minority" 70-80s of the XX century.	S
	Criteria of the Commission on Human Rights for the definition of the concept of "minority".	S
	Declaration on the Rights of Persons Belonging to Ethnic, National, Linguistic and Religious Minorities, 1992.	S
	Human Rights Committee General Comments No. 22 (1993) and No. 23 (1994)	S
	Sixth Forum on Minority Issues (2013). Classification of minorities.	S
Section 4 Status of Indigenous Peoples under Contemporary International Law	Generally recognized principles of modern international law	S
	International legal instruments that directly or indirectly regulate the status of indigenous peoples.	S
	United Nations World Conferences against Racism and Racial Discrimination 1978 and 1983.	S
	The need for minimum standards for the rights and obligations of indigenous peoples.	S
	The rights of indigenous peoples in the field of ownership, use and disposal of their ancestral lands, territories and their wealth	S
Section 5 Status of minorities under contemporary international law	The principle of equality and non-discrimination	S
	Provisions of international legal instruments directly or indirectly regulating the status of minorities	S
	Discussions within the Sub-Commissions and Commissions on Human Rights in the process of drafting and adopting the Covenants on Human Rights regarding the rights of minorities.	S
	Activities of the International Labor Organization to protect the rights of minorities.	S
	UNESCO action to protect the rights of minorities.	S
	International standards for the protection of the rights of minorities.	S

<b>Course module title</b>	<b>Course module contents (topics)</b>	<b>Academic activities types</b>
Section 6. Indigenous peoples and the principle of equal rights and self-determination of peoples	The principle of equality and self-determination of peoples as one of the fundamental principles of modern international law, its legal content.	S
	Modern interpretation of the right of peoples to self-determination in international legal literature.	S
	The concept of the term "people", its main components.	S
	Research conducted within the framework of the United Nations on the definition of the term "people"	S
	Do indigenous peoples have the right to self-determination along with other peoples?	S
	Analysis of the main provisions of studies conducted within the framework of the Working Group on Indigenous	S
	Populations in the context of the right of peoples to self-determination.	S
	Functional and territorial autonomy as a variant of self-determination of indigenous peoples.	S
	World practice of granting autonomy to indigenous peoples at the local and federal levels (Denmark, RF, Finland, Sweden, Norway).	S
	Problems of "integration" - "assimilation" of indigenous peoples.	S
	The right of indigenous peoples to development. Problems of ensuring guarantees, including international ones, of the self-government of indigenous peoples.	S
Section 7. Minorities and the principle of equal rights and self-determination of peoples	The emergence of the principle of nationality in international relations and international law and its development.	S
	The principle of equality and self-determination of peoples	S
	Legal regulation of the right of peoples to self-determination in modern international law.	S
	The concept of domestic international lawyers in relation to the principle of self-determination of peoples	S
	Problems of preservation and development of culture, languages, traditions and customs of minorities.	S
	The right of minorities to self-determination and the principle of uti possidetis.	S
	Problems of separatism in modern international relations, the problem of "unrecognized states".	S
	Forms and types of self-determination of peoples, including minorities, without separation: subject of the federation (territorial autonomy), national-cultural autonomy, etc.	S
	Batumi Declaration "Autonomy and International Law" 1995	S
	The right to self-determination of minorities and the right to development.	S
	Problems of providing international guarantees of minority self-government.	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
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), 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. Handbook of Indigenous Peoples' Rights Edited By Corinne Lennox, Damien Short. 1<sup>st</sup> Edition. Routledge. 2018 – 496 p.

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

1. Ben Saul. Indigenous Peoples and Human Rights: International and Regional Jurisprudence, Bloomsbury Publishing – 2016. – 248 p.
2. Thornberry Patrick. Indigenous peoples and human rights. Manchester University Press, 2013. [muse.jhu.edu/book/67623](http://muse.jhu.edu/book/67623)

### *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/>
  - Indigenous Peoples <https://www.un.org/development/desa/indigenouspeoples/>
  - OHCHR and indigenous peoples <https://www.ohchr.org/en/indigenous-peoples>
  - UN policies on indigenous peoples <https://en.unesco.org/indigenous-peoples/un-policies>

\* 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



Irina Al. Chernykh

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Position, Name of the Department

Signature

Full name

### HEAD OF EDUCATIONAL DEPARTMENT:

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Aslan K. Abashidze

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