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**Federal State Autonomous Educational Institution of Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
RUDN University**

Faculty of Humanities and Social Sciences

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

COURSE SYLLABUS

Human Rights and International Security

course title

Recommended by the Didactic Council for the Education Field of:

46.04.01 HISTORY

field of studies / speciality code and title

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

A world history and mass communications

higher education programme profile/specialisation title

1. COURSE GOAL(s)

The purpose of the academic discipline “Human Rights and International Security” is to provide students with an in-depth professional education that allows them to work successfully in the field of international relations, to possess the necessary universal and professional competencies.

In the field of personal education, the purpose of teaching is to form in students the necessary social, personal and professionally significant qualities: citizenship; patriotism; deep respect for the law and the ideals of the rule of law; a sense of professional duty; organization; communication; tolerance; general culture, the ability to insist on the interests of the Russian Federation in the development, adoption and application of international instruments in the field of human rights.

The main objectives of the course are as the following:

- to acquaint students with specific subject of Human Rights and International Security Law;
- to define the interconnection between international human rights law and the global security in the system of the Public International Relations;
- to analyze and study the system of sources of Human Rights and International Security Laws,
- - to create students’ vision on the necessity of international Human Rights protection in the world in the context of general international security challenges.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Studying the course “**Human Rights and International Security**” is aimed at the formation of the following competencies:

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

Competence code	Competence descriptor	Competence formation indicators (within this course)
GC-1	Able to critically analyze problem situations on the basis of a systematic approach, develop a strategy of action.	GC 1.1 Analyze a task, identifying its basic components; GC -1.2 Search for information to solve a given problem using various types of queries; YK-1.2 Analyze a problem, identifying its basic components. task by different types of queries; GC -1.3 Analyze ways of solving problems of world outlook, moral and personal nature on the basis of the use of basic philosophical ideas and categories in their historical development and socio-cultural context;
GC-7	Readiness (student can do smth., is skilled at doing smth., has a good command of, shows (control/ability, etc.)/ should be able to/ will be able to/ is expected to	GC-7.1 Able to: search for relevant sources of information and data, perceive, analyze, remember and communicate information using using digital digital tools, as well as with the help of algorithms when working with data from a variety of data sources in order to effectively utilize

Competence code	Competence descriptor	Competence formation indicators (within this course)
	(know/master/ perform. etc.):	utilize the information obtained to solve problems; conduct evaluate information, its reliability, build logical inferences based on on the basis of incoming information and data. GK-7.2 Evaluates information, its reliability, and draws logical conclusions based on incoming information and data.

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course refers to the core component of (B1) block of the higher educational programme curriculum.

Within the higher education programme students also master other (modules) that contribute to the achievement of the expected learning outcomes as results of the “Human Rights and International Security” 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*
GC-1	Able to critically analyze problem situations on the basis of a systematic approach, develop a strategy of action.	Междисциплинарные подходы в современной исторической науке; Компьютерные технологии в историко-культурном анализе; Информационные базы данных;	
GC-7	Readiness (student can do smth., is skilled at doing smth., has a good command of, shows (control/ability, etc.)/ should be able to/ will be able to/ is expected to (know/master/ perform. etc.)	Философия и методология науки; Актуальные проблемы исторических исследований; Профессиональная этика**;	

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

** Elective disciplines /practices.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The course total workload is equal to 4 credits (144 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			
		1	2	3	4
<i>Contact academic hours</i>	68			68	
including:					
Lectures (LC)	34			34	
Lab work (LW)	0			0	
Seminars (workshops/tutorials) (S)	34			34	
<i>Self-studies</i>	58			58	
<i>Evaluation and assessment (exam/passing/failing grade)</i>	18			18	
Course workload	academic hours	144		144	
	credits	4		4	

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Course module title	Course module contents (topics)	Academic activities types
INTRODUCTION: UNDERSTANDING HUMAN RIGHTS AND GLOBAL SECURITY	<p>Human rights Definition of human rights. History of human rights. National protection of human rights. States' obligation to protect human rights. International protection of human rights. UN and human rights protection. International instruments on human rights protection. International mechanisms of human rights protection. Regional systems of human rights protection. European system of human rights protection. African system of human rights protection. Inter-American system of human rights protection</p> <p>Global security To understand the concept of global security and to make a comparison of different concepts. i.e comparison of the concept "national" and "global", of the concept "international" and "global", "global" and "universal" as well as the concept of national security and its influence on global security.</p> <p>Global security and international security: the conceptual approach. Definition of global security in the light of this academic curricular. Human rights and global security in the context of this academic curricular.</p>	LC,S
SECTION I: HUMAN RIGHTS AND TERRORISM	<p>Understanding terrorism. History of terrorism. Roots of terrorism. Social approach to the concept of terrorism. Political approach to the concept of terrorism. Economic approach to the concept of</p>	LC,S

Course module title	Course module contents (topics)	Academic activities types
	<p>terrorism. Types of terrorism. Religious terrorism. Criminal terrorism. State's terrorism. Political (separatist) terrorism. Pathological terrorism. National policies on counter terrorism. Obligations of states to protect from terroristic acts. International cooperation on counter terrorism. UN counter terrorism programme. International instruments against terrorism. International instruments against terrorism. Regional instruments against terrorism. Regional mechanism against terrorism. Human rights obligations of states while countering terrorism. Human rights protection while countering terrorism.</p>	
SECTION II: HUMAN RIGHTS AND ARMED CONFLICTS	<p>Definition of armed conflict. Causes of armed conflicts. Economical causes of the armed conflict. Political causes of armed conflicts. Religious causes of armed conflicts. Boarder causes of armed conflict. Classification of armed conflicts. Internal armed conflicts. International armed conflicts. Economical consequences of armed conflicts. Political consequences of the armed conflicts. Social consequences of armed conflicts. Humanitarian consequences of armed conflicts. Public international law and armed conflicts. Applied Human rights law and humanitarian law during the armed conflict. International humanitarian law during armed conflicts. Roles of the four Geneva conventions and the Optional Protocols. International regulation of armed conflicts. Peace-keeping and peace-making operations. Post-conflict reconstruction. Post conflict peace building. International Criminal Court. International criminal tribunals. Special tribunal courts.</p>	LC,S
SECTION III: HUMAN RIGHTS AND CLIMATE CHANGE	<p>The concept of climate change. Global warming. Consequences of the climate changes: air pollution, flood, dry, melting ice. The consequence of global warming and climate change on realization of fundamental human rights: right to food. Right to sanitation. Right to housing. International cooperation on issues of climate change. UN actions on climate change. International conferences on climate changes. Stockholm Conference on climate change (5-16 of Jun 1972). United Nations Conference on Environment and Development (Rio de Janeiro 3-14 of Jun 1992). United Nations Conference on Sustainable Development, Rio+20 (20-22 Jun 2012). International instruments on climate change. International Mechanisms on climate change.</p>	LC,S

Course module title	Course module contents (topics)	Academic activities types
	Sustainable development goals.	
<p>SECTION III: HUMAN RIGHTS AND CLIMATE CHANGE</p> <p>SECTION IV: HUMAN RIGHTS AND ILLICIT TRAFFIC IN NARCOTIC DRUGS AND PSYCHOTROPIC SUBSTANCES</p>	<p>Definition of narcotic drugs. Consequences of narcotic drug on fulfillment of human rights. International mechanisms and instruments against illicit traffic in narcotic drugs and psychotropic substances. International control on narcotic drugs and psychotropic substances. International control machinery. The Commission on Narcotic drugs. the International Narcotics Control Board. International cooperation against illicit transfer of narcotic drugs and psychotropic substances. International instruments against the illegal production, transfer and consuming of narcotic drugs and psychotropic substances. International ban on consummation of narcotic drugs. Obligations of states for control on production, conservation and transfer of narcotic drugs and psychotropic substances. Sanctions (responsibility) for illicit production, transfer, conservation and consuming of narcotic drugs and psychotropic substances: Traffickers. International and national narcotic criminal cartels. Threats of narcotic-traffic on the state stability. Threats of narcotic traffic on enjoyment of human rights.</p>	LC,S
SECTION V: HUMAN RIGHTS AND INTERNATIONAL ARM CONTROLS	<p>The scope of international arm controls. Classifications of arms. International regulations on arm trafficking. International cooperation on arm controls. International instruments on arm controls. International mechanisms on arm controls. Arms trade treaty. Principles of the ATT. Objectives aims and scope of the ATT. Conference of parties the ATT. International control on nuclear weapon. Treaty on the prohibition of nuclear weapons. Regional treaties on prohibition of nuclear weapons. International free zones of nuclear weapons. African Nuclear-Weapons-Free Zone Treaty. The Treaty of Tlatelolco (Latin America and the Caribbean). The Treaty of Rarotonga (South Pacific). Central Asian Nuclear-Weapon-Free Zone Treaty. Arm controls and arm conflicts.</p>	LC,S
SECTION VI: HUMAN RIGHTS AND MIGRATION	<p>Migration as social phenomenon. History of migration. Regional regulation of migration. International regulation of migration. States controls of migration. The need for states Control of migration. The second world war and regulation of migration. Refugees and migration. Economic migrants. Political migrants. Asylum seekers. International instruments on migration. International Mechanisms on migration. Internally</p>	LC,S

Course module title	Course module contents (topics)	Academic activities types
	displaced persons. International regulation of internally displaced persons. Rights of internally displaced persons. International organized crimes and migration. Specific of migration to Western Europe. Rescues of migrant seekers on Mediterranean Sea.	
SECTION VIII: HUMAN RIGHTS AND ECONOMIC DEVELOPMENT	Extreme poverty and the threat to international security. UN declaration on development. The concept of development and human rights. The concept of the rights to development and human rights. The dichotomy of the concept of human rights and development. The millennium development goals and human rights. The sustainable development goals and human rights. The international convention on economy, social and cultural rights. Roles of the specialized agencies of the UN, human rights and development. The UN development programme and human rights.	LC,S
SECTION IX: HUMAN RIGHTS AND CYBERSECURITY	Definition of cyber security. History and development of internet network. Economic, social and cultural rights and the right to access to internet. Cybersecurity and right to access to internet. Cybersecurity and the question to limit to access to internet. International cooperation in the ground of cybersecurity. Regional cooperation in the ground of cybersecurity. National regulation of the cybersecurity. Rights to privacy and access to internet network. The European Convention for the Protection of Individuals with regard to Automatic Processing of Personal Data	LC,S
SECTION X: HUMAN RIGHTS AND PANDEMICS	Global security and epidemic. Global security and pandemics. Defining epidemic. Defining pandemic. Epidemic and pandemic outspread and global security. History of epidemic and pandemics. Ebola epidemic. Covid-19 pandemic. Human rights in the context of epidemic and pandemic. Epidemic, pandemic and emergency situations. Human rights and emergency situations. Emergency situation during the Covid-19 pandemic and human rights. International cooperation for eradication of the pandemic. Role of UN in eradication of the Covid-19 pandemic. Role of the World Health Organization in eradication of the Covid-19 pandemic. Economic consequences of the Covid-19 and the enjoyment of human rights.	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.	
Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	
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.	

* The premises for students' self-studies are subject to **MANDATORY** mention

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main sources

1. Obiora, L. A. (2025). The primacy of care for global security. *Journal of Human Rights*, 24(1), 1–21. <https://doi.org/10.1080/14754835.2024.2439259>
2. Comstock, A. L., & Kahn-Nisser, S. (2025). Introduction to Symposium: Human Rights and Democratic Backsliding. *Journal of Human Rights*, 24(1), 74–76. <https://doi.org/10.1080/14754835.2024.2446849>
3. Comstock, A. L., Heiss, A., & Chaudhry, S. (2025). Derogations, democratic backsliding, and international human rights during the COVID-19 pandemic. *Journal of Human Rights*, 24(1), 95–110. <https://doi.org/10.1080/14754835.2024.2446854>
4. Quan, G. M., & Skelton, A. (2025). Age determination of unaccompanied migrant children: An appraisal of the jurisprudence of the Committee on the Rights of the Child. *Nordic Journal of Human Rights*, 43(1), 59–81. <https://doi.org/10.1080/18918131.2025.2458401>
5. Treviño Rangel, J., & Velázquez Moreno, S. (2025). Torture manual: the military and the policing of Mexico's war on drugs. *The International Journal of Human Rights*, 1–20. <https://doi.org/10.1080/13642987.2025.2459601>
6. Yang, Y. J. (2024). Protection for whom? Impact of international humanitarian regulations and forced child recruitment. *The International Journal of Human Rights*, 29(3), 517–541. <https://doi.org/10.1080/13642987.2024.2419922>

7. Roberts Lyer, K. (2024). Protecting the protectors: redefining immunity protections for National Human Rights Institutions. *The International Journal of Human Rights*, 29(3), 593–624. <https://doi.org/10.1080/13642987.2024.2424401>
8. Gupta, K., Iancu, A., Copan, W. G., & Borges, C. (2025). IP Rights and National Security: Industry Spotlight. In *Protecting Intellectual Property for National Security: A Transition Report for the New Administration* (pp. 16–22). Center for Strategic and International Studies (CSIS). <http://www.jstor.org/stable/resrep69105.6>
9. Massari, A. (2020). Human Security. In A. De Lauri (Ed.), *Humanitarianism: Keywords* (pp. 91–93). Brill. <http://www.jstor.org/stable/10.1163/j.ctv2gjwwnw.47>
10. Kaldor, M. (2022). NATO and human security. NATO Defense College. <http://www.jstor.org/stable/resrep39556>
11. DI RAZZA, N., & SHERMAN, J. (2020). Human Rights in UN Peacekeeping. In *Integrating Human Rights into the Operational Readiness of UN Peacekeepers* (pp. 2–4). International Peace Institute. <http://www.jstor.org/stable/resrep25343.6>
12. Diya, S. R. (2025). Applying International Human Rights Principles for AI Governance. Centre for International Governance Innovation. <http://www.jstor.org/stable/resrep67633>
13. Schriver, R. G., & Whetsell, J. H. (2022). US-Taiwan Relations and the National Security vs. Human Rights Fallacy. East-West Center. <http://www.jstor.org/stable/resrep42166>

a)

Optional sources

1. *Understanding Global Security*, Peter Hough (Routledge) 2018
2. *Cybersecurity and Human Rights in the Age of Cyberveillance*, Joanna Kulesza, Roy Balleste, (2015)
3. *Human Rights and Conflict: Exploring the Links Between Rights, Law, and Peacebuilding*, Julie Mertus, Jeffrey Helsing, Jeffrey W. Helsing, (US Institute of Peace Press), 2006
4. *Disarmament Diplomacy and Human Security: Regimes, Norms and Moral Progress in International Relations*, Denise Garcia, (2011)
5. *Stamping Out Rights: The Impact of Anti-terrorism Laws on Policing*, Tessa Boyd-Caine, (2007)
6. *International Human Rights: A Comprehensive Introduction*, Michael Haas, (2013)
7. *Human Rights: International Protection, Monitoring, Enforcement*, Janusz Symonides, Routledge, 2018, 444p.
8. *The Universal Declaration of Human Rights: A History of Its Creation and Implementation, 1948-1998*, Часть 295, M. Glen Johnson, Janusz Symonides, Unesco Pub., 1998, 166p.

9. Human Security: Securing East Asia's Future, Benny Teh Cheng Guan (Springer Science & Business Media), 2012
10. International Law and Changing Perceptions of Security: Liber Amicorum Said Mahmoudi, Jonas Ebbesson, Marie Jacobsson, Mark Adam Klamberg, David Langlet, Pål Wrangé (Hotei Publishing), 2014
11. National Security and the European Convention on Human Rights, Iain Cameron (Martinus Nijhoff Publishers), 16 abr. 2000
12. Global Security in the Twenty-first Century: The Quest for Power and the Search for Peace, Sean Kay (Rowman & Littlefield), 2006
13. Research Handbook on Human Rights and Digital Technology: Global Politics, Law and International Relations: Ben Wagner, Matthias C. Kettemann, Kilian Vieth, (Edward Elgar Publishing), 2019
14. Security and Human Rights, Benjamin J Goold, Liora Lazarus (Bloomsbury Publishing), 2019
15. The Human Right to Development in a Globalized World, Daniel Aguirre (Ashgate Publishing, Ltd.), 2008
16.
 - b)

Internet sources

- c) 1. UN: <https://www.un.org/>
- d) 2. European Union: https://europa.eu/european-union/index_en
- e) 3. Organization of American States: <http://www.oas.org/en/>
- f) 4. MERCOSUR: <https://www.mercosur.int/en/>
- g) 5. African Union: <https://au.int/>
- h) 6. ECOWAS: <https://www.ecowas.int/member-states/>
- i) 7. Shanghai organization for cooperation: <http://eng.sectsc.org/>
- j) 8. NATO: <https://www.nato.int/>
- k) 9. Collective Security Treaty Organization: <https://en.odkb-csto.org/>
- l) 10. ASEAN: <https://asean.org/>
- m) 11. League of Arab States: <http://www.lasportal.org/Pages/Welcome.aspx>
- n) 12. <https://www.ohchr.org/RU/Pages/Home.aspx>
- o) 13. <http://www.african-court.org/en/>
- p) 14. <https://corteidh.or.cr/index.cfm?lang=en>
- q) 15. <http://www.oas.org/en/iachr/>

r) <https://www.rightsandsecurity.org/action/research?category=71&year=2022|2021|2020|2019|2018|2017|2016|2015&keywords=2024>

s)

1. Electronic libraries with access for RUDN students:

- RUDN eLibrary System – <http://lib.rudn.ru/MegaPro/Web>

2. Databases and search engines

- Google <https://www.google.ru/>
- SCOPUS <http://www.elsevierscience.ru/products/scopus/>

Internet sources

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:

- 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
- 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.elsevierscience.ru/products/scopus/>

The assessment toolkit and the grading system* to evaluate the competences formation level (competences in part) upon the completion of the “Human Rights and International Security” course 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 regulatory act of RUDN University (regulation / order).

DEVELOPERS:

**Associate Professor,
Department Theory and
History of International
Relations**

Y.N. ADU

position, department

name and surname

**HEAD OF EDUCATIONAL DEPARTMENT:
Head of the Department of Theory and History of
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Konstantin P. Kourylev

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**HEAD
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Professor of the Department World History

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