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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

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

COURSE SYLLABUS

HUMAN RIGHTS, SDGs AND CHALLENGES OF THE XXI CENTURY

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

1. COURSE GOAL(s)

The main purpose of the course is to make students acquainted with the categorical apparatus that allows to describe the human rights, SDGs and challenges of the XXI century; thereupon, to introduce students various sources of regulatory and doctrinal nature; to give an idea of the various legal remedies and observance of human rights at national and international levels. In the presentation of the course the basic concepts of the public international law, the international human rights law and the international environmental law are used.

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

Competence code	Competence descriptor	Competence formation indicators (within this course)
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*
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	International Business and Human Rights / Международный бизнес и права человека Discrimination and Gender Issues in Contemporary International Law / Дискриминация и гендерные вопросы в современном международном праве Indigenous Peoples and Minorities Rights Protection / Защита прав коренных народов и меньшинств

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
			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 is 3 credits (108 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>	<i>18</i>	-	-	<i>18</i>	-	
including:						
Lectures (LC)	-	-	-	-	-	
Lab work (LW)	-	-	-	-	-	
Seminars (workshops/tutorials) (S)	18	-	-	18	-	
<i>Self-study (ies), academic hours</i>	<i>81</i>	-	-	<i>81</i>	-	
<i>Evaluation and assessment (exam or pass/fail grading)</i>	<i>9</i>	-	-	<i>9</i>	-	
Course Workload	academic hours	108	-	-	108	-
	credits	3	-	-	3	-

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Number and title of the course section	Title of the topic	Content of the topic
Part I. SDGs and Human rights.	Topic 1.1. Human rights, SDGs and migration.	1. What human rights are migrants' human rights? What is the legal basis for the human-rights prospective on migration? 2. What human rights are incorporated in the SDGs? How are they relevant for migrants? 3. What are arguments pro et contra on the contribution of the SDGs and GCM on the protection of migrants?
	Topic 1.2. SDGs and developing countries.	1. What structural factors (debt burden, dependence on commodity exports,

Number and title of the course section	Title of the topic	Content of the topic
		<p>demography) make the implementation of the SDGs particularly difficult in countries of the Global South? Provide examples.</p> <p>2. In what ways does the tension between sustainable development goals and the sovereign debt regime manifest itself for developing countries? How does it affect SDG financing?</p> <p>3. How do you assess the role of the principle of “common but differentiated responsibilities” in supporting developing countries in implementing the 2030 Agenda?</p> <p>4. Which mechanisms of international cooperation (ODA, climate finance, technology transfer, trade preferences) are most effective for promoting the SDGs in least developed countries?</p> <p>5. Discuss the risk of “SDG-washing” in developing countries: why does it arise and which indicators can help distinguish formal SDG implementation from genuine progress?</p>
	Topic 1.3. Health, human rights and SDGs.	<p>1. What are the challenges facing states under SDG 3?</p> <p>2. What do states need to do to achieve SDG 3 by 2030?</p> <p>3. What health goals have been set for states in the Millennium Development Goals? Have they been achieved? Tell us about the results.</p> <p>4. What role do international intergovernmental organizations play in achieving SDG 3? What is the role of WHO in achieving SDG 3?</p> <p>5. Expand the role of UNHCHR in achieving SDG 3.</p> <p>6. Tell about the joint plan to accelerate the achievement of the global health goals of the Multilateral Institutions.</p> <p>7. Tell about universal health coverage for migrants.</p>
Part II. Climate change, disasters, and SDGs. International economic law and SDGs.	Topic 2.1. Reducing inequality and SDGs.	<p>1. Problem of inequalities in the 2030 Agenda for Sustainable Development; Correlation between SDG;</p> <p>2. Objectives for achieving Goal 10;</p> <p>3. The Addis Ababa Action Agenda; inequalities and responses to them in</p>

Number and title of the course section	Title of the topic	Content of the topic
		<p>accordance with the Addis Ababa Action Agenda;</p> <p>4. Review of state practice in achieving the SDGs;</p> <p>5. The global indicator framework developed by the Inter-Agency and Expert Group on Sustainable Development Goal Indicators;</p> <p>6. Collection of statistical data in the Russian Federation;</p> <p>7. Combating inequality between states - state practice;</p> <p>8. Difficulties in achieving Goal 10;</p> <p>9. Measures to achieve Goal 10 in the Russian Federation;</p>
	Topic 2.2. Energy and SDGs.	<p>1. Which international organizations are involved in renewable and alternative energy?</p> <p>2. What tasks are included in SDG7?</p> <p>3. Difficulties in achieving the SDG7?</p> <p>4. Does the achievement of SDG7 affect the achievement of other SDGs?</p>
	Topic 2.3. International economic law and SDGs.	<p>1. How do the core principles of international economic law (non-discrimination, market access, special and differential treatment) interact with the objectives of the SDGs?</p> <p>2. In what ways can trade and investment agreements support (or undermine) SDG 1 (No Poverty) and SDG 10 (Reduced Inequalities)? Give concrete examples.</p> <p>3. Should international investment law incorporate explicit sustainable development clauses (e.g. on human rights, environment, labour)? What would be the main legal and political challenges?</p> <p>4. How can WTO rules on subsidies and agricultural trade be reformed to better align with SDG 2 (Zero Hunger) and SDG 13 (Climate Action)?</p> <p>5. To what extent do global value chains and corporate supply-chain due diligence requirements contribute to achieving SDG 8 (Decent Work) and SDG 12 (Responsible Consumption and Production)?</p>
	Topic 2.4. Climate change, disasters, and SDGs	<p>1. How does climate change influence the frequency and intensity of different types of disasters</p>

Number and title of the course section	Title of the topic	Content of the topic
		<p>(hydrometeorological, environmental, technological)? Give concrete recent examples.</p> <p>2. In what ways can disasters slow down or reverse progress towards specific Sustainable Development Goals (choose any two SDGs and explain the causal links).</p> <p>3. SDG 13 focuses on “urgent action to combat climate change”. Which other SDGs are most directly interconnected with SDG 13, and how can integrated policies address several goals simultaneously?</p> <p>4. Compare mitigation and adaptation strategies in the context of disasters: which types of measures (infrastructure, legal, social) are most effective for climate-related risk reduction, and why?</p> <p>5. Many scholars argue for a “resilience-based” approach to disasters in the SDG framework. What does resilience mean in this context, and how can states and communities operationalize it in practice?</p>
	<p>Topic 2.5. International space law and SDGs</p>	<p>1. Which provisions of the 1967 Outer Space Treaty can be interpreted as supporting specific Sustainable Development Goals (give at least two examples of OST articles and related SDGs)?</p> <p>2. How can Earth observation from space contribute to monitoring and implementation of SDGs (e.g. in climate action, food security, disaster risk reduction)?</p> <p>3. To what extent do current commercial activities in outer space (mega-constellations, resource extraction projects, space tourism) create new challenges for achieving SDGs, including those on inequality and environmental protection?</p> <p>4. Is there a tension between the principle of the “province of all mankind” / benefit of all countries in space law and the concentration of space capacities in a few states and private actors? How might this affect SDG 10 (Reduced Inequalities)?</p>

Number and title of the course section	Title of the topic	Content of the topic
		5. What legal and institutional mechanisms could strengthen the contribution of international space cooperation (COPUOS, UN-SPIDER, etc.) to achieving SDGs in developing countries?

* - 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)
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

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

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main reading (sources):

1. Erdinç Koç. Developing Dynamic and Sustainable Supply Chains to Achieve Sustainable Development Goals. IGI Global, 2025.
2. Financing of Sustainable Development Goals (SDGs): Challenges and Opportunities Kindle Edition / ed. by Rashmi Arora, Tapan Sarker, Kindle Edition, Palgrave Macmillan, 2025.
3. Sustainable Development and Value Chain Governance. Private Regulation series / edited by Fabrizio Cafaggi, Paola Iamiceli, Federico Pistelli. Elgar, 2025
4. Baker S. Sustainable Development. 2nd Edition, Routledge, 2016.

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
 - Electronic library system «Lan» <http://e.lanbook.com/>
 - Electronic library system "Troitskyi most"
 - UN Audiovisual Library of International Law (<http://legal.un.org/avl/>)
 - The Dag Hammarskjöld Library (<http://digitallibrary.un.org/>)
 - Springer (<https://rd.springer.com/>)
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:

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Position, Name of the Department

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