**SYLLABUS**

**Fall semester 2024-2025 academic year**

**Educational program "Philosophy of International Law"**

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| **ID**  **and name**  **of course** | **Independent work**  **of the student**  **(IWD)** | | **Number of credits** | | | **General**  **number**  **of credits** | **Independent work**  **of the student**  **under the guidance**  **of a teacher (IWDT)** |
| **Lectures (L)** | **Practical classes (PC)** | **Lab. classes (LC)** |
| **Philosophy of International Law [84500]** | 4 | | 15 | 30 | 0 | 5 | 6 |
| **ACADEMIC INFORMATION ABOUT THE COURSE** | | | | | | | |
| **Learning Format** | **Cycle,**  **component** | **Lecture**  **types** | | **Types**  **of practical classes** | | **Form and platform final control** | |
| *Offline* | MD. UC. | Problematic, analytical, provocative  conference | | Discussion, analysis, case solving | | Oral offline standard examination | |
| **Lecturer - (s)** | Otynshiyeva A.A. | | | | |
| **e-mail :** | [Aidana-best91@mail.ru](mailto:Aidana-best91@mail.ru) | | | | |
| **Phone :** | +7 701 091 44 55 | | | | |
| **ACADEMIC COURSE PRESENTATION** | | | | | | | |
| **Purpose**  **of the course** | **Expected Learning Outcomes (LO) \*** | | | | | **Indicators of LO achievement (ID)** | |
| The purpose of the discipline is to develop the ability of doctoral students to analyze the ideological problems of the essence of international law, its values in human life, society, the state and international relations, to discuss the meaning of law in general. The doctoral student must independently conduct scientific research, participate in scientific events, and argue his point of view, referring to scientific theories. | 1. acquire a working knowledge of traditional theories of law and their possible applications to international law | | | | | Knows the traditional theories of law | |
| Possesses the possible applications to international law | |
| 1. learn and critically engage with critiques of theories and applications | | | | | Сan engage with critiques of international law | |
| Knows the modern and classical theories of international law | |
| 1. develop a reflective understanding of the nature and sources of international law as it has evolved over the last several decades | | | | | Possesses the knowledge about the all spheres of international law | |
| Can analyze on an international level | |
| 4 seek the modes of formation of legal norms and to rationalize these modes | | | | | Knows the concept and philosophy of international law | |
| Possesses the skills of qualified international lawyer and attorney | |
| 5 analyse the international legal order and to explain its characteristics | | | | | Can analyse the international legal order | |
| Knows the principles of international law | |
| **Prerequisites** | Constitutional Law | | | | | | |
| **Postrequisites** | International protection of human rights; International migration law; Integration law; International problems of IPL. | | | | | | |
| **Learning Resources** | **Literature:**  1 Carty, Anthony. *Philosophy of International Law*. 1st ed. Edinburgh: Edinburgh University Press, 2007.  2 *The Theory, Practice, and Interpretation of Customary International Law*. Cambridge University Press, 2022. Web.  3 Zanetti, Gianfrancesco, Mortimer Sellers, and Stephan Kirste, eds.*Handbook of the History of the Philosophy of Law and Social Philosophy: Volume 1: From Plato to Rousseau*. 2023. Cham: Springer International Publishing, 2023. Web.  4 Brett, Annabel, Megan Donaldson, and Martti Koskenniemi.*History, Politics, Law: Thinking Through the International*. Cambridge: Cambridge University Press, 2021. Web.  5 Samantha Besson.*Consenting to International Law*. 1st ed. ASIL Studies in International Legal Theory. Cambridge: Cambridge University Press, 2023. Web.  6 Cohen, Harlan Grant, and Timothy Meyer.*International Law as Behavior*. 1st ed. New York: Cambridge University Press, 2021. Web.  7 Angela Müller.*States, Human Rights, and Distant Strangers: The Normative Justification of Extraterritorial Obligations in Human Rights Law*. Taylor and Francis, 2024. Web.  **Internet resources**   1. <http://elibrary.kaznu.kz/ru> 2. <https://www-ceeol-com.ezproxy.campus-condorcet.fr/search/viewpdf?id=1146213> 3. <https://link.springer.com/content/pdf/10.1007/s42439-021-00036-3> | | | | | | |

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| **Academic**  **course policy** | | The academic policy of the course is determined by [the Academic Policy](https://univer.kaznu.kz/Content/instructions/%D0%90%D0%BA%D0%B0%D0%B4%D0%B5%D0%BC%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%B0%D1%8F%20%D0%BF%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0.pdf) and [the Policy of Academic Integrity of Al-Farabi Kazakh National University .](https://univer.kaznu.kz/Content/instructions/%D0%9F%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0%20%D0%B0%D0%BA%D0%B0%D0%B4%D0%B5%D0%BC%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%BE%D0%B9%20%D1%87%D0%B5%D1%81%D1%82%D0%BD%D0%BE%D1%81%D1%82%D0%B8.pdf)  Documents are available on the main page of IS Univer .  **Integration of science and education.** The research work of students, undergraduates and doctoral students is a deepening of the educational process. It is organized directly at the departments, laboratories, scientific and design departments of the university, in student scientific and technical associations. Independent work of students at all levels of education is aimed at developing research skills and competencies based on obtaining new knowledge using modern research and information technologies. A research university teacher integrates the results of scientific activities into the topics of lectures and seminars (practical) classes, laboratory classes and into the tasks of the IWDT, IWD, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions andassignments.  **Attendance.** The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course. Failure to meet deadlines results in loss of points.  **Аcademic honesty.** Practical/laboratory classes, IWD develop the student's independence, critical thinking, and creativity. Plagiarism, forgery, the use of cheat sheets, cheating at all stages of completing tasks are unacceptable.  Compliance with academic honesty during the period of theoretical training and at exams, in addition to the main policies, is regulated by [the "Rules for the final control"](https://univer.kaznu.kz/Content/instructions/%D0%9F%D1%80%D0%B0%D0%B2%D0%B8%D0%BB%D0%B0%20%D0%BF%D1%80%D0%BE%D0%B2%D0%B5%D0%B4%D0%B5%D0%BD%D0%B8%D1%8F%20%D0%B8%D1%82%D0%BE%D0%B3%D0%BE%D0%B2%D0%BE%D0%B3%D0%BE%20%D0%BA%D0%BE%D0%BD%D1%82%D1%80%D0%BE%D0%BB%D1%8F%20%D0%9B%D0%AD%D0%A1%202022-2023%20%D1%83%D1%87%D0%B3%D0%BE%D0%B4%20%D1%80%D1%83%D1%81%D1%8F%D0%B7%D1%8B%D0%BA%D0%B5.pdf) , ["Instructions for the final control of the autumn / spring semester of the current academic year"](https://univer.kaznu.kz/Content/instructions/%D0%98%D0%BD%D1%81%D1%82%D1%80%D1%83%D0%BA%D1%86%D0%B8%D1%8F%20%D0%B4%D0%BB%D1%8F%20%D0%B8%D1%82%D0%BE%D0%B3%D0%BE%D0%B2%D0%BE%D0%B3%D0%BE%20%D0%BA%D0%BE%D0%BD%D1%82%D1%80%D0%BE%D0%BB%D1%8F%20%D0%B2%D0%B5%D1%81%D0%B5%D0%BD%D0%BD%D0%B5%D0%B3%D0%BE%20%D1%81%D0%B5%D0%BC%D0%B5%D1%81%D1%82%D1%80%D0%B0%202022-2023.pdf) , "Regulations on checking students' text documents for borrowings".  Documents are available on the main page of IS Univer.  **Basic principles of inclusive education.** The educational environment of the university is conceived as a safe place where there is always support and equal attitude from the teacher to all students and students to each other, regardless of gender, race / ethnicity, religious beliefs, socio-economic status, physical health of the student, etc. All people need the support and friendship of peers and fellow students. For all students, progress is more about what they can do than what they can't. Diversity enhances all aspects of life.  All students, especially those with disabilities, can receive counseling assistance by phone / e-mail [aidana-best91@mail.ru](mailto:aidana-best91@mail.ru) or via video link in MS Teams  <https://teams.microsoft.com/l/meetup-join/19%3ad468695d3ea14195bf84e179593975fb%40thread.tacv2/1694063904429?context=%7b%22Tid%22%3a%22b0ab71a5-75b1-4d65-81f7-f479b4978d7b%22%2c%22Oid%22%3a%22f7f27e31-33e7-48cb-95d2-f66e7d87d8fd%22%7d> .  **Integration MOOC (massive open online course).** In the case of integrating MOOC into the course, all students need to register for MOOC. The deadlines for passing MOOC modules must be strictly observed in accordance with the course study schedule.  **ATTENTION!** The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course, as well as in the MOOC. Failure to meet deadlines results in loss of points. | | | | |
| **INFORMATION ABOUT TEACHING, LEARNING AND ASSESSMENT** | | | | | | |
| **Score-rating letter system of assessment of accounting for educational achievements** | | | | | **Assessment Methods** | |
| **Grade** | **Digital**  **equivalent**  **points** | | **points,**  **% content** | **Assessment according to the traditional system** | **Criteria-based assessment** is the process of correlating actual learning outcomes with expected learning outcomes based on clearly defined criteria. Based on formative and summative assessment.  **Formative assessment is** a type of assessment that is carried out in the course of daily learning activities. It is the current measure of progress. Provides an operational relationship between the student and the teacher. It allows you to determine the capabilities of the student, identify difficulties, help achieve the best results, timely correct the educational process for the teacher. The performance of tasks, the activity of work in the classroom during lectures, seminars, practical exercises (discussions, quizzes, debates, round tables, laboratory work, etc.) are evaluated. Acquired knowledge and competencies are assessed.  **Summative assessment** -type of assessment, which is carried out upon completion of the study of the section in accordance with the program of the course.Conducted 3-4 times per semester when performing IWD. This is the assessment of mastering the expected learning outcomes in relation to the descriptors. Allows you to determine and fix the level of mastering the course for a certain period. Learning outcomes are evaluated. | |
| A | 4.0 \_ | | 95-100 | Great |
| A- | 3.67 | | 90-94 |
| B+ | 3.33 | | 85-89 | Fine |
| B | 3.0 | | 80-84 | **Formative and summative assessment** | **Points % content** |
| B- | 2.67 | | 75-79 | Activity at lectures | 0 |
| C+ | 2.33 | | 70-74 | Work in practical classes | 42 |
| C | 2.0 | | 65-69 | Satisfactorily | Independent work | 18 |
| C- | 1.67 | | 60-64 | Design and creative activity | 0 |
| D+ | 1.33 | | 55-59 | Final control (exam) | 40 |
| D | 1.0 | | 50-54 | TOTAL | 100 |
| FX | 0,5 | | 25-49 | Unsatisfactory |
| F | 0 | | 0-24 |
| **Calendar (schedule) for the implementation of the content of the course. Methods of teaching and learning.** | | | | | | |

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| **A week** | **Topic name** | **Number of hours** | **Max.**  **ball** |
| MODULE 1. | | | |
| 1 | L 1. Introduction, Theories of Law: Positivism | 1 |  |
| PC 1. Expand different theories of Law | 2 | 10 |
| 2 | L 2. Theories of Law: Natural Law, Interpretivism | 1 |  |
| PC 2. Discuss the concept and principles of natural law | 2 | 10 |
| IWD 1. To study the Critiques of Theories of Law |  | 15 |
| 3 | L 3. International Law: Classical Theories | 1 |  |
| PC 3. Define the concept of classical theories | 2 | 10 |
| IWDT 1. Consultation on IWD 1. |  |  |
| 4 | L 4. International Law: Modern Theories | 1 |  |
| PC 4. Expand the role of modern theories | 2 | 10 |
| 5 | L 5. Sources, Custom, and Enforcement in International Law | 1 |  |
| PC 5. Expand the sources and principles of international law | 2 | 10 |
| MODULE 2. | | | |
| 6 | L 6. Legitimacy and Sovereignty | 1 |  |
| PC 6. Discuss about the sovereignty principle features | 2 | 10 |
| IWDT 2. Consultations on the implementation of IWD 2 |  |  |
| 7 | L 7. Self-determination and Human Rights | 1 |  |
| PC 7. Uncover the components of human rights and its protection | 2 | 10 |
| IWD 2. To analyze the role of the UDHR and its concept |  | 15 |
| Midterm control 1 | | | 100 |
| 8 | L 8. International Environmental Law | 1 |  |
| PC 8. Determine the characteristics and significance of international environmental law | 2 | 8 |
| IWDT 3. Consultations on the implementation of IWD 3 |  |  |
| 9 | L 9. Laws of War and Global Justice | 1 |  |
| PC 9. Expand the concept, subject, methods and principles of laws of war | 2 | 8 |
| IWD 3. The role of global justice and its historical origin |  | 15 |
| 10 | L 10. International Human Rights Law: Concepts and Grounds of Human Rights | 1 |  |
| PC 10. Expand the pertinence of human rights law at an international level | 2 | 8 |
| IWDT 4. Consultation on the implementation of IWD 4 |  |  |
|  |  |  |
| MODULE 3. | | | |
| 11 | L 11. International Criminal Law: Crimes Against Humanity and Universal Jurisdiction | 1 |  |
| PC 11. Expand the concept, subject, methods and principles of international criminal law | 2 | 8 |
| IWD 4. Analyze the Terrorist act offences: on a national and international basis |  | 15 |
| 12 | L 12. International Law and Secession | 1 |  |
| PC 12. Explore the forms and methods of regulation of seccesion | 2 | 8 |
| 13 | L 13. International Trade Law: Free Trade, Fair Trade, and Trade in Stolen Goods |  |  |
| PC 13. Discuss the International Trade Law concepts and principles | 1 |  |
| IWDT 5. Consultation on examination | 2 | 10 |
| 14 | L 14. International migration law. | 1 |  |
| PC 14. Analyze the legislative and law enforcement practice of subjects in the field of regulation of forced external migration. | 2 | 10 |
| 15 | L 15. International legal responsibility. | 1 |  |
| PC 15. To characterize the international legal regulation of the fight against civil, economic, political, criminal types of crimes. | 2 | 10 |
| IWDT 6. Consultation on examination issues |  |  |
| Midterm control 2 | | | 100 |
| Final control (exam) | | | 100 |
| TOTAL for course | | | 100 |

**Dean \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Sairambayeva Zh.T.**

**Chair of the Academic Committee**

**on the Quality of Teaching and Learning \_\_\_\_\_\_\_\_\_\_ Yerimpasheva A.T.**

**Head of Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Altayeva K.Zh.**

**Lecturer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Otynshiyeva A.A.**

**RUBRICATOR OF THE SUMMATIVE ASSESSMENT**

**CRITERIA EVALUATION OF LEARNING OUTCOMES**  

**Task name** (points, % content from 100% MC, copy from the calendar (graphics) implementation of the content of the training course, methods of teaching and learning

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| --- | --- | --- | --- | --- |
| **Criterion** | **"Excellent"**  **Max. weight in %** | **"Good"**  **Max. weight in %** | **"Satisfactory"**  **Max. weight in %** | **"Unsatisfactory"**  **Max. weight in %** |
|  |  |  |  |  |

**Written assignment " " (25% of 100% MC)**

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| --- | --- | --- | --- | --- |
| **Criterion** | **"Excellent"**  20-25% | **"Good"**  15-20% | **"Satisfactory"**  10-15% | **"Unsatisfactory"**  0-10% |
| **Understanding Theories**  **and concepts** | The work shows an impressive knowledge of the subject area and an exceptional ability to identify peculiar or novel aspects for consideration. | The work shows an informed knowledge of the subject area and awareness of key issues and their gravity. | The work demonstrates a sound basic knowledge of the subject area and presents a clearly organised account of this. | The work shows a significant lack of understanding of the issues, perhaps due to misunderstandings or shortcomings in research. |
| **Awareness of key issues** | The discussion shows extremely incisive analysis and reasoning demonstrating an exceptional perception and capacity for independent critical evaluation of the subject area, perhaps by suggesting novel or alternative ways of addressing the issues. | There is some evidence of perceptive and evaluative thinking, and the ability to construct a reasoned and substantiated argument towards a clear conclusion. | The discussion shows relatively little capacity for critical evaluation. | There is a lack of coherence in the overall argument. |
| **Policy proposal or practical recommendations/suggestions** | The essay is extremely well structured and lucidly presented, with no serious typographical or grammatical errors. There are only very minor amendments. | The work is reasonably well organised with relatively few typographical or grammatical errors. | The work is reasonably well organised, with some typographical or grammatical errors. Comment: Typically, an answer in this category may fall short of a merit classification because of over-dependency on secondary sources, shortcomings in coverage, misunderstandings of critical issues, or because the presentation, organisation or writing style are deficient. | The work shows serious weakness in presentation, because of a lack of structuring and/or serious grammatical or typographical errors. |
| **Letter,**  **APA style** | The writing demonstrates clarity, conciseness, and correctness. Strictly follows the APA style. | The letter demonstrates clarity, and correctness. Basically, follows the APA style. | The letter has some key errors and clarity needs to be improved. There are mistakes in following the APA style. | The writing is unclear, it is difficult to follow the content. Lots of mistakes in following the APA style. |