1. Course Description
   a. Pre-requisites
      No
   b. Abstract
      This project seminar is an academic companion of the students’ project activities and is
designed as a training aimed to enable research and analytical work of its participants in the subject
field of the Law of international treaties. During the seminar all students carry out its’ own projects
working individually and in small groups and should represent results of their researches.
      The project seminar comprises three parts. In the introductory part, which is called “The
Law of Treaties in a Nutshell”, students will have an opportunity to intensively refresh their
knowledge on the Law of Treaties. The next section is designed as an advanced problem-based
dwelling into the most topical issues of the Law of Treaties. The content of this section goes far
beyond the Vienna conventions regimes and is practice-oriented. Finally, the last section is
dedicated to the representation of projects.

2. Learning Objectives
   The main purpose of the project seminar is to train students’ abilities to carry out their own
analytical and research projects in the subject field related to the Law of Treaties.

3. Learning Outcomes
   Students must gain knowledge on:
      ─ sources of Law of Treaties;
      ─ the scope of application and content of the main international treaties and customs
governing drafting, application, interpretation, validity and termination of international
treaties;
      ─ main approaches to the key issues of the Law of Treaties;
      ─ particularities of application of international treaties at the national level.

Skills and abilities:
      ─ ability to use specific terms and sources of the Law of Treaties;
      ─ practical abilities to undertake a research and analysis of judicial decisions and legal
writings;
      ─ skills to analyse and solve cases, build up of the legal position and compose procedural
documents on cases in the sphere of Law of Treaties.

Students should gain the following competences:
      ─ ability to work with information (search, evaluate, use information, necessary for
fulfilment of scientific and professional tasks, from various sources, including application
of the systematic approach);
      ─ ability to carry out professional activities in the international environment;
      ─ ability to search, analyse and work with legally relevant information by using of juridical,
comparative and other specific methods,
— ability to describe legal problems and situations in the field of the Law of Treaties.

4. Course Plan

**Topic 1. The Law of treaties in a Nutshell.**

**Topic 2. Drafting a treaty**
1. Definition and legal nature of international treaties.
2. International treaties and non-binding agreements.
3. Titles of international treaties and their role.
4. Language of the treaties.
5. Drafting process.

**Topic 3. Applying a treaty**
1. Temporal scope of treaties.
2. Non-retroactivity rule and its exceptions.
3. Personal scope of treaties.
4. *Pacta tertiis nec nocent nec prosunt* principle.
5. Territorial scope of application.
6. A “federal clause” and its implications.
7. Provisional application of treaties.
8. Application of treaties, which did not enter into force.
9. Entry of treaties into force.

**Topic 4. Interpreting a treaty**
2. Effective interpretation of treaties.
3. Evolutionary interpretation of treaties.
4. A role of the subsequent practice.

**Topic 5. Modifying a treaty**
1. Reservations and interpretative declarations.
2. Making a reservation: its content, form and time.
3. Validity of reservations.
4. Objections to reservations.
5. Legal effects of reservations.

**Topic 6. Contesting and terminating a treaty**
1. Validity of a treaty.
2. Withdrawal from a treaty.
3. Termination of a treaty.
4. Suspension of a treaty.
5. Procedure to be followed with respect to invalidity, termination, withdrawal from or suspension of a treaty.
5. Reading list

Required:

Optional:

6. Grading System

Final mark for the discipline:

Mark_{final} = 0.5 \times \text{Mark}_{project} + 0.5 \times \text{Mark}_{classroom-based work}

Re-examination is carried out in the form of a written assignment (1 h 20 min, open questions) and a presentation of a project.

7. Examination Type

- **Attendance, active participation and in-class discussion: 50%**

Each student is expected to attend all the sessions having go through and thought about the assigned material, including the questions and any problems in the text/judgment, podcast, etc. that are assigned, and actively participate in class discussions, ask questions and make analytical comments about the assignments. Sessions will be structured as a mix of lectures, seminars, and
participative workshops in order to stimulate class discussion: the participants are expected to cover the assigned materials in advance for each class.

- **Project: 50%**
Topics for the projects will be presented in the class. A topic chosen by each student is subject to individual approval by the Lecturer.

### 8. Guidelines for Knowledge Assessment

<table>
<thead>
<tr>
<th>10-point scale</th>
<th>Assessment criteria of the project</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>Excellent study that meets all the requirements, has a scientific novelty being a contribution to the development of legal science.</td>
</tr>
<tr>
<td>9 points</td>
<td>The paper meets all the requirements for this kind of work. The topic of the paper is fully discovered, the author’s position is clearly expressed, there are logical and reasonable conclusions. The paper is written on the basis of a large number of legal acts and extensive literature. The paper is well-structured and designed.</td>
</tr>
<tr>
<td>8 points</td>
<td>The same requirements as for a score of 9 points, if there are some minor gaps or mistakes.</td>
</tr>
<tr>
<td>7 points</td>
<td>The topic of the paper is fully discovered; the author's position is demonstrated, reasonable conclusions are formulated; necessary literature and sources are used. The paper is correctly framed. Nevertheless, the text misses some important issues, sources or approaches.</td>
</tr>
<tr>
<td>6 points</td>
<td>The topic of the paper is generally disclosed; the conclusions are formulated, but not sufficiently substantiated; analysis of the problem is conducted with references to necessary sources; both basic and additional literature are used. The author’s position is not very clear. The paper is correctly formatted.</td>
</tr>
<tr>
<td>5 points</td>
<td>The topic is disclosed based on the use of several primary and secondary sources; the author’s position is weakly reflected, conclusions are not substantiated; the information is presented inconsistently, without corresponding argumentation and analysis of legal norms, although references to legal acts can be found. There are drawbacks in the design of the work.</td>
</tr>
<tr>
<td>4 points</td>
<td>The topic is not fully disclosed; only the main sources are used; there are references to legal acts, but the author’s position is not expressed; conclusions are lacking. There are drawbacks in the design of the work.</td>
</tr>
<tr>
<td>3 points</td>
<td>The topic of the paper is not fully disclosed on the basis of relevant sources; the information is presented without author’s assessment and conclusions; no references to legislation. There are drawbacks in the design of the work.</td>
</tr>
<tr>
<td>2 points</td>
<td>The topic of the paper is not disclosed; the information is presented without author’s assessment and conclusions; no references to the legal sources. There are drawbacks in the design of the work.</td>
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<tr>
<td>1 point</td>
<td>The topic is not met.</td>
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9. **Methods of Instruction**

The lecturer sends a list of required and recommended reading materials each week. Students are also required to do their own research using the library and electronic resources. In general, participants of the course are expected to reserve 27-28 academic hours of reading, researching and preparation per week. Classes will be structured as participative workshops in order to stimulate class discussion. Students are expected to read the materials indicated prior to each class.

- use of interactive educational technologies
- problem-based lectures based on the Socratic method,
- work in small groups;
- extensive home-reading.

10. **Special Equipment and Software Support (if required)**

Power-point, LMS, Internet.