

**MOSCOW STATE INSTITUTE OF INTERNATIONAL RELATIONS  
(MGIMO-UNIVERSITY),  
THE MINISTRY OF FOREIGN AFFAIRS OF RUSSIA**

**B.A. in Government and International Affairs  
School of Government and International Affairs**

**Department of International Law**

**«Approved»**

**Director of School of Government and International Affairs**

**Mikhail Troitskiy**

**«\_\_»\_\_\_\_\_ 2017**

**«Approved»**

**Chair, Department of International Law**

**Alexander Vylegzhanin**

**«\_\_»\_\_\_\_\_ 2017**

**Current Situations in International Law**

The course program developed by (Professor) Potier, Tim; (Professor) Vylegzhanin, Alexander; (Professor) Labin, Dmitry: 2017

The course “Current Situations in International Law” is elaborated in accordance with the MGIMO Educational Standard for the Bachelor’s Program in International Affairs (program track “Government and International Affairs”).

Author: (Professor) Potier, Tim

Director of the MGIMO library \_\_\_\_\_ Marina Reshetnikova

The program is approved by the Department of International Law of MGIMO-  
University

Head of Department of International Law Prof. Vylegzhanin, Alexander

«\_\_\_» \_\_\_\_\_ **2017**

**PART 1:  
INSTRUCTOR INFORMATION, COURSE DESCRIPTION  
AND TEACHING METHODS**

**1.1 General information**

- Full course title: Current Situations in International Law
- Type of course: Compulsory
- Level of course B.A.
- Year of study: 4th
- Number of ECTS credits allocated: 2
- Name of lecturer(s) and office hours:

Professor Tim Potier,  
Invited Professor  
Department of International Law  
Moscow State Institute of International Relations (MGIMO)  
Office hours: Wednesday 16:00-17:00, office: 305  
E-mail: t.potier@inno.mgimo.ru

**1.2. Course aims, thematic structure and learning outcomes**

**Aims**

Any legal subject can appear somewhat abstract until its application, in various settings, is demonstrated. Thus, using nine cases (covering a range of different areas in international law) as examples, the aim of this course is to illustrate the extent to which international law impacts, at any time, on the most important matters being handled in international affairs.

The objectives of the course are:

- To remind students of the importance of International Law in international affairs, and of the almost limitless number of circumstances which may require an international legal response and/or action.
- To introduce students to the types of materials relied on by international lawyers in their working lives, and to remind them of the extent to which States are responsible for any international commitments to which they are a party.
- To consider the dynamics which may cause, contribute and/or aggravate conflict in the international arena and which may necessitate an international response, whether on a bilateral or multilateral level.
- To enable the students to acquire an appreciation that some State actors play a more dominant role not only in the prosecution of international affairs, but also in the devising and development of international legal standards.
- To identify possible methods which may be employed, in order to assist in the process of the management, alleviation or settlement of international disputes, whether diplomatically or as a result of recourse to international courts and tribunals.
- To remind students that, on occasions, international law fails (/ even to convince) and, as a consequence, may require adjustment and/or re-evaluation. For International Law to sustain itself, it must remain international and not become a tool for any dominant actor(/s).
- To develop and strengthen the ability to think originally, inquisitive comprehension, alternate interpretation and discussion skills that do not exclude, but are given preference over memorization,

conceptual fluency or abstract theorizing.

### Thematic/area coverage and structure

The course focuses on International Law. To illustrate its application in international affairs, nine cases have been selected. These nine are of relevance to both international and regional organizations. They span the four corners of the globe and cover such diverse matters as international trade, human rights, the law of the sea and nuclear non-proliferation (to provide just four examples). This course acts as a vital addition to the students' appreciation of International Law, more generally, and as provided by the Department of International Law.

### Planned learning outcomes

Competency contents	Planned learning outcomes
<p>Knowledge and understanding of key approaches to a diverse range of current issues in international law</p>	<p>Know:</p> <ul style="list-style-type: none"> <li>– the main challenges on the international stage at the current time, the bases for these disputes and the possible methods of resolving them. The range of issues considered may not always make it possible to identify direct parallels, but the student should at least have an appreciation of the approaches taken by each of the main actors involved, as well as why that particular vantage point is preferred;</li> <li>– the main conceptual approaches to resolving international disputes having an international legal dimension;</li> <li>– the methods, both diplomatic and legal, available to resolving such disputes and when a given method may be preferred / advisable over another / others.</li> </ul>
	<p>Manage:</p> <ul style="list-style-type: none"> <li>– to reflect critically on any simulated outcomes to any given issue under consideration, whilst being able to appraise any reason(/s) for why such an approach(/es) have not been favoured/ followed to date;</li> <li>– to understand the complexities and challenges to resolving international disputes in light of the given environment (on the ground), any historical baggage and ellipses evident in the approach of any given actor.</li> </ul>
	<p>Master:</p> <ul style="list-style-type: none"> <li>– critical and inquisitive analytical skills and a willingness to appreciate the position of the various sides;</li> <li>– the actors both directly involved in and indirectly affected by any issue considered;</li> <li>– the reasons why any given actor may take the position it assumes.</li> </ul>
<p>Possessing skills of applying the knowledge acquired to enable the student to understand, appreciate and give effect to the requirements of any given crisis, whether under consideration or</p>	<p>Know:</p> <ul style="list-style-type: none"> <li>– the leading international actors / players for any given issue;</li> <li>– the priorities for any of these in securing not only resolution, but also realization of their policy aspirations;</li> </ul>

Competency contents	Planned learning outcomes
beyond. In this context, to be able to take account of the following drivers: Great Power rivalry, interpretations of international law, individual (nation state) strategic objectives and goals.	– the bases for failure at the international level (whether on account of governmental action or otherwise).
	Manage: – to understand the importance of taking a multi-dimensional approach, in order to maximize the chances of success; – to be aware of the non-state factors / actors which may either traditionally or suddenly act as an inhibitor to resolution; – to offer reasoned explanations for any perceived breakthroughs or disappointments on the international stage.
	Master: – the ever-present tension between taking a bilateral or a multilateral approach; – prevailing trends and how this might impact on both international affairs and law in the medium to long term.
Ability to appreciate means of resolution of disputes based on collected information and bibliography, using IT and taking into account key requirements for international peace and security	Know: – main instruments and core secondary literature on the issues addressed during the semester; – key methodological problems and challenges involved in research, analysis, problem-solving and decision-making on major international issues of the day.
	Manage: – to identify the best methods to be employed not only in the crises discussed, but to be able to use this knowledge as a pointer for any other issues either extant or in the future.
	Master: – skills of qualitative and quantitative data analysis, including the use of the world’s core databases and relevant websites, in order to handle / follow such issues.

### 1.3. Course methods, requirements and guidelines

#### Teaching Methodology

The main characteristic of the course’s learning process and teaching methods is that they are constructed:

- to balance lectures with students’ activities;
- to require students to work with primary international legal documents;
- to develop and explicitly support the ability to think in an original, inquisitive manner, demonstrating good comprehension, as well as the ability to interpret and discuss.

A combination of these intellectual and practical skills does not exclude, but is given preference over memorization, conceptual fluency or abstract theorizing.

- The one and a half hour sessions shall comprise a mixture of lectures, seminars and in-class tests. Time shall be allotted, at the end of each lecture for questions and discussion. Nevertheless, enquiry

shall be encouraged whilst the lecture material is being delivered by the instructor.

- Lectures and readings are complementary, the one not substituting the other;
- The students are expected to attend lectures, complete the readings assigned for each topic and participate in all discussions (whether during the substantive lectures or seminars).
- Three in-class tests shall be conducted during the course, in order to make sure that the students have acquired a sound command of the material addressed.
- Assessment of the students' course performance is reflected in an unseen written examination of one and a half hours.

#### In-class:

There shall be three in-class tests. All three in-class tests shall be 30 minutes in length. A student absent during either or both of the first two in-class tests shall be expected to undertake these tests during the session in which the third test is conducted, in addition to the third test itself.

#### **Guidelines for self-study**

In addition to attending lectures and seminars, and performing both in class and out-of-class tests and examinations, the students are expected to engage in active self-study along the following suggested lines:

- To have completed the readings assigned for each lecture/seminar and formulate questions based on the readings;
- To have gained an appreciation of the methods to be used when consulting and reviewing primary materials;
- To remain engaged with the material both prior to the relevant lecture on a given theme and subsequently. To this end, to make sure that the reading is undertaken and to develop the confidence to research more widely on the subject;
- To prepare for the three in-class tests, in accordance with the guidelines and advice tendered by the instructor;
- To do research for, be prepared for and attend the final course examination.

#### **Assessment criteria for final exam:**

**Strength and clarity of argument:** the exam answers should present an argument in an organized and coherent manner and follow it through. Summarizing someone else's ideas or reiteration of primary material is insufficient. The answer must address the question asked.

**Conceptual clarity:** the exam answers should demonstrate a clear understanding of the applicable rules of International Law. Such rules should be used consistently throughout the answers. Alertness to conceptual issues is encouraged.

**Relevance:** the exam answers should only present material that is relevant to the question asked. Failure to answer the question will lead to a lower mark.

**Critical analysis:** the exam answers should be based on analysis of all applicable rules of International Law, rather than reproduction of the relevant literature. The phenomena and processes outlined in the answers should be *explained*, rather than simply *described*.

## 1.4. Grading plan

The final grade will be calculated on the basis of performance in the final exam. The three in-class tests are designed to ensure that the students keep up with the material and as a more informal practice in advance of the final exam. Attendance is mandatory. A student's performance in the in-class tests will be taken into account when evaluating students in the final exam if they find themselves on the borderline of two given classifications.

### PART 2:

#### WEEKLY SCHEDULE & READINGS

##### 2.1 Types of work

Types of work	Academic hours
<b>Total</b>	
Total class contact time	24 hours
Lectures	15
Seminars: incl. in-class tests	9
Final exam	1½ hours
<b>Homework</b>	
Preparation for lectures	30
Preparation for seminars: incl. in-class tests	18
Preparation for final exam	30

##### 2.2. Course content and readings by topic

#### TENTATIVE SCHEDULE OF CLASSES AND READINGS

##### **Key textbooks on International Law in the English language (written by European authors):**

(in no particular order: latest edition indicated)

James Crawford, Brownlie's Principles of Public International Law (8<sup>th</sup> edition, Oxford University Press, 2012)

Martin Dixon (et al.), Cases & Materials on International Law (6<sup>th</sup> edition, Oxford University Press, 2016)

Alina Kaczorowska-Ireland, Public International Law (5<sup>th</sup> edition, Routledge, 2015)

Jan Klabbers, International Law (2<sup>nd</sup> edition, Cambridge University Press, 2017)

Grigoriy Ivanovich Tunkin, International Law: A Textbook (Progress Publishers, 1986)

Grigoriy Ivanovich Tunkin, Theory of International Law (Harper Collins, 1975)

**Important Note: the following reading list concentrates on essential reference points and primary materials. It is not intended to indicate a list of all the primary material that should be consulted. Students will be advised of the necessary secondary materials they should consult during the course of the semester.**

### **Week 1: Current Situations in International Law, an introduction**

#### **READING & DOCUMENTS**

None. This is intended to be an introductory lecture only, in which current developments in International Affairs will be emphasized and the consequent developments in international law, therefore, contextualized.

### **Week 2: Article 50 and the United Kingdom's exit from the European Union**

#### **READING & DOCUMENTS**

Department for Exiting the European Union (UK):

<https://www.gov.uk/government/organisations/department-for-exiting-the-european-union>

Taskforce on Article 50 negotiations with the European Union (European Commission):

[https://ec.europa.eu/info/departments/taskforce-article-50-negotiations-united-kingdom\\_en](https://ec.europa.eu/info/departments/taskforce-article-50-negotiations-united-kingdom_en)

European Communities Act (UK), 1972: <https://www.legislation.gov.uk/ukpga/1972/68/contents>

Treaty on European Union, 2007: [http://eur-lex.europa.eu/resource.html?uri=cellar:2bf140bf-a3f8-4ab2-b506-fd71826e6da6.0023.02/DOC\\_1&format=PDF](http://eur-lex.europa.eu/resource.html?uri=cellar:2bf140bf-a3f8-4ab2-b506-fd71826e6da6.0023.02/DOC_1&format=PDF)

European Union (Notification of Withdrawal) Act, 2017:

<http://www.legislation.gov.uk/ukpga/2017/9/section/1>

European Union (Withdrawal) Bill: <http://services.parliament.uk/bills/2017-19/europeanunionwithdrawal.html>

### **Week 3: United Nations: reform of the Security Council**

#### **READINGS & DOCUMENTS**

United Nations Charter, 1945: <http://www.un.org/en/sections/un-charter/un-charter-full-text/>

An Agenda for Peace, 1992: <http://www.un-documents.net/a47-277.htm>

Center for UN Reform Education: <http://www.centerforunreform.org/?q=securitycouncil>

In Larger Freedom, 2005: [http://www.un.org/en/ga/search/view\\_doc.asp?symbol=A/59/2005](http://www.un.org/en/ga/search/view_doc.asp?symbol=A/59/2005)

“Uniting for Consensus” Group recommendations, 2005:

[http://csnu.itamaraty.gov.br/images/21\\_A\\_59\\_L\\_68\\_Uniting\\_for\\_Consensus.pdf](http://csnu.itamaraty.gov.br/images/21_A_59_L_68_Uniting_for_Consensus.pdf)

### **Week 4: The Eurasian Economic Union: the next steps**

#### **READING & DOCUMENTS**



Eurasian Economic Union: <http://www.eaeunion.org/?lang=en>

Treaty on the Eurasian Economic Union, 2014:

<https://docs.eaeunion.org/Pages/DisplayDocument.aspx?s=bef9c798-3978-42f3-9ef2-d0fb3d53b75f&w=632c7868-4ee2-4b21-bc64-1995328e6ef3&l=540294ae-c3c9-4511-9bf8-aaf5d6e0d169&EntityID=3610>

Eurasian Economic Commission: <http://eec.eaeunion.org/en/Pages/default.aspx>

Court of the Eurasian Economic Union: <http://eec.eaeunion.org/en/Pages/default.aspx>

### **Week 5: Seminar 1**

Students shall discuss the material covered during weeks 2-4 with the instructor. A set of items for discussion (including readings) will be prepared by the instructor in advance.

### **Week 6: in-class test 1**

The initial in-class test of 30 minutes shall be conducted. The test shall be followed by a class discussion.

### **Week 7: the Cyprus issue**

#### **READING & DOCUMENTS**

'Annan Plan', 2004 (part only): [http://www.hri.org/docs/annan/Annan\\_Plan\\_April2004.pdf](http://www.hri.org/docs/annan/Annan_Plan_April2004.pdf)

Constitution of the Republic of Cyprus, 1960:

<http://unpan1.un.org/intradoc/groups/public/documents/un-dpadm/unpan039703~1.pdf>

High Level Agreements, 1977 and 1979: <http://antifon.blogspot.ru/2011/02/cyprus-high-level-agreements-of-1977.html>

Joint Declaration, 11 February 2014: <http://cyprus-mail.com/2014/02/11/joint-declaration-final-version-as-agreed-between-the-two-leaders/>

Treaty of Alliance, 1960:

[https://peacemaker.un.org/sites/peacemaker.un.org/files/CY%20GR%20TR\\_600816\\_Treaty%20of%20Alliance%20%28with%20additionnal%20protocols%29.pdf](https://peacemaker.un.org/sites/peacemaker.un.org/files/CY%20GR%20TR_600816_Treaty%20of%20Alliance%20%28with%20additionnal%20protocols%29.pdf)

Treaty of Establishment, 1960:

[https://peacemaker.un.org/sites/peacemaker.un.org/files/CY\\_600816\\_TreatyNicosia.pdf](https://peacemaker.un.org/sites/peacemaker.un.org/files/CY_600816_TreatyNicosia.pdf)

Treaty of Guarantee, 1960:

[https://peacemaker.un.org/sites/peacemaker.un.org/files/CY%20GR%20TR\\_600816\\_Treaty%20of%20Guarantee.pdf](https://peacemaker.un.org/sites/peacemaker.un.org/files/CY%20GR%20TR_600816_Treaty%20of%20Guarantee.pdf)

### **Weeks 8-9: Nuclear non-proliferation: North Korea and Iran**

#### **READING & DOCUMENTS**

United Nations Office for Disarmament Affairs: <https://www.un.org/disarmament/>

Treaty on the Non-Proliferation of Nuclear Weapons, 1968:

<https://www.un.org/disarmament/wmd/nuclear/npt/text>

Agreed Framework (between the U.S.A. and DPRK), 1994:

<http://www.nti.org/media/pdfs/aptagframe.pdf>

Joint Comprehensive Plan of Action, 2015:

<https://www.state.gov/documents/organization/245317.pdf>

### **Week 10: Seminar 2**

Students shall discuss the material covered during weeks 7-9 with the instructor. A set of items for discussion (including readings) will be prepared by the instructor in advance.

### **Week 11: in-class test 2**

The second in-class test of 30 minutes shall be conducted. The test shall be followed by a class discussion.

### **Week 12: Land and maritime disputes in the South and East China Seas**

#### **READING & DOCUMENTS**

The Law of the Sea and the United Nations: [http://www.un.org/depts/los/clcs\\_new/clcs\\_home.htm](http://www.un.org/depts/los/clcs_new/clcs_home.htm)

United Nations Convention on the Law of the Sea, 1982:

[http://www.un.org/depts/los/convention\\_agreements/texts/unclos/unclos\\_e.pdf](http://www.un.org/depts/los/convention_agreements/texts/unclos/unclos_e.pdf)

The South China Sea Arbitration (The Republic of Philippines v. The People's Republic of China):

<https://pcacases.com/web/view/7>

### **Week 13: Ukraine: future relations with the European Union and Eurasian Economic Union**

#### **READING & DOCUMENTS**

Delegation of the European Union to Ukraine: [https://eeas.europa.eu/delegations/ukraine\\_en](https://eeas.europa.eu/delegations/ukraine_en)

Ukraine-Russia Action Plan, 2013

Minsk Protocol, 2014: <http://mfa.gov.ua/en/news-feeds/foreign-offices-news/27596-protocolon-the-results-of-consultations-of-the-trilateral-contact-group-minsk-05092014>

Minsk II Agreement, 2015: <https://www.ft.com/content/21b8f98e-b2a5-11e4-b234-00144feab7de>

### **Week 14: International Criminal Court: lessons to date**

#### **READING & DOCUMENTS**

International Criminal Court: <https://www.icc-cpi.int/>

Rome Statute, 1998: [https://www.icc-cpi.int/nr/rdonlyres/ea9aeff7-5752-4f84-be94-0a655eb30e16/0/rome\\_statute\\_english.pdf](https://www.icc-cpi.int/nr/rdonlyres/ea9aeff7-5752-4f84-be94-0a655eb30e16/0/rome_statute_english.pdf)

### **Week 15: Seminar 3**

Students shall discuss the material covered during weeks 12-14 with the instructor. A set of items for discussion (including readings) will be prepared by the instructor in advance.

### **Week 16: in-class test 3**

The third and final in-class test of 30 minutes shall be conducted. The test shall be followed by a class discussion.

#### **Disclaimer**

Instructor could modify schedule of the classes as necessary.

#### **2.3. Exam timing**

- Final exam – January 2018 (date to be announced)

#### **2.4. Consolidated reading list (in alphabetic order)**

Ademola Abass, Complete International Law: Text, Cases, and Materials (2<sup>nd</sup> edition, Oxford University Press, 2014)

Agreed Framework (between the U.S.A. and DPRK), 1994:  
<http://www.nti.org/media/pdfs/aptagframe.pdf>

An Agenda for Peace, 1992: <http://www.un-documents.net/a47-277.htm>

‘Annan Plan’, 2004 (part only): [http://www.hri.org/docs/annan/Annan\\_Plan\\_April2004.pdf](http://www.hri.org/docs/annan/Annan_Plan_April2004.pdf)

Center for UN Reform Education: <http://www.centerforunreform.org/?q=securitycouncil>

Constitution of the Republic of Cyprus, 1960:  
<http://unpan1.un.org/intradoc/groups/public/documents/un-dpadm/unpan039703~1.pdf>

Court of the Eurasian Economic Union: <http://eec.eaeunion.org/en/Pages/default.aspx>

James Crawford, Brownlie’s Principles of Public International Law (8<sup>th</sup> edition, Oxford University Press, 2012)

Delegation of the European Union to Ukraine: [https://eeas.europa.eu/delegations/ukraine\\_en](https://eeas.europa.eu/delegations/ukraine_en)

Department for Exiting the European Union (UK):  
<https://www.gov.uk/government/organisations/department-for-exiting-the-european-union>

Martin Dixon (et al.), Cases & Materials on International Law (6<sup>th</sup> edition, Oxford University Press, 2016)

Eurasian Economic Commission: <http://eec.eaeunion.org/en/Pages/default.aspx>

Eurasian Economic Union: <http://www.eaeunion.org/?lang=en>

European Communities Act (UK), 1972: <https://www.legislation.gov.uk/ukpga/1972/68/contents>

European Union (Notification of Withdrawal) Act, 2017:  
<http://www.legislation.gov.uk/ukpga/2017/9/section/1>

European Union (Withdrawal) Bill: <http://services.parliament.uk/bills/2017-19/europeanunionwithdrawal.html>

Malcolm Evans, International Law (4<sup>th</sup> edition, Oxford University Press, 2014)

Anders Henriksen, International Law (Oxford University Press, 2017)

High Level Agreements, 1977 and 1979 [Cyprus]: <http://antifon.blogspot.ru/2011/02/cyprus-high-level-agreements-of-1977.html>

In Larger Freedom, 2005: [http://www.un.org/en/ga/search/view\\_doc.asp?symbol=A/59/2005](http://www.un.org/en/ga/search/view_doc.asp?symbol=A/59/2005)

Alina Kaczorowska-Ireland, Public International Law (5<sup>th</sup> edition, Routledge, 2015)

Jan Klabbers, International Law (2<sup>nd</sup> edition, Cambridge University Press, 2017)

Joint Comprehensive Plan of Action, 2015:  
<https://www.state.gov/documents/organization/245317.pdf>

Joint Declaration [Cyprus], 11 February 2014: <http://cyprus-mail.com/2014/02/11/joint-declaration-final-version-as-agreed-between-the-two-leaders/>

The Law of the Sea and the United Nations: [http://www.un.org/depts/los/clcs\\_new/clcs\\_home.htm](http://www.un.org/depts/los/clcs_new/clcs_home.htm)

Vaughan Lowe, International Law (Oxford University Press, 2007)

Minsk Protocol, 2014: <http://mfa.gov.ua/en/news-feeds/foreign-offices-news/27596-protocol-on-the-results-of-consultations-of-the-trilateral-contact-group-minsk-05092014>

Minsk II Agreement, 2015: <https://www.ft.com/content/21b8f98e-b2a5-11e4-b234-00144feab7de>

Responsibility to Protect: <http://www.un.org/en/genocideprevention/about-responsibility-to-protect.html>

Malcolm Shaw, International Law (8<sup>th</sup> edition, Cambridge University Press, 2017)

The South China Sea Arbitration (The Republic of Philippines v. The People's Republic of China):  
<https://pcacases.com/web/view/7>

Taskforce on Article 50 negotiations with the European Union (European Commission):  
[https://ec.europa.eu/info/departments/taskforce-article-50-negotiations-united-kingdom\\_en](https://ec.europa.eu/info/departments/taskforce-article-50-negotiations-united-kingdom_en)

Treaty of Alliance, 1960:  
[https://peacemaker.un.org/sites/peacemaker.un.org/files/CY%20GR%20TR\\_600816\\_Treaty%20of%20Alliance%20%28with%20additionnal%20protocols%29.pdf](https://peacemaker.un.org/sites/peacemaker.un.org/files/CY%20GR%20TR_600816_Treaty%20of%20Alliance%20%28with%20additionnal%20protocols%29.pdf)

Treaty of Establishment, 1960:

[https://peacemaker.un.org/sites/peacemaker.un.org/files/CY\\_600816\\_TreatyNicosia.pdf](https://peacemaker.un.org/sites/peacemaker.un.org/files/CY_600816_TreatyNicosia.pdf)

Treaty of Guarantee, 1960:

[https://peacemaker.un.org/sites/peacemaker.un.org/files/CY%20GR%20TR\\_600816\\_Treaty%20of%20Guarantee.pdf](https://peacemaker.un.org/sites/peacemaker.un.org/files/CY%20GR%20TR_600816_Treaty%20of%20Guarantee.pdf)

Treaty on the Eurasian Economic Union, 2014:

<https://docs.eaeunion.org/Pages/DisplayDocument.aspx?s=bef9c798-3978-42f3-9ef2-d0fb3d53b75f&w=632c7868-4ee2-4b21-bc64-1995328e6ef3&l=540294ae-c3c9-4511-9bf8-aaf5d6e0d169&EntityID=3610>

Treaty on European Union, 2007: [http://eur-lex.europa.eu/resource.html?uri=cellar:2bf140bf-a3f8-4ab2-b506-fd71826e6da6.0023.02/DOC\\_1&format=PDF](http://eur-lex.europa.eu/resource.html?uri=cellar:2bf140bf-a3f8-4ab2-b506-fd71826e6da6.0023.02/DOC_1&format=PDF)

Treaty on the Non-Proliferation of Nuclear Weapons, 1968:

<https://www.un.org/disarmament/wmd/nuclear/npt/text>

Ukraine-Russia Action Plan, 2013

United Nations Charter, 1945: <http://www.un.org/en/sections/un-charter/un-charter-full-text/>

United Nations Convention on the Law of the Sea, 1982:

[http://www.un.org/depts/los/convention\\_agreements/texts/unclos/unclos\\_e.pdf](http://www.un.org/depts/los/convention_agreements/texts/unclos/unclos_e.pdf)

United Nations Office for Disarmament Affairs: <https://www.un.org/disarmament/>

“Uniting for Consensus” Group recommendations, 2005:

[http://csnu.itamaraty.gov.br/images/21\\_A\\_59\\_L\\_68\\_Uniting\\_for\\_Consensus.pdf](http://csnu.itamaraty.gov.br/images/21_A_59_L_68_Uniting_for_Consensus.pdf)

Rebecca Wallace & Olga Martin-Ortega, International Law (8<sup>th</sup> edition, Sweet & Maxwell, 2016)

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### **PART 3. FINAL REMARK**

- Plagiarism is considered a severe violation and an indication of incompetence in the course. Plagiarism is understood as making of one's text using compilation method for other people's publications, even connected with own phrases and sentences. Collective performance of individual tasks is unacceptable. Proven plagiarism will receive an F-mark regardless of the fulfillment of all other requirements.