



**Liashenko I. V.**

# **English for International Lawyers**

**Textbook**



Ministry of Education and Science of Ukraine  
Sumy State University

**Liashenko I. V.**

# **English for International Lawyers**

Textbook

Recommended by the Academic Council of Sumy State University



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Reviewers:

*N. V. Tatsenko* – Doctor of Sciences in Philology, Head of the Department of Foreign Languages Department, Sumy State University;

*T. H. Korol* – Candidate of Sciences in Pedagogical Sciences, Associate Professor of the Department of General Linguistics and Foreign Languages, National University "Poltava Polytechnic named after Yuri Kondratyuk"

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This textbook specifically aims to cultivate English language proficiency as a specialized language in the realm of international law, a strategic objective in shaping future international law practitioners. The textbook employs a system for preparing and developing a specialized language, focusing on the mastery and practical application of legal vocabulary through authentic texts in articles, videos, and audio formats.

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## **Introduction**

The training of specialists in international law requires the development of professional skills, rooted in an understanding of international law, the functions of international institutions, relations with the global community, and a nuanced grasp of both domestic situations and external global reactions, all aimed at advancing state and legal development. A practitioner of international law must cultivate confidence in utilizing professional tools and a specialized language that underpins professional competence.

This textbook specifically aims to cultivate English language proficiency as a specialized language in the realm of international law, a strategic objective in shaping future international law practitioners. The textbook employs a system for preparing and developing a specialized language, focusing on the mastery and practical application of legal vocabulary through authentic texts in articles, videos, and audio formats. The construction and enhancement of language skills occur through a series of exercises following the communicative teaching method. Students are actively engaged in integrated exercises that encompass essential skills such as reading, listening, speaking, and writing. The system of practice-oriented exercises and the content of the book contribute to the development of soft skills, including critical thinking, group collaboration, and logical construction of responses.

The textbook aligns with the approved program of the educational component "Foreign Language" for the Specialty 293 "International Law" for the first level of higher education. It covers the topics of Legal Career, Legal State Systems, Selected Fields of Law, United Nations Organization, and International Human Rights Law. While designed to meet the specified program hours, the textbook is not a finalized course; it allows flexibility for adaptation, enabling teachers to select exercises

and material according to their creative approach and task differentiation for students. The thoroughly structured self-assessment section complements each of the sections with reflection and analysis questions and tasks that can be used for both individual work and in-class activities.

Appropriate for both higher education students and practitioners in international law, the textbook facilitates a deeper understanding of the lexical apparatus. It draws on original articles and online course materials from foreign universities, international legal institutions, and organizations.

In the methodical design of textbook materials and adaptation of texts for level B2, online programs and artificial intelligence tools for teaching English as a foreign language, such as ChatGPT, Diffit, Perplexity, and Magic School, were utilized.

## ВСТУП

Підготовка фахівців із міжнародного права потребує не лише розвинення професійних навичок, що ґрунтуються на обізнаності сфери міжнародного права та функцій міжнародних інституцій, зв'язків із міжнародною спільнотою, а й правильного розуміння як внутрішньої ситуації в країні, так і зовнішньої реакції світу для розвитку держави та права. Юрист із міжнародного права повинен мати розвинену впевненість щодо користування професійним апаратом, спеціальною мовою, що й створює професійну компетентність.

Цей підручник має на меті розвиток англійської мови як спеціальної у сфері міжнародного права, що є стратегічним завданням підготовки майбутнього юриста з міжнародного права. У ньому застосована система підготовки й розвитку спеціальної мови, спрямованої на оволодіння та відпрацювання в практичному застосуванні юридичного вокабуляру через опанування автентичних текстів у статтях, відео та аудіо. Побудова та розвиток навичок із використання спеціальної мови відбуваються через систему вправ за комунікативною методикою навчання: студенти повинні бути залучені до активного опрацювання основних навичок читання, слухання, мовлення та письма через інтегровані вправи. Система практико-орієнтованих вправ і текстового наповнення підручника має на меті розвиток *soft skills* за допомогою критичного мислення, роботи в групах та логічної побудови відповіді.

Підручник побудований за затвердженою програмою освітнього компонента «Іноземна мова» для спеціальності 293 «Міжнародне право» першого рівня вищої освіти й задовольняє потреби щодо вивчення спеціального професійного блоку з програми: охоплює теми «Legal Career», «Legal state systems», «Selected fields



of Law», «United Nations Organisation» та «International Human Rights Law». Матеріал запропонованого підручника розрахований на покриття необхідної кількості годин, зазначених у програмі. Проте підручник не є остаточним варіантом викладання курсу та дозволяє гнучке адаптування й вибір вправ і матеріалу згідно з творчим підходом викладача та диференціацію завдань для студентів. Добре структурований розділ самооцінки доповнює кожний із підрозділів питаннями й завданнями для перевірки знань та аналізування, які можна використовувати як для індивідуальної роботи, так і для аудиторних занять.

Підручник буде корисним та цікавим як для здобувачів вищої освіти, так і для практиків у сфері міжнародного права для кращого опанування лексичного апарату.

Підручник побудований на оригінальних статтях, матеріалів онлайн-курсів з іноземних університетів, міжнародних правових інституцій та організацій.

Під час методичного оформлення матеріалів підручника й адаптування текстів для рівня B2 були використані онлайн-програми та інструменти штучного інтелекту для викладання англійської мови як іноземної: ChatGPT, Diffit, Perplexity, Magic school.

## Unit 1. Legal Career

### Flipped learning:

1. Watch the video “Legal Careers. A day in the life of a Lawyer”



<https://www.youtube.com/watch?v=fMTLYRedBwo> and take notes on what you think a typical day in the life of a lawyer is like. Work on the unfamiliar words.

2. Read the article “Practical Skills Required to Succeed in Legal Practice“ before class and come up with a list of practical applications for each of the three skills discussed (legal writing, legal research, and oral advocacy).

3. Watch the video “What is International Law” <https://www.youtube.com/watch?v=jTzKgI68VLc&t=2s>, work on the unfamiliar words, take notes about main concepts, write a plan to this video.

4. Read the article “Practical Skills Required to Succeed in Legal Practice”, work on the unfamiliar words. Think about the practical skills you will need in your job: watch other videos or find information from other resources – be ready to enlarge the list and tell about them to the class.



5. Listen to the lecture on Legal Education: [https://drive.google.com/file/d/1WNbDhla8AMCzPLvAvTeLQB10iJdLxSeM/view?usp=share\\_link](https://drive.google.com/file/d/1WNbDhla8AMCzPLvAvTeLQB10iJdLxSeM/view?usp=share_link), take notes while listening, and then use those notes to summarize the key points of the lecture. Work with the terms from the lecture: write their definitions and example sentences and be ready to explain their meaning:



1. Paralegal.
2. Apprenticeship.
3. Tuition.
4. Career advancement.
5. any other unfamiliar.
6. Find information about legal education and the legal professions in Ukraine, the UK, the USA and the EU and find out the differences and similarities between these systems.
7. Watch a video or read an article about the legal profession in another country and compare it to Ukraine. Be ready to discuss your findings in class.
8. Find the information about international legal professional associations. Which can you consider joining and why? Be ready to name the benefits of them. Read the text “International Legal Professional Associations” and learn unknown words.

**Warm-up: discuss the questions.**

1. What inspired you to study international law? Was there a specific event or experience that sparked your interest in this field?
2. What are some of the challenges and opportunities that you see in pursuing a career in international law?

3. Have you considered any specific legal professions or areas of specialization? What are they, and why do they interest you?

4. Do you plan to work in your home country or abroad? What factors influenced your decision?

5. What are some of the skills and knowledge that you hope to gain from studying international law? How do you plan to apply them in your future career?

6. What are some of the current legal issues or debates that interest you? Why do they matter?

7. Are there any legal organizations or associations that you would like to join or be a part of? Why do you think they would be beneficial to your career?

8. What are some of the challenges you think you might face in pursuing a career in international law? How do you plan to overcome them?

### **1.1. A Day in the Life of a Lawyer – What Does a Lawyer Actually Do? Listening**

#### ***Pre-listening tasks:***

1. Discuss with a partner what you think lawyers do on a daily basis, and write down your ideas.

2. Make a list of different tasks you think a lawyer might have to do during a day at work.

3. Brainstorm what qualities you think are necessary to be a good lawyer, and discuss with your partner.

#### **Watch the video about legal career.**

#### ***While-listening tasks:***

1. Listen to the video “Legal Careers. A day in the life of a Lawyer”

<https://www.youtube.com/watch?v=fMTLYRedBwo> and take notes of the main points.

2. Discuss with a partner if what you think lawyers do on a daily basis matches with what the video says.

3. List all the different tasks the speaker mentions that lawyers do during a normal day at work.



***After-listening tasks:***

1. Create a flowchart or timeline of a typical day in the life of a lawyer, based on the video.

2. Debate with your partner whether you think being a lawyer is as exciting or as dull as it seems.

3. Write a short paragraph about whether the video changed your perception of what lawyers do or not.

4. In two groups, discuss what you’ve learned from the video, what surprised them, and what questions they have. They can also be asked to share their notes and compare them with the other group.

1. **For homework**, research and prepare a presentation on different areas of law and the types of work that lawyers do in those areas.

2. **Follow-up task:** In the next class, be ready to present your research and discuss the different types of work that lawyers do in different areas of law. You can also be asked to reflect on how your perception of the life of a lawyer has changed after watching the video and doing the research.

**Learn the meaning of the following words from the video:**

- **Truth of the matter:** This phrase refers to the actual facts or reality of a situation, regardless of what people might believe or say about it.

- **Lawyery things:** This refers to matters or activities that are typically associated with the work of lawyers, such as legal research, drafting documents, negotiating contracts, representing clients in court, and so on.

- **Other stuff like that:** This phrase is used to refer to similar things or activities that are related to the topic being discussed.

- **File emails:** This means to organize and store emails in a particular folder or location on a computer or other device.

- **A reasonable amount:** This refers to an amount that is considered fair, sensible, or appropriate in a given context.

- **Vast majority:** This means most or almost all of something, usually referring to a large number or percentage.

- **Take on board:** This means to consider and incorporate into one's thinking or decision-making.

- **Trace up and down:** This phrase is not commonly used in English, but it could refer to a thorough search or investigation of something.

- **Sassy responses:** These are clever, often sarcastic or humorous responses to a situation or comment, intended to be witty or entertaining.

- **Unlikely predicaments:** These are situations or circumstances that are unlikely or unexpected to occur, but can still cause difficulty or inconvenience if they do happen.

- **Underpin:** This means to support or strengthen something, usually by providing a solid foundation or framework.

- **Citing cases:** This refers to the practice of using previous legal cases or precedents as a basis for argument or decision-making in a current legal case.
- **Writing submissions:** This refers to the process of preparing written arguments or statements to be submitted to a court or other legal authority.
- **Submissions:** These are formal written arguments or statements that are submitted to a court or other legal authority as part of a legal process.
- **Pleading:** This refers to the act of formally presenting a case or defense in court, usually through written or spoken statements.
- **Debt claim:** This refers to a legal action taken to recover money owed by one party to another.
- **Court applications:** These are formal requests made to a court or legal authority, usually seeking a specific outcome or action.
- **Lawyering:** This refers to the practice of law or the work of lawyers in general.

## 1.2. The Subject of International Relations

<https://www.youtube.com/watch?v=jTzKgI68VLc&t=2s>

**Video “What is international law?”**

*Introducing the video:*

**Pre-activity:** discuss the questions:

What do you think the international law is and why it is important?

Think of the list of examples of international law that you may be familiar with, such as the United Nations, treaties, or human rights.

**Watching the video:** Watch the video and take notes on what you learn about international law.

**Post-activity:** After watching the video, discuss about the key concepts presented in the video. Ground in the following questions as a guide:

1. What is international law?
2. How is it different from national law?
3. How is international law enforced?
4. What are some examples of international law?
5. Why is international law important?

Write a summary of the video, using the key vocabulary words and phrases. Alternatively, write an argumentative essay on the topic with the vocabulary.

**Key vocabulary words and phrases for writing and discussions based on the video script:**

1. International law: A set of agreements and customs that most countries follow, most of the time, covering the rights and duties of states regarding war, human rights, trade, and diplomacy.





2. Agreements: Formal arrangements between countries in the form of treaties or customs that govern the relationship between countries.

3. Customs: Principles and ideas that many countries already follow as a part of their tradition, which are not necessarily written down in a formal agreement.

4. Treaties: Written agreements between countries that are signed like a contract and are legally binding.

5. States: A political unit, often a country, that has sovereignty and exercises control over a particular territory and population.

6. Rights and duties: The privileges and responsibilities that a state has in relation to its citizens and other states.

7. Diplomacy: The art of managing international relations and negotiating between countries to reach a common goal.

8. War: A state of armed conflict between countries or states.

9. Human rights: Fundamental rights and freedoms that are inherent to all human beings, such as the right to life, liberty, and security of person.

10. Enforced: To apply or carry out a law, rule, or agreement.

11. Evolving: Developing or changing over time to adapt to new situations or circumstances.

12. Corporations: A large company or group of companies that operate in several countries and have a legal status separate from their owners.

13. Complicated: Involving many different and confusing aspects or factors.

**Sovereignty** - the authority of a state to govern itself without interference from other states.

**Human rights** - the basic rights and freedoms that all human beings are entitled to, such as the right to life, liberty, and freedom of expression.

**Diplomacy** - the art of negotiating between nations.

**Treaty** - a formally concluded and ratified agreement between countries.

**Jurisdiction** - the authority of a court to hear and decide a case.

**Sanctions** - measures taken by one country or a group of countries against another country or entity to persuade it to change its behavior.

**Arbitration** - the process of resolving a dispute between two or more parties through the use of a neutral third party.

**International court** - a judicial body established by an international agreement to hear and decide disputes between countries or individuals from different countries.

**Customary law** - unwritten law that develops over time through consistent practice.

**Multilateralism** - the practice of coordinating international relations among three or more countries.

### **Reading.**

#### **Discussion Questions:**

1. What is international law and how is it different from national law?
2. How do most countries follow the set of agreements and customs that make up international law?
3. What are some of the topics that international law covers?
4. Can companies or individuals be held accountable under international law?
5. How does the fact that some corporations are bigger than countries complicate international law?

6. Why does international law need to keep evolving?

### **Reading and discussion**

#### **Skimming:**

1. What is the main idea or purpose of the article?
2. What is the significance of international relations in the legal profession?
3. What are some of the cross-border legal issues discussed in the article?

#### **Scanning:**

1. Can you find the different cross-border legal issues mentioned in the article?
2. What are the specific legal areas that lawyers need to be familiar with in international trade?
3. What are the intangible assets protected under intellectual property law?

#### **Vocabulary:**

1. Can you identify and define the key vocabulary words related to the legal profession mentioned in the article?
2. What does "diplomatic immunity" mean?
3. What is the meaning of "enforcement" in the context of cross-border legal issues?

#### **Inference:**

1. How might the increasing interconnectedness of the world impact the legal profession?
2. What are the possible implications of the creation of international treaties and agreements for legal professionals and their clients?
3. What are some of the challenges lawyers may face when enforcing foreign judgments and awards?

#### **Discussion:**

1. What are the different ways in which international relations impact the legal profession?
2. Why are cross-border legal issues becoming increasingly important in today's globalized economy?
3. Can you think of any examples where cross-border legal issues have had significant consequences for individuals or businesses?

**Writing:**

1. Can you write a brief summary of the article, highlighting the main points and key takeaways?
2. What are some of the challenges that legal professionals face in today's globalized economy?
3. How can legal professionals navigate the complexities of cross-border legal issues to protect their clients' rights and interests?

**Research:**

1. Can you research a specific cross-border legal issue, such as international trade or intellectual property, and write a short report on your findings?
2. What are the key legal considerations for businesses engaging in international trade?
3. How do different countries' legal systems approach intellectual property protection?

**Title: “The Intersection of International Relations and the Legal Profession”**

As the world becomes increasingly interconnected, the role of international relations in the legal profession has become more significant. International law, which governs the relationships between nations, has a profound impact on how legal professionals operate in today's globalized economy. In this article, we will explore the ways in which international relations and the global economy impact the legal profession, and the importance of cross-border legal issues such as international trade, intellectual property, and human rights.

## **Impact of International Relations on the Legal Profession**

International relations play a crucial role in the legal profession by providing the framework within which legal disputes between nations are resolved. International law regulates the conduct of states and the relationships between them, including issues such as diplomatic immunity, trade, and human rights. These issues have a direct impact on how lawyers operate and advise their clients, particularly those involved in cross-border transactions or disputes.

One significant way in which international relations impact the legal profession is through the creation of international treaties and agreements. These legal instruments provide a framework for cooperation between countries in areas such as trade, intellectual property, and human rights. Lawyers are often involved in negotiating, drafting, and interpreting these agreements, which can have a profound impact on the rights and obligations of their clients.

Another way in which international relations impact the legal profession is through the recognition and enforcement of foreign judgments and awards. As businesses and individuals increasingly operate across borders, the need to enforce judgments and awards from other countries becomes more common. Lawyers must navigate the complexities of different legal systems and cultures to ensure that their clients' rights are protected and enforced.

### **Importance of Cross-Border Legal Issues**

Cross-border legal issues such as international trade, intellectual property, and human rights are becoming increasingly important in today's globalized economy. As businesses and individuals operate across borders, they must navigate different legal systems and cultural norms, which can lead to complex legal disputes.

International trade is one of the most significant cross-border legal issues, as it involves the movement of goods and services between countries. Lawyers must be familiar with international trade law and the regulations governing the import and export of goods and services.

Intellectual property is another critical cross-border legal issue, as it involves the protection of intangible assets such as patents, trademarks, and copyrights. Lawyers must be familiar with the laws and regulations governing intellectual property protection in different countries, as well as the mechanisms for enforcing those rights.

Finally, human rights are a critical cross-border legal issue that lawyers must be familiar with. Human rights violations can occur in any country, and lawyers must be prepared to advocate for their clients' rights, regardless of where they are located.

International relations and the global economy have a significant impact on the legal profession, and cross-border legal issues such as international trade, intellectual property, and human rights are becoming increasingly important. As the world becomes more interconnected, the need for lawyers who are familiar with international law and cross-border legal issues will only continue to grow.

### **Discussion:**

1. **Debate:** You are going to debate the impact of international relations on the legal profession. Each group will be assigned with a specific aspect of the topic to argue, such as the importance of international treaties and agreements, the enforcement of foreign judgments and awards, or the role of human rights in cross-border legal disputes. Research your assigned topic and prepare evidence-based arguments.

2. **Case Study Analysis:** You will be provided with a hypothetical cross-border legal dispute, such as a trade

disagreement between two countries, a patent infringement case involving multiple jurisdictions, or a human rights violation occurring in a foreign country. Work in small groups to analyze the case and identify the key legal issues at play. Consider the impact of international relations on the case and how lawyers can navigate the complexities of different legal systems and cultural norms.

3. **Research Project:** Research a specific aspect of international law or cross-border legal issues, such as the World Trade Organization (WTO), the United Nations Convention on the Law of the Sea (UNCLOS), or the protection of intellectual property in emerging markets. Be ready to present your research findings to the class and facilitate a discussion on the implications of your findings for the legal profession.

4. **Role-Playing Exercise:** In pairs discuss a specific role, such as a lawyer representing a multinational corporation, a government official negotiating an international treaty, or a human rights advocate. Discuss a specific role-playing exercise where you must navigate the complexities of international law and cross-border legal issues to achieve their goals. Define the challenges and opportunities presented by the exercise.

### **1.3. The Practice of Law**

#### **Reading. Practical Skills Required to Succeed in Legal Practice**

##### ***Pre-reading Task:***

1. **Discussion:** What is the importance of practical skills in legal practice? Share your thoughts on what skills you believe are essential to practice law.

2. **Vocabulary Preview:** Learn new vocabulary words from the text, such as *legal writing, research, oral advocacy, litigator, transactional lawyer, and regulatory*

*lawyer*. Predict the meaning of each word based on your knowledge of legal practice.

**While Reading Task:**

1. **Comprehension Questions:** Answer the questions:

- What are the three practical skills required to practice law?
- Why is legal writing important for lawyers?
- What is legal research, and why is it essential for developing a strong legal argument?
- Who may need to focus more on legal writing and research rather than oral advocacy?
- Why is it important to develop practical skills early on in your legal education?

2. **Vocabulary Exercise:** Find and highlight new vocabulary words in the text. Write a definition for each word and use it in a sentence to show your understanding.

**Text: Practical Skills Required to Succeed in Legal Practice**

As an international law student, you are probably aware of the importance of legal writing, research, and oral advocacy skills. These skills are the foundation of successful legal practice, and developing them early on in your legal education is essential for your future success. In this article, we will explore the practical skills required to practice law and their relevance to different legal professions.

**Legal Writing**

Legal writing is the backbone of legal practice, and it involves the ability to communicate legal concepts and arguments effectively in written form. As a law student, you will learn how to write legal briefs, memos, and other documents that are used in court proceedings, negotiations, and other legal



settings. Developing strong legal writing skills is critical to your success as a lawyer, regardless of your area of specialization.

### **Legal Research**

Legal research is the process of finding and analyzing legal information to support legal arguments. It is an essential skill for lawyers, and it involves the ability to locate relevant legal sources, such as statutes, regulations, cases, and secondary sources, and to analyze and apply them to the case at hand. Legal research is used in all legal professions, from litigation to transactional work, and it is crucial for developing a strong legal argument.

### **Oral Advocacy**

Oral advocacy is the art of presenting legal arguments and ideas effectively in oral form. It involves the ability to speak confidently and persuasively in front of judges, clients, and other lawyers, and to present complex legal concepts in a clear and concise manner. Oral advocacy skills are essential for litigators, but they are also useful for transactional lawyers who negotiate contracts and other legal agreements.

## **The Importance of Developing Practical Skills Early On**

Developing practical skills early on in your legal education is essential for your future success as a lawyer. By mastering legal writing, research, and oral advocacy skills, you will be better equipped to handle the challenges of legal practice, and you will be more attractive to potential employers. Moreover, developing these skills early on in your legal education will give you the time and opportunity to hone them before you begin practicing law.

### **Different Legal Professions**

Legal writing, research, and oral advocacy skills are used in all legal professions, but they may be more critical in certain areas of practice. For example, litigators require strong oral advocacy skills, while transactional lawyers may need to focus

more on legal writing and research. Regulatory lawyers may need to be adept at both legal research and oral advocacy. In any case, developing strong practical skills will make you a more well-rounded lawyer and increase your opportunities for success.

Developing practical skills such as legal writing, research, and oral advocacy is essential for any law student who wishes to succeed in legal practice. These skills are used in all legal professions and are critical to developing a strong legal argument. By developing these skills early on in your legal education, you will be better equipped to handle the challenges of legal practice and increase your chances of success in your legal career.

***Post-Reading Task:***

1. **Discussion:** Share your thoughts on the skills you need to develop further and how you plan to do so.
2. **Writing Exercise:** Write a short essay on the practical skills required to practice law and their relevance to different legal professions. Use examples from the text and your own experience to support your arguments.
3. **Role-Play Exercise:** You will get different legal scenarios where you must use their practical skills to solve a legal problem. For example, one group may act as litigators arguing a case in court, while another group may act as transactional lawyers negotiating a contract. Present your solutions to the class and discuss the use of practical skills in the scenario.

**\*Alternative: Flipped learning**

Read the article before class and come up with a list of practical applications for each of the three skills discussed (legal writing, legal research, and oral advocacy).

In class, the teacher could divide the students into groups and have them share their lists with one another, discussing any similarities or differences they noticed in their responses. Then, each group could be assigned a specific legal profession (litigation, transactional work, regulatory law, etc.) and asked to brainstorm additional practical applications for each of the three skills in that profession. Finally, the class could come together to share and compare their findings, discussing the importance of developing these practical skills early on in a legal education and how they can help prepare students for success in their future legal careers.

#### **1.4. Legal Education**

##### **Listening.**

##### ***Pre-Listening Tasks:***

##### **1. Brainstorming:**

**Task:** Write down as many types of legal education as you can think of in two minutes.

**Question:** What are the different types of legal education that you can think of?

**2. Vocabulary Matching:** Match each legal term with its correct definition by writing the corresponding letter in the space provided next to each term.

##### ***Legal Term:***

1. Paralegal
2. Apprenticeship
3. Tuition
4. Career advancement

**Definition:** a. A program that provides practical training in a specific field, often under the supervision of an experienced professional. b. The amount of money paid for instruction at a school or college. c. An individual who is trained to assist

lawyers in legal research and other tasks. d. The opportunity to progress in one's profession and take on more responsibilities and higher-paying positions.

3. **Discussion:**

- Discuss in pairs or small groups about your future career goals and how you think legal education can help you achieve those goals.
- Question: How can legal education help you achieve your future career goals?

**While-Listening Tasks:**

**Listen to the lecture and do the exercises.**



**Multiple Choice Task:**

1. What is the focus of today's lecture?  
a) The history of legal education  
b) The benefits of attending law school  
c) The different types of legal education available and how to choose the best path
2. How long does Law School typically require for full-time study?  
a) One year  
b) Two years  
c) Three years
3. What are the benefits of attending a Paralegal Program?  
a) Limited time commitment  
b) Higher earning potential compared to lawyers  
c) A broad understanding of the law
4. What is a drawback of attending Law School?  
a) Limited career advancement opportunities  
b) High cost of tuition  
c) Lack of hands-on experience
5. What is a potential benefit of completing an Apprenticeship?  
a) Lower cost of tuition  
b) Limited time commitment  
c) Higher earning potential compared to lawyers

**Note-taking:**

- Task: Take notes while listening to the text and then use those notes to summarize the key points of the lecture.
- Question: What are the key points or ideas presented in the lecture?

1. **Fill in the Blank:** Fill in the blanks with the correct information from the listening text.

2. Law School is the most common path for those interested in pursuing a career in the legal field. Law School typically requires \_\_\_\_\_ of full-time study and covers a wide range of legal subjects.

3. The benefits of attending law school include a broad understanding of the law, networking opportunities, and the potential for \_\_\_\_\_ after graduation.

4. Paralegal Programs provide students with a basic understanding of the law and the legal process. These programs typically require less time and money than Law School, and graduates can pursue careers as paralegals or \_\_\_\_\_.

5. The drawbacks of attending a paralegal program include limited career advancement opportunities and lower earning potential compared to \_\_\_\_\_.

6. Apprenticeships provide students with the opportunity to gain practical, on-the-job training in a law firm or legal setting. Apprenticeships typically last between \_\_\_\_\_ and can be a good option for those who prefer hands-on learning.

7. The benefits of apprenticeships include gaining valuable experience in the legal field, potentially getting hired by the firm after completing the program, and a lower cost of \_\_\_\_\_.

8. When considering which legal education path to take, you should consider factors such as the cost of tuition, the time commitment required, the potential for career advancement, and the \_\_\_\_\_ potential.

9. By considering your career goals and researching the legal market in your area, you can make an informed decision on which path is right for you, whether it be Law School, a Paralegal Program, or an \_\_\_\_\_.

### **Post-Listening Tasks:**

#### **1. Role-Playing:**

Task: Role-play a scenario where one student wants to pursue a career in the legal field and the others are advising them on which type of legal education to pursue based on their career goals.

Question: How can different types of legal education help someone achieve their career goals?

#### **2. Research:**

Task: Research and write a short report on the legal education requirements and job prospects in a specific country or region.

Question: What are the legal education requirements and job prospects in a specific country or region?

#### **3. Reflection:**

Task: Reflect on the listening text and write a short paragraph about your thoughts on the different types of legal education and which path you would choose based on your career goals.

Question: What are your thoughts on the different types of legal education and which path would you choose based on your career goals?

## 1.5. A Career in Law

### **Pre-reading activities:**

1. Brainstorming: What do you know about legal education and the legal profession in Ukraine? Share your ideas and write them on the board.

2. Vocabulary: Learn vocabulary related to legal education and the legal profession in Ukraine, such as legal education system, higher education, registration, lawyer, educational program, PhD, Verkhovna Rada, and National Bar Association.

### **While reading activities:**

1. Skimming and scanning: Skim the text to get an idea of what it is about, and then scan it to find specific information.

2. Note-taking: Take notes as you read the text.

3. Summarizing: After reading the text, summarize what you have learned. You can do this individually or in pairs.

### **Post-reading activities:**

1. Discussion: Discuss the following questions:

- What did you find interesting or surprising about the legal education system and the legal profession in Ukraine?

- How does the legal education system in Ukraine compare to the one in your country?

- What challenges do you think lawyers in Ukraine face, and how can they be addressed?

2. Writing: Write a short essay on the legal education system and the legal profession in Ukraine. You can use the notes you took while reading the text and the information you discussed in your groups.

## 1.6. International Legal Professional Associations

### Pre-reading activity:

1. Vocabulary Matching: In groups, match the following legal vocabulary with their definitions:

- Legal system
- Council
- Professional association
- Networking opportunities
- Access to resources
- Professional development
- Administration of justice
- Cross-border legal transactions
- Legal publications
- Training programs and conferences

**Match the words on the left with their definitions on the right:**

1. Legal system
2. Council
3. Professional association
4. Networking opportunities
5. Access to resources
6. Professional development
7. Administration of justice
8. Cross-border legal transactions
9. Legal publications
10. Training programs and conferences

**a)** A group of people who come together to oversee something

**b)** Educational events that aim to improve skills or knowledge in a particular field

**c)** Events where members can meet and connect with others in the same field



- d) Information, books or databases that can be used to help with work or research
- e) Organizations that represent and provide support to people working in a particular profession
- f) Publications or journals related to the legal profession
- g) The legal framework in a country or group of countries
- h) The process of improving one's skills and knowledge in a particular field
- i) The process of making sure that the law is applied fairly and consistently
- j) Transactions that take place between individuals or businesses in different countries

2. **Predicting:** In pairs, discuss the following questions and share your ideas with the class:

- What do you think international legal professional associations are?
- Why do you think it's important for law students and professionals to join these associations?
- What benefits do you think they offer?

### **Reading text: International Legal Professional Associations**

As an undergraduate student of international law, it is important to not only gain knowledge about legal systems and concepts but also to stay updated with the current trends in the legal industry. One way to achieve this is by joining international legal professional associations, which provide numerous benefits to their members.

The Council of Bars and Law Societies of Europe (CCBE) is one such association that represents over a million lawyers from 45 countries across Europe. This organization

works to promote the rule of law and improve the administration of justice in Europe. By becoming a member, law students and professionals can enjoy networking opportunities with other legal professionals across Europe, gain access to resources such as legal publications and databases, and avail of opportunities for professional development through training programs and conferences.

The Council of the Notariats of the European Union (CNUE) is another international legal professional association that represents over 40,000 notaries in 22 EU member states. The CNUE aims to promote the role of notaries in the legal system and facilitate cross-border legal transactions within the EU. By joining this association, law students and professionals can benefit from networking opportunities with other notaries across Europe, gain access to resources such as legal publications and databases, and participate in training programs and conferences for professional development.

Apart from the CCBE and CNUE, there are several other international legal professional associations that law students and professionals can consider joining. These include the International Bar Association (IBA), the American Bar Association (ABA), and the International Association of Lawyers (UIA), among others. Each of these organizations offers unique benefits to its members, such as networking opportunities, access to resources, and professional development.

In summary, joining an international legal professional association can offer several benefits to law students and professionals, including opportunities for networking, access to resources, and professional development. Whether you are interested in practicing law in Europe or beyond, it is essential to research and consider joining these organizations to enhance your legal career.

### **While-reading activity:**

1. **Highlighting:** Read the text individually and highlight the legal vocabulary used in the text.

2. **Vocabulary review:** In pairs, discuss the legal vocabulary highlighted in the text and share your understanding of their meanings.

3. **True or False:** In groups, create a list of true or false statements related to the text. Share your answers with the class and explain your reasoning.

1. It is not important for undergraduate law students to stay updated with the current trends in the legal industry. False

2. International legal professional associations do not provide any benefits to their members. False

3. The Council of Bars and Law Societies of Europe (CCBE) represents lawyers from only one country in Europe. False

4. The CCBE works to improve the administration of justice in Europe. True

5. By joining international legal professional associations, law students and professionals cannot gain access to legal publications and databases. False

6. The Council of the Notariats of the European Union (CNUE) does not represent notaries in any EU member states. False

7. The CNUE aims to facilitate cross-border legal transactions within the EU. True

8. There are no other international legal professional associations besides the CCBE and CNUE. False

9. Each international legal professional association offers the same benefits to its members. False

10. Joining an international legal professional association cannot enhance a law student or professional's legal career. False

### **Post-reading activity:**

1. **Role-play:** In pairs, role-play a conversation between a law student who is considering joining an international legal professional association and an experienced legal professional who is a member of such an association. Use the legal vocabulary and discuss the benefits of joining such an association.
2. **Debate:** In groups, have a debate on the topic "Joining an international legal professional association is necessary for a successful legal career." Use the legal vocabulary and provide examples to support your arguments.
3. **Writing:** Individually, write a short paragraph summarizing the benefits of joining an international legal professional association for law students and professionals. Use the legal vocabulary and examples from the text. Share your paragraphs with the class.

### **1.7. Additional activities**

**Tasks, questions, and activities for a reading jigsaw activity for four groups of students who will read and work with the texts on legal education and the legal profession in Ukraine, USA, UK, and EU:**

Today we will be doing a reading jigsaw activity on legal education and the legal profession in different countries. There are four groups, and each group will be assigned a text to read about legal education and the legal profession in a specific country. After reading the text, each group will have to answer some questions related to their text. Then, we will regroup so that each new group will have a member from each of the four original groups. In this new group, each member will present the information they learned about legal education and the legal profession in their assigned country, and together, you will

discuss the similarities and differences between the different countries.

### **Group 1: Ukraine**

- Read the text on legal education and the legal profession in Ukraine.
- Create a visual representation (e.g. infographic, mind map, flowchart) of the legal education system in Ukraine.
- Discuss the role and functions of the Ukraine Supreme Legal Council (USLC) in regulating the legal profession in Ukraine.
- Analyze the challenges and opportunities for aspiring lawyers in Ukraine, including the steps required to become a lawyer in Ukraine.

### **Group 2: USA**

- Read the text on legal education and the legal profession in the USA.
- Create a timeline of the history of legal education in the USA.
- Discuss the different types of law degrees offered in the USA, including the Juris Doctor (JD), Master of Laws (LLM), and Doctor of Juridical Science (SJD) degrees.
- Analyze the role and impact of the American Bar Association (ABA) in regulating the legal profession in the USA.

### **Group 3: UK**

- Read the text on legal education and the legal profession in the UK.
- Create a Venn diagram comparing and contrasting the legal education systems in England and Wales, Scotland, and Northern Ireland.
- Discuss the role and functions of the Solicitors Regulation Authority (SRA) and the Bar Standards Board (BSB) in regulating the legal profession in the UK.

- Analyze the impact of Brexit on the legal profession in the UK, including the implications for lawyers from the EU and UK citizens practicing law in the EU.

#### **Group 4: EU**

- Read the text on legal education and the legal profession in the EU.
- Create a chart comparing and contrasting the legal education systems of at least three different EU member states.
- Discuss the role and functions of the European Court of Justice (ECJ) in regulating the legal profession in the EU.
- Analyze the challenges and opportunities for aspiring lawyers in the EU, including the impact of EU laws and regulations on the legal profession.

After your group has completed the tasks, you can present your findings to the class and get engaged in a class-wide discussion about the similarities and differences among the legal education and legal profession systems in Ukraine, USA, UK, and EU.

What are the different levels of higher legal education in your country?

1. How is the legal education system in your country regulated?
2. What is the process for becoming a lawyer in your country?
3. How are lawyers in your country overseen and regulated?
4. Are there any significant differences between the legal education systems in your country and the other countries covered in this activity?
5. What are some of the major challenges facing the legal profession in your country at the moment?

6. How does the legal profession in your country interact with other parts of the legal system (e.g. the courts, the government, etc.)?

7. Are there any major debates or controversies surrounding legal education or the legal profession in your country currently?

8. How does your country's legal education system compare to those of other countries in terms of quality, accessibility, or other factors?

9. Are there any unique features of your country's legal education system or legal profession that you would like to highlight?

### **Text 1: Title: Legal Education and the Legal Profession in Ukraine: An Overview for Undergraduate Students of International Law**

In Ukraine, the legal profession is regulated by law and is overseen by the Ukraine Supreme Legal Council (USLC), which serves as the national registration authority for lawyers. As an undergraduate student of international law, it is important to understand the legal education system in Ukraine, which includes higher legal education, complete higher legal education, and postgraduate legal education.

The higher education system in Ukraine is based on the Constitution of Ukraine, the laws of Ukraine on education, higher education, scientific and technology activities, and international agreements of Ukraine. The system of higher university degrees corresponds to levels of the National Qualifications Framework (NQF), which include the initial level (short cycle), the first (bachelor) level, the second (master) level, the third (educational and research/educational and creative) level, and the research level.

A person who wants to become a lawyer in Ukraine must complete legal education, which is regulated by the country, and obtain registration in the USLC. The educational program at the first level of higher legal education awards a Bachelor of Law degree, while a relevant educational program at the second level of higher legal education awards a Master of Law degree. The PhD in Law is awarded to a degree-seeking student after successfully completing the relevant educational and scientific program at the third level of higher education based on the Master's degree.

The legal education quality assurance (LECA) system in Ukraine includes the system of LECA provided by higher education institutions and general quality of legal education (internal controls system), the system of external LECA of higher education institutions and general quality of legal education, and the system of LECA of National Agency for Higher Education Quality Assurance (NAQA) general quality of legal education.

To ensure the proper functioning of jurisprudence in Ukraine as a profession, several bodies exist, including the Verkhovna Rada of Ukraine, the Cabinet of Ministers of Ukraine, the Ministry of Education and Science of Ukraine, the Ministry of Justice of Ukraine, the national registration authority represented by Ukrainian Supreme Legal Council, Bar Councils of Ukraine and regions, the National Bar Association of Ukraine, the High Council of Justice, the High Qualification Commission of Judges of Ukraine, and the Notary Chamber of Ukraine.

Becoming a lawyer in Ukraine involves a number of steps, including graduation from school or college, registration and preparation for external evaluation, principles of admission to higher education institutions, and enlistment for studying at the expense of the state budget and at the expense of individuals. Upon successfully completing the relevant educational program and passing the certification, candidates are issued a document



on higher legal education at the appropriate level. The diploma is an integral part of the bachelor's and master's degree.

The legal profession in Ukraine is highly regulated and overseen by several bodies. As an undergraduate student of international law, understanding the legal education system and the steps required to become a lawyer in Ukraine is important for those who are interested in practicing law in this jurisdiction.

### **Text 2: Legal Education and the Legal Profession in the UK: An Overview for Undergraduate Students of International Law**

In the UK, the legal profession is regulated by several bodies, including the Solicitors Regulation Authority (SRA) and the Bar Standards Board (BSB). As an undergraduate student of international law, it is important to understand the legal education system in the UK, which includes undergraduate law degrees, postgraduate legal education, and vocational training.

Undergraduate law degrees in the UK typically last three years and provide a foundational understanding of the legal system. Students can choose to specialize in certain areas of law, such as criminal law or international law, through elective modules. Upon completion of their undergraduate degree, students can continue their legal education through postgraduate study.

Postgraduate legal education in the UK includes the Master of Laws (LLM) degree, which provides students with an in-depth understanding of a particular area of law, as well as the Graduate Diploma in Law (GDL), which is designed for students who have completed a non-law undergraduate degree and wish to pursue a career in law. The Legal Practice Course (LPC) and Bar Professional Training Course (BPTC) are vocational training courses that provide practical skills and training for those wishing to become solicitors or barristers, respectively.

The quality of legal education in the UK is regulated by the Quality Assurance Agency for Higher Education (QAA),

which conducts regular audits of higher education institutions to ensure that they meet the required standards. In addition, the SRA and BSB also play a role in regulating the quality of legal education and training for solicitors and barristers, respectively.

To become a solicitor in the UK, students must complete the LPC and then undertake a two-year training contract with a law firm. Upon completion of their training, they must pass the SRA's Professional Skills Course (PSC) and apply for admission to the Roll of Solicitors. Becoming a barrister in the UK requires completion of the BPTC and then a one-year pupillage (apprenticeship) with a barristers' chambers. Upon completion of their pupillage, they must apply for admission to one of the Inns of Court and be called to the Bar.

Several bodies exist in the UK to ensure the proper functioning of the legal profession, including the Ministry of Justice, the Law Society, the Bar Council, and the Inns of Court. These bodies work together to regulate the legal profession, maintain ethical standards, and provide support for legal professionals.

The legal profession in the UK is highly regulated and requires significant education and training. As an undergraduate student of international law, understanding the legal education system and the steps required to become a solicitor or barrister in the UK is important for those who are interested in practicing law in this jurisdiction.

### **Text 3: Legal Education and the Legal Profession in the United States**

Legal education and the legal profession in the United States are regulated by a complex system of federal and state laws, professional organizations, and accreditation bodies. As an undergraduate student of international law, it is important to have a basic understanding of the legal education system and the steps required to become a lawyer in the US.

In the US, legal education is provided by law schools, which are typically part of universities or colleges. Law schools offer a three-year program that leads to a Juris Doctor (JD) degree, which is required for admission to the bar in all states except for California. In California, a person can take the bar exam after completing a four-year program that combines undergraduate and law school education.

Law schools in the US are accredited by the American Bar Association (ABA), which sets standards for legal education and ensures that law schools meet these standards. To be eligible for ABA accreditation, law schools must have a rigorous curriculum, qualified faculty, and sufficient resources to support their programs.

After obtaining a JD degree, a person must pass the bar exam in the state where they want to practice law. The bar exam is a comprehensive test that covers various areas of law and is designed to ensure that only qualified individuals are admitted to the bar. In addition to passing the bar exam, some states also require candidates to pass a professional responsibility exam, which tests their knowledge of legal ethics and professional responsibility.

To maintain their license to practice law, lawyers in the US must comply with state bar requirements, which typically include completing continuing legal education (CLE) courses and adhering to ethical and professional standards. State bar associations also have the authority to discipline lawyers who violate these standards, which can include suspension or revocation of their license to practice law.

In addition to state bar associations, there are also professional organizations that represent lawyers in the US, such as the American Bar Association (ABA), the National Bar Association (NBA), and various specialty bar associations. These organizations provide support and resources for lawyers, advocate for their interests, and promote the legal profession.

The legal education system and the legal profession in the US are highly regulated and complex. Understanding the requirements and steps involved in becoming a lawyer in the US is important for those who are interested in practicing law in this jurisdiction.

#### **Text 4: Legal Education and the Legal Profession in the European Union: An Overview for Undergraduate Students of International Law**

In the European Union (EU), the legal profession is regulated by law and is overseen by various bodies, including the European Court of Justice, national Bar Associations, and other legal organizations. As an undergraduate student of international law, it is important to understand the legal education system in the EU, which includes higher legal education, complete higher legal education, and postgraduate legal education.

The EU's higher education system is based on the Bologna Process, which aims to create a common European Higher Education Area (EHEA). The system of higher education degrees in the EU corresponds to levels of the European Qualifications Framework (EQF), which include the short cycle (EQF level 5), bachelor's (EQF level 6), master's (EQF level 7), and doctoral (EQF level 8) levels.

To become a lawyer in the EU, a person must complete legal education, which is regulated by each individual member state, and obtain registration in their respective Bar Association. The educational program at the bachelor's level awards a Bachelor of Laws (LLB) degree, while a relevant educational program at the master's level awards a Master of Laws (LLM) degree. The PhD in Law is awarded to a degree-seeking student after successfully completing the relevant educational and scientific program at the doctoral level.

The legal education quality assurance (LECA) system in the EU includes various bodies, such as national quality assurance agencies, the European Association for Quality Assurance in Higher Education (ENQA), and the European Quality Assurance Register for Higher Education (EQAR). These organizations work together to ensure the quality of legal education in the EU.

To ensure the proper functioning of jurisprudence in the EU, several bodies exist, including the European Court of Justice, the Council of the European Union, the European Parliament, the European Commission, and national Bar Associations. These bodies work together to regulate the legal profession in the EU and ensure that lawyers adhere to the highest standards of ethical and professional conduct.

Becoming a lawyer in the EU involves a number of steps, including graduation from school or college, passing the relevant entrance exams, and completing the required legal education program. Upon successfully completing the program and passing the necessary exams, candidates are issued a degree in law from a recognized university and are eligible to register with their respective Bar Association.

The legal profession in the EU is highly regulated and overseen by various bodies. As an undergraduate student of international law, understanding the legal education system and the steps required to become a lawyer in the EU is important for those who are interested in practicing law in this jurisdiction.

## **Unit 2. Legal state systems**

### **2.1. Introduction to Legal State Systems**

**Listening. Birth of Ukrainian Constitution.**

**Pre-listening activity.**

**Vocabulary work.**

amendments

anthem  
compromise on  
constitutional treaty  
convocation  
determinants  
draft basic law  
opposed  
referendum  
resumed  
state sovereignty  
suspended

**Match the following terms and words with the appropriate key:**

1. \_\_\_\_\_: The right of a state to govern itself and make decisions without external interference.
2. \_\_\_\_\_: A formal assembly of representatives, typically to elect a leader or discuss a specific issue.
3. \_\_\_\_\_: A preliminary version of a proposed law or document.
4. \_\_\_\_\_: A direct vote in which an entire electorate is invited to vote on a particular proposal.
5. \_\_\_\_\_: Interrupted or put on hold temporarily.
6. \_\_\_\_\_: Resumed or started again after being interrupted or put on hold.
7. \_\_\_\_\_: An agreement or treaty between two or more parties regarding the constitution or government of a state.
8. \_\_\_\_\_: Changes or modifications made to a proposed law or document.
9. \_\_\_\_\_: Strongly against or in opposition to something.

10. \_\_\_\_\_: Reaching an agreement or settlement through mutual concessions.

11. \_\_\_\_\_: Factors that determine or influence something.

12. \_\_\_\_\_: A hymn or song of praise or patriotism that represents a country.

**Discussion:** Discuss the importance of constitutions and how they are created. What is the process of creating a constitution, and if you know any examples of constitutions?

Watch the video and do the tasks below.



**While Listening Activity:**

1. Note-taking: When watching the video, take notes on key legal terms and phrases used in the video.

1. On July 16th 1990, the Verkhovna Rada adopted the \_\_\_\_\_.

2. The state continued to live under the \_\_\_\_\_, and communist forces had a great influence in the government.

3. In the same year, a constitutional commission was created to develop the \_\_\_\_\_, which was published in the newspaper Voice of Ukraine and submitted to a \_\_\_\_\_.

4. The constitutional process was suspended in \_\_\_\_\_, but \_\_\_\_\_ after Leonid Kravchuk was elected the president.

5. A solution was made through the conclusion of a \_\_\_\_\_ between the president and the Verkhovna Rada.

6. The Constitutional Commission was formed again, and it built the \_\_\_\_\_ of the constitution in March.

7. The Verkhovna Rada created its own special commission to work on the offered version for the second reading, and about \_\_\_\_\_ amendments were made to the document.

8. The Constitution was submitted for voting in the Session Hall on June 27th, and its consideration took the \_\_\_\_\_.

9. The longest confrontation was under Article 10 and article 20 of the Constitution and the status of Crimea, as well as \_\_\_\_\_ issues.

10. The Constitution was voted for at 9:00 a.m., and the blue yellow flag \_\_\_\_\_ the Session Hall accompanied with the anthem

2. True/False Statements: Listen carefully to the video and decide whether each statement is **true** or **false**.

1. On July 16th, 1990, Ukraine declared its state sovereignty, but continued to live under the Soviet Constitution.

2. Communist forces did not have any influence in the government of Ukraine.

3. The first draft of the Ukrainian Constitution was submitted to a referendum.

4. The constitutional process was never suspended.

5. The confrontation between the left and democratic forces was not intense.

6. A constitutional treaty was concluded between the president and the Verkhovna Rada.



7. The Verkhovna Rada did not create its own special commission to work on the Constitution.

8. No amendments were made to the draft of the Constitution.

9. The Communists and socialists were in favor of making Russian the second state language.

10. The blue-yellow flag and anthem were not officially approved in the Ukrainian Constitution.

### **Post-Listening Activity:**

**Vocabulary Review:** Review the legal terms and phrases that were used in the video. Use the words in context and discuss their meanings.

**Reflection:** Reflect on the importance of the constitution and the process of creating one. Think about the challenges faced during the creation of the Ukrainian Constitution and how they were resolved.

### **Debate:**

1. Read and research the controversial issue related to constitutions that has been assigned to you by your teacher.

2. Prepare your argument for the debate using legal terms and phrases that you have learned during the pre-listening and while listening activities.

3. Organize your argument into clear and concise points that support your position.

4. Be prepared to defend your argument with evidence and examples.

5. Listen actively to the arguments of your classmates and be respectful of differing viewpoints.

6. During the debate, take notes on the arguments presented by your classmates.

7. After the debate, reflect on the arguments presented and consider how they may have influenced your own perspective on the issue.

**8.** Remember that the purpose of the debate is to engage in a thoughtful and respectful exchange of ideas, and to develop your skills in using legal terms and phrases to support your arguments.

## **2.2. State System of Ukraine. Jigsaw Reading.**

### **Text 1: State System of Ukraine**

Ukraine is a democratic state with a unitary form of government, and its State System is designed to promote democracy, rule of law, and respect for human rights, while ensuring the effective functioning of government at all levels. The Constitution of Ukraine is the main source of law, and it establishes the principles of the state system, which is based on the rule of law, democracy, and human rights.

The State System of Ukraine is a unitary parliamentary republic, and it includes three branches of government: legislative, executive, and judicial. The legislative branch is represented by the Verkhovna Rada, a unicameral parliament with 450 members who are elected every five years. The Verkhovna Rada is responsible for passing laws, ratifying international agreements, and approving the national budget.

The executive branch is headed by the President of Ukraine, who is elected by popular vote for a term of five years. The President is responsible for appointing the Prime Minister and other ministers, as well as implementing and enforcing the laws passed by the Verkhovna Rada. The Prime Minister is the head of the executive branch.

The judicial branch is independent and consists of the Constitutional Court, the Supreme Court, and lower courts. The Constitutional Court is responsible for interpreting the Constitution and reviewing the constitutionality of laws, while

the Supreme Court is the highest court of appeal in civil, criminal, and administrative cases.

Ukraine is divided into 24 regions, or oblasts, and the Autonomous Republic of Crimea. Each region is governed by a state administration headed by a governor who is appointed by the President. The local government is represented by local councils and executive bodies, which are elected by the people. Local government is responsible for providing a range of services to citizens, including education, healthcare, and social welfare.

In addition to the three branches of government and administrative divisions, Ukraine has a number of other bodies and institutions, such as the National Bank of Ukraine, the Security Service of Ukraine, and the National Anti-Corruption Bureau of Ukraine, which are responsible for ensuring the stability and security of the country, as well as combating corruption and economic crimes.

The State System of Ukraine provides for the protection of human rights and fundamental freedoms. The Constitution guarantees the right to life, freedom of speech, assembly, and association, and the right to a fair trial. The state system also provides for the protection of minority rights, including the rights of ethnic, linguistic, and religious minorities.

Due to the large-scale war with Russia, Ukraine is currently facing a number of challenges, including economic difficulties, but despite this, the Ukrainian people continue to work towards a more prosperous and peaceful future for their country. Recent political and social changes, including the 2014 Revolution of Dignity have highlighted the importance of the state system in maintaining democracy, human rights, and the rule of law.

### **Activities:**

1. **Pre-reading:** Discuss with your partner the key elements of a democratic state system. Share your ideas with the class.
2. **While reading:** Read the text and highlight the key information about the state system of Ukraine. Make notes of any questions you have.
3. **Post-reading:** In groups of four, discuss the following questions:
  - What are the key features of the state system of Ukraine?
  - How is the President of Ukraine elected?
  - What is the role of the Verkhovna Rada?
  - How are human rights protected in the state system of Ukraine?
4. **Language skills development:** In pairs, write a short dialogue in which you discuss the pros and cons of the unitary form of government. Use vocabulary and phrases from the text.
5. **Extension activity:** In groups of four, prepare a short presentation on the current political situation in Ukraine, focusing on the role of the state system in maintaining democracy and the rule of law.

## **2.3. State system of the USA and the UK**

### **Text. State system of the USA.**

The United States of America is a federal republic composed of 50 states, a federal district, and several territories. The country's system of government is based on a written Constitution, which establishes the powers and duties of the federal government, as well as the rights of citizens. The Constitution was adopted on September 17, 1787, and has been amended 27 times.

The U.S. government is divided into three branches: the legislative, executive, and judicial branches. The legislative branch is responsible for making laws and is composed of two chambers: the House of Representatives and the Senate. The executive branch is responsible for enforcing laws and is headed by the President. The judicial branch is responsible for interpreting laws and is composed of the Supreme Court and other federal courts.

The federal government has exclusive authority over matters such as foreign affairs, national defense, and interstate commerce. The states, on the other hand, have reserved powers and retain the authority to make laws on matters not specifically granted to the federal government.

Each state has its own system of government, with a governor serving as the chief executive and a legislature responsible for making laws. The number of representatives in each state's legislature varies based on population.

The U.S. Constitution also provides for a system of checks and balances to prevent any one branch of government from becoming too powerful. For example, the President can veto laws passed by Congress, but Congress can override the veto with a two-thirds majority vote. The Supreme Court can declare laws unconstitutional, but Congress can pass an amendment to the Constitution to overturn the Court's decision.

In addition to the federal and state governments, there are also local governments, such as cities and counties, which have their own elected officials and responsibilities. The U.S. system of government is often referred to as a "federal system" because power is shared between the federal government and the states.

Understanding the U.S. system of government is important for anyone studying international law, as the U.S. plays a significant role in global politics and diplomacy.

### **Text: The State System of the UK**

The United Kingdom of Great Britain and Northern Ireland, commonly known as the UK, is a sovereign state located in Western Europe. The country is a constitutional monarchy with a parliamentary democracy, and it comprises four countries: England, Scotland, Wales, and Northern Ireland.

The UK has a unitary system of government, which means that power is concentrated in the central government in London, rather than being divided between different levels of government, as in federal systems. However, the UK also has a devolved system of government, which means that some powers have been transferred from the central government to the governments of Scotland, Wales, and Northern Ireland.

The UK Parliament is the supreme legislative body in the country, and it is composed of two houses: the House of Commons and the House of Lords. The House of Commons is made up of elected Members of Parliament (MPs) who represent constituencies throughout the UK, while the House of Lords is composed of appointed members, including life peers, hereditary peers, and bishops of the Church of England.

The UK has a common law legal system, which means that the law is based on court decisions and precedents, rather than on codified statutes. The highest court in the UK is the Supreme Court, which was established in 2009 to replace the House of Lords as the final court of appeal in all UK civil cases, and in criminal cases from England, Wales, and Northern Ireland.

The UK is also a member of the European Union, although it voted to leave the EU in 2016. The process of leaving the EU, known as Brexit, was completed on January 31, 2020.

**Before Reading:**

- You will be divided into three groups, each group will be assigned one of the texts about the state system of a country: Ukraine, USA, and UK.
- With your group, brainstorm and write down what you already know about the state system of the country you are assigned.

**During Reading:**

- Read your assigned text and answer the following questions with your group:
  - What is the name of the country's government and how is it structured?
  - How are the country's laws created and enforced?
  - What are the roles and powers of the country's executive, legislative, and judicial branches?
  - Are there any unique features of the country's state system?
- After reading and answering the questions, present a summary of your text to the class.

**After Reading:**

- You will now be divided into three new groups, each containing one member from the original three groups.
- With your new group, have each student summarize their assigned text to their group members.
- Discuss and compare the state systems of the three countries, focusing on similarities and differences.
- As a class, discuss the significance of the state system in each country and how it impacts the citizens and the country's overall political landscape.

**Language Skills Development Activities:**

- Identify and define new vocabulary words from the texts.
- Write a summary of your assigned text in your own words.

- Debate the advantages and disadvantages of the state systems of each country.
- Write an essay comparing and contrasting the state systems of two of the three countries.

## **2.4. Additional activities. Group work**

### **Role-Play Activity: Political Debate**

1. Listen to the teacher's introduction about the state systems of Ukraine, USA, and UK. Use the texts provided to get a basic understanding of each system.

2. The teacher will assign you a role related to one of the three state systems: Ukraine, USA, or UK. You will need to research your assigned state system and its government structure, roles, and functions. You can use online resources, textbooks, and other materials to help you prepare for the debate.

3. Use the information you gathered to prepare your arguments and evidence to support your assigned state system. Discuss with your group members and make sure everyone is ready to contribute to the debate.

4. Participate in the debate by presenting your arguments and listening to the arguments presented by other students. Ensure that you use legal terms and phrases learned in class, and be respectful to your classmates.

5. After the debate, participate in a class discussion about the strengths and weaknesses of each state system. Discuss what can be learned from the different approaches.

### **Language skills development activities:**

6. Write a reflection on your role and the arguments you presented during the debate.

7. Identify key vocabulary words and concepts from the debate and define them.



8. Write a comparative analysis of the state systems, focusing on the strengths and weaknesses of each system.

### **Unit 3. Selected fields of Law**

Flipped learning

#### **3.1. Criminal Law. Civil Law. Common Law.**

In this lesson, we will be learning about civil and criminal law. Before we begin reading the text, there are some **pre-reading tasks** that we will need to complete.

#### **Legal Lexis.**

We will start by reviewing a glossary of legal terms related to civil and criminal law. Please review and discuss the definitions and examples of each term with your group members.

**Cause of action:** A legal term referring to the specific reason or grounds for a lawsuit. It is the basis of a claim that, if proven, would entitle the plaintiff to relief.

**Burden of proof:** The obligation to prove the truth of a disputed fact in a legal case. It is usually on the party who brings a claim or allegation and must establish it through evidence.

**Preponderance of evidence:** A legal standard of proof that requires a party to prove that a fact is more likely than not true, meaning that it is at least 50% likely to be true.

**Plea agreement:** A negotiated agreement between the prosecutor and defendant that settles a criminal case without going to trial. The defendant agrees to plead guilty or no contest to a charge in exchange for a concession from the prosecutor, such as a reduced sentence or the dismissal of other charges.

**Statute of limitations:** A law that sets the maximum time period during which a legal action can be brought or prosecuted. After the expiration of the statute of limitations, a party loses their legal right to sue or prosecute.

**Tracy Development:** Next, we will brainstorm what we know about civil and criminal law and share any experiences or stories we may have heard about these areas of law. This will help us to activate our prior knowledge and make connections to the text.

**Literacy and Critical Thinking:** Before reading, please generate questions you have about civil and criminal law.

**Encourage critical thinking** and ask questions that will help you to understand the differences between the two areas of law. Here are some examples to get you started:

1. What is the difference between civil law and criminal law?
2. Who can initiate a civil case?
3. What is the burden of proof in a civil case?
4. What is the burden of proof in a criminal case?
5. What types of offenses fall under criminal law?
6. What types of disputes are typically resolved through civil law?
7. What is the difference in penalties between civil and criminal cases?
8. Can civil cases be settled outside of the courtroom?
9. What is a plea agreement and how does it differ between civil and criminal cases?
10. What is the statute of limitations and how does it differ between civil and criminal cases?
11. Can a single incident result in both civil and criminal cases?
12. Who can appeal a decision in a criminal case?

After completing the **pre-reading tasks**, we will read the text about **civil and criminal law** and discuss the **strengths and weaknesses of each area of law**. Finally, you will be asked to

**write a reflection** on the topic, **identify key vocabulary words** and concepts from the text and define them, and **write a comparative analysis of civil and criminal law**, focusing on the strengths and weaknesses of each system.

### **Understanding the Differences Between Civil and Criminal Law.**

Civil law and criminal law are two distinct areas of the law system. Civil law deals with disputes between two parties, while criminal law deals with offenses against the government. The conduct, punishments, burden of proof, statutes of limitations, and appeals process differ between the two.

Civil law resolves disputes between one entity and another based on official documents such as a state's business and professions code or the health and safety code. Private and public parties can initiate a cause of action in these cases.

Criminal law deals with offenses against the state or federal government, such as murder, theft, and drunk driving, and is guided by the penal code. Breaking a criminal law established by the government is considered an offense against the state.

In civil law, conduct at issue typically involves negligent behavior, while criminal law deals with more serious offenses that frequently involve intent. For instance, intentionally killing someone is a criminal offense, whereas failing to follow city code, such as not clearing snow from a sidewalk, usually falls under civil law. While it is not considered a criminal act, failing to shovel can lead to a civil lawsuit seeking damages for the person harmed.

Civil law examples include custody disputes, bankruptcy, defamation, breach of contract, and property damage. Criminal law examples include homicide, conspiracy, obstruction of justice, assault, and possession of a controlled substance.

Civil and criminal law differ in the type of penalty imposed for being found guilty. In criminal cases, the defendant may face incarceration or probation, while in civil cases, the losing party is typically required to pay a financial penalty and/or change their behavior. Civil cases are often settled outside of the courtroom through a payment to the accuser in exchange for dropping the lawsuit and admitting limited or no wrongdoing.

Civil and criminal cases have different burdens of proof that need to be met to win a case. Criminal cases require a higher standard of proof, beyond a reasonable doubt, while civil cases require a lower standard, typically preponderance of evidence or clear and convincing standards. This can result in frustration for those who may see evidence that seems to indicate guilt but doesn't meet the high standard required for criminal cases.

Civil and criminal law have different burdens of proof, rules of evidence, litigation strategy, and overall philosophy. One of the biggest differences is negotiation. Civil suits have much more flexibility in how they are resolved, whereas negotiations in criminal law require consideration of factors like potential incarceration and the rights of an individual after a plea agreement. Additionally, plea agreements in criminal cases aren't just between the two parties involved since judges can reject agreements. In civil cases, there's more latitude to find an acceptable solution for the parties involved, and a huge percentage of civil cases end in a settlement without ever making it to trial.

Differences in time limitations, known as statute of limitations, can also impact civil and criminal cases. These rules vary by state and are designed to prevent unreasonable demands. Serious crimes like murder, major theft, kidnapping or sexual assault, however, may not have a statute of limitations.

Civil law cases can be initiated by any party, while only the government can initiate a case for criminal law. Civil cases can potentially be abused by filing strategic lawsuits against

public participation, while criminal prosecutors must weigh the evidence and circumstances surrounding a case before deciding which charges to pursue. Many states have laws to curb the abuse of civil cases, while prosecutors must be strong stewards of resources and may decline to pursue certain low-level infractions.

Civil law and criminal law have significant differences in terms of burden of proof, rules of evidence, litigation strategy, negotiation process, and who can file a case. While both civil and criminal cases can be appealed up to the Supreme Court, only the accused in a criminal case can appeal a decision. In some instances, both civil and criminal cases can stem from the same incident, with the burden of proof being lower in a civil case. These differences impact the legal team's approach, and for those interested in the legal system, there are a variety of legal professionals that can be found in a courthouse setting.

**While Reading Tasks:** Legal Lexis: As you read the text, highlight and define any legal terms you come across. Create flashcards or a vocabulary list of these terms, along with their definitions and examples.

**Tracy Development:** Identify and discuss the key differences between civil and criminal law as you read the text. Reflect on how your prior knowledge of these areas of law may have changed or been reinforced by the reading.

The text describes several key differences between civil and criminal law. Check the meaning of the following words and phrases:

**Nature of the dispute**

**Conduct at issue**

**Burden of proof**

**Penalties**

**Negotiation**

**Statute of limitations**

## **Initiator of the case Abuse of the system**

**Literacy and Critical Thinking:** Summarize each section of the text in your own words and identify the main idea of each section. This will help you develop your literacy skills and think critically about the content you are reading.

**Section 1:** Introduction

**Section 2:** Civil Law

**Section 3:** Criminal Law

**Section 4:** Penalties

**Section 5:** Burden of Proof

**Section 6:** Differences in Philosophy and Strategy

**Section 7:** Statute of Limitations

**Section 8:** Initiating a Case

**Section 9:** Conclusion

### **Post-Reading Tasks:**

**Legal Lexis:** Create flashcards or a vocabulary list of the legal terms you learned from the text, along with their definitions and examples. Use Quizlet or another platform to practice and review these terms.

**Tracy Development:** Reflect on how your understanding of civil and criminal law has developed or changed after reading the text. Share any new insights or perspectives you have gained.

**Literacy and Critical Thinking:** Write a short essay in which you compare and contrast civil and criminal law. Use evidence from the text to support your arguments and think critically about the implications of these differences for the legal system.

### **3.2. Understanding the Differences between Civil and Criminal Cases in the US Legal System**

#### **Vocabulary development**

#### **Read the text and complete the tasks**

#### **Text. Understanding the Differences between Civil and Criminal Cases in the US Legal System**

In the United States, there are two main types of legal cases: civil and criminal. Civil cases deal with disputes between individuals or organizations, while criminal cases involve the violation of laws that protect the health, safety, and welfare of society.

Civil cases can include disputes over things like contracts, property, or family matters like divorce or custody. These cases typically involve a plaintiff (the person bringing the case) and a defendant (the person being sued). The goal of a civil case is usually to receive compensation for damages or to enforce a legal right.

Criminal cases, on the other hand, are brought by the government and involve the violation of criminal laws. These laws are designed to protect society from harm, and criminal cases can range from minor offenses like traffic violations to more serious crimes like murder or robbery. The goal of a criminal case is to punish the offender and deter others from committing similar crimes in the future.

There are several key differences between civil and criminal cases. One of the main differences is the burden of proof. In civil cases, the plaintiff must prove their case by a preponderance of the evidence, which means that it is more likely than not that their version of events is true. In criminal cases, the prosecution must prove their case beyond a reasonable doubt, which is a higher standard of proof.

Another difference is the potential punishment. In civil cases, the defendant may be ordered to pay damages to the

plaintiff or to perform a specific action, but they cannot be sent to jail or fined by the government. In criminal cases, the offender can face fines, imprisonment, or even the death penalty, depending on the severity of the crime.

Overall, understanding the differences between civil and criminal law is important for anyone interested in the justice system or pursuing a career in law.

**Task 1. Fill in the blanks with the appropriate legal term from the text.**

Civil cases deal with disputes between \_\_\_\_\_ or organizations.

Criminal cases involve the violation of laws that protect the \_\_\_\_\_, safety, and welfare of society.

The goal of a civil case is usually to receive \_\_\_\_\_ for damages or to enforce a legal right.

Criminal cases are brought by the \_\_\_\_\_ and involve the violation of criminal laws.

In civil cases, the plaintiff must prove their case by a \_\_\_\_\_ of the evidence.

In criminal cases, the prosecution must prove their case beyond a \_\_\_\_\_ doubt.

The defendant in a civil case may be ordered to pay damages to the \_\_\_\_\_, but they cannot be sent to jail or fined by the government.

In criminal cases, the offender can face fines, imprisonment, or even the \_\_\_\_\_ penalty, depending on the severity of the crime.

**Task 2. Match the legal term with its definition.**

- 1) Civil case
- 2) Criminal case
- 3) Plaintiff
- 4) Defendant



- 5) Prosecution
- 6) Burden of proof
- 7) Reasonable doubt
- 8) Damages
- a) A dispute between individuals or organizations
- b) A legal action brought by the government against a person accused of a crime
- c) Monetary compensation awarded to the plaintiff in a civil trial
- d) The legal process of punishing someone for a crime
- e) The person being sued in a civil trial
- f) The person bringing the case in a civil trial
- g) The standard of proof required in a civil trial
- h) The standard of proof required in a criminal trial

### **Task 3: Mixed Parts of the Text**

**Arrange the following sentences from the text in the correct order.**

A. There are several key differences between civil and criminal cases.

B. In criminal cases, the prosecution must prove their case beyond a reasonable doubt, which is a higher standard of proof.

C. Criminal cases, on the other hand, are brought by the government and involve the violation of criminal laws.

D. The goal of a criminal case is to punish the offender and deter others from committing similar crimes in the future.

E. In civil cases, the defendant may be ordered to pay damages to the plaintiff or to perform a specific action, but they cannot be sent to jail or fined by the government.

F. Civil cases can include disputes over things like contracts, property, or family matters like divorce or custody.

G. Civil cases deal with disputes between individuals or organizations.

H. One of the main differences is the burden of proof. In civil cases, the plaintiff must prove their case by a preponderance of the evidence, which means that it is more likely than not that their version of events is true.

#### **Task 4: Language Development**

**Using the legal terms and vocabulary from the text, write a short paragraph (100-150 words) about the importance of understanding the differences between civil and criminal law.**

**Fill in the Blanks:** In the United States, there are two main types of legal cases: \_\_\_\_\_ and \_\_\_\_\_. Civil cases deal with disputes between individuals or organizations, while criminal cases involve the violation of laws that protect the health, safety, and welfare of society.

**Vocabulary Matching: Match the legal terms with their definitions.**

#### **Legal Terms:**

- 1) Plaintiff
- 2) Defendant
- 3) Burden of proof
- 4) Preponderance of the evidence
- 5) Criminal law
- 6) Civil law
- 7) Prosecution
- 8) Damages
- 9) Imprisonment
- 10) Death penalty

#### **Definitions:**

- a) Money awarded to the plaintiff in a civil case.

- b) The body of law that deals with crimes and their punishment.
- c) The body of law that deals with disputes between individuals or organizations.
- d) The government agency responsible for bringing criminal charges.
- e) The person being sued in a civil case.
- f) The person bringing a civil case.
- g) The punishment of being put in jail.
- h) The punishment of death for a serious crime.
- i) The standard of proof in civil cases.
- j) The standard of proof in criminal cases.

**Mixed Parts of the Text: Rearrange the following sentences to form a coherent paragraph.**

A. Criminal cases can range from minor offenses like traffic violations to more serious crimes like murder or robbery.

B. The goal of a criminal case is to punish the offender and deter others from committing similar crimes in the future.

C. In civil cases, the plaintiff must prove their case by a preponderance of the evidence.

D. In criminal cases, the prosecution must prove their case beyond a reasonable doubt.

E. Civil cases can include disputes over things like contracts, property, or family matters like divorce or custody.

F. One of the main differences between civil and criminal cases is the potential punishment.

G. Another difference is the burden of proof.

**Language Development: Use the legal terms from the text to complete the following sentences.**

A. In a \_\_\_\_\_ case, the plaintiff must prove their case by a preponderance of the evidence.

B. The \_\_\_\_\_ is the person being sued in a civil case.

C. The goal of a \_\_\_\_\_ case is to punish the offender and deter others from committing similar crimes in the future.

D. Criminal cases can range from minor offenses like \_\_\_\_\_ violations to more serious crimes like murder or robbery.

E. In a civil case, the defendant may be ordered to pay \_\_\_\_\_ to the plaintiff.

F. The \_\_\_\_\_ is the government agency responsible for bringing criminal charges.

G. The \_\_\_\_\_ is the punishment of being put in jail.

H. The \_\_\_\_\_ is the punishment of death for a serious crime.

#### **Task 4: Vocabulary and Language Development**

Define the term "preponderance of the evidence" in your own words.

Give an example of a civil case.

Give an example of a criminal case.

What is the goal of a civil case?

What is the goal of a criminal case?

Explain the difference between a plaintiff and a defendant.

Explain the difference between a civil case and a criminal case.

Define the term "burden of proof" in your own words.

Explain the difference between the burden of proof in a civil case and a criminal case.

What are the potential punishments for an offender in a criminal case?

Give an example of a law that is designed to protect the health, safety, and welfare of society.

Explain the importance of understanding the differences between civil and criminal law for someone pursuing a career in law.

### **3.3. Civil Law vs Common Law**

#### **Listening. Civil Law vs Common Law.**

##### **Pre-listening activity:**

Pre-listening activity:

**Brainstorming:** Think about what you already know about legal systems and the differences between common law and civil law. Write down your ideas.

**Vocabulary preview:** Look at the following words and phrases and try to guess their meanings. Discuss with a partner and write down your definitions.

Precedent

Codified laws

Adversarial

Inquisitorial

Parliament

Fact-finding

Applicable codes

**Match the word on the left with the correct definition on the right.**

- 1) Adversarial
- 2) Applicable codes
- 3) Codified laws
- 4) Fact-finding
- 5) Inquisitorial
- 6) Parliament
- 7) Precedent

- a) A legislative body, typically in a parliamentary system of government.
- b) A process in which opposing parties present arguments and evidence in court to prove their case.
- c) A system in which judges are guided by previous court decisions when making rulings.
- d) A type of legal system in which a judge takes an active role in investigating the facts of a case.
- e) Laws that are written down and organized into a systematic code or collection of codes.
- f) Sets of rules or regulations that apply to a particular field or industry.
- g) The process of gathering evidence and information to establish the facts of a case.

Based on the title of the video and the preview of the content, make predictions about the topic and what you might learn from the video.

**While-listening activity:**

Multiple choice questions: Watch the video and answer the following questions:

- 1) Which legal system is based on finding legal precedents through a body of law that has developed over time based on court decisions and customs?
  - a) Common law b) Civil law c) Both a and b d) None of the above
- 2) Which legal system originated from Roman law and France's Napoleonic code?
  - a) Common law b) Civil law c) Both a and b d) None of the above
- 3) What is the primary source of law in civil law?

- a) The judicial branch b) The executive branch c) The legislative branch d) All of the above
- 4) What is the main difference between adversarial and inquisitorial legal systems?
  - a) Adversarial systems involve a judge who establishes the facts of the case, while inquisitorial systems involve opposing parties presenting arguments and evidence in court.
  - b) Adversarial systems are fact-finding in nature, while inquisitorial systems are based on legal precedents.
  - c) Adversarial systems involve parties contesting each other to prove their cases before a judge who moderates the process, while inquisitorial systems involve the judge playing an active role during the trial by questioning parties, lawyers, witnesses, and experts.
  - d) There is no difference between adversarial and inquisitorial legal systems.
- 5) In which legal system does the law originate from the legislative branch of government?
  - a) Common law b) Civil law c) Both a and b d) None of the above
- 6) In civil law, what is the role of the judge during the trial?
  - a) To establish the facts of the case and apply the provisions of applicable codes.
  - b) To moderate the process and give judgment.
  - c) To contest each party to prove their case.
  - d) None of the above.

**Note-taking:** As you watch the video on legal systems, take notes on the key points presented. After the video, share your notes with a partner and compare your understanding.

**True or False:** Prepare a list of true or false statements based on the content of the video. For example: "*Civil law trials are adversarial in nature,*" or "*The common law system originated in France.*" Use the following statements as a guide:

1. Legal systems can be divided into two main categories: common law and civil law.

2. Common law is based on finding legal precedents through a body of law that has developed over time in England, based on court decisions and customs rather than written codified laws.

3. Civil law is a body of written laws that originated from Roman law and France's Napoleonic code.

4. Civil law is only adopted by legal systems in Europe and South America.

5. Parliament is the primary source of law in civil law.

6. In civil law trials, judges establish the facts of the case and apply the provisions of applicable codes.

7. Common law trials are inquisitorial and fact-finding in nature.

8. The law originates from the legislative branch of government in common law.

9. In civil law, the precedence established by higher courts is binding on lower courts.

10. The civil law journal plays an active role during civil law trials by questioning parties, lawyers, witnesses, and experts.

**Post-listening activity:**

Discussion: Divide into small groups and discuss the advantages and disadvantages of each legal system. Then, share your ideas with the class.

Debate: Participate in a debate on the pros and cons of either common law or civil law systems. Use the vocabulary and key points from the video to support your arguments.

Writing task: Write a comparative essay on the two legal systems, discussing the differences, similarities, advantages, and disadvantages of each.



Vocabulary building: Create a word map of legal terms related to the video.

Reading comprehension: Read an article or case study related to the legal system and answer comprehension questions.

Listening comprehension: Listen to an audio clip related to the legal system and answer questions.

### **Case Study: The Case of the Stolen Phone**

**Scenario:** Sarah, a tourist from Australia, is visiting London when her phone is stolen from her bag while she is riding the Tube. She reports the theft to the police, who investigate the crime and eventually apprehend a suspect, Jack, who is found to be in possession of Sarah's phone.

You will be divided into small groups and assigned one of the following legal systems: Criminal Law, Civil Law, or Common Law.

You will be provided with a summary of your assigned legal system's approach to theft and property crimes, along with relevant legal terminology.

Analyze the case of the stolen phone from the perspective of your assigned legal system, discussing the following questions:

- What would be the legal process for handling this case in your assigned legal system?
- What would be the potential legal consequences for Jack, the suspect, in your assigned legal system?
- What legal rights and protections would Sarah, the victim, have in your assigned legal system?

Take some time to discuss and analyze the case within your group.

After your group discussion, the class will reconvene, and each group will share their findings.

Encourage discussion and debate among the groups, highlighting the differences and similarities between the legal systems.

After the case study discussion, you will be provided with a list of legal terms related to theft and property crimes. This will include terms specific to Criminal Law, Civil Law, and Common Law.

Choose one term from the list and write a brief explanation of what the term means and how it relates to the case of the stolen phone.

Share your chosen term and explanation with the class, building a collective understanding of the legal terminology and how it applies to the case study.

### **Summaries of the Laws:**

1. **Criminal Law:** Criminal law is a legal system that deals with the prosecution of individuals who have committed crimes against society. In criminal law, the government (usually represented by a prosecutor) brings charges against the accused, who is presumed innocent until proven guilty in a court of law. Criminal law focuses on punishing offenders through fines, imprisonment, or other forms of punishment.

#### **Legal terms related to theft and property crimes in criminal law include:**

- **Theft:** The intentional taking of someone else's property without their consent or authorization. Theft is considered a crime in criminal law and can be prosecuted by the state.
- **Burglary:** The act of breaking into a building or other enclosed space with the intention of committing a theft or other crime. Burglary is a specific type of theft crime that is prosecuted under criminal law.

2. **Civil Law:** Civil law is a legal system that deals with disputes between individuals or organizations. Civil law

focuses on resolving conflicts and disputes through compensation or restitution rather than punishment. In civil law, one party (the plaintiff) brings a lawsuit against another party (the defendant) seeking compensation for damages or harm caused by the defendant's actions.

**Legal terms related to theft and property crimes in civil law include:**

- Trespass: The act of entering someone else's property without their permission or authorization. Trespass is a civil offense and can result in the trespasser being ordered to pay damages to the property owner.
- Conversion: The act of taking someone else's property and using it as if it were one's own. Conversion is a civil offense that can result in the defendant being ordered to pay damages to the property owner.

3. Common Law: Common law is a legal system that originated in England and is based on judicial precedent rather than statutory law. Common law relies on the decisions of past court cases to guide current legal decisions. Common law is the legal system used in many countries, including the United States.

**Legal terms related to theft and property crimes in common law include:**

1. Larceny: The unlawful taking of someone else's property with the intent to permanently deprive them of that property. Larceny is a specific type of theft crime that is prosecuted under common law.
2. Adverse possession: The legal principle that allows a person to take ownership of someone else's property if they have used and occupied that property openly and continuously for a certain period of time. Adverse possession is a common law concept that is used in some jurisdictions to resolve disputes over property ownership.

## **Practising the skills**

1. **Pre-reading activity:** Research and create a list of the key differences between Criminal Law, Civil Law, and Common Law. Additionally, research and write down legal terms related to theft and property crimes in each legal system.

2. **Reading:** Now, we will read the case study titled "The Case of the Stolen Phone" which is about Sarah, a tourist from Australia, who has her phone stolen while riding the Tube in London. Pay attention to the legal terms related to theft and property crimes and how they are applied in each legal system.

3. **Online Discussion:** We will divide into small groups and discuss the following questions related to the case study:

- Which legal system is being used to prosecute the accused in this case?

- What legal terms related to theft and property crimes are being used in this case?

- How do these legal terms differ between Criminal Law, Civil Law, and Common Law?

- How would the outcome of the case be different if it was being tried under a different legal system?

4. **In-Class Activity:** After the online discussion, we will come together as a class and share our findings and conclusions. We will encourage discussion and debate among the groups to understand the differences and similarities between legal systems.

5. **Follow-up Assignment:** Finally, please write a brief essay on your thoughts and conclusions regarding the case study and the legal systems involved. Reflect on how understanding the key differences between legal systems and legal terminology can help you make more informed decisions in the future.

## **Interactive case study with introducing Criminal Law, Civil Law, and Common Law for the students**

### **Case Study: The Stolen Car**

In this case study, we will explore the legal implications of a stolen car and the available remedies for the victim. We will divide into small groups and consider the criminal charges against the thief as well as the civil claims of the victim.

### **Scenario 1: Criminal Law**

1. Form small groups and assign each group a legal system: Criminal Law, Civil Law, or Common Law.

2. Each group will be provided with a list of legal terms and definitions relevant to their assigned legal system.

3. Analyze the hypothetical scenario of John's stolen car and answer the following questions related to Criminal Law:

1. What criminal charges might the thief face for stealing John's car?

2. What are the elements of the crime of theft in Criminal Law?

3. What legal defenses might the thief use to avoid conviction?

4. What is the role of the prosecutor and the judge in a Criminal Law case?

Each group will present their analysis and answers to the class using legal terms and concepts to support their arguments.

### **Scenario 2: Civil Law**

Repeat steps 1–2 from Scenario 1.

Analyze the hypothetical scenario of Lena buying a stolen car and answer the following questions related to Civil Law:

Can Lena sue Tom for selling her a stolen car?

What type of lawsuit would Lena file against Tom?

What would Lena need to prove in a civil case against Tom?

Each group will present their analysis and answers to the class using legal terms and concepts to support their arguments.

### **Activity: Legal Term Exposure**

After discussing the case study, we will provide you with a list of legal terms related to the case, such as *theft*, *larceny*, *adverse possession*, *criminal charges*, *civil claims*, *damages*, *burden of proof*, *defenses*, *prosecutor*, and *judge*. You will work in pairs or small groups to research and define each legal term, and then present your findings to the class. Encourage students to use real-life examples to help illustrate each term and to discuss the differences between these legal terms in the different legal systems. This activity will help you gain a deeper understanding of the legal terminology and concepts involved in the case study and will help you better comprehend legal concepts in general.

## **3.4. Real Property Law and Commercial Law**

Language skills: Reading, writing, speaking, and listening

**Flipped Learning:** Read the texts on real property law and commercial law, learn the unfamiliar words, look up to the additional resources to find out any professional points.

**Assessment:** The lesson will be assessed based on the completion of the in-class exercises and a written essay on a topic related to real property law and commercial law.

### **Text 1. Real Property Law: Understanding Property Ownership**

Real property law is a crucial area of law that deals with the legal aspects of real estate and property ownership, including

ownership, use, transfer, and disputes. Property ownership is a fundamental right that is protected by the law, and understanding the different types of property ownership is essential for anyone who wishes to own or deal with real estate. There are two types of property ownership: fee simple ownership and leasehold ownership. Fee simple ownership is the highest form of property ownership, and it gives the owner complete and indefinite ownership of the property. Leasehold ownership, on the other hand, is a temporary form of ownership that grants the owner the right to use and occupy the property for a set period of time.

To fully comprehend real property law, it is essential to understand the legal terminology that is used in this field. Some crucial legal terms that are commonly used in real property law include:

**Deed:** A legal document that transfers ownership of real estate from one party to another.

**Mortgage:** A loan that is secured by real estate, where the lender has the right to take possession of the property if the borrower fails to make payments.

**Easement:** A right to use someone else's property for a specific purpose, such as a shared driveway or a utility line.

**Encumbrance:** Any claim or lien on a property that affects its value or title.

**Title:** The legal ownership of a property, including all rights and interests associated with it.

**Zoning:** The local government's regulation of land use, including the types of buildings and activities that are allowed in different areas.

**Conveyancing:** The legal process of transferring ownership of real estate from one party to another.

**Adverse Possession:** A legal principle that allows someone who has used and occupied a property for a certain period of time to claim ownership of the property, even if they do not have a legal right to it.

One of the most important legal concepts in real property law is property rights. Property rights refer to the legal ownership and control of real estate. These rights include the right to possess, use, transfer, and exclude others from the property. For instance, if you own a piece of land, you have the right to possess it, use it for any lawful purpose, sell or transfer it to another person, and exclude others from entering or using the land without your permission.

Another critical legal concept in real property law is zoning. Zoning refers to the regulation of land use and development by local governments. Zoning laws are designed to promote public health, safety, and welfare and prevent incompatible land uses from being located in the same area. For example, a local government may zone a certain area for residential use only, which means that commercial or industrial activities are not allowed in that area. If a property owner wants to use their property for a non-residential purpose, they may need to seek a zoning variance or a special use permit from the local government.

Property disputes are also a common area of real property law. These disputes may arise between neighbors, landlords and tenants, and property owners and the government. Property disputes may involve issues such as boundary disputes, easements, trespass, and nuisance. For example, if a property owner believes that their neighbor is using a portion of their land without permission, they may file a lawsuit for trespass. In this case, the court will consider the evidence and determine whether the neighbor has unlawfully entered onto the property.

Environmental regulations are another essential area of real property law. These regulations are designed to protect the environment and natural resources and ensure that real estate development is conducted in a sustainable and responsible manner. For instance, if a property owner wants to develop a piece of land that contains wetlands or endangered species, they



may need to obtain permits and comply with environmental regulations to avoid legal penalties.

Real property law plays a vital role in governing real estate ownership, use, transfer, and disputes. Understanding the different types of property ownership, legal terminology, and key legal concepts such as property rights, zoning, and environmental regulations is essential for anyone who wants to own or deal with real estate. By seeking legal advice and representation when necessary, property owners can protect their rights and interests and avoid legal problems in this complex area of law.

### **3.5. Commercial Law: Understanding Business Transactions**

Commercial law, also known as business law, is a broad area of law that deals with the legal aspects of business transactions and disputes. It includes a wide range of legal areas such as contract law, corporate law, securities law, intellectual property law, and consumer protection law. Understanding commercial law is essential for anyone who wishes to start, operate, or work with a business.

One of the most important legal concepts in commercial law is contract law. A contract is a legally binding agreement between two or more parties that creates rights and obligations. Contracts can be written or oral, and they are used in many different types of business transactions. Some important legal terms in contract law include offer, acceptance, consideration, breach, and damages.

Corporate law deals with the legal structure, management, and operations of corporations. It also covers the relationships between shareholders, directors, and officers of a corporation. Corporate law is essential for anyone who wishes to form or work for a corporation.

Securities law is designed to protect investors from fraudulent activities and to ensure that companies provide accurate and timely information to their investors. Some important securities include stocks and bonds. If a company issues false or misleading information about its financial performance, it could be in violation of securities law and could face legal action from investors who suffered financial losses as a result of the false information.

Intellectual property law deals with the legal rights associated with creative works, such as patents, trademarks, and copyrights. Intellectual property law is designed to protect the rights of creators and inventors and to encourage innovation.

Consumer protection law is designed to protect consumers from unfair or deceptive business practices. Some important areas of consumer protection law include product liability, unfair trade practices, and consumer fraud.

Finally, the Uniform Commercial Code (UCC) is a set of laws that govern commercial transactions, including the sale of goods, secured transactions, and negotiable instruments. Understanding the legal concepts and vocabulary associated with commercial law is essential for anyone who wishes to engage in business activities.

### **Pre-Reading Activities:**

1. What is your understanding of real property law and commercial law?
2. What are some examples of real property law and commercial law cases that you have heard of?
3. What are some legal concepts that you think are important to understand in real property law and commercial law?

### **While Reading Activities:**

1. What is property rights and why are they important in real property law?

2. What is zoning and how does it impact property ownership?
3. What are some common property disputes that can arise and how are they resolved?
4. What are some environmental regulations that impact real estate development?
5. What is commercial law and why is it important for businesses?
6. What are some common types of business transactions and how are they regulated?
7. What are some common disputes that can arise in commercial law and how are they resolved?

### **Post-Reading Activities:**

1. Compare and contrast the main legal concepts in real property law and commercial law.
2. Discuss a real-life example of a property dispute or business transaction that you have experienced or heard of.
3. Analyze the impact of zoning laws on property development in a specific area.
4. Evaluate the effectiveness of environmental regulations on real estate development.
5. Brainstorm ways in which businesses can avoid legal disputes and conflicts.

### **Task 1: Vocabulary Building**

You will be working in groups of 2–3.

Your group will be provided with a list of legal terms related to commercial law (e.g., contract law, securities law, etc.).

Define each term and provide an example of how it is used in a business context.

Present your findings to the class and be prepared to discuss and answer questions.

### **Task 2: Case Study Analysis**

Objective: To develop critical thinking and analytical skills by analyzing real-world business scenarios.

#### **Instructions:**

Your group will be provided with a different case study related to commercial law (e.g., a contract dispute, a securities fraud case, etc.).

Analyze the case study and identify the legal concepts and issues involved.

Present your findings to the class and be prepared to discuss and answer questions.

As a class, discuss the potential outcomes of the case study and the legal implications for the parties involved.

### **Task 3: Role-Playing Exercise**

Objective: To develop communication and negotiation skills through a simulated business transaction.

#### **Instructions:**

Your group will be provided with a different business scenario (e.g., negotiating a contract, resolving a dispute, etc.).

Assign roles (e.g., buyer, seller, lawyer, etc.) and prepare for a simulated negotiation.

Present your negotiation to the class and be prepared to discuss and answer questions.

As a class, discuss the negotiation strategies used and the outcomes of the negotiation.

### **3.6. Litigation and Arbitration. Investment Law.**

1. Read the article about commercial international arbitration at <https://www.international-arbitration-attorney.com/what-is-international-arbitration/> and find answers to the following questions:



1. What is international arbitration and how is it different from domestic court litigation?

2. What are the uses of international arbitration and why do companies frequently include it in their contracts?

3. What is investment arbitration and how is it different from other types of arbitration?

4. What are international arbitration rules and which organizations provide them?

5. How are international arbitration awards enforced and what is the New York Convention?

6. What are the benefits of international arbitration over traditional court litigation?

7. Where can one find international arbitration lawyers and why are language skills and cultural understanding important in this field?

2. Research a case that was settled through commercial international arbitration and present it to the class.

3. Watch a different video on arbitration and compare and contrast the information with what was presented in the video.

## **Pre-Listening Activities:**

**1.** Learn legal vocabulary words related to arbitration, such as impartial, final and binding award, and jurisdiction. Pay attention also to these legal terms:

**1.** Commercial international arbitration: A type of alternative dispute resolution where two or more parties agree to resolve their commercial dispute by appointing an impartial arbitrator who renders a final and binding award.

**2.** Impartial arbitrator: A neutral and unbiased party who is appointed by the disputing parties to resolve their commercial dispute. The arbitrator must have the necessary expertise and reputation to understand the legal issues involved and make a fair and just decision.

**3.** Final and binding award: A decision rendered by the arbitrator that is conclusive and cannot be appealed except in limited circumstances such as fraud or misconduct.

**4.** Jurisdiction: The legal authority of a court or an arbitrator to hear and decide a case. Jurisdiction is determined by factors such as the location of the parties, the subject matter of the dispute, and the applicable law.

**5.** Mediation: A type of alternative dispute resolution where a neutral third party facilitates negotiations between the parties to reach a mutually acceptable agreement.

**6.** Conciliation: A type of alternative dispute resolution where a neutral third party helps the parties to communicate and identify the issues in dispute with the aim of reaching a settlement.

**7.** Appellate proceedings: The process of appealing a decision made by a lower court or an arbitrator to a higher court or an appellate body for review and possible reversal or modification.

**8.** Pre-emptive injunction: A court order that prevents a party from taking a certain action that would harm the

interests of another party before the merits of the dispute are resolved.

**9.** Confidentiality clause: A provision in an arbitration agreement that requires the parties to keep the proceedings and the award confidential, except in limited circumstances such as enforcement or challenge of the award.

**10.** Enforcement: The process of making an arbitration award legally binding and executable by a court. Enforcement can be sought in the jurisdiction where the award was rendered or in another jurisdiction under international treaties or the local laws of the enforcing court.

**2.** Discuss the pros and cons of arbitration versus court litigation.

**3.** Brainstorm reasons why parties might choose to settle disputes through commercial international arbitration rather than through a court system.

**Watch the video: Listening. Video Arbitration Explained | What is International Commercial arbitration**  
[https://www.youtube.com/watch?v=9dUi\\_phYXrY](https://www.youtube.com/watch?v=9dUi_phYXrY)

### **While-Listening Activities:**

**1.** Use a graphic organizer to take notes on the advantages and disadvantages of commercial international arbitration as presented in the video.

**2.** Pause the video at certain points and summarize what was just discussed.



3. Work in pairs or small groups to identify the key elements of a commercial international arbitration agreement.

**Post-Listening Activities:**

1. Write a summary of the main points presented in the video.

2. Create a role-play activity where you act out a commercial international arbitration case.

3. Write a persuasive essay arguing either for or against the use of commercial international arbitration as a method of dispute resolution.

**Follow-Up Tasks:**

1. Research a specific aspect of commercial international arbitration in more depth and present your findings to the class.

2. Create a checklist of important elements that should be included in a commercial international arbitration agreement.

3. Work in groups to analyze and discuss a case that was settled through commercial international arbitration.

**Assessment Ideas:**

1. Create flashcards with legal vocabulary words related to arbitration and quiz each other.

2. Use legal vocabulary words correctly in sentences in a writing task.

3. Present a commercial international arbitration case and use legal vocabulary appropriately.



## **Reading. The Pros and Cons of Litigation as a Dispute Resolution Method.**

### **Read the text and learn the specific legal vocabulary:**

- 1.** Litigation: The legal process of resolving a dispute between two or more parties through a court system.
- 2.** Alternative dispute resolution: Processes such as negotiation, mediation, and arbitration that are used as alternatives to litigation to resolve disputes.
- 3.** Breach of contract: A failure to fulfill the terms of a contract.
- 4.** Fraud: Intentionally deceiving someone for personal gain.
- 5.** Intellectual property infringement: Unauthorized use of someone's intellectual property, such as patents, copyrights, or trademarks.
- 6.** Shareholder disputes: Conflicts between shareholders of a company, such as disputes over ownership, control, or distribution of profits.
- 7.** Injunctions: Court orders that require a person or entity to stop doing something or to take a certain action.
- 8.** Damages: Monetary compensation awarded to a party who has suffered harm or loss as a result of another party's actions.
- 9.** Specific performance: A court order requiring a party to fulfill their contractual obligations.

Litigation is a legal process where a dispute between two or more parties is resolved through a court system. It is often used as a last resort when alternative methods, such as negotiation and mediation, fail to resolve the conflict. In commercial litigation, the disputes typically arise from business transactions such as breach of contract, fraud, intellectual property infringement, and shareholder disputes.

One of the main benefits of litigation is that it provides a formal and structured process for resolving disputes. The court system has established rules and procedures, and decisions are made based on established legal principles and precedents. This can provide a sense of certainty and predictability, which is often lacking in other forms of dispute resolution.

Another advantage of litigation is that the parties have access to a range of legal remedies, such as injunctions, damages, and specific performance. In some cases, these remedies can be more effective than those available in alternative dispute resolution methods. Additionally, in litigation, parties have the right to appeal a decision if they are not satisfied with the outcome.

However, litigation can also have some disadvantages. One of the main drawbacks is that it can be time-consuming and expensive. The legal process can involve multiple stages, including discovery, pre-trial motions, and trial, and can take several years to resolve. Furthermore, the cost of legal fees and expert witnesses can be prohibitively high.

Another disadvantage of litigation is that it can be unpredictable. Judges and juries are human and can be influenced by a variety of factors, including their personal biases and the facts of the case. This can make it difficult to predict the outcome of a case, even when the legal issues are clear.

Finally, litigation can also be emotionally draining for the parties involved. The adversarial nature of the process can create hostility and animosity between the parties, and the outcome of the case can have significant personal and financial consequences for the parties involved.

Litigation is a formal and structured process for resolving disputes, but it can be time-consuming, expensive, and emotionally draining. It is important for parties to carefully consider the advantages and disadvantages of litigation before

pursuing this option, and to seek legal advice to ensure that they are properly informed of their rights and obligations.

**Word Matching Activity:**

**Instructions: Match the legal term on the left with its definition on the right.**

| <b>Legal Term</b>    | <b>Definition</b>   |
|----------------------|---|
| Specific Performance | A court order requiring a party to perform a specific action, such as fulfilling the terms of a contract.               |
| Injunction           | A court order requiring a person to do or refrain from doing a certain action.  |
| Litigation           | A formal process for resolving disputes through a court system.   |
| Discovery            | A legal process in which each party gathers information and evidence from the other party in preparation for trial.     |
| Mediation            | A method of resolving disputes between two or more parties through negotiation with the help of a third party mediator. |
| Negotiation          | A process of reaching an agreement between two or more parties through discussion and compromise.                       |
| Appeal               | A request to a higher court to review a decision made by a lower court.   |
| Shareholder          | An individual or organization that owns a share or shares of a company.   |

| <b>Legal Term</b>                  | <b>Definition</b>  |
|------------------------------------|--|
| Breach of Contract                 | Failure to perform or fulfill obligations under a legally binding agreement.   |
| Pre-trial Motions                  | Legal arguments made by parties prior to trial to determine issues such as admissibility of evidence or scope of the case. |
| Damages                            | Money paid by one party to compensate another party for losses suffered due to the first party's actions.                  |
| Intellectual Property Infringement | Unauthorized use or copying of someone else's intellectual property, such as a patent, trademark, or copyright.            |

**Read the definitions carefully before matching the legal term. Some terms may have similar meanings, but only one will match the given definition.**

**1. Fill in the blanks with the appropriate legal terms from the text provided. Each legal term should only be used once.**

1. \_\_\_\_\_ is a legal process used as a last resort when alternative methods fail to resolve a dispute between parties.

2. In commercial litigation, disputes typically arise from business transactions such as \_\_\_\_\_.

3. Litigation provides a \_\_\_\_\_ and structured process for resolving disputes based on established legal principles and precedents.

4. In litigation, parties have access to a range of legal \_\_\_\_\_ such as injunctions, damages, and specific performance.

5. Litigation can be time-consuming and expensive due to multiple stages including discovery, pre-trial motions, and trial, and \_\_\_\_\_.

6. Judges and juries in litigation can be influenced by personal biases and the facts of the case, making it difficult to predict the \_\_\_\_\_.

7. The adversarial nature of litigation can create hostility and animosity between parties, and the outcome of the case can have significant personal and financial consequences for the parties involved, making it emotionally \_\_\_\_\_.

8. It is important for parties to seek legal advice before pursuing litigation to ensure that they are properly informed of their \_\_\_\_\_ and obligations.

**2. Fill in the blanks with the appropriate legal terms from the text provided. Each legal term should only be used once.**

1. In commercial litigation, the disputes typically arise from business transactions such as \_\_\_\_\_ of contract, \_\_\_\_\_, intellectual property infringement, and shareholder disputes.

2. One of the main benefits of litigation is that it provides a formal and structured process for resolving disputes. The court system has established rules and procedures, and decisions are made based on established legal \_\_\_\_\_ and precedents. This can provide a sense of certainty and predictability, which is often lacking in other forms of dispute resolution.

3. Another advantage of litigation is that the parties have access to a range of legal remedies, such as \_\_\_\_\_, damages, and specific performance. In some cases, these

remedies can be more effective than those available in alternative dispute resolution methods. Additionally, in litigation, parties have the right to appeal a decision if they are not satisfied with the \_\_\_\_\_.

4. However, litigation can also have some disadvantages. One of the main drawbacks is that it can be time-consuming and expensive. The legal process can involve multiple stages, including \_\_\_\_\_, pre-trial motions, and trial, and can take several years to resolve. Furthermore, the cost of legal fees and expert witnesses can be prohibitively high.

5. Another disadvantage of litigation is that it can be unpredictable. Judges and juries are human and can be influenced by a variety of factors, including their personal biases and the facts of the case. This can make it difficult to predict the \_\_\_\_\_ of a case, even when the legal issues are clear.

6. Finally, litigation can also be emotionally draining for the parties involved. The adversarial nature of the process can create hostility and animosity between the parties, and the outcome of the case can have significant personal and financial consequences for the parties involved.

### **3.7. Additional activities. Group work**

**Scenario ideas and instructions for a role play activity that can help you understand the meaning, role, and functions of litigation and arbitration:**

#### **Scenario 1: Contract Dispute**

##### **Instructions:**

Divide into two groups, Group A and Group B.

Group A will act as the plaintiff and Group B will act as the defendant.

Research and prepare your arguments, evidence, and remedies based on the breach of contract allegations.

Present your case to a mock court, represented by the teacher or a volunteer student acting as a judge.

The court will decide the outcome of the case based on the arguments and evidence presented by both groups.

Remember to maintain a respectful and professional demeanor during the activity.

After the activity, debrief with the class about your experiences and what you learned about litigation and arbitration.

## **Scenario 2: Intellectual Property Infringement**

### **Instructions:**

Divide into two groups, Group A and Group B.

Group A will act as the plaintiff and Group B will act as the defendant.

Research and prepare your arguments, evidence, and remedies based on the alleged infringement of intellectual property rights.

Present your case to a mock arbitrator, represented by the teacher or a volunteer student acting as an arbitrator.

The arbitrator will decide the outcome of the case based on the arguments and evidence presented by both groups.

Remember to maintain a respectful and professional demeanor during the activity.

After the activity, debrief with the class about your experiences and what you learned about litigation and arbitration.

## **Scenario 3: Shareholder Dispute**

### **Instructions:**

Divide into two groups, Group A and Group B.

Group A will act as the minority shareholders and Group B will act as the majority shareholders of a corporation.

Research and prepare your arguments, evidence, and remedies based on the decision made by Group B that Group A alleges is unfair and prejudicial to their interests.

Present your case to a mock court, represented by the teacher or a volunteer student acting as a judge.

The court will decide the outcome of the case based on the arguments and evidence presented by both groups.

Remember to maintain a respectful and professional demeanor during the activity.

After the activity, debrief with the class about your experiences and what you learned about litigation and arbitration.

After each scenario, it is important to have a debrief session with the class to discuss their experiences, what they learned about litigation and arbitration, and any questions or comments they may have.

### **Background notes:**

1. Litigation is the process of resolving a legal dispute through the court system.

2. Arbitration is an alternative method of dispute resolution where a neutral third party, the arbitrator, makes a decision based on the evidence and arguments presented by both parties.

3. In both litigation and arbitration, parties are expected to present their case with evidence and arguments to support their position.

4. Litigation and arbitration can be costly and time-consuming, but they can also be effective in resolving disputes.



### **Necessary terms:**

1. Plaintiff: the party who brings a lawsuit or initiates legal action.
2. Defendant: the party against whom a lawsuit is filed or legal action is taken.
3. Breach: a violation or failure to comply with a legal obligation or contract.
4. Intellectual property: any creation of the mind, such as inventions, literary and artistic works, symbols, names, images, and designs used in commerce.
5. Arbitrator: a neutral third party who is appointed to resolve a dispute through arbitration.
6. Shareholder: a person who owns shares in a company.

### **Language patterns:**

7. When presenting your case, it is important to state your position clearly and concisely.
8. Use evidence to support your arguments, such as contracts, emails, or other relevant documents.
9. Consider the other side's arguments and evidence and be prepared to counter them.
10. Use legal terminology when appropriate, but make sure to explain any terms that may be unfamiliar to your audience.
11. Speak confidently and maintain a professional demeanor, even if you disagree with the other side's position. Remember, this is a role play, and respect is important for creating a positive learning environment.

## **Possible phrases that students can use during the role-play scenarios:**

### **Scenario 1: Contract Dispute**

"Your honor, we believe that the defendant has breached the terms of the contract by failing to fulfill their obligations."

"We have evidence to support our claim, including emails and receipts."

"We request that the defendant be held liable for the damages incurred by our company as a result of their breach of contract."

"Your honor, we respectfully disagree with the plaintiff's allegations and believe that we have fulfilled all of our contractual obligations."

"We have evidence to support our position, including contracts and invoices."

"We request that the court dismiss the plaintiff's claim and award us damages for any expenses we have incurred as a result of this baseless accusation."

### **Scenario 2: Intellectual Property Infringement**

"Arbitrator, we allege that the defendant has infringed on our intellectual property rights by using our patented technology without permission."

"We have documentation to support our claim, including patent filings and trademark registrations."

"We request that the defendant be held liable for damages and be ordered to cease and desist from using our technology without permission."

"Arbitrator, we respectfully dispute the plaintiff's allegations and believe that we have not infringed on any intellectual property rights."

"We have documentation to support our defense, including research papers and product manuals."

"We request that the arbitrator dismiss the plaintiff's claim and award us damages for any reputational harm we have suffered as a result of this frivolous lawsuit."

### **Scenario 3: Shareholder Dispute**

"Your honor, we allege that the majority shareholders have made a decision that unfairly prejudices our rights and interests as minority shareholders."

"We have documentation to support our position, including shareholder agreements and corporate bylaws."

"We request that the court issue an injunction to prevent the majority shareholders from implementing their decision and award us damages for any losses we have suffered as a result."

"Your honor, we respectfully disagree with the minority shareholders' allegations and believe that our decision is in the best interest of the corporation as a whole."

"We have documentation to support our decision, including financial statements and market research."

"We request that the court uphold our decision and dismiss the minority shareholders' claim as baseless."



### **International Investment Law**

#### **Flipped Learning task (Individual assignments)**

1. Watch the video "What is International Investment Law?"

<https://www.youtube.com/watch?v=dJygJc0LaVU> and learn the legal terms related to the topic.

2. For your individual work, be ready to present your results on the completed assignments suggested below or submit them to your teacher:

### **1. Research Assignment:**

Choose a specific investment treaty or investment chapter of a free trade agreement.

Research and analyze the substantive provisions of the chosen treaty or agreement, focusing on the parties involved and the impact of the treaty on foreign investment flows.

Analyze the implications of the chosen treaty or agreement on international investment law, including its strengths and weaknesses.

Present your findings in a written report or a presentation.

### **2. Case Study Assignment:**

Choose a recent investment dispute that was resolved through international arbitration.

Research and analyze the legal issues involved, including the facts of the case and the outcome of the dispute.

Analyze the implications of the dispute on international investment law, including its strengths and weaknesses.

Present your findings in a written report or a presentation.

### **3. Writing Assignment:**

Write an essay on the role of customary international law in international investment law.

Explore the sources and principles of customary international law, and how they have been applied in investment arbitration.

Analyze the advantages and disadvantages of using customary international law in investment arbitration.

Present your findings in a written report or a presentation.

#### **4. Presentation Assignment:**

Prepare a presentation on the advantages and disadvantages of the international investment law system.

Discuss the benefits of investment treaties and the ICSID Convention, as well as the criticisms and challenges facing the system.

Analyze the implications of the international investment law system on foreign investment flows, host state sovereignty, and regulatory autonomy.

Present your findings in a group presentation.

#### **5. To expand your knowledge on international investment law:**

1. Research and analyze a case where the ICSID Convention was used for dispute settlement between a host State and a foreign investor. Present the facts, legal issues, and outcomes of the case.

2. Compare and contrast investment treaties and free trade agreements with investment chapters like NAFTA. What are their similarities and differences? What are their respective advantages and disadvantages?

3. Investigate the role of customary international law in investment arbitration. What are the limitations and challenges in applying customary international law in investment disputes?

4. Explore the general principles of law in different legal systems around the world. How are they defined and applied in practice? Provide examples of cases where these principles were used in investment arbitration.

5. Analyze the impact of international investment law on sustainable development. What are the potential conflicts and trade-offs between investment protection and environmental, social, and human rights objectives?

6. Investigate the current trends and challenges in international investment law. What are the emerging issues and debates in the field? How are they likely to shape the future of international investment law and policy?

### **3.8. Additional activities. Research Project. Group work**

Objective: To develop research and presentation skills by exploring a topic related to commercial law.

#### **Instructions:**

Your group will be provided with a different topic related to commercial law (e.g., the impact of intellectual property law on innovation, the history of the Uniform Commercial Code, etc.).

Research the topic and prepare a presentation for the class.

Present your findings to the class and be prepared to discuss and answer questions.

As a class, discuss the implications of the topic for business and society.

**Activities for a jigsaw reading exercise for the texts "Real Property Law: Understanding Property Rights and Ownership" and "Commercial Law: Understanding Business Transactions and Disputes":**

**Pre-Reading Activities:**

1. You will be divided into two groups, Group A and Group B.
2. Group A will read "Real Property Law: Understanding Property Rights and Ownership" and Group B will read "Commercial Law: Understanding Business Transactions and Disputes".
3. You will have 10-15 minutes to skim through your respective text and identify the key legal concepts and vocabulary.
4. Each group will brainstorm 5-10 questions based on their reading that they would like to ask the other group.

**While Reading Activities:**

5. You will have 30 minutes to read and take notes on your respective text.
6. You are encouraged to underline or highlight key concepts and legal vocabulary.
7. Write down any questions or clarifications you may have as you read.

**Post-Reading Activities:**

8. You will be regrouped so that each group has a mix of students who read "Real Property Law: Understanding Property Rights and Ownership" and "Commercial Law: Understanding Business Transactions and Disputes".
9. Each student will share one key concept or legal term from their reading with the group.

10. You are encouraged to discuss and compare the legal concepts and vocabulary from both texts.

11. Take turns asking and answering questions from the list generated in the pre-reading activity.

12. Your group will brainstorm creative ideas for a hypothetical scenario that involves both real property law and commercial law.

13. Each group will present their ideas to the class and discuss how the legal concepts from both texts apply to their hypothetical scenario.

14. Remember, the hypothetical scenarios provided are only examples and you are encouraged to think creatively and come up with your own scenarios that involve both real property law and commercial law. Good luck!

**Hypothetical scenarios that could involve both real property law and commercial law:**

1. A restaurant owner rents a commercial property from a landlord. The landlord is in the process of selling the property and the new owner wants to renovate the building. The renovation plans would require the restaurant owner to vacate the property for several months. The restaurant owner disagrees with the proposed renovations and wants to continue operating the restaurant during the renovation period. The dispute involves both the commercial lease agreement and real property rights.

2. A property owner wants to sell a piece of land to a developer for a commercial development project. The land is zoned for residential use, but the developer wants to request a rezoning to allow for commercial use. The property owner is willing to sell the land, but wants to ensure that the rezoning is successful before finalizing the sale. The dispute involves both the sale of the real property and the commercial zoning laws.

3. A commercial property owner is in a dispute with a tenant over who is responsible for repairing a damaged roof.



The lease agreement is unclear on the responsibility for repairs and maintenance. The tenant argues that the landlord is responsible, while the landlord argues that the tenant caused the damage and is therefore responsible. The dispute involves both the commercial lease agreement and real property maintenance and repair laws.

4. A developer wants to build a commercial development on a piece of land that is subject to an easement for a nearby property owner. The easement allows the property owner to access their property through the developer's land. The developer argues that the easement is preventing them from fully utilizing the land for their commercial development. The dispute involves both the real property rights of the developer and the commercial interests of the nearby property owner.

**Follow-up writing task for homework based on the lesson about "Real Property Law: Understanding Property Rights and Ownership" and "Commercial Law: Understanding Business Transactions and Disputes":**

**Writing Task:** Choose one of the hypothetical scenarios discussed in class that involves both real property law and commercial law. Imagine that you are a lawyer representing one of the parties involved in the scenario. Write a memo to your client that analyzes the legal issues at stake in the dispute and outlines the potential options for resolving the dispute. In your memo, be sure to address the following questions:

1. What are the key legal concepts and principles at play in the dispute?
2. What are the strengths and weaknesses of your client's case?
3. What are the potential options for resolving the dispute, and what are the advantages and disadvantages of each option?

4. What is your recommended course of action for your client, and why?

Your memo should be well-organized and written in clear, concise language. Use the legal concepts and vocabulary you learned in class to analyze the dispute and make your recommendations.

## **Unit 4. United Nations Organisation**

### **4.1. The UN Today: what is it?**

#### **Flipped Learning Activity:**

1. Before watching the video, you will be given a list of vocabulary words related to the United Nations (e.g. peace and security, development, human rights, multilateral, etc.).

2. Look up the definitions of these words and write them down in a notebook.

3. Watch the video individually and take notes on the main points made by the speakers.

4. Be ready to discuss the video and share your notes, making sure to use the vocabulary words you learned in step 1.

5. Prepare your ideas to share and have a guided discussion on the main ideas of the video and how they relate to the United Nations.

#### **Vocabulary Activity:**

1. You will be given a list of vocabulary words related to the United Nations (e.g. peace and security, development, human rights, multilateral, etc.).

2. In pairs, create flashcards for each vocabulary word, including the definition and an example sentence using the word in context.

3. Exchange your flashcards with another pair and quiz each other on the definitions and example sentences.

4. As a class, review the vocabulary words together, and you will be asked to use the words in context in a discussion about the United Nations.

**A list of vocabulary words related to the United Nations with their definitions:**

| <b>Vocabulary Word</b> | <b>Definition</b>   |
|------------------------|---|
| United Nations         | An international organization founded in 1945 to promote peace, security, and cooperation among nations.              |
| Second Wind            | A new period of energy, growth, or success after a period of decline or stagnation.                                   |
| Security Council       | A principal organ of the United Nations responsible for maintaining international peace and security.                 |
| Veto                   | The right of a member of the Security Council to reject a proposed resolution.  |
| Irrelevant             | Not connected or relevant to something.   |
| Credibility            | The quality of being trusted and believed in.   |
| Reduced in Scope       | Limited or restricted in range, extent, or quantity.  |
| Secretary General      | The chief administrative officer of the United Nations.   |
| P5 Countries           | The five permanent members of the Security Council: China, France, Russia, the United Kingdom, and the United States. |
| Robust                 | Strong and healthy; vigorous.   |

| <b>Vocabulary Word</b> | <b>Definition</b>   |
|------------------------|---|
| UN Charter             | The founding document of the United Nations that sets out its purposes, principles, and structure.            |
| Development            | The process of economic and social growth and change.   |
| Human Rights           | The basic rights and freedoms to which all human beings are entitled.   |
| Interwoven             | Intertwined or connected in a complex way.  |
| Reconciliation         | The act of restoring friendly relations between people or nations.  |
| Intervention           | The act of intervening in a situation, often with the aim of preventing or resolving a conflict.              |
| Diplomacy              | The art of negotiating and managing relationships between nations.  |
| Policy                 | A course or principle of action adopted or proposed by an organization or individual.                         |
| Indispensability       | The quality of being absolutely necessary or essential.   |
| Multilateral           | Involving more than two parties or nations.   |
| Forum                  | A place or medium for open discussion and debate.   |
| Universal              | Applicable to all cases or situations.  |
| Imperfections          | Flaws or shortcomings.  |
| Representivity         | The degree to which a group or organization represents the diversity of its members or the larger population. |

| <b>Vocabulary Word</b> | <b>Definition</b>   |
|------------------------|---|
| Specialized Agencies   | Agencies of the United Nations that are focused on specific issues, such as health, education, and labor. |
| Multilateral           | Involving more than two parties or nations.   |
| Succeed                | To achieve a desired outcome or goal.   |

1. Watch the video “What is the United Nations?” <https://www.youtube.com/watch?v=vWFiUX1wz9Q> and prepare your questions while watching it.

2. In the class, ask your questions in groups and evaluate the answers.



**While listening, fill in the gaps in the text:**

The United Nations is an organization that \_\_\_\_\_ after World War II, with the aim of promoting peace and stability among nations. It originated out of a declaration drafted by President Franklin Delano Roosevelt and Prime Minister Winston Churchill, in which members \_\_\_\_\_ to employ their full resources against those members of the tripartite pact that were at war. The UN began its life as a military alliance, with \_\_\_\_\_ nations signing the initial declaration. In April 1945, the members of this alliance met in \_\_\_\_\_ to draft a charter for a post-war organization of the same name. The United Nations of today officially came into existence on October 24th, 1945 with \_\_\_\_\_ members, and more and more nations have been admitted over the course of the 20th century.

There are six main bodies that make up the United Nations. The \_\_\_\_\_ is responsible for creating budgets and approving new members to join, and is also responsible for electing the administrative head of the United Nations, the Secretary General, who serves as the public face of the organization. The true core power for the United Nations is the \_\_\_\_\_, which is responsible for maintaining peace and security. The council has \_\_\_\_\_ permanent members, which originally contained the United States, the United Kingdom, France, the Soviet Union, and the Republic of China. The other ten members of the Security Council are \_\_\_\_\_ by the General Assembly for two-year terms, with five new members being elected each year. These 15 members are divided between \_\_\_\_\_: the African, the Asian Pacific, Eastern European, the Latin American and Caribbean, and the \_\_\_\_\_ group. The five permanent members of the Security Council are divided amongst these groups.

**Watch the video again and put the sentences in the order they appear:**

1. The United Nations of today officially came into existence on October 24th, 1945 with 51 members, and more and more nations have been admitted over the course of the 20th century.
2. The UN began its life as a military alliance, with 26 nations signing the initial declaration.
3. In April 1945, the members of this alliance met in San Francisco to draft a charter for a post-war organization of the same name.
4. It originated out of a declaration drafted by President Franklin Delano Roosevelt and Prime Minister Winston Churchill, in which members pledged to employ their

full resources against those members of the tripartite pact that were at war.

**5.** The true core power for the United Nations is the Security Council, which is responsible for maintaining peace and security.

**6.** The council has five permanent members, which originally contained the United States, the United Kingdom, France, the Soviet Union, and the Republic of China.

**7.** The other ten members of the Security Council are elected by the General Assembly for two-year terms, with five new members being elected each year.

**8.** These 15 members are divided between five groups: the African, the Asian Pacific, Eastern European, the Latin American and Caribbean, and the Western European and others group.

**9.** There are six main bodies that make up the United Nations.

**10.** The General Assembly is responsible for creating budgets and approving new members to join, and is also responsible for electing the administrative head of the United Nations, the Secretary General, who serves as the public face of the organization.

### **Fill in the gaps:**

There are six main bodies that make up the United Nations. The General Assembly is responsible for creating [1] and approving new members to join, and is also responsible for electing [2], who serves as the public face of the organization. The true core power for the United Nations is the Security Council, which is responsible for [3]."

**Answer the questions to the video:**

1. What was the League of Nations and why did it fail?
2. Who drafted the initial declaration that led to the creation of the United Nations?
3. When and how did the United Nations officially come into existence?
4. What is the General Assembly responsible for within the UN?
5. Who is the head of the UN Secretariat and what is their role?
6. What is the Security Council and what is its primary responsibility?
7. How many permanent members are there in the Security Council and who are they?
8. How are the other 10 members of the Security Council elected?
9. How are the 15 members of the Security Council divided among different groups?
10. Which countries are included in the Western European and others group and which country occupies the Eastern European seat in the Security Council?



**Read the article “Think Again: The United Nations”**

<https://foreignpolicy.com/2009/10/29/think-again-the-united-nations/>



**For critical thinking development, answer the questions:**



**1.** Identify the author's main arguments: What are the main arguments made by the author about the UN in this article? Are they convincing? Why or why not?

**2.** Evaluate the evidence: What evidence does the author provide to support their arguments about the UN? Is the evidence credible and relevant? Are there any gaps in the evidence or alternative explanations that the author does not consider?

**3.** Analyze bias: What biases or assumptions might the author have about the UN? How might these biases or assumptions affect the author's arguments or interpretation of the evidence?

**4.** Consider different perspectives: What are some alternative perspectives on the UN that the author does not consider? How might these perspectives affect the author's arguments?

**5.** Evaluate the implications: What are the implications of the author's arguments for the role of the UN in global governance? What are the potential consequences of implementing the author's recommendations or ignoring their arguments?

**6.** Assess the writing style: How effective is the author's writing style in conveying their arguments and engaging the reader? Are there any flaws in the writing style that detract from the author's message?

**7.** Evaluate the sources: What sources does the author use to support their arguments? Are these sources

credible and reliable? Are there any limitations to the sources used?

## **4.2. Power in international politics: how does the UN Security Council work? Flipped learning.**

To confidently understand the topic of the UN Security Council, make sure to explore the provided links for reading and watching videos.

- 1) Ian Hurd, Myths of Membership Links to an external site.: The Politics of Legitimation in UN Security Council Reform, *Global Governance*, Vol. 14, No. 2 (April–June 2008), pp. 199-217  
[http://www.jstor.org/stable/27800702?seq=1#page\\_scan\\_tab\\_contents](http://www.jstor.org/stable/27800702?seq=1#page_scan_tab_contents)
- 2) UN Charter on the Security Council  
<https://www.un.org/en/about-us/un-charter/chapter-5>
- 3) General Assembly Adopts Landmark Resolution Aimed at Holding Five Permanent Security Council Members Accountable for Use of Veto  
[https://press.un.org/en/2022/ga12417.doc.htm?\\_gl=1\\*1b0a4se\\*\\_ga\\*MTkwMDI4NTc3OC4xNjgwNzExOTAy\\*\\_ga\\_TK9BQL5X7Z\\*MTY4ODY0NjQ1My44LjAuMTY4ODY0NjQ1My4wLjAuMA](https://press.un.org/en/2022/ga12417.doc.htm?_gl=1*1b0a4se*_ga*MTkwMDI4NTc3OC4xNjgwNzExOTAy*_ga_TK9BQL5X7Z*MTY4ODY0NjQ1My44LjAuMTY4ODY0NjQ1My4wLjAuMA).
- 4) United Nations Security Council  
<http://www.un.org/en/sc/>
- 5) UN System of Organizations:  
<https://www.ungm.org/Public/KnowledgeCentre/UNOrganizations>
- 6) Cornelia Weiss, *Creating UNSCR 1325*  
<https://www.taylorfrancis.com/chapters/oa->

edit/10.4324/9781003036708-9/creating-unscr-1325-cornelia-weiss?context=ubx&refId=bad17c54-da62-4598-9e0f-bf6653b05c5b

- 7) UN Funds, Programmes, Specialized Agencies and More:

**UN Specialized agencies:** The UN system, also known unofficially as the "UN family", is made up of the UN itself and many affiliated programmes, funds, and specialized agencies, all with their own membership, leadership, and budget. The programmes and funds are financed through voluntary rather than assessed contributions. The Specialized Agencies are independent international organizations funded by both voluntary and assessed contributions.

- 8) The United Nations Explained: How does it ACTUALLY work?



- 9) The UN in Action:  
[https://www.unmultimedia.org/avlibrary/search/search.jsp?sort=cdate\\_desc&series=UN+in+Action](https://www.unmultimedia.org/avlibrary/search/search.jsp?sort=cdate_desc&series=UN+in+Action) & - a series of short feature video stories reporting on the work of the United Nations and its Agencies around the world

- 10) U.S. State Department Profile of the United Nations  
<http://www.jewishvirtuallibrary.org/profile-of-the-un>
- 11) Müller, Joachim, “United Nations System Coordination: the Challenge of Working Together”  
<http://journal-iostudies.org/sites/default/files/2020-01/JIOS1013.pdf>

**Organizational culture of UN agencies:**

- 12) Yiu LiChia and Saner, Raymond, “Organisational Culture of UN Agencies: The Need for Diplomats to Manage Porous Boundary Phenomena.”  
<https://www.diplomacy.edu/resource/organisation-al-culture-of-un-agencies-the-need-for-diplomats-to-manage-porous-boundary-phenomena/>
- 13) The United Nations Security Council 101  
<https://unu.edu/publications/articles/united-nations-security-council-101.html>

The United Nations Security Council is the premier forum in international politics. Through its decisions, mandated operations and enforcement actions the Council directly influences the present and future state of international peace and security. This article is the first in a series aimed at providing readers with an understanding of this most important institution. It is merely an introduction.

- 14) <http://www.un.org/en/sc/about/methods/>
- 15) [http://news.bbc.co.uk/2/hi/europe/country\\_profile/2293441.stm](http://news.bbc.co.uk/2/hi/europe/country_profile/2293441.stm)
- 16) <http://www.securitycouncilreport.org/un-security-council-working-methods/>
- 17) <https://www.cfr.org/background/un-security-council>

18) <https://www.theguardian.com/world/ng-interactive/2015/sep/23/un-security-council-failing-70-years>

### **Writing tasks based on the watched videos:**

- 1) Watch the two videos provided in the prompt carefully and take notes on the key points made by each speaker.
- 2) Consider the different perspectives presented in the videos and think about how they relate to your own understanding of the United Nations.
- 3) Reflect on what you have learned from the videos and formulate your own opinion on the role and importance of the United Nations in today's world.
- 4) Write an essay of at least 500 words explaining your opinion on the role and importance of the United Nations, supporting your argument with evidence from the videos and any additional sources you may have consulted.
- 5) Make sure to address the following questions in your essay:
  1. What is the United Nations and how did it come into existence?
  2. What are the main functions and bodies of the United Nations?
  3. What are the strengths and weaknesses of the United Nations as an international organization?
  4. What is the role of the United Nations in promoting peace, development, and human rights?
  5. How important is the United Nations in today's world, and what challenges does it face?
    1. Edit and proofread your essay carefully to ensure that it is well-structured, clear, and free of errors.
    2. Submit your essay on time and be prepared to discuss your ideas and opinions with the class.

**Integrative Listening-  
Speaking activities.**

**Speaking tasks based on the  
watched videos:**

**Video 1. Purpose of the  
origins of the United Nations.**



**Task 1:**

1. Watch the first video provided in the prompt.
2. Make notes on the speaker's opinion about the United Nations and its current state.
3. Practice delivering a short speech of 2–3 minutes expressing your own opinion about the United Nations, considering the points made in the video.
4. In your speech, explain whether you agree or disagree with the speaker's opinion and provide reasons for your stance.
5. You may also discuss any challenges you think the United Nations is facing, and propose possible solutions to those challenges.

**4.3. The United Nations Explained: How does  
it ACTUALLY work?**

**Task 2:**

1. Watch the second video provided in the prompt.
2. Take notes on the historical background and main bodies of the United Nations.



3. Practice delivering a short speech of 2–3 minutes summarizing the information you learned from the video.

4. In your speech, explain the importance of the United Nations, and its main functions and bodies.

5. You may also discuss any challenges the United Nations has faced or is currently facing, and provide your thoughts on how it can address those challenges.

Remember to speak clearly, use appropriate vocabulary, and organize your thoughts in a coherent manner.

### **Intergrative Reading-Speaking task**

**Speaking task for discussing in small groups** based on the article "The United Nations Has Become Irrelevant." <https://www.e-ir.info/2017/03/24/has-the-united-nations-become-irrelevant/>

1. Do you agree with the author that the United Nations has become irrelevant? Why or why not?

2. In your opinion, was the United Nations successful in preventing the Iraq War? Why or why not?

3. How important is the role of the United Nations in maintaining international peace and security?

4. Do you think that the Security Council should have the power to veto decisions made by other countries? Why or why not?

5. What can be done to make the United Nations more effective in addressing global issues?



6. What are some of the most important achievements of the United Nations in recent years? Are there any areas where the organization has fallen short?

7. Should the United Nations be reformed or replaced? If so, how?

8. Do you think that the United States has too much influence over the United Nations? Why or why not?

9. How can the United Nations encourage more countries to cooperate on issues of global concern?

10. What role should the United Nations play in addressing the threat of terrorism?

### **Speaking task based on the article “The United Nations Has Become Irrelevant”.**

#### **Part 1: (2–3 minutes)**

Do you know anything about the United Nations? If yes, what do you know about it? If not, would you like to learn more about it?

Do you think the United Nations is still relevant in today's world? Why or why not?

#### **Part 2: (2–3 minutes)**

Read the following passage from the article: "Although the council is not and never has been the preeminent arbiter of war and peace that its supporters wish it were, it remains the most widely accepted source of international legitimacy — and legitimacy still has meaning, even for empires." Do you agree with this statement? Why or why not?

What are some examples given in the article of the United Nations' ongoing relevance?



**Part 3: (2–3 minutes)**

Read the following passage from the article: "The charter calls upon states to attempt to settle disputes peacefully and, failing that, to refer matters to the Security Council for appropriate action." Do you agree with this statement? Why or why not?

What is your opinion on the Bush Administration's Doctrine of Preemption? Should individual states be able to take preemptive military action without the approval of the United Nations? Why or why not?

**Part 4: (2–3 minutes)**

In your opinion, what can be done to make the United Nations more relevant in today's world?

Do you think the United States and other powerful nations should have more or less influence in the United Nations? Why?

**4.4. The UN Security Council. What is the place of human rights in international politics? Emergency help: how does the UN respond to crises?**

Read the text and take notes of the key ideas and vocabulary for further learning.

Discuss the following questions based on the information in the text:

1. Why is exploring peaceful resolutions important before considering military action?
2. How can appointing special representatives contribute to conflict resolution?

3. In what circumstances might the UNSC authorize military force?



### The United Nations Security Council: Promoting Peace and Security

| Term                      | Definition  | Example Sentence  |
|---------------------------|---|---|
| resolutions<br>(noun)     | formal decisions or statements made by an organization, often used to express their opinions or intentions. | The United Nations Security Council passed a resolution condemning the use of chemical weapons. |
| diplomatic<br>(adjective) | relating to the profession, activity, or skill of managing international relations                          | The ambassador used diplomatic language to address the sensitive issue.                         |

|                         |   |   |
|-------------------------|---|---|
|                         | and negotiations between countries.   |   |
| accountable (adjective) | being responsible for one's actions and expected to explain or justify them.                            | Government officials should be held accountable for any corruption.   |
| atrocities (noun)       | extremely cruel or brutal acts, typically involving violence or suffering inflicted on innocent people. | The war crimes tribunal was established to bring justice to those responsible for the atrocities committed during the conflict. |
| prosperous (adjective)  | successful, flourishing, or thriving, usually in terms of economic well-being.                          | The country experienced a period of prosperous economic growth.   |

### **The United Nations Security Council: Promoting Peace and Security**

The United Nations Security Council (UNSC) is an important organization that was created after World War II to prevent future wars and maintain peace and security in the world. It consists of fifteen members, with five permanent members and ten elected members. The permanent members, including China, France, Russia, the United Kingdom, and the United States, have a special responsibility to ensure peace. The main job of the UNSC is to maintain peace and security by taking quick action to deal with any threats. Unlike the General Assembly, the decisions made by the UNSC are binding on all

member countries, giving them the power to find diplomatic solutions and even use military force if necessary.

One key aspect of the UNSC is the veto power held by the five permanent members. This power allows them to reject any decision, which can sometimes lead to disagreements and problems. Even if just one permanent member says "no," the decision is stopped, highlighting the importance of finding agreement among powerful countries. Voting in the UNSC follows specific rules, with procedural matters requiring at least nine votes in favor and important decisions needing agreement from at least nine members. Any veto from a permanent member is considered a serious matter, ensuring that decisions are taken seriously and have a real impact.

In addition to maintaining peace and security, the UNSC also plays a role in peacekeeping and conflict resolution. They send peacekeepers to areas of conflict to help keep the peace and protect civilians. They also work towards finding peaceful solutions and bringing stability to troubled regions. When faced with potential conflicts, the UNSC first seeks peaceful solutions through diplomatic mediation, appointing special representatives, or supporting peacekeeping missions. If armed conflict arises, they establish ceasefires, maintain truces, and protect civilians. In rare cases, the council has the power to authorize military force as a last resort after exhausting all diplomatic efforts.

The UNSC goes beyond traditional military methods and has pioneered non-military approaches such as sanctions, arms embargoes, and counter-terrorism initiatives. They also ensure accountability for serious human rights violations and breaches of international law by setting up tribunals to prosecute those responsible for atrocities. This commitment to justice during times of turmoil demonstrates the council's dedication to upholding humanitarian principles.

Discussions about reforming the UNSC are ongoing to better reflect current power dynamics and improve decision-making processes. These conversations focus on expanding membership and bridging gaps in how decisions are made. The presidency of the council rotates monthly among its members, emphasizing equality and diversity. Over time, the role of the president has become more influential, allowing them to shape the council's agenda and advocate for pressing global issues.

Despite the challenges it faces, the UNSC continues to play a vital role in resolving conflicts peacefully, holding individuals accountable for their actions, advocating for reform, and addressing global challenges. Its resolutions have shaped diplomatic strategies and maintained peace in numerous situations, making a significant impact on the world stage. By promoting cooperation and peace, the UNSC helps create a framework for international laws, maintaining order and fairness in the world and working towards a safer and more prosperous global community.

### Multiple Choice Questions

| Question 1  | Question 2                             | Question 3   |
|---|--|--|
| Which countries are the five permanent members of the United Nations Security Council (UNSC)? | What is the main purpose of the UNSC?  | What is the significance of the veto power held by the five permanent members of the UNSC? |
| a) China, France, Russia, the United  | a) To prevent future wars and maintain | a) It allows them to reject any decision made  |

|  |   |  |
|--|---|--|
| <p>Kingdom, and the United States</p> <p><b>b)</b> Germany, Japan, India, Brazil, and South Africa</p> <p><b>c)</b> Canada, Australia, Mexico, Argentina, and Italy</p> <p><b>d)</b> Saudi Arabia, Iran, Turkey, Egypt, and Israel</p> | <p>peace and security in the world</p> <p><b>b)</b> To promote economic development and global trade</p> <p><b>c)</b> To provide humanitarian aid to countries in need</p> <p><b>d)</b> To enforce international laws and regulations</p> | <p>by the council</p> <p><b>b)</b> It gives them the power to make decisions without consulting other members</p> <p><b>c)</b> It ensures that their votes count for more than those of the elected members</p> <p><b>d)</b> It grants them immunity from prosecution for any actions taken within the council</p> |
|--|---|--|

### Short Answer Questions

- 1) What is the main purpose of the United Nations Security Council?
- 2) What is the significance of the veto power held by the five permanent members of the UNSC?
- 3) In addition to maintaining peace and security, what other roles does the UNSC play?

### Open Ended Questions

- 1) How does the role of the United Nations Security Council in maintaining peace and

- security relate to your own experiences or observations in the world?
- 2) Reflect on the concept of veto power held by the permanent members of the UNSC. Can you think of any situations in your own life where a similar dynamic exists? How does this impact decision-making?
  - 3) Consider the non-military approaches used by the UNSC, such as sanctions and tribunals. Are there any instances in your own life or in current events where non-military methods have been effective in resolving conflicts or promoting justice?

**For flipped learning, read the article <https://medium.com/we-the-peoples/how-the-United-nations-responds-to-crises-5ac02aeb605> and check the meaning of unfamiliar words.**



## **How the United Nations responds to crises**

The United Nations, established in 1945, is an international organization consisting of 193 countries. Guided by its Charter, the UN's work is shaped by its member countries who determine priorities, provide funding, and establish crisis response terms. With a wide range of responsibilities, the UN focuses on promoting peace, equality, and a healthy planet. Their work encompasses issues such as peace and security, human rights, sustainable development, climate action, and international law. Dedicated individuals worldwide carry out important tasks like feeding the hungry, protecting children, delivering aid, maintaining peace, and supporting refugees and migrants.

During times of crisis, like the ongoing war in Ukraine, the UN is often looked to for leadership and support. They provide essential resources to refugees, deliver food and medical supplies, offer psycho-social support, and more. The Secretary-General, who leads the UN Secretariat, uses their voice and authority to advocate for the well-being of all people, particularly the most vulnerable. Efforts are made to prevent disputes from arising or spreading.

The United Nations (UN) plays a crucial role in our world, focusing on humanitarian efforts and establishing guidelines for various entities. These guidelines ensure that everyone knows the principles they should follow, such as respecting human rights and being accountable. However, the UN's reputation has declined over time, shifting from maintaining world peace to primarily functioning as an international relief organization during emergencies. This decline affects all branches of the UN, and it could improve if there was more unity and support from the five permanent members of the Security Council. While the private sector has different criteria for providing assistance, we



must prioritize representing a basic level of international humanity and decency, which the UN can help achieve.

One example of the UN's impact is the World Food Organization, which has saved countless lives by preventing starvation in places like North Korea. Some argue that allowing people to starve might lead to positive outcomes, such as overthrowing oppressive regimes. However, when people's lives are at stake, we should not make such moral calculations. Relief organizations have been crucial in saving lives where no other help was available, from post-World War II Europe to Palestine to North Korea. The UN Security Council holds the power to veto any UN action, but it can also pass resolutions to enable them.

Taking action is not always a bad thing, as demonstrated by the UN's response to the Ebola outbreak. Through a plan put in place, the UN was able to provide assistance to affected countries. The World Health Organization, a part of the UN, recognized the need to improve their ability to detect and respond to outbreaks like Ebola. They work closely with ministries of health in different countries to provide support. While the UN has been successful in helping people affected by conflicts or natural disasters through international humanitarian law, the challenge lies in finding long-term solutions rather than just temporary aid. By combining humanitarian efforts with political action, the UN aims to address this challenge.

Although the Security Council initially seemed to be working well together and generating good ideas, they have since started arguing again, hindering effective action. It is essential for the Security Council to find common ground and work towards solutions that benefit all. With greater unity and support, the UN can regain its reputation and fulfill its mission of promoting

peace, protecting human rights, and providing assistance in times of crisis. As individuals, we must recognize the importance of the UN's work and advocate for stronger collaboration among member states. Together, we can strive for a world where humanity and decency prevail, and the UN serves as a powerful force for positive change.

The UN's work is shaped through various organs, with the General Assembly (UNGA) being the main one where policies are formulated and discussions occur. Each of the 193 member countries holds an equal vote in the General Assembly, although the decisions made there are not legally binding. Additionally, the Security Council, composed of 15 countries, is responsible for maintaining global peace and security. While each council member has one vote, the five permanent members possess veto power, allowing them to reject any decisions made. All countries are obligated to follow the resolutions of the Security Council according to the UN Charter.

In cases where the Security Council fails to reach a decision due to disagreement among the permanent members, the General Assembly can intervene by issuing a resolution called "United For Peace" to address peace and security concerns. To learn more about the UN's activities, one can explore their social media presence on platforms such as Twitter, Facebook, Instagram, TikTok, LinkedIn, GIPHY, and Medium. Through these channels, the UN aims to engage a wider audience and raise awareness about their work on a global scale. The United Nations, established in 1945, is an international organization consisting of 193 countries. Guided by its Charter, the UN's work is shaped by its member countries who determine priorities, provide funding, and establish crisis response terms. With a wide range of responsibilities, the UN focuses on promoting peace, equality, and a healthy planet. Their work

encompasses issues such as peace and security, human rights, sustainable development, climate action, and international law. Dedicated individuals worldwide carry out important tasks like feeding the hungry, protecting children, delivering aid, maintaining peace, and supporting refugees and migrants.

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these channels, the UN aims to engage a wider audience and raise awareness about their work on a global scale.

Key vocabulary words

**established** (verb)

to set up or create (an organization, system, or set of rules) on a firm or permanent basis.

Example Sentence: The United Nations was established in 1945 to promote international cooperation.

**priorities** (noun)

the things that are regarded as more important than others and that need to be done or dealt with first.

Example Sentence: The member countries determine the priorities for the UN's work.

**psycho-social** (adjective)

relating to the interrelation of social factors and individual thought and behavior.

Example Sentence: The UN provides psycho-social support to refugees affected by conflict.

**formulated** (verb)

to create or develop (a strategy, plan, or system) carefully and methodically.

Example Sentence: Policies are formulated in the General Assembly through discussions and negotiations.

**oppressive** (adjective)

exercising power unjustly or cruelly

Example:

The citizens lived under an oppressive regime.

**obligated** (adjective)

legally or morally bound to do something.

Example Sentence: All countries are obligated to follow the resolutions of the Security Council.

**Answer the questions on the text.**

What is the main responsibility of the Security Council?

- A) To provide essential resources to refugees
- B) To advocate for the well-being of all people
- C) To maintain global peace and security
- D) To formulate policies and hold discussions

Which organ of the United Nations formulates policies and holds discussions?

- A) The General Assembly
- B) The Security Council
- C) The UN Secretariat
- D) The Secretary-General

What is the purpose of the United Nations' social media presence?

- A) To engage a wider audience and raise awareness about their work
- B) To deliver food and medical supplies to refugees
- C) To determine priorities and establish crisis response terms
- D) To prevent disputes from arising or spreading

According to the text, what is one of the main roles of the United Nations?

- A) Promoting peace and protecting human rights
- B) Providing assistance during emergencies
- C) Overthrowing oppressive regimes
- D) Generating good ideas

Which organization within the UN has been instrumental in saving lives by preventing starvation in places like North Korea?

- A) World Health Organization
- B) World Food Organization
- C) UN Security Council
- D) Ministries of health

What does the text suggest as a challenge for the United Nations in its efforts to help people affected by conflicts or natural disasters?

- A) Finding long-term solutions
- B) Providing temporary aid
- C) Working closely with ministries of health
- D) Passing resolutions

- 1) What are some of the responsibilities of the United Nations?
- 2) How does the General Assembly contribute to shaping the work of the United Nations?
- 3) What is the role of the Security Council in maintaining global peace and security?
- 4) How does the work of the United Nations align with your personal values and beliefs? Explain.
- 5) In what ways do you see the principles of peace, equality, and a healthy planet reflected in your own community or country? Provide examples.
- 6) Reflect on a time when you or someone you know faced a crisis. How do you think the support provided by the United Nations could have made a difference in that situation?
- 7) Reflect on a time when you witnessed or experienced a decline in reputation. How did it affect the individuals or organizations involved? How did this experience relate

to the decline in reputation of the United Nations mentioned in the text?

- 8) Think about a situation where you had to make a difficult moral decision. How did you weigh the potential outcomes and the impact on people's lives? How does this relate to the argument made in the text about not making moral calculations when people's lives are at stake?
- 9) Consider a global issue or crisis that you are passionate about. How do you think the United Nations can play a role in addressing this issue? What actions or measures do you believe the UN should take to find long-term solutions rather than just providing temporary aid?

#### **4.5. International Law Commission. International Court of Justice**



**Read the text and discuss the questions below.**

The International Law Commission (ILC) and the International Court of Justice (ICJ) are two crucial components of the United Nations' global legal system. The ILC, established in 1947, is responsible for developing and organizing international law. Comprised of legal experts from various countries, their main objective is to create fair and unbiased legal principles that govern how nations interact with one another.

One of the ILC's primary responsibilities is to study legal issues identified by the UN General Assembly. Through these studies, they provide valuable insights into complex legal problems that affect multiple countries. The result of these studies is the creation of drafts of conventions and articles that guide countries on how to behave in different situations, such as treaty-making and diplomatic relations. By setting these standards, the ILC ensures that laws are followed consistently worldwide. Additionally, the ILC offers legal advice to the General Assembly and other UN bodies, aiding in their understanding of intricate legal matters.

The ICJ, also known as the World Court, was established in 1945 and serves as a vital component of the global legal system. Located in The Hague, Netherlands, it consists of 15 judges who each serve for nine years. This rotation ensures fresh perspectives within the court. Appointed by the UN General Assembly and the Security Council, the judges' selection demonstrates the international community's commitment to upholding the rule of law. The ICJ plays a significant role in settling disputes between countries and providing expert opinions on complex legal issues. Its decisions have far-reaching implications, as they shape our understanding of international



treaties, determine the power dynamics between nations, and influence the application of human rights and humanitarian laws.

In addition to resolving conflicts between countries, the ICJ also provides legal advice on questions posed by UN organizations and specialized agencies. This highlights the Court's importance as a guardian of the law on a global scale. What makes the ICJ particularly fascinating is that its decisions must be adhered to by the involved parties. Consequently, the Court's rulings can significantly impact how countries act and shape the development of international relationships.

Overall, the ILC and the ICJ play critical roles in the development, organization, and interpretation of international law. Their efforts ensure fairness, consistency, and accountability in the interactions between nations. By studying legal issues, creating drafts of conventions, settling disputes, and providing expert opinions, these institutions contribute to the establishment of a just and harmonious global community.

Key vocabulary words:

**components** (noun)

parts or elements that make up a whole

Example Sentence: The computer consists of various components, such as the motherboard and the processor.

**principles** (noun)

fundamental truths or rules that guide behavior or actions

Example Sentence: She always follows her principles of honesty and integrity.

**intricate** (adjective)

complex or detailed

Example Sentence: The artist's painting was filled with intricate details and patterns.

**implications** (noun)

the possible effects or consequences of something

Example Sentence: The decision to raise taxes has significant implications for the economy.

**harmonious** (adjective)

forming a pleasing or consistent whole

Example Sentence: The choir's voices blended together in a harmonious melody.

What is the primary responsibility of the International Law Commission (ILC)?

- A) To provide legal advice to the UN General Assembly and other UN bodies.
- B) To settle disputes between countries and provide expert opinions on complex legal issues.
- C) To study legal issues identified by the UN General Assembly and create drafts of conventions and articles.
- D) To ensure fairness, consistency, and accountability in the interactions between nations.

Where is the International Court of Justice (ICJ) located?

- A) New York, United States
- B) Geneva, Switzerland
- C) The Hague, Netherlands
- D) London, United Kingdom

What role does the ICJ play in shaping international relationships?

- A) Providing legal advice to UN organizations and specialized agencies.

- B) Ensuring that laws are followed consistently worldwide.
- C) Settling disputes between countries and providing expert opinions on complex legal issues.
- D) Determining the power dynamics between nations and influencing the application of human rights and humanitarian laws.

- 1) What is the main objective of the International Law Commission (ILC)?
- 2) What is the role of the ILC in developing international law?
- 3) What is the significance of the International Court of Justice (ICJ) in the global legal system?
- 4) Reflect on a time when you encountered a legal issue or conflict in your own life. How did you handle it? What lessons can you draw from the ILC and ICJ's role in settling disputes between countries?
- 5) Consider a situation where you had to make a decision that involved international relations or diplomacy. How did you approach the decision-making process? How do the ILC and ICJ's efforts to create fair and unbiased legal principles relate to your own decision-making?
- 6) Think about a time when you sought legal advice or guidance on a complex matter. How did this experience shape your understanding of the importance of legal expertise? How does the ICJ's role in providing legal advice to UN organizations and specialized agencies resonate with your own experience?

#### **4.6. Additional activities. Research Project. Group work**

##### **1. Group Discussion on UN Crisis Response:**

Form small groups and discuss the UN's role in responding to crises, citing examples from the text.

Evaluate the effectiveness of the UN's crisis response strategies.

## **2. Case Study Analysis:**

Assign each group a specific crisis mentioned in the text (e.g., ongoing war in Ukraine, Ebola outbreak).

Research additional details about the assigned crisis, focusing on the UN's actions and impact.

Present findings to the class, emphasizing the UN's contributions and challenges faced.

## **3. Comparative Analysis:**

Compare the UN's response to two different crises mentioned in the text.

Analyze factors influencing the effectiveness of UN interventions in various situations.

Discuss whether the UN's response aligns with its core principles.

## **4. Model UN Crisis Simulation:**

Organize a model UN simulation focused on crisis response.

Assign roles to participants representing different UN bodies and member countries.

Simulate discussions, decision-making, and actions in response to a hypothetical crisis.

## **5. Guest Speaker or Panel Discussion:**

Invite a guest speaker with expertise in international relations or crisis response.

Organize a panel discussion exploring real-world challenges faced by the UN in crisis situations.

Allow students to ask questions and engage in discussions with the speaker or panelists.

## **6. Social Media Analysis:**

Investigate the UN's social media presence on platforms like Twitter, Facebook, or Instagram.

Analyze how the UN uses these platforms to raise awareness and engage a global audience.

Discuss the impact of social media on shaping public perception of the UN's crisis response efforts.

## **7. Research on UN Relevance:**

Explore articles or academic papers discussing the UN's relevance in today's world.

Evaluate different perspectives on the UN's effectiveness and areas needing improvement.

Conduct a class debate on whether the UN remains a relevant global organization.

## **8. Crisis Response Proposal:**

Task groups with developing a hypothetical crisis response proposal for the UN.

Include strategies for collaboration, resource allocation, and addressing the needs of affected populations.

Present proposals to the class and discuss the feasibility and effectiveness of each.

## **9. UN Funding and Resource Allocation:**

Research the funding structure of the UN and how resources are allocated during crises.

Analyze the impact of funding limitations on the UN's ability to respond effectively.

Discuss potential solutions or improvements to enhance the UN's financial stability.

## **10. Reflection on Personal Values:**

Reflect individually on how the UN's principles align with personal values and beliefs.

Share insights in a reflective essay or class discussion, considering the role of global organizations in promoting shared values.

### **Research and Group Work Activities for "International Law Commission. International Court of Justice"**

#### **1. Comparative Analysis of ILC and ICJ:**

Research the specific functions and responsibilities of the International Law Commission (ILC) and the International Court of Justice (ICJ).

Create a comparative analysis highlighting key differences and similarities between the two bodies.

#### **2. Historical Impact of ICJ Decisions:**

Assign each group a notable case or decision made by the International Court of Justice (ICJ).

Research the historical impact of the chosen case on international relations and law.

Present findings to the class and discuss implications.

#### **3. Model ILC Session:**

Simulate a session of the International Law Commission (ILC) within the classroom.

Assign roles to students representing different countries and legal experts.

Discuss and debate a hypothetical legal issue, emphasizing the ILC's role in developing international law.

#### **4. Debates on ICJ Decisions:**

Organize debates on controversial or influential decisions made by the International Court of Justice (ICJ).

Divide the class into groups with opposing views and present arguments for or against specific ICJ rulings.

#### **5. Guest Speaker Series:**

Invite legal experts, scholars, or practitioners in international law to speak about the work of ILC and ICJ.

Allow students to ask questions and engage in discussions with the guest speakers.

#### **6. Research on Treaty-Making Process:**

Explore the process of treaty-making and diplomatic relations as studied and drafted by the International Law Commission (ILC).

Present a summary of findings, emphasizing how ILC contributes to the formulation of legal principles in treaties.

#### **7. Case Studies on ICJ Influence:**

Analyze real-world case studies where ICJ decisions have influenced the behavior of nations.

Examine the implications of these decisions on power dynamics and international relations.

#### **8. Group Reflection on Legal Advice:**

Reflect as a group on the importance of legal advice provided by the ILC to the UN General Assembly.

Discuss scenarios where legal advice is crucial in international relations and decision-making.

#### **9. Public Awareness Campaign:**

Develop a campaign to raise public awareness about the role of the International Law Commission (ILC) and the International Court of Justice (ICJ).

Utilize various media formats to communicate key information to the broader community.

### **10. Drafting Model Conventions:**

Task groups with drafting model conventions on specific international legal issues.

Present and defend their proposed conventions, considering the principles of fairness, consistency, and accountability.

## **Unit 5. International Human Rights Law**

### **5.1. The history and structure of human rights law**

You are going to watch the video that describes the birth of human rights in international law up to the adoption of the Universal Declaration of Human Rights, on 10 December 1948.

After watching the video, do the exercises below.

[https://drive.google.com/file/d/1Rh16IBaPCNi8b56DfeQ\\_YS1o4TYTBv\\_b/view?usp=share\\_link](https://drive.google.com/file/d/1Rh16IBaPCNi8b56DfeQ_YS1o4TYTBv_b/view?usp=share_link)

#### **Key Vocabulary Words**

**establishing** (verb)

to set up or create something, typically an organization or system.

Example Sentence: The United Nations was established in 1945.



**proclaimed** (verb)

to announce or declare something publicly or officially.



Example Sentence: Human rights were proclaimed to be a subject of international concern.

**concern** (noun)

a matter of interest or importance.

Example Sentence: The protection of human rights is a global concern.

**catalog** (noun)

a complete list of items, typically arranged systematically and often including descriptive details.

Example Sentence: The UN Charter does not include a catalog of human rights.

**interference** (noun)

the action of interfering or the process of being interfered with.

Example Sentence: Some countries feared that the Universal Declaration of Human Rights would lead to interference in their domestic affairs.

Add more words to this list, check their meaning, and provide example sentences.

**Answer the questions.**

- 1) Who were the two leaders who adopted the Atlantic Charter in 1941?
  - A) Franklin Delano Roosevelt and Winston Churchill
  - B) John Peters Humphrey and René Cassin
  - C) Ricardo Alfaro and Eleanor Roosevelt
  - D) Franklin Delano Roosevelt and John Peters Humphrey

- 2) Which country opposed the idea of racial discrimination being prohibited in the Universal Declaration of Human Rights?
  - A) South Africa
  - B) Saudi Arabia
  - C) United States
  - D) Soviet Union
  
- 3) What was the role of John Peters Humphrey in the adoption of the Universal Declaration of Human Rights?
  - A) He chaired the working group that adopted the declaration.
  - B) He proposed a catalog of human rights to be inserted into the UN Charter.
  - C) He compared various documents protecting human rights to identify commonalities.
  - D) He was the President of the United Nations General Assembly.
- 4) When was the Universal Declaration of Human Rights adopted?
- 5) Who chaired the working group that adopted the Universal Declaration of Human Rights?
- 6) What is the significance of the Universal Declaration of Human Rights?
- 7) Consider the concept of economic and social rights mentioned in the text. How do you think these rights are important for individuals and societies? Reflect on any personal experiences or observations.

## **5.2. A typology of Human Rights Obligations**

Watch the video about the typology proposed in the early 1980s by a Norwegian jurist, Asbjorn Eide, emerged, and what motivated its formulation; and how it entered into the United

Nations human rights system in the mid-1980s. It also explains the importance of this shift in our understanding of all human rights, and not of economic and social rights alone.

[https://drive.google.com/file/d/1QDdWR1tV59GWWSowWefJbVDNJI9FCiXUM/view?usp=share\\_link](https://drive.google.com/file/d/1QDdWR1tV59GWWSowWefJbVDNJI9FCiXUM/view?usp=share_link)

### **Key Vocabulary Words**

#### **doctrine** (noun)

a belief or set of beliefs held and taught by a particular group or organization

Example Sentence: The church's doctrine states that marriage is between a man and a woman.



#### **jurist** (noun)

an expert in or writer on law

Example Sentence: The judge was a respected jurist with many years of experience.

#### **obligation** (noun)

a moral or legal duty to do something

Example Sentence: It is our obligation to help those in need.

#### **intervene** (verb)

to come between in order to prevent or alter a result or course of events

Example Sentence: The teacher had to intervene when the students started arguing.

#### **implication** (noun)

the conclusion that can be drawn from something, although it is not explicitly stated

Example Sentence: The implication of his words was that he did not trust her.

Add more words to this list, check their meaning, and provide example sentences.

**Answer the questions:**

- 1) According to the text, what is the duty of states in relation to human rights?
  - A) States have a duty to respect human rights by abstaining from interfering with their enjoyment.
  - B) States have a duty to intervene in market relationships to protect weak parties from human rights violations.
  - C) States have a duty to shape markets and develop policies for the full realization of human rights.
  - D) All of the above.
  
- 2) Who introduced the typology of states' obligations in the area of economic, social, and cultural rights?
  - A) Henry Shue
  - B) Asbjorn Eide
  - C) The Norwegian Ministry of Foreign Affairs
  - D) The Committee on Economic, Social, and Cultural Rights
  
- 3) What was the purpose of the typology introduced by Asbjorn Eide?
  - A) To define the relationship between human rights and states obligations

- B) To interpret the vague wording of Article 11 of the International Covenant on Economic, Social, and Cultural Rights
  - C) To protect private actors from conduct that might lead to violations of civil and political rights
  - D) To ensure the full realization of human rights through state intervention in market relationships
- 4) According to the text, what is the significance of the typology of states' obligations introduced by Asbjorn Eide?
- A) It provided a framework for understanding the relationship between human rights and state intervention in market relationships.
  - B) It emphasized the duty of states to respect human rights by abstaining from interfering with their enjoyment.
  - C) It made concrete the otherwise vague obligations related to economic, social, and cultural rights.
  - D) All of the above.
- 5) How did the typology of duties proposed by Asbjorn Eide impact the interpretation of the right to food?
- A) It clarified the vague wording of Article 11 of the International Covenant on Economic, Social, and Cultural Rights.
  - B) It highlighted the obligation of states to protect individuals from violations of their right to food.
  - C) It provided operational content to the abstract concept of the right to food.
  - D) All of the above.
- 6) What role does the typology of duties play in understanding civil and political rights?

- A) It emphasizes the duty of states to intervene in market relationships to protect weak parties.
  - B) It provides a framework for interpreting the vague wording of civil and political rights.
  - C) It highlights the duty of states to shape markets and develop policies for the full realization of civil and political rights.
  - D) None of the above.
- 7) Who was the philosopher from the University of Princeton mentioned in the text?
- A) Asbjorn Eide
  - B) The Norwegian Ministry of Foreign Affairs
  - C) Henry Shue
  - D) The Committee on Economic, Social, and Cultural Rights
- 8) What is the purpose of the typology of states' obligations introduced by Asbjorn Eide?
- A) To protect weak parties from human rights violations.
  - B) To gradually make progress in the enjoyment of human rights.
  - C) To provide individuals with goods or benefits such as food parcels or healthcare.
  - D) To define the relationship between human rights and state obligations.
- 9) Who developed the typology of states' obligations in relation to human rights?
- 10) What are the three levels of states' obligations according to Asbjorn Eide's typology?
- 11) How did Asbjorn Eide's typology impact the understanding and implementation of human rights?

- 12) Reflect on a time when you witnessed a violation of human rights in your own community. How did this experience relate to the concept of 'respect, protect, fulfill' as discussed in the text?
- 13) Think about a situation where you felt powerless or disadvantaged in a market relationship. How does this align with the idea of states intervening to protect weak parties from human rights violations?
- 14) Consider a specific civil or political right that you value. How can you apply the typology of 'respect, protect, fulfill' to understand the implications of this right in your own life and society?

Divide into groups and the typology of human rights in Ukraine providing examples.

Present your ideas on how this typology would impact the relationships in Ukraine according to three levels.

### **5.3. When can human rights be restricted?**

Restrictions to rights

Watch the video and discuss the question:

#### **Under which conditions can rights be restricted?**

[https://drive.google.com/file/d/1zsqXD96lywqyn7W-7qc1a\\_9FFFCU-Jk\\_/view?usp=share\\_link](https://drive.google.com/file/d/1zsqXD96lywqyn7W-7qc1a_9FFFCU-Jk_/view?usp=share_link)

As discussed briefly in the video, most human rights may be subjected to certain restrictions, provided a number of conditions are met. Though human rights treaties vary in the formulations they use, these conditions generally relate to:



- the objective that the restriction pursues (which must be recognized as legitimate -- some treaties provide a closed list of legitimate objectives);
- the legal regime through which the restriction is imposed (which must be sufficiently clear and detailed); and
- the necessity or proportionality of the restriction (which cannot go beyond what is justified by the objective announced).

In other terms, a limitation to human rights is only acceptable if (1) it is in the public interest, (2) the restriction is applied transparently, and (3) the limitation is the least restrictive possible of the rights of the individual.

For instance, Article 30 of the American Convention on Human Rights states:

The restrictions that, pursuant to this Convention, may be placed on the enjoyment or exercise of the rights or freedoms recognized herein may not be applied except in accordance with laws enacted for reasons of general interest and in accordance with the purpose for which such restrictions have been established.

However, some human rights are "absolute": they cannot be subject to limitations, even where there would be otherwise compelling reasons to do so. In this section of the course, we first examine the case of these "absolute" rights, such as the right



to life, the prohibition of torture, of inhuman or degrading treatment or punishment or of forced disappearances, or the right to liberty and security (i.e., the prohibition of arbitrary detention).

Note that, though certain "absolute" rights (such as the right to life and the protection from torture or ill-treatment) cannot be derogated from, rights that are "absolute" are not necessarily "non-derogable": as we have seen in the previous section, the right to liberty and security may be subject to derogation where a State faces a situation of emergency -- a conflict, or a natural disaster --.

The two notions (of "absoluteness" and of "non-derogability") are therefore not to be confused. To illustrate the implications of an "absolute" prohibition, the next two subsections consider, respectively, the prohibition of torture in the context of the fight against terrorism, and the prohibition of torture or ill-treatment in the context of deportation, in cases of extradition, expulsion for reasons of public order, or the refoulement of asylum-seekers.

### **The "Torture Memos" under the Bush US Administration**

The so-called "War on Terror" launched by the United States following the terrorist attacks of September 11th, 2001, on New York and Washington, has led to a renewed focus on the question whether torture may be inflicted on suspected terrorists who may be detaining "valuable" information -- information, that is, that could save lives of innocent people.

The 1984 Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (Convention against Torture, 'CAT', in force since 1987) defines "torture" as:

"any act by which severe pain or suffering, whether physical or mental, is intentionally inflicted on a person for such purposes as obtaining from him or a third person information or a confession, punishing him for an act he or a third person has committed or is suspected of having committed, or intimidating or coercing him or a third person, or for any reason based on discrimination of any kind, when such pain or suffering is inflicted by or at the instigation of or with the consent or acquiescence of a public official or other person acting in an official capacity. It does not include pain or suffering arising only from, inherent in or incidental to lawful sanctions" (art. 1.1).

The CAT prohibits torture in all circumstances:

"No exceptional circumstances whatsoever, whether a state of war or a threat of war, internal political instability or any other public emergency, may be invoked as a justification of torture" (art. 2.2).

After the 9/11 terrorist attacks, the Committee against Torture, the body of independent experts tasked with supervising compliance with the Convention against Torture, anticipated that the new context created by those attacks could lead governments to question this fundamental rule.

On 22 November 2001, the CAT Committee therefore issued the following statement, which was sent to all States parties:

The Committee against Torture condemns utterly the terrorist attacks of 11 September and expresses its profound condolences to the victims, who were nationals of some 80 countries, including many States parties to the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment. The Committee is mindful of the terrible threat to international peace and security posed by these acts of international terrorism, as affirmed in Security Council

resolution 1368 (2001) of 12 September 2001. The Committee also notes that the Security Council in resolution 1373 (2001) of 28 September 2001 identified the need to combat by all means, in accordance with the Charter of the United Nations, the threats caused by terrorist acts. The Committee against Torture reminds States parties to the Convention of the non-derogable nature of most of the obligations undertaken by them in ratifying the Convention. The obligations contained in articles 2 (whereby "no exceptional circumstances whatsoever ... may be invoked as a justification of torture"), 15 (prohibiting confessions extorted by torture being admitted in evidence, except against the torturer), and 16 (prohibiting cruel, inhuman or degrading treatment or punishment) are three such provisions and must be observed in all circumstances. The Committee against Torture is confident that whatever responses to the threat of international terrorism are adopted by States parties, such responses will be in conformity with the obligations undertaken by them in ratifying the Convention against Torture...

Despite this clear prohibition, the Bush Administration authorized the use by law enforcement agencies detaining suspected terrorists of so-called "enhanced interrogation techniques" consisting of, for example, prolonged sleep deprivation, binding in stress positions, and waterboarding. It relied on a memorandum drafted by John Yoo, the Deputy Assistant Attorney General of the United States between 2001 and 2003, and signed by Assistant Attorney General Jay S. Bybee. The opinion, dated March 14th, 2003, came to be referred to as the Torture Memos, or as the "Bybee Memo" (here, and focus in particular on pages 50-61 [Links to an external site.](#)). This forms the background for the two debates that follow.

But before taking part in the discussion, please watch the following video presentation by the UN Youth of Australia on the concerns raised by the interrogation techniques resorted to by the Bush administration on the terrorists detained on Guantanamo Bay:



[https://drive.google.com/file/d/1Cn6eGtZH8LBcNNXNG04bHdqOWB1agNBD/view?usp=share\\_link](https://drive.google.com/file/d/1Cn6eGtZH8LBcNNXNG04bHdqOWB1agNBD/view?usp=share_link)

### **Debate - The notion of absolute prohibition and self-defense**

The "Torture Memo" expressed the position of the Office of the Legal Counsel of the Department of Justice in March 2003 concerning the legality under international law of "enhanced interrogation" techniques used against individuals detained as "enemy combatants" particularly in the Guantanamo Bay detention facility. The Memo argues in particular that, due to the reservations the United States appended to its ratification of the 1984 Convention against Torture, the United States would not be acting in violation of its international obligations by subjecting "enemy combatants" to "enhanced interrogation" techniques.

Two reasons were invoked. First, "torture" was understood very narrowly by the Reagan administration upon signing the Convention against Torture and by the United States Senate when the Convention was ratified under the first Bush administration, in 1992. In addition, the notion of "cruel, inhuman and degrading treatment or punishment" was defined then as having a meaning no different than that of the equivalent

provisions in the United States Constitution (specifically, the Fifth, Fourteenth and Eighth Amendments).

The second argument was that the United States would be acting in self-defense by adopting measures against terrorism, and that the CAT could not be interpreted as to prohibit the US from the inherent right to self-defense as defined in Article 51 of the UN Charter. Article 51 of the United Nations Charter states an exception to the prohibition of the use of force stated in Article 2(4) of the Charter, in the following terms:

"Nothing in the present Charter shall impair the inherent right of individual or collective self-defence if an armed attack occurs against a Member of the United Nations, until the Security Council has taken measures necessary to maintain international peace and security".

The "Torture Memo" states that even if interrogation methods were inconsistent with CAT, "they would still be in service of the more fundamental principle of self-defense that cannot be extinguished by CAT or any other treaty" (p. 57).

### **Do you agree?**

After considering the materials previously presented, what do you think of the argument according to which 'self-defence' - - an inherent right of States recognized by the UN Charter -- would in any case excuse behaviour amounting to ill-treatment or even torture?

Would your opinion change if the State claiming the right to apply enhanced interrogation techniques were North Korea, Sweden, or your own State of origin? Why?

## **Debate: The absolute prohibition of torture and self defence**

Two arguments were advanced by the US government to justify the use of enhanced interrogation techniques:

1) That only treatment that would exceed the constitutional limit established by the US Constitution could be considered to violate the definition of ill treatment under the CAT

2) That the principle of self defence embodied in article 51 of the UN Charter would trump any other conflicting obligations, including the Convention against torture.

**Do you agree with these arguments? Please propose the arguments that best defend support your position.**

### **5.4. Three Generations Theory of Human Rights**

You are going to learn about three dimensions of human rights, or three generations.

When human rights are being discussed, they are often divided up into three categories called generations. A reflection of the three generations of human rights can be seen in the popular phrase of the French Revolution: *liberté, égalité, fraternité*.

Watch <https://www.youtube.com/watch?v=qyvXGY557fI> the video

and read the article about three generations of human rights. Discuss the questions below.

## **Explained: Tracing the Three Generations of Human Rights**



Needless to say, Human Rights are the linchpin of the Liberal World Order. They are the basic inalienable rights and freedoms that belong to each and every person without discrimination. These rights rest on the values of dignity, fairness, respect, freedom and autonomy of the human personhood. UNICEF defines human rights as the standard that recognizes and protects the dignity of all human beings.

The Preamble of the Universal Declaration of Human Rights (UDHR, 1948) elegantly opens up "Whereas recognition of the inherent dignity and of all members of the human family is the foundation of freedom, justice and peace in the world." There are at least three essential elements that merit a mention when discussing Human rights. Firstly, human rights are inalienable. This means that rights are intrinsic property of human personhood and that they cannot be taken away from anyone.

Secondly, human rights are inherently interrelated such that violation of one right is tantamount to violations of all rights. The violation of the right to dignity (Article 1, UDHR), for instance, entails violations of all human rights because all human rights are predicated on the ground of human dignity. Thirdly, rights are universal. They are applicable to every person without any discrimination. As the political philosopher and author Hannah Arendt has so eloquently put it, everyone has the right to have rights.

Jump To The Evolution of Human Rights Human rights were not manufactured, out of the historical vacuum, in a day or two. For they had evolved over generations. Scholars and political theorists generally trace three generations to highlight the pattern in which human rights had evolved. The first generation of human rights had focused on the civil and political rights, and the second generation emphasised on the socio, economic and cultural rights, and the third generation proclaimed the collective and solidarist rights.

Surprisingly, the order of these generation rights reflects the order in which much celebrated ideals of the French Revolution had unfolded: Liberty, Equality and Fraternity. To be able to observe and comprehend the evolution of human rights, these generations must be contextualised in their proper historical processes and developments. For each generation is the product of some prevailing currents of the day.

The First Generation: Civil and Political Rights The first generation of human rights laid an enormous stress on civil and political rights. The political upheavals and the social revolutions of 17th and 18th century created the awareness of the civil and political rights such as the right to freedom of speech and expression, right to vote and contest elections, freedom of religion, freedom from discrimination etc. The English revolution of 1688 which recognized the supremacy of parliament, the French declaration of rights of man and citizen of 1789, the American bill of rights of 1791 are some noteworthy examples that shaped the first generation of human rights.

The first generation rights are influenced by the ideas that were unthinkable to the previous political societies: that the political sovereignty rests with the people instead of the monarch, that government is representative rather than unilateral and absolute



and that the government is the result of a social contact and general will of the people. The idea of power itself was re-conceptualized. It was defined not so much along the lines of the monarch as it was along lines of the people. Civil and political rights are today detailed in the International Covenant on Civil and Political Rights (ICCPR, 1966) and the European Convention for the Protection of Human Rights and Fundamental Freedoms. (ECHR) The Second Generation: Social, Economic and Cultural Rights The Second generation human rights are the social, economic and the cultural rights such as the right to work, education and cultural participation. Firstly, unlike the civil and political rights, these rights are shaped by a radically different context, which is the advent of industrialization and the growth of capitalism. As pointed out by Marxist literature so vividly, rapid industrialization creates not only the class stratification but also consolidates the emerging income inequalities.

The sharper the inequalities and injustices in the society, the more violent is the growing discontentment from the people. People resort to a strike or a revolution to realise their ends and expectations. Secondly, the second generation rights are also the positive rights because furtherance of these rights is made possible only through the intervention of the state. For instance, the right to work applies only if the state is providing work to the workers in the first place. Therefore, some kind of affirmative action such as ensuring healthcare and education is needed on the part of the state.

The Third Generation: Collective Rights The third generation human rights have moved away from the approaches adopted by the first two generations. Whereas the first and second generation embraced individual centred approaches to understanding the evolution of Human Rights, the third

generation employed the collective one. The collective rights that appeared at the forefront of the discourse were the right to peace, right to development, right to environment and the right to self-determination.

Rights such as peace and environment appeared in the context of the emerging transnational threats such as cross border terrorism and the climate change. Likewise rights such as self-determination grew in the context of the decolonization of the 1960's which elicited a collective and a shared identity among the erstwhile colonies.

In the third generation rights, the 'collective' has become immensely relevant with the appearance of these threats that fashioned themselves as the common enemy to humankind. For collective thinking equips us to cultivate and envision solidarity among all human persons because then alone human rights will have evolved into their highest heights.

### **Key Vocabulary Words**

#### **Linchpin** (noun)

a person or thing that is vital to the success or stability of something

Example Sentence: The linchpin of the Liberal World Order is Human Rights.

#### **Inalienable** (adjective)

unable to be taken away or given up

Example Sentence: Human rights are considered inalienable and belong to every person.

#### **Autonomy** (noun)

the right or condition of self-government, independence, or freedom

Example Sentence: Human rights are based on the values of autonomy and dignity.

**Solidarist** (adjective)

relating to or advocating for solidarity among individuals or groups

Example Sentence: The third generation of human rights proclaimed collective and solidarist rights.

**Contextualised** (verb)

placed in a particular context or set of circumstances

Example Sentence: To understand the evolution of human rights, the generations must be contextualised in their historical processes.

**Discuss the following questions using the vocabulary from the texts:**

- 1) Why are human rights considered inalienable, and why is this concept important?
- 2) How do civil and political rights differ from economic, social, and cultural rights?
- 3) Why are civil and political rights considered part of the first generation of human rights?
- 4) What historical events or revolutions influenced the development of the first generation of human rights?
- 5) Why are economic, social, and cultural rights often referred to as positive rights? Give examples.
- 6) What are some examples of collective rights, and why are they considered complex to enforce at the international level?

- 7) How has the internationalization of human rights shaped the way they are understood and protected today?
- 8) Can you identify any instances of affirmative action in your own country's policies or laws?
- 9) Can you provide examples of collective rights and explain why they are important in today's interconnected world?
- 10) In what ways can the empowerment of marginalized groups be linked to the concept of collective rights?
- 11) How have transnational threats, such as climate change, influenced the development of third-generation rights?

**Write a brief description of each generation of human rights using the vocabulary provided.**

### **5.5. How are human rights protected at domestic level?**

The video below provides an introduction to the topic. It makes the following arguments:

1. The role of national authorities in protecting human rights is particularly important since, in contrast to trade or investment treaties for instance, the other States parties to international human rights treaties have few incentives to police non-compliance with human rights norms.

Indeed, in International law is generally enforced through the decentralized reactions of States: such enforcement is based on counter-measures adopted by States when one State does not comply with its obligations. This, however, is not particularly effective for human rights treaties, , since, as we have seen, States have few incentives to monitor one another's behavior in this area, in which it is less the interests of States than those of

the people under their jurisdiction that are protected. Meanwhile, the enforcement mechanisms set up by these treaties at international level are generally weak (although some do establish international courts whose judgments are binding, and generally complied with by the States to whom they are addressed).

2. Domestic courts therefore have a key role to play in enforcing human rights norms binding on States. But there are a number of limitations:

- not all States accept that their domestic courts can directly apply international human rights treaties;
- whereas victims may obtain reparation before domestic courts after a violation has been committed, it would not be acceptable for States to avoid having their international responsibility engaged simply by providing such reparation to victims, on a case-by-case basis, rather than removing the structural causes of such violations and, thus, adopting the necessary measures to avoid their repetition;
- there are a number of weaknesses inherent in litigation as a means of deterrence against human rights violations. Courts may be corrupt or insufficiently independent from the Executive. In certain cases, for example where the violations are widespread but only minimally affect each individual concerned, where such violations occur without the individuals ever being aware of them – as in the case of the imposition of secret surveillance measures – or where individuals have reasons to fear reprisals if they file an application before a court, judicial mechanisms may prove ineffective. In addition, courts may feel ill-equipped to deal with general issues, which concern a collectivity of individuals or general policies.

For all these reasons, judicial remedies may have to be complemented by other, non-judicial mechanisms, which will ensure that the law- and policy-making in a State will comply with its obligations under the human rights treaties to which it is a party.

3. This section of the course will therefore examine both judicial and non-judicial remedies, and it will insist on the important role of civil society and committed individuals in the enforcement of human rights norms.

**Watch the video and discuss the questions below:**

<https://drive.google.com/file/d/15LHBZGFcGvvxm1uKhwXFfMv0DxC5szsO/view?usp=sharing>

1. Why is the role of national authorities emphasized in protecting human rights, especially in comparison to other types of international agreements like trade or investment treaties?



2. What are the limitations of relying solely on international mechanisms for enforcing human rights treaties? How do these limitations differ from domestic enforcement?

3. Explain the importance of the interaction between an individual's right to an effective remedy and the duty to exhaust local remedies. How do these concepts balance the interests of individuals and states?

4. In what ways can courts be effective in addressing human rights violations? What are the inherent limitations of using courts as the primary means of deterrence against violations?

5. How do widespread human rights violations pose challenges for individuals seeking redress through the legal system? What are the obstacles to addressing such violations?

6. Describe the role of non-judicial mechanisms, like National Human Rights Institutions, in the protection of human rights at the domestic level. How do they complement the work of domestic courts?

7. Discuss the significance of the Paris Principles in shaping the functions and methods of work of National Human Rights Institutions. Why are these principles important for ensuring effective human rights protection?

8. Can you think of examples where a national authority effectively addressed human rights violations, either through the courts or non-judicial mechanisms? What made these cases successful?

9. How can civil society organizations contribute to the enforcement of human rights norms at the domestic level? Provide examples of their involvement in this process.

10. Reflect on the statement that human rights treaties are not like commercial or investment treaties. Why is this distinction important in understanding the enforcement challenges faced by international human rights law?

## **5.6. How are human rights protected at international level?**

### **The different layers of human rights protection**

**Watch the video and read the text.**

[https://drive.google.com/file/d/18wTR4pfA5G374a4SaO10dIGeLOsExGgH/view?usp=share\\_link](https://drive.google.com/file/d/18wTR4pfA5G374a4SaO10dIGeLOsExGgH/view?usp=share_link)

The United Nations Charter-based system of human rights monitoring has been through major changes in 2006–7. Acting under Article 68 of the UN Charter, the Economic and Social Council (Ecosoc) had established the Commission on Human Rights as an intergovernmental body initially composed of eighteen member States. The membership of the Commission on Human Rights was gradually expanded to take account of the more diverse membership of the United Nations. By the time it was replaced by the Human Rights Council, in 2006, it had 53 member States. The Commission was assisted in its work by the UN Sub-Commission for the Promotion and Protection of Human Rights, until 1999 called the Sub-Commission on Prevention of Discrimination and Protection of Minorities.



Despite major achievements, the system thus developed was considered to be overpoliticized, and to lack credibility due, in particular, to the selective approach to the human rights records of governments. The reproach of politicization was perhaps slightly disingenuous: as Sérgio Vieira de Mello once remarked, diplomats criticizing the Commission on Human Rights for



being political "make me think of fish looking at other fish and criticizing them for being wet." (A Brazilian diplomat and former High Commissioner for Human Rights, Sérgio Vieira de Mello was killed in August 2003 in a suicide attack against the UN headquarters in Bagdad).

As part of broader scheme to reform the United Nations proposed by Secretary-General Koffi Annan, it was decided in 2006 to replace the Commission on Human Rights (a thematic commission of the Economic and Social Council) with a Human Rights Council, directly dependent as a subsidiary organ on the UN General Assembly, and thus with a higher status. Henceforth, each of the major pillars of the UN's activities would be dealt with within one subsidiary organ to the General Assembly: peace and security within the Security Council, development within the Economic and Social Council, and human rights within the Human Rights Council. The formal decision was adopted on 15 March 2006, on the basis of the report 'In Larger Freedom' presented by the Secretary-General K. Annan, by the adoption by the General Assembly of Resolution 60/251 establishing the Human Rights Council. The Resolution was the result of a broad consensus, although the United States, the Marshall Islands, Palau, and Israel voted against it. Belarus, Iran, and Venezuela abstained.

### **5.7. The Membership of the Human Rights Council**

One important difference between the Human Rights Council and the former Commission on Human Rights resides in the mechanism for the election of its members. The Ecosoc formerly elected the members of the Commission on Human Rights. In contrast, the members of the Human Rights Council are elected by the 193 members of the General Assembly 'directly and individually' by secret ballot, although in order to

ensure equitable geographical representation, each group of States (divided along geographical lines into groups that have remained unchanged since 1963) is allocated a predefined number of seats (see para. 7 of UN General Assembly Resolution 60/251 [Links to an external site.](#)).

During the discussions preceding the adoption of Resolution 60/251 on the Human Rights Council, there were proposals to ensure that only candidates with a clean human rights record should be allowed to stand as candidates for membership in the Council. While this proposal was not retained – a major factor explaining the negative vote of the United States –, para. 8 of Resolution 60/251 provides for the possibility of suspending a member of the Human Rights Council that commits 'gross and systematic violations of human rights': this provision was applied when the General Assembly, acting at the request of the Human Rights Council, suspended Libya from the Council on 1 March 2011 (Resolution 65/265 [Links to an external site.](#)). The vote was cast at a time when lethal force was being used indiscriminately by the security forces loyal to Colonel Gaddafi, in an attempt to suppress the uprising in large parts of the country that would finally lead to his removal. The same procedure was applied again in April 2022 [Links to an external site.](#), when Russia was suspended from the Council based on grave concerns regarding reports of gross and systematic violations and abuses of human rights and violations of international humanitarian law in the course of the war in Ukraine (Resolution ES-11/3 [Links to an external site.](#)).

It is noteworthy that paragraph 5 of Resolution 60/251 explicitly refers to the need to 'take into account the contribution of candidates to the promotion and protection of human rights and their voluntary pledges and commitments made thereto'. Thus, when presenting their candidacy to the Council,

governments describe their record in the field of human rights. They also make certain pledges that may play a role, subsequently, under the universal periodic review process, which we examine further below.

Should countries applying for membership in the Human Rights Council be subjected to a stronger form of scrutiny? When the UN General Assembly voted on 1 March 2011 to suspend Libya's rights of membership in the Human Rights Council, Ambassador Ulibarri from Costa Rica, while supporting the country's suspension from the Human Rights Council as being 'in full compliance with international law and the United Nations memberships' responsibility to protect lives and fundamental rights', at the same time 'reminded the Assembly ... that the Libyan Government had already been "a voracious repressive machine" when it was elected to the Human Rights Council last year. The lesson to be learned was the importance of improving the parameters of Council integration to prevent such situations from developing'.

Do you agree? Should countries that apply for membership in the Human Rights Council have their human rights records examined, to ensure that they comply with at least certain minimum requirements? If so, how should such a screening be conceived?

Consider the explanation of the United States' vote by Ambassador John R. Bolton, US Permanent Representative to the United Nations, on the Human Rights Council Draft Resolution, in the General Assembly, March 15, 2006. The United States stated that their refusal to join the consensus was motivated by the fact that they were uncertain that the Human Rights Council would be any better than its predecessor, given that the worst human rights violators could still be members:

The United States ... proposed an exclusionary criteria to keep gross abusers of human rights off the Council. This proposal would have excluded Member States against which measures are in effect under Chapter VII of the UN Charter related to human rights abuses or acts of terrorism. We also expressed a willingness to consider alternatives to satisfy the need for a strong mechanism to exclude the worst human rights violators.

Sadly, these suggestions were not included in the new text. The resolution before us merely requires Member States to 'take into account' a candidate's human rights record when voting. And the provision for the General Assembly to suspend an elected member of the Council requires a two-thirds vote, a standard higher than that for electing members.

Our position on the need for a strong, credible membership is one of principle, and one we know that others here today share. We extend our appreciation to those Member States that agreed with our assertion that there should be no place on the new Council for countries where there is objective evidence of systematic and gross violations of human rights, or where United Nations sanctions have been applied for human rights violations. Some Member States have signed letters and plan to make statements to this effect. Although these commitments could not ultimately change our position on this draft resolution, they represent a welcome and appropriate effort on behalf of many dedicated Member States.

### **Discussion: Requirements for membership in the Human Rights Council**

What kind of scrutiny should States applying for membership in the Human Rights Council be faced with?

Please tell us not only what you think the level of scrutiny should be, but also how this standard could be implemented in practice.

### **The tools of the Human Rights Council**

The Human Rights Council has three tools at its disposal. These are:

(i) a complaints mechanism "to address consistent patterns of gross and reliably attested violations" of human rights;

(ii) the "universal periodic review" (UPR), which is an intergovernmental peer review process assessing States' compliance with the human rights treaties they are parties to, but also with the Universal Declaration of Human Rights, the UN Charter, and the pledges and commitments made by the State concerned, including pledges made upon seeking membership in the Human Rights Council; and

(iii) the Special Procedures, which are independent experts appointed to report to the Human Rights Council on certain thematic issues or on certain countries where the human rights situation is particularly problematic. In addition, the Human Rights Council may convene special sessions on issues requiring its urgent attention.

### **5.8. Internationally known Human Rights organizations**

There are plenty of organizations that are related to Human Rights.

This article  
<https://www.humanrightscareers.com/magazine/international-human-rights-organizations/> reveals the list of some of them - you can read the whole text below. After reading the article, prepare your assignment by answering the questions below the article.

When preparing an assignment about international human rights organizations based on the provided article, here are some key questions that you are supposed to highlight in your written assignment:

### **General Questions:**

1. What are the core activities and missions of international human rights organizations, as mentioned in the article?
2. How do these organizations work to protect and promote human rights globally?
3. What are some common goals shared by many of these organizations?

### **Organizational Structure and Methods:**

4. How do organizations like Amnesty International and Human Rights Watch gather information about human rights abuses?
5. What methods do these organizations use to advocate for change and raise awareness about human rights issues?
6. Why is it important for organizations like Human Rights Watch to refuse government and corporate funding to maintain independence?

### **Geographic Focus and Collaboration:**

7. How do these organizations operate globally, and what regions or countries do they focus on?
8. In what ways do these organizations collaborate with local partners and activists?
9. Why is it important for human rights organizations to understand local contexts when addressing violations?

### **Specific Missions:**

10. What is the specific mission of organizations like Anti-Slavery International and Survival International, and why are these missions important?

11. How do Physicians for Human Rights use medical and scientific tools to address human rights abuses?

12. What unique role does Survival International play in advocating for the rights of indigenous tribal and uncontacted peoples?

### **Advocacy and Impact:**

13. How do organizations like Global Rights and Human Rights First advocate for human rights at the grassroots level?

14. What role does Freedom House play in supporting human rights defenders and promoting open government?

15. How do organizations like the International Federation for Human Rights (FIDH) use various tools and actions to address human rights abuses?

### **Independence and Accountability:**

16. Why is independence from government and corporate funding important for the credibility and impartiality of these organizations?

17. How do organizations like UN Watch monitor the United Nations and advocate for human rights within the UN system?

18. What measures do these organizations take to hold governments and actors accountable for human rights violations?

## **Global Reach and Networks:**

19. How do organizations like the International Society for Human Rights (ISHR) promote international tolerance and human rights education?

20. What are the advantages of building networks and partnerships with other organizations and governments for promoting human rights?

## **Critical Thinking and Reflection:**

21. Reflect on the importance of the work conducted by these organizations in protecting human rights on a global scale.

22. Discuss the challenges and obstacles that human rights organizations may face in their efforts to address human rights abuses.

23. Analyze the impact of these organizations in raising awareness and advocating for change in specific human rights issues.

You can also find and use additional information on the organizations provided in the article to support your answers and to think critically about the roles and effectiveness of these international human rights organizations.

## **Individual Assessment**

### **Unit 1.**

#### **1.1**

#### **1. Personal Motivations:**

- How do personal experiences or events shape one's interest in international law?



- Can you share a specific incident that fueled your passion for this field?

## **2. Career Perspectives:**

- Identify and discuss potential challenges and opportunities in pursuing a career in international law.  
- What factors might influence the decision to work in one's home country or abroad?

## **3. Professional Choices:**

- Explore specific legal professions or areas of specialization within international law.  
- Explain why those areas interest you and how they align with your career goals.

## **4. Skills and Application:**

- List skills and knowledge you hope to gain from studying international law.  
- How do you plan to apply these skills in your future career?

## **5. Current Issues:**

- Highlight legal issues or debates that interest you. Why do they matter in the context of international law?

## **6. Organizational Involvement:**

- Are there legal organizations or associations you wish to join? Discuss potential benefits for your career.

## **7. Challenges and Solutions:**

- Anticipate challenges in pursuing a career in international law. How do you plan to overcome them?

## **Questions on "A Day in the Life of a Lawyer" Video:**

### **Pre-listening Tasks:**

#### **1. Understanding the Legal Profession:**

- What are your initial assumptions about a lawyer's daily routine? How might these align with reality?

#### **2. Tasks and Responsibilities:**

- List tasks you expect a lawyer to perform during a typical day at work.

- What qualities do you think are crucial for a successful lawyer?

### **While-listening Tasks:**

#### **1. Video Content:**

- Summarize the main points from the "A Day in the Life of a Lawyer" video.

#### **2. Comparison with Assumptions:**

- Discuss with a partner to compare your initial thoughts with the tasks mentioned in the video.

#### **3. Tasks Enumeration:**

- Compile a list of different tasks the speaker mentions that lawyers undertake during a normal workday.

### **After-listening Tasks:**

#### **1. Visualization:**

- Create a flowchart or timeline depicting a typical day in the life of a lawyer based on the video.

## **2. Debating Perceptions:**

- Engage in a debate with your partner about whether being a lawyer is as exciting or dull as it seems.

## **3. Reflective Writing:**

- Write a short paragraph on whether the video changed your perception of what lawyers do.

## **4. Group Discussion:**

- In two groups, discuss what you've learned from the video, any surprises, and questions that arose.

## **Vocabulary Learning:**

### **1. Meaning Exploration:**

- Research and understand the meaning of the provided legal terms and phrases from the video.

### **2. Incorporating New Vocabulary:**

- How can you incorporate these legal terms into your discussions and writings about law?

1.2

Questions on the Video "What is International Law?"

### ***Pre-activity:***

### **Understanding Prior Knowledge:**

- How would you define international law, and why do you think it is important?
- List some examples of international law that you are familiar with, such as treaties, human rights, or organizations like the United Nations.

### ***While-watching:***

### **Comprehension of Key Concepts:**

- Summarize the main concepts and definitions of international law presented in the video.
- What are the key examples of international law discussed in the video?

***Post-activity:***

**Essential Definitions:**

- Define international law and explain how it differs from national law.
- How is international law enforced, and what are some examples provided in the video?

**Conceptual Understanding:**

- Discuss the topics covered by international law as mentioned in the video.
- Can companies or individuals be held accountable under international law?

**Complexities of International Law:**

- In what ways does the size and influence of corporations complicate international law?
- Why does international law need to evolve according to the video?

**Significance of International Law:**

- Reflect on the importance of international law. Why is it crucial in the global context?
- How does international law impact the conduct of states and their relationships?

Vocabulary and Writing:

**Vocabulary Application:**

- Use the key vocabulary words and phrases to write a summary of the video or an argumentative essay on the importance of international law.
- How do the provided terms contribute to a better understanding of international law?

Reading and Discussion:

**Cross-border Legal Issues:**

- Identify and discuss the cross-border legal issues mentioned in the article.

- What specific legal areas are highlighted concerning international trade and intellectual property?

**Vocabulary Recognition:**

- Identify and define the key vocabulary words related to the legal profession mentioned in the article.

- Explain the meaning of "diplomatic immunity" and "enforcement" in the context of cross-border legal issues.

**Inferences and Implications:**

- Analyze how the increasing interconnectedness of the world might impact the legal profession.

- Discuss possible implications of international treaties and agreements for legal professionals and their clients.

Writing and Research:

**Article Summary:**

- Write a brief summary of the article, emphasizing the main points and key takeaways.

- What challenges do legal professionals face in today's globalized economy, as mentioned in the article?

**Cross-border Legal Research:**

- Choose a specific cross-border legal issue (e.g., international trade or intellectual property) and research it.

- Present your findings in a short report and discuss the key legal considerations for businesses involved in that issue.

Discussion and Activities:

**Debating International Relations Impact:**

- Participate in a debate on the impact of international relations on the legal profession.

- Prepare evidence-based arguments on assigned topics like the importance of treaties, enforcement of foreign judgments, or human rights in cross-border disputes.

**Case Study Analysis:**

- Work in groups to analyze a hypothetical cross-border legal dispute.
- Identify key legal issues, considering the impact of international relations, and discuss how lawyers can navigate complexities.

**Research Project Presentation:**

- Present your research on a specific aspect of international law or cross-border legal issues to the class.
- Facilitate a discussion on the implications of your findings for the legal profession.

**Role-Playing Exercise:**

- Engage in a role-playing exercise where you navigate complexities in international law.
- Define challenges and opportunities presented in the exercise and discuss how legal professionals can address them.

1.3

**Pre-reading Task:**

**Importance of Practical Skills:**

Reflect on the importance of practical skills in legal practice. Why do you think these skills are crucial for a successful legal career?

Share your thoughts on what specific skills you believe are essential for practicing law.

**Vocabulary Preview:**

Predict the meanings of new vocabulary words such as legal writing, research, oral advocacy, litigator, transactional lawyer, and regulatory lawyer.

How do you think each term relates to the practice of law?

**While Reading Task:**

**Comprehension Questions:**

Summarize the three practical skills required to practice law.

Explain why legal writing is important for lawyers.

Define legal research and discuss its significance in developing a strong legal argument.

Identify the professionals who may need to focus more on legal writing and research than oral advocacy.

Why is it emphasized that developing practical skills early in legal education is crucial?

**Vocabulary Exercise:**

Identify and define the new vocabulary words in the text.

Write a sentence for each term to demonstrate your understanding.

**Post-Reading Task:**

**Personal Reflection:**

Share your thoughts on the skills you feel you need to develop further in your legal education.

How do you plan to enhance these skills, and why do you consider them important?

**Writing Exercise:**

Write a short essay on the practical skills required to practice law, using examples from the text and your own experiences.

Discuss the relevance of these skills to different legal professions, as mentioned in the article.

**Role-Play Exercise:**

Participate in a role-play exercise where you apply practical skills to solve a legal problem.

For instance, one group can act as litigators arguing a case, while another group can act as transactional lawyers negotiating a contract.

Present your solutions to the class and discuss the role of practical skills in the scenario.

**Alternative: Flipped Learning:**

**Application of Practical Skills:**

After reading the article, create a list of practical applications for each of the three skills discussed (legal writing, legal research, and oral advocacy).

Share your list with classmates and discuss any similarities or differences noticed in responses.

**Profession-specific Applications:**

In groups, assign each group a specific legal profession (litigation, transactional work, regulatory law, etc.).

Brainstorm additional practical applications for each of the three skills within the assigned legal profession.

Share and compare findings as a class, discussing the importance of developing these skills early in a legal education.

1.4

**Pre-Listening Tasks:**

**Brainstorming:**

- List as many types of legal education as you can think of in two minutes.
- What are the different types of legal education that come to mind?

**Vocabulary Matching:**

- Match each legal term with its correct definition.
  - Paralegal
  - Apprenticeship
  - Tuition
  - Career advancement
- What is the correct definition for each term?

**Discussion:**

- Discuss your future career goals in pairs or small groups and how legal education can help you achieve them.
- How can legal education contribute to achieving your career goals?

**While-Listening Tasks:**



Multiple Choice Task:

**Focus of the Lecture:**

- What is the primary focus of today's lecture?
  - a) The history of legal education
  - b) The benefits of attending law school
  - c) The different types of legal education

available and how to choose the best path

**Duration of Law School:**

- How long does Law School typically require for full-time study?
  - a) One year
  - b) Two years
  - c) Three years

**Benefits of Paralegal Program:**

- What are the benefits of attending a Paralegal Program?
  - a) Limited time commitment
  - b) Higher earning potential compared to lawyers
  - c) A broad understanding of the law

**Drawback of Law School:**

- What is a drawback of attending Law School?
  - a) Limited career advancement opportunities
  - b) High cost of tuition
  - c) Lack of hands-on experience

**Benefit of Apprenticeship:**

- What is a potential benefit of completing an Apprenticeship?
  - a) Lower cost of tuition
  - b) Limited time commitment
  - c) Higher earning potential compared to lawyers

Note-taking:

**Fill in the Blank:**

- Fill in the blanks with the correct information from the listening text.
- What are the key points or ideas presented in the lecture?
- Law School typically requires \_\_\_\_\_ of full-time study.
- The benefits of attending law school include a broad understanding of the law, networking opportunities, and the potential for \_\_\_\_\_ after graduation.
- Paralegal Programs provide students with a basic understanding of the law, and graduates can pursue careers as paralegals or \_\_\_\_\_.
- Apprenticeships typically last between \_\_\_\_\_ and can be a good option for those who prefer hands-on learning.
- The benefits of apprenticeships include gaining valuable experience in the legal field, potentially getting hired by the firm after completing the program, and a lower cost of \_\_\_\_\_.
- When considering which legal education path to take, you should consider factors such as the cost of tuition, the time commitment required, the potential for career advancement, and the \_\_\_\_\_ potential.
- By considering your career goals and researching the legal market in your area, you can make an informed decision on which path is right for you, whether it be Law School, a Paralegal Program, or an \_\_\_\_\_.

**Post-Listening Tasks:****Role-Playing:**

- Role-play a scenario where one student wants to pursue a career in the legal field, and others advise them on which type of legal education to pursue based on their career goals.

- How can different types of legal education help someone achieve their career goals?

**Research:**

- Research and write a short report on the legal education requirements and job prospects in a specific country or region.

- What are the legal education requirements and job prospects in a specific country or region?

**Reflection:**

- Reflect on the listening text and write a short paragraph about your thoughts on the different types of legal education and which path you would choose based on your career goals.

- What are your thoughts on the different types of legal education, and which path would you choose based on your career goals?

1.5

**Pre-reading Self-Assessment:**

**Personal Knowledge Check:**

List three things you already know about legal education and the legal profession in Ukraine.

How confident are you in your current understanding of this topic on a scale of 1 to 5?

**Vocabulary Preview Reflection:**

Review the vocabulary related to legal education and the legal profession in Ukraine.

Predict the meanings of the terms and note how familiar you are with each one.

Rate your confidence level in understanding these terms on a scale of 1 to 5.

**While Reading Self-Assessment:**

### **Skimming and Scanning Proficiency:**

As you skim and scan the text, note how successful you are in grasping the main idea and locating specific information.

Rate your skimming and scanning proficiency on a scale of 1 to 5.

### **Note-Taking Skills:**

Assess your ability to take effective notes while reading the text.

Review your notes and evaluate how well they capture key information.

Rate your note-taking skills on a scale of 1 to 5.

### **Summarization Reflection:**

After reading the text, attempt to summarize what you have learned.

Reflect on the clarity and completeness of your summary.

Rate your summarization skills on a scale of 1 to 5.

### **Post-reading Self-Assessment:**

#### **Discussion Participation:**

Reflect on your active participation in the post-reading discussion.

Evaluate the quality of your contributions and engagement.

Rate your discussion participation on a scale of 1 to 5.

#### **Comparison Reflection:**

Consider your insights regarding the legal education system in Ukraine.

Reflect on any surprises or differences you discovered.

Rate your ability to make meaningful comparisons on a scale of 1 to 5.

#### **Essay Writing Proficiency:**

Assess your essay writing based on the information discussed and the notes taken during the reading.

Review the structure, coherence, and depth of your essay.

Rate your essay writing proficiency on a scale of 1 to 5.

**Overall Reflection:**

Reflect on the entire process from pre-reading to post-reading activities.

Identify one thing you feel you've improved upon during this exercise.

Identify one aspect you would like to enhance in future reading and discussion activities.

1.6

**Pre-reading Self-Assessment:**

**Vocabulary Matching Reflection:**

Complete the vocabulary matching exercise individually.

Assess how well you matched the legal vocabulary with their definitions.

Rate your confidence in legal vocabulary understanding on a scale of 1 to 5.

**Predicting Reflection:**

Answer the pre-reading questions individually or in pairs.

Evaluate the accuracy of your predictions after reading the text.

Rate your ability to make informed predictions on a scale of 1 to 5.

**While Reading Self-Assessment:**

**Highlighting and Vocabulary Review:**

Individually highlight legal vocabulary in the text.

Discuss the highlighted terms with a partner and confirm their meanings.

Rate your ability to identify and understand legal vocabulary on a scale of 1 to 5.

**True or False Statements:**

In groups, create a list of true or false statements related to the text.

Share and discuss your answers with the class.

Reflect on the accuracy of your statements and rate your comprehension on a scale of 1 to 5.

**Post-reading Self-Assessment:****Role-play Reflection:**

Participate in a role-play conversation using legal vocabulary.

Reflect on how effectively you integrated legal terms into the discussion.

Rate your performance in the role-play on a scale of 1 to 5.

**Debate Participation:**

Engage in a debate on the necessity of joining international legal professional associations.

Reflect on your contributions and use of legal vocabulary during the debate.

Rate your participation and argumentation skills on a scale of 1 to 5.

**Writing Proficiency:**

Write a short paragraph summarizing the benefits of joining international legal professional associations.

Use legal vocabulary and examples from the text.

Rate your writing proficiency in incorporating legal terms on a scale of 1 to 5.

**Overall Reflection:**

Reflect on the effectiveness of the self-assessment tasks in enhancing your understanding.

Identify one legal term or concept you found challenging and plan to review.

Consider how these activities contributed to your comprehension of international legal professional associations.

## 2.1

### **Pre-listening Self-Assessment:**

#### **Vocabulary Matching Reflection:**

Complete the vocabulary matching exercise individually.

Rate your confidence in matching legal terms with their definitions on a scale of 1 to 5.

#### **Discussion Participation:**

Engage in the group discussion about the importance of constitutions and their creation process.

Reflect on your active participation and contributions to the discussion.

Rate your engagement in the discussion on a scale of 1 to 5.

### **While Listening Self-Assessment:**

#### **Note-taking Skills:**

While watching the video, take notes on key legal terms and phrases mentioned.

Evaluate the completeness and clarity of your notes.

Rate your note-taking skills during the video on a scale of 1 to 5.

#### **True/False Statements:**

Listen carefully to the video and decide whether each statement is true or false.

Reflect on the accuracy of your responses.

Rate your comprehension of the video content based on the true/false activity.

### **Post-listening Self-Assessment:**

#### **Vocabulary Review:**

Review the legal terms and phrases used in the video.

Use each term in a sentence to demonstrate understanding.  
Discuss the meanings of these terms with a partner or group.  
Rate your ability to recall and use the legal vocabulary on a scale of 1 to 5.

**Reflection on Constitution Importance:**

Reflect on the importance of constitutions and the creation process.

Consider the challenges faced during the creation of the Ukrainian Constitution.

Reflect on how these challenges were resolved.

Rate the depth of your reflection on the importance of constitutions on a scale of 1 to 5.

**Debate Preparation:**

Research and prepare arguments for the assigned controversial issue related to constitutions.

Organize your arguments with legal terms and phrases.

Rate your preparedness for the debate on a scale of 1 to 5.

**Debate Participation Reflection:**

Actively participate in the debate using legal terms to support your arguments.

Take notes on your classmates' arguments during the debate.

Reflect on the impact of the arguments presented on your own perspective.

Rate your overall performance in the debate on a scale of 1 to 5.

2.2

**Pre-reading Self-Assessment:**

**Discussion Participation:**

Engage in a discussion with your partner about the key elements of a democratic state system.

Evaluate the depth and quality of your contributions to the discussion.

Rate your active participation on a scale of 1 to 5.



## **While Reading Self-Assessment:**

### **Text Highlighting and Note-taking:**

Read the text and highlight key information about the state system of Ukraine.

Take notes on any questions that arise during reading.

Evaluate the clarity and relevance of your highlights and notes.

Rate your effectiveness in highlighting and note-taking on a scale of 1 to 5.

### **Post-reading Self-Assessment:**

### **Group Discussion Participation:**

In groups of four, actively participate in discussing key features of the state system of Ukraine.

Contribute substantively to discussions on the election of the President, the role of Verkhovna Rada, and human rights protection.

Rate your engagement in the group discussion on a scale of 1 to 5.

### **Language Skills Development:**

In pairs, write a short dialogue discussing the pros and cons of the unitary form of government.

Use relevant vocabulary and phrases from the text.

Reflect on the effectiveness of incorporating legal terms into the dialogue.

Rate your ability to apply legal vocabulary in the dialogue on a scale of 1 to 5.

### **Extension Activity Self-Assessment:**

### **Presentation Preparation:**

In groups of four, actively contribute to preparing a short presentation on the current political situation in Ukraine.

Focus on the role of the state system in maintaining democracy and the rule of law.

Ensure your presentation includes relevant information from the text.

Rate your contribution to the preparation on a scale of 1 to 5.

**Presentation Delivery:**

Present your group's findings on the current political situation in Ukraine to the class.

Use clear language and demonstrate an understanding of the state system's role.

Evaluate the effectiveness of your group's presentation.

Rate your overall performance in the presentation on a scale of 1 to 5.

2.3

**Before Reading Self-Assessment:**

**Group Brainstorming:**

Participate actively in the group brainstorming session about what you already know about the state system of the USA or the UK.

Contribute relevant information to the discussion.

Rate your contribution on a scale of 1 to 5.

**During Reading Self-Assessment:**

**Group Discussion Questions:**

Read the assigned text and discuss questions with your group (What is the name of the country's government? How is it structured? How are laws created and enforced? Roles and powers of branches? Unique features?).

Contribute substantively to the group discussion.

Rate your engagement in the group discussion on a scale of 1 to 5.

**Summary Presentation:**

Present a summary of your assigned text to the class.

Ensure your presentation covers key aspects of the state system.

Evaluate the clarity and completeness of your presentation.

Rate your presentation skills on a scale of 1 to 5.

**After Reading Self-Assessment:****New Group Summary:**

In a new group, listen to the summaries of other members who read different texts (USA, UK, or Ukraine).

Summarize your assigned text for the new group.

Participate actively in discussions comparing state systems.

Rate your effectiveness in summarizing and contributing to the discussion on a scale of 1 to 5.

**Class Discussion Participation:**

Contribute to the class discussion on the significance of the state system in each country.

Discuss how the state system impacts citizens and the overall political landscape.

Rate your contribution to the class discussion on a scale of 1 to 5.

**Language Skills Development Activities Self-Assessment:****Vocabulary Identification and Definition:**

Identify and define new vocabulary words from the texts.

Reflect on your understanding and application of new legal and political terms.

Rate your ability to identify and define new vocabulary on a scale of 1 to 5.

**Text Summary and Essay Writing:**

Write a summary of your assigned text in your own words.

Engage in a debate discussing the advantages and disadvantages of the state systems.

Write an essay comparing and contrasting the state systems of two of the three countries.

Reflect on the coherence and clarity of your written communication.

Rate your writing and debating skills on a scale of 1 to 5.

3.1

### **Before Reading Self-Assessment:**

#### **Legal Lexis Review:**

Participate actively in reviewing the glossary of legal terms related to civil and criminal law.

Discuss definitions and examples with group members.

Rate your participation on a scale of 1 to 5.

#### **Tracy Development:**

Brainstorm with your group about what you already know about civil and criminal law.

Share any experiences or stories related to these areas of law.

Rate your contribution to the brainstorming session on a scale of 1 to 5.

#### **Literacy and Critical Thinking Questions:**

Generate questions about civil and criminal law before reading.

Encourage critical thinking with questions that explore the differences between the two areas.

Rate the depth and relevance of your questions on a scale of 1 to 5.

### **While Reading Self-Assessment:**

#### **Legal Lexis Identification:**

Highlight and define legal terms encountered in the text.

Create flashcards or a vocabulary list for these terms.

Rate your effectiveness in identifying and defining terms on a scale of 1 to 5.

**Tracy Development Reflection:**

Identify and discuss key differences between civil and criminal law as you read the text.

Reflect on how your prior knowledge may have changed or been reinforced.

Rate your engagement in understanding differences on a scale of 1 to 5.

**Literacy and Critical Thinking Summary:**

Summarize each section of the text in your own words.

Identify the main idea of each section.

Rate your ability to summarize and grasp key ideas on a scale of 1 to 5.

**Post-Reading Self-Assessment:**

**Legal Lexis Flashcards:**

Create flashcards or a vocabulary list for the legal terms learned from the text.

Use platforms like Quizlet for practice and review.

Rate your effectiveness in creating useful flashcards on a scale of 1 to 5.

**Tracy Development Reflection:**

Reflect on how your understanding of civil and criminal law has developed or changed.

Share new insights or perspectives gained after reading.

Rate the depth of your reflection on a scale of 1 to 5.

**Literacy and Critical Thinking Essay:**

Write a short essay comparing and contrasting civil and criminal law.

Use evidence from the text to support your arguments.

Think critically about the implications of these differences for the legal system.

Rate the clarity and depth of your essay on a scale of 1 to 5.

### 3.3

#### **Before Listening Self-Assessment:**

##### **Brainstorming:**

Think about your existing knowledge regarding legal systems and differences between common law and civil law.

Write down your ideas.

Rate the depth of your brainstorming on a scale of 1 to 5.

##### **Vocabulary Preview:**

Look at the provided words and phrases.

Discuss with a partner and write down your definitions.

Match terms with their correct definitions.

Rate your ability to guess meanings and match terms on a scale of 1 to 5.

#### **While Listening Self-Assessment:**

##### **Multiple Choice Questions:**

Watch the video and answer multiple-choice questions.

Evaluate your accuracy in answering the questions.

Rate your comprehension on a scale of 1 to 5.

##### **Note-taking:**

Take notes on key points presented in the video.

Share your notes with a partner and compare your understanding.

Rate your effectiveness in note-taking on a scale of 1 to 5.

##### **True or False Statements:**

Prepare a list of true or false statements based on the video content.

Use statements as a guide for discussions.

Rate your clarity and accuracy in creating statements on a scale of 1 to 5.

#### **Post-Listening Self-Assessment:**

**Discussion:**

Engage in group discussions on the advantages and disadvantages of each legal system.

Share your ideas with the class.

Rate your participation in the discussion on a scale of 1 to 5.

**Debate:**

Participate in a debate on the pros and cons of common law or civil law systems.

Use vocabulary and key points from the video to support your arguments.

Rate your performance in the debate on a scale of 1 to 5.

**Writing Task:**

Write a comparative essay on common law and civil law, discussing differences, similarities, advantages, and disadvantages.

Use evidence from the video to support your arguments.

Rate the quality of your essay on a scale of 1 to 5.

**Vocabulary Building:**

Create a word map of legal terms related to the video.

Rate the effectiveness of your vocabulary-building exercise on a scale of 1 to 5.

**Reading and Listening Comprehension:**

Read an article or case study related to legal systems and answer comprehension questions.

Listen to an audio clip related to legal systems and answer questions.

Rate your comprehension in both activities on a scale of 1 to 5.

**Interactive Case Study Self-Assessment:****Research:**

Research key differences between Criminal Law, Civil Law, and Common Law.

Write down legal terms related to theft and property crimes in each legal system.

Rate the depth and accuracy of your research on a scale of 1 to 5.

**Reading:**

Read the case study "The Case of the Stolen Phone."

Pay attention to legal terms related to theft and property crimes and their application in different legal systems.

Rate your comprehension while reading on a scale of 1 to 5.

**Online Discussion:**

Engage in an online discussion with small groups on questions related to the case study.

Analyze the case from the perspective of Criminal Law, Civil Law, or Common Law.

Rate your contribution to the online discussion on a scale of 1 to 5.

**In-Class Activity:**

Share findings and conclusions with the class.

Encourage discussion and debate among groups.

Rate your engagement in the in-class activity on a scale of 1 to 5.

**Follow-up Assignment:**

Write a brief essay on your thoughts and conclusions regarding the case study and the involved legal systems.

Reflect on how understanding these differences can inform decision-making.

Rate the quality of your essay on a scale of 1 to 5.

3.4

**Flipped Learning Self-Assessment:**

**Reading Comprehension:**

Read the text on real property law.

Assess your understanding of key concepts like fee simple ownership, leasehold ownership, and crucial legal terms.



Rate your comprehension on a scale of 1 to 5.

**Vocabulary Learning:**

Identify and learn unfamiliar words from the real property law text.

Look up additional resources to understand professional points related to real property law.

Rate your effectiveness in learning new vocabulary and concepts on a scale of 1 to 5.

**In-Class Exercise Self-Assessment:**

**Completion of In-Class Exercises:**

Participate in in-class exercises related to real property law.

Evaluate your completion of the exercises.

Rate your performance on a scale of 1 to 5.

**Essay Writing:**

Write a structured essay on a topic related to real property law.

Use knowledge gained from the text and additional resources.

Assess the quality of your essay on a scale of 1 to 5.

Overall Reflection:

**Overall Understanding:**

Reflect on your overall understanding of real property law.

Consider how well you grasped concepts like property rights, zoning, and environmental regulations.

Rate your overall understanding on a scale of 1 to 5.

**Application of Knowledge:**

Consider your ability to apply knowledge of real property law to practical scenarios.

Reflect on how well you could navigate property ownership, disputes, and legal concepts.

Rate your application of knowledge on a scale of 1 to 5.

Seeking Legal Advice:

Reflect on the acknowledgment of seeking legal advice and representation mentioned in the text.

Evaluate your understanding of the importance of legal guidance in real property matters.

Rate your awareness of seeking legal advice on a scale of 1 to 5.

**Additional Topics:**

Reflect on whether you explored additional resources to understand professional points.

Consider if you delved into environmental regulations and their role in real property law.

Rate your exploration of additional topics on a scale of 1 to 5.

3.5

**Flipped Learning Self-Assessment:**

**Reading Comprehension:**

Read the text on commercial law.

Assess your understanding of key concepts like contract law, corporate law, securities law, intellectual property law, and consumer protection law.

Rate your comprehension on a scale of 1 to 5.

**Pre-Reading Reflection:**

Reflect on your initial understanding of real property law and commercial law.

Consider examples of cases you've heard of in each area.

Rate your ability to connect prior knowledge with the upcoming content on a scale of 1 to 5.

**While Reading Activities Self-Assessment:**

**Understanding Property Rights:**

Explain the concept of property rights in real property law.

Reflect on the importance of property rights.

Rate your understanding on a scale of 1 to 5.

**Zoning Impact:**

Define zoning and its impact on property ownership.

Consider how zoning laws affect property development.

Rate your understanding of zoning in real property law on a scale of 1 to 5.

**Common Property Disputes:**

Identify common property disputes and their resolutions.

Reflect on how disputes are typically handled.

Rate your awareness of property dispute resolution on a scale of 1 to 5.

**Environmental Regulations:**

List environmental regulations impacting real estate development.

Reflect on their purpose and impact.

Rate your understanding of environmental regulations on a scale of 1 to 5.

**Commercial Law Importance:**

Explain the importance of commercial law for businesses.

Consider why understanding commercial law is crucial.

Rate your comprehension of the significance of commercial law on a scale of 1 to 5.

**Business Transactions:**

Identify common types of business transactions and their regulation.

Reflect on how transactions are governed.

Rate your understanding of business transactions in commercial law on a scale of 1 to 5.

**Commercial Law Disputes:**

List common disputes in commercial law and their resolutions.

Reflect on how conflicts in commercial law are typically resolved.

Rate your awareness of commercial law dispute resolution on a scale of 1 to 5.

**Post-Reading Activities Self-Assessment:**

**Comparison of Legal Concepts:**

Compare and contrast legal concepts in real property law and commercial law.

Assess your ability to identify similarities and differences.

Rate your comparison skills on a scale of 1 to 5.

**Real-Life Example Discussion:**

Discuss a real-life example of a property dispute or business transaction.

Share insights and perspectives with classmates.

Rate your ability to contribute meaningfully to the discussion on a scale of 1 to 5.

**Zoning Impact Analysis:**

Analyze the impact of zoning laws on property development in a specific area.

Evaluate the effectiveness of zoning regulations.

Rate your analytical skills in assessing zoning impact on a scale of 1 to 5.

**Evaluation of Environmental Regulations:**

Evaluate the effectiveness of environmental regulations on real estate development.

Consider the balance between development and environmental protection.

Rate your ability to critically evaluate environmental regulations on a scale of 1 to 5.

**Legal Dispute Avoidance Brainstorming:**

Brainstorm ways in which businesses can avoid legal disputes and conflicts.

Discuss preventive measures and strategies.

Rate your creativity and contribution to the brainstorming session on a scale of 1 to 5.

### **Task 1: Vocabulary Building Group Assessment:**

Work in groups to define legal terms related to commercial law.

Provide examples of how each term is used in a business context.

Assess your group's collective ability to define terms and provide examples.

### **Task 2: Case Study Analysis Group Assessment:**

Work in groups to analyze a case study related to commercial law.

Identify legal concepts and issues involved.

Assess your group's presentation and discussion skills.

### **Task 3: Role-Playing Exercise Group Assessment:**

Work in groups to perform a role-playing exercise related to a business scenario.

Assign roles, negotiate, and present the negotiation to the class.

Assess your group's communication and negotiation skills.

## 3.6

### **Reading Comprehension:**

Read the article on commercial international arbitration.

Answer questions related to international arbitration concepts.

Rate your comprehension on a scale of 1 to 5.

### **Legal Vocabulary Building:**

Learn legal vocabulary related to arbitration.

Match legal terms with their definitions.

Rate your mastery of legal vocabulary on a scale of 1 to 5.

Pros and Cons of Arbitration vs. Litigation:

Discuss the pros and cons of arbitration versus court litigation.

Brainstorm reasons for choosing arbitration over court systems.

Rate your ability to analyze the advantages and disadvantages on a scale of 1 to 5.

### **While-Listening Activities Self-Assessment:**

#### **Video Note-Taking:**

Use a graphic organizer to take notes on advantages and disadvantages of commercial international arbitration from the video.

Summarize key points at certain intervals.

Rate your note-taking effectiveness on a scale of 1 to 5.

#### **Commercial International Arbitration Agreement:**

Work in pairs or small groups to identify key elements of a commercial international arbitration agreement from the video.

Rate your understanding of agreement components on a scale of 1 to 5.

### **Post-Listening Activities Self-Assessment:**

#### **Summary Writing:**

Write a summary of the main points presented in the video.

Assess your ability to capture key information in a concise manner on a scale of 1 to 5.

#### **Role-Play Activity:**

Create a role-play activity simulating a commercial international arbitration case.

Rate your ability to craft a realistic scenario and engage in role-play on a scale of 1 to 5.

#### **Persuasive Essay Writing:**

Write a persuasive essay either supporting or opposing the use of commercial international arbitration.

Evaluate your persuasive writing skills on a scale of 1 to 5.

## Follow-Up Tasks Self-Assessment:

### **Research Presentation:**

Research a specific aspect of commercial international arbitration.

Present your findings to the class.

Rate your presentation skills and research depth on a scale of 1 to 5.

### **Checklist Creation:**

Create a checklist of elements for a commercial international arbitration agreement.

Evaluate your ability to identify crucial components on a scale of 1 to 5.

### **Case Analysis Group Discussion:**

Work in groups to analyze and discuss a case settled through commercial international arbitration.

Assess your group's discussion and analysis skills on a scale of 1 to 5.

### **Reading Comprehension and Vocabulary Exercise:**

#### **Word Matching Activity:**

Match legal terms related to litigation with their definitions.

Rate your accuracy in matching terms and definitions on a scale of 1 to 5.

#### **Fill in the Blanks – Legal Terms:**

Fill in the blanks with appropriate legal terms from the provided list.

Evaluate your accuracy in applying legal terms in context on a scale of 1 to 5.

Fill in the Blanks - Advantages and Disadvantages:

Fill in the blanks with appropriate legal terms from the text.

Rate your comprehension of advantages and disadvantages of litigation on a scale of 1 to 5.

## 4.1

### **Vocabulary Building:**

Look up and write down definitions of UN-related vocabulary.

Watch the video, take notes, and use the learned vocabulary.

Rate your ability to incorporate new vocabulary during discussion on a scale of 1 to 5.

### **Flashcard Creation:**

Create flashcards with definitions and examples for UN-related vocabulary.

Exchange and quiz with another pair.

Rate your recall and understanding of vocabulary on a scale of 1 to 5.

### **While-Listening Activities Self-Assessment:**

#### **Gap-Filling Exercise:**

Fill in the gaps in the provided text while listening to the video.

Rate your accuracy in filling the gaps on a scale of 1 to 5.

#### **Sequence of Sentences:**

Rearrange sentences in the order they appear in the video.

Rate your sequencing accuracy on a scale of 1 to 5.

### **Post-Listening Activities Self-Assessment:**

#### **Gap-Fill Completion:**

Complete the sentences related to the General Assembly and Security Council.

Rate your accuracy in completing the sentences on a scale of 1 to 5.

#### **Video Questions:**

Answer questions related to the video content.

Evaluate your understanding and retention on a scale of 1 to 5.



## **Reading and Critical Thinking Exercise:**

### **Article Analysis:**

Identify the author's main arguments in the provided article.

Evaluate the evidence presented by the author.

Analyze biases or assumptions the author might have.

Consider alternative perspectives not covered by the author.

Evaluate the implications of the author's arguments.

Assess the author's writing style.

Evaluate the credibility and reliability of sources used.

Rate your depth of critical analysis on a scale of 1 to 5.

## 4.2

### **Reading and Exploration:**

Access the provided links for reading and video watching.

Evaluate your ability to gather information from diverse sources on a scale of 1 to 5.

### **Resource Utilization:**

Examine the provided links and summarize key insights from Ian Hurd's article and the UN Charter.

Rate your effectiveness in extracting relevant information from the provided resources on a scale of 1 to 5.

### **Critical Reading:**

Read Cornelia Weiss's article "Creating UNSCR 1325" and evaluate its significance.

Rate your critical understanding of specialized content on a scale of 1 to 5.

### **Writing Tasks Self-Assessment:**

### **Video Analysis and Note-Taking:**

Watch the two provided videos and take detailed notes on key points made by each speaker.

Rate your note-taking proficiency on a scale of 1 to 5.

### **Reflective Essay Writing:**

Reflect on the different perspectives presented in the videos.  
Formulate your opinion on the role and importance of the United Nations.

Write an essay addressing the specified questions.

Rate the clarity and coherence of your essay on a scale of 1 to 5.

**Editing and Proofreading:**

Edit and proofread your essay for structure, clarity, and errors.

Rate the effectiveness of your editing process on a scale of 1 to 5.

**Integrative Listening-Speaking Self-Assessment:**

Video 1 – Purpose of the Origins of the United Nations:

**Video Watching:**

Watch the first video and take notes on the speaker's opinion about the United Nations.

Evaluate your understanding of the speaker's perspective on a scale of 1 to 5.

**Speech Preparation:**

Practice delivering a short speech expressing your opinion about the United Nations.

Consider whether you agree or disagree with the speaker and provide supporting reasons.

Rate your ability to structure and articulate your speech on a scale of 1 to 5.

**Discussion Readiness:**

Prepare to discuss your ideas and opinions with the class.

Rate your readiness and confidence for class discussion on a scale of 1 to 5.

### 4.3

## **Video 2 – Understanding the United Nations:**

### **Video Watching:**

Watch the second video and take notes on the historical background and main bodies of the United Nations.

Evaluate your understanding of the video content on a scale of 1 to 5.

### **Speech Preparation:**

Practice delivering a short speech summarizing the information learned from the video.

Explain the importance of the United Nations, its main functions, and bodies.

Rate your ability to articulate key points clearly on a scale of 1 to 5.

### **Discussion Readiness:**

Prepare for a class discussion on the challenges the United Nations faces and your thoughts on addressing them.

Rate your readiness and confidence for discussion on a scale of 1 to 5.

Integrated Reading-Speaking Task - Discussing "The United Nations Has Become Irrelevant":

### Article Understanding:

Read the article "The United Nations Has Become Irrelevant."

Summarize the main arguments presented by the author.

Rate your comprehension of the article on a scale of 1 to 5.

### **Group Discussion Preparation:**

Prepare responses to the discussion questions provided in small groups.

Rate your readiness to engage in group discussion on a scale of 1 to 5.

### **Individual Speaking Task based on the Article:**

**Part 1: (2–3 minutes)**

Discuss your existing knowledge or lack thereof about the United Nations.

Share your opinion on whether the United Nations is still relevant in today's world.

**Part 2: (2–3 minutes)**

Respond to the provided passage: "Although the council is not... legitimacy still has meaning, even for empires." Share your agreement or disagreement.

Identify examples from the article illustrating the ongoing relevance of the United Nations.

**Part 3: (2–3 minutes)**

Reflect on the statement: "The charter calls upon states to attempt to settle disputes peacefully..." Share your agreement or disagreement.

Express your opinion on the Bush Administration's Doctrine of Preemption.

**Part 4: (2–3 minutes)**

Share your ideas on making the United Nations more relevant in today's world.

Discuss your stance on the influence of powerful nations like the United States within the United Nations.

**Self-Reflection:**

After completing the tasks, reflect on your strengths and areas for improvement in comprehension, articulation, and participation in discussions. Consider how well you integrated information from various sources into your responses. Rate your overall performance on a scale of 1 to 5.

## 4.4

### **Reading Comprehension and Vocabulary:**

#### **Text Understanding:**

Read the text on the United Nations Security Council.

Take notes on key ideas, vocabulary, and important details.

#### **Vocabulary Learning:**

Define the provided key terms: resolutions, diplomatic, accountable, atrocities, prosperous.

Create sentences using each term to reinforce understanding.

#### **Discussion Questions:**

Based on the information in the text, formulate responses to the provided discussion questions.

Rate your preparedness for discussion on a scale of 1 to 5.

#### **Multiple Choice Questions:**

#### **Knowledge Check:**

Answer the multiple-choice questions to assess your understanding of the text.

Compare your answers with the correct choices.

#### **Short Answer Questions:**

#### **Concept Clarity:**

Respond to the short answer questions:

What is the main purpose of the United Nations Security Council?

What is the significance of the veto power held by the five permanent members of the UNSC?

In addition to maintaining peace and security, what other roles does the UNSC play?

#### **Open-Ended Questions:**

**Personal Connection:**

Reflect on how the role of the United Nations Security Council in maintaining peace and security relates to your experiences or observations in the world.

Rate the depth of your reflection on a scale of 1 to 5.

**Veto Power Dynamics:**

Reflect on the concept of veto power held by the permanent members of the UNSC. Relate it to situations in your life where a similar dynamic exists. Discuss how it impacts decision-making.

Rate the depth of your reflection on a scale of 1 to 5.

**Non-Military Approaches:**

Consider the non-military approaches used by the UNSC, such as sanctions and tribunals. Relate them to instances in your life or current events where non-military methods have been effective in resolving conflicts or promoting justice.

Rate the depth of your reflection on a scale of 1 to 5.

**Self-Reflection:**

After completing the tasks, reflect on your ability to comprehend complex topics, engage in discussions, and apply concepts to real-world scenarios.

Rate your overall performance on a scale of 1 to 5.

4.5

**Understanding Key Concepts:****Vocabulary Review:**

Define the key vocabulary words: components, principles, intricate, implications, harmonious.

Use each vocabulary word in a sentence to ensure comprehension.

**Multiple-Choice Questions:**

Answer the multiple-choice questions to test your understanding of the text.

What is the primary responsibility of the International Law Commission (ILC)?

A) To provide legal advice to the UN General Assembly and other UN bodies.

B) To settle disputes between countries and provide expert opinions on complex legal issues.

C) To study legal issues identified by the UN General Assembly and create drafts of conventions and articles.

D) To ensure fairness, consistency, and accountability in the interactions between nations.

Where is the International Court of Justice (ICJ) located?

A) New York, United States

B) Geneva, Switzerland

C) The Hague, Netherlands

D) London, United Kingdom

What role does the ICJ play in shaping international relationships?

A) Providing legal advice to UN organizations and specialized agencies.

B) Ensuring that laws are followed consistently worldwide.

C) Settling disputes between countries and providing expert opinions on complex legal issues.

D) Determining the power dynamics between nations and influencing the application of human rights and humanitarian laws.

### **Deepening Understanding:**

#### **3. ILC's Main Objective:**

Explain in your own words the main objective of the International Law Commission (ILC).

Rate your clarity in expressing this concept on a scale of 1 to 5.

### **Role of ILC in Developing International Law:**

Elaborate on the role of the ILC in developing international law.

Rate your ability to articulate this information clearly on a scale of 1 to 5.

### **Significance of ICJ:**

Reflect on the significance of the International Court of Justice (ICJ) in the global legal system.

Rate your understanding of the ICJ's importance on a scale of 1 to 5.

### **Personal Reflections and Connections:**

#### **6. Personal Legal Issue:**

Reflect on a personal experience with a legal issue or conflict.

Describe how you handled it and draw lessons from the ILC and ICJ's role in settling disputes.

#### **Decision-Making in International Relations:**

Consider a situation involving international relations or diplomacy in your life.

Reflect on your decision-making process and relate it to the ILC and ICJ's efforts in creating unbiased legal principles.

#### **Seeking Legal Advice:**

Recall a time when you sought legal advice on a complex matter.

Examine how this experience shaped your understanding of the importance of legal expertise, connecting it to the ICJ's role.

#### **Overall Self-Reflection:**

After completing the tasks, reflect on your understanding of the International Law Commission and the International Court of Justice. Assess your ability to articulate key concepts and make connections to personal experiences. Rate your overall



performance on a scale of 1 to 5. Use this feedback to enhance your grasp of global legal institutions and their roles.

## 5.1

### **Vocabulary Building:**

#### **Define and Example:**

Research and define additional terms related to human rights law such as "ratification," "inalienable," and "covenant."

Provide example sentences showcasing the usage of these terms.

#### **Video Comprehension:**

#### **Leaders of the Atlantic Charter:**

Identify the key points discussed in the video regarding the adoption of the Atlantic Charter in 1941.

Explain the significance of the Atlantic Charter in the context of human rights.

#### **Opposing Countries on Racial Discrimination:**

Investigate the reasons behind the opposition to prohibiting racial discrimination in the Universal Declaration of Human Rights.

Discuss the implications of such opposition on the development of human rights standards.

#### **Role of John Peters Humphrey:**

Explore John Peters Humphrey's role in the adoption of the Universal Declaration of Human Rights.

Compare his contributions with those of other key figures involved in the process.

#### **Adoption of Universal Declaration:**

Answer the question regarding when the Universal Declaration of Human Rights was adopted.

Provide context on the historical significance of that specific time period.

## **Critical Thinking:**

### **Significance of the Universal Declaration:**

Write a paragraph outlining the significance of the Universal Declaration of Human Rights.

Consider its impact on international relations, human rights discourse, and global consciousness.

### **Working Group Chairperson:**

Identify and discuss the individual who chaired the working group that adopted the Universal Declaration of Human Rights.

Examine their role and contributions to the drafting process.

### **Reflection on Economic and Social Rights:**

Reflect on the importance of economic and social rights for individuals and societies.

Share personal experiences or observations that highlight the relevance of these rights in daily life.

### **Extended Reflection:**

### **Comparative Analysis:**

Compare the approach of two countries (of your choice) regarding their stance on human rights during the historical period discussed in the video.

Analyze how these stances may have influenced the development of international human rights norms.

### **Modern-Day Implications:**

Research and discuss how the principles established in the Universal Declaration of Human Rights are relevant in contemporary global affairs.

Provide examples of ongoing human rights issues and consider potential solutions.

## 5.2

### **Vocabulary Expansion:**

#### **Define and Example:**

Research and define additional terms related to human rights, such as "inalienable," "universal jurisdiction," and "corporate social responsibility."

Provide example sentences showcasing the usage of these terms.

### **Video Comprehension:**

#### **States' Duty in Human Rights:**

Summarize the duty of states in relation to human rights as presented in the text.

Discuss the implications of this duty on international relations and state behavior.

#### **Introducer of the Typology:**

Identify and discuss who introduced the typology of states' obligations in the area of economic, social, and cultural rights.

Elaborate on the significance of this typology in shaping human rights discourse.

#### **Purpose of the Typology:**

Summarize the purpose of the typology introduced by Asbjorn Eide.

Explore how this typology addresses challenges in interpreting international covenants.

### **Critical Thinking:**

#### **Significance of the Typology:**

Discuss the significance of Asbjorn Eide's typology in the context of human rights.

Evaluate how this typology contributes to a nuanced understanding of state obligations.

#### **Impact on the Right to Food:**

Analyze how the typology of duties proposed by Asbjorn Eide impacted the interpretation of the right to food.

Discuss specific examples or cases that reflect this impact.

### **Typology and Civil & Political Rights:**

Explore the role of the typology of duties in understanding civil and political rights.

Assess how it aligns with or differs from its application to economic, social, and cultural rights.

### **Extended Reflection:**

#### **Developer of the Typology:**

Investigate and provide information on who developed the typology of states' obligations in relation to human rights.

Explore the background and motivations behind its development.

#### **Levels of States' Obligations:**

List and explain the three levels of states' obligations according to Asbjorn Eide's typology.

Discuss how these levels contribute to a comprehensive human rights framework.

#### **Impact on Understanding and Implementation:**

Reflect on how Asbjorn Eide's typology impacted the understanding and implementation of human rights globally.

Consider any critiques or challenges associated with its application.

#### **Personal Reflection on Human Rights Violation:**

Reflect on a personal experience of witnessing a human rights violation in your community.

Relate this experience to the concept of 'respect, protect, fulfill' discussed in the text.

#### **Market Relationship Disadvantage:**

Reflect on a situation where you felt powerless or disadvantaged in a market relationship.

Discuss how this aligns with the idea of states intervening to protect weak parties from human rights violations.

**Application to a Specific Right:**

Choose a civil or political right that you value and discuss its implications using the typology of 'respect, protect, fulfill.'

Consider how this right applies to your life and society.

**Group Activity:**

**Typology Application in Ukraine:**

Divide into groups and discuss how the typology of human rights obligations could be applied in the context of Ukraine.

Provide examples for each level of obligation and present ideas on how this typology might impact relationships in Ukraine.

5.3

**Vocabulary Expansion:**

**Legal Terminology:**

Research and define additional legal terms related to human rights, such as "derogation," "extrajudicial," and "extraordinary rendition."

Provide example sentences illustrating the usage of these terms.

**Video Comprehension:**

**Conditions for Restricting Rights:**

Summarize the conditions under which human rights can be restricted, as discussed in the video.

Discuss the implications of these conditions on maintaining a balance between individual rights and public interests.

**Absolute Rights vs. Non-Derogable Rights:**

Differentiate between "absolute" rights and "non-derogable" rights as explained in the text.

Provide examples of each type of right and analyze situations where derogation might be applicable.

**Critical Thinking:**

**Discussion on Absolute Prohibition and Self-Defense:**

After watching the video presentation on the concerns raised by interrogation techniques, critically assess the notion of absolute prohibition and self-defense.

Explore whether self-defense can justify behavior amounting to ill-treatment or torture, considering international legal perspectives.

**Debate: The "Torture Memos" and International Law:**

Analyze the arguments presented in the "Torture Memos" regarding the legality of enhanced interrogation techniques.

Discuss whether the reservations appended by the United States to the Convention against Torture could legitimize such techniques under international law.

**Personal Reflection:**

**Opinion on Self-Defense Justification:**

Reflect on your personal opinion regarding the argument that 'self-defense' can excuse behavior amounting to ill-treatment or torture.

Consider how this perspective aligns with your own values and beliefs.

**State Perspective and Opinion Change:**

Contemplate how your opinion would change if a state other than the United States claimed the right to apply enhanced interrogation techniques.

Explore the role of national identity and personal biases in shaping opinions on human rights issues.

**Debate Participation:**

### **Arguments for and Against US Government's Position:**

Engage in a debate format, presenting arguments both for and against the US government's position justifying the use of enhanced interrogation techniques.

Consider the principles of the US Constitution, international treaties, and the UN Charter in your arguments.

### **Alternative Arguments:**

Propose alternative arguments that could defend or oppose the use of enhanced interrogation techniques, taking into account legal, ethical, and human rights perspectives.

### **Extended Reflection:**

### **Broader Implications of Derogation:**

Reflect on the broader implications of derogation from human rights, especially in situations of conflict or emergencies.

Consider historical or contemporary examples where states justified derogation and analyze the consequences.

### **Comparative Analysis - Different States:**

Compare and contrast how the arguments presented would be viewed if applied by North Korea, Sweden, or your own State of origin.

Examine the potential variations in public reactions, international responses, and legal consequences.

### **Group Discussion:**

### **Group Debate on the Notion of Absolute Prohibition:**

Divide into groups and conduct a debate on the notion of absolute prohibition in the context of torture.

Discuss whether any circumstances could justify deviating from the absolute prohibition principle.

## 5.4

### **Vocabulary Expansion:**

#### **Extended Vocabulary:**

Research and define additional terms related to human rights, such as "transnational threats," "decolonization," and "class stratification."

Construct sentences to illustrate the use of these terms in the context of human rights.

### **Video Comprehension and Reflection:**

#### **Understanding Three Generations:**

Summarize the key points presented in the video regarding the three generations of human rights.

Reflect on how the three generations align with the ideals of the French Revolution: *liberté, égalité, fraternité*.

#### **Role of Inalienability:**

Discuss why human rights are considered inalienable and analyze the importance of this concept in safeguarding individual liberties.

Explore real-world examples where the inalienability of human rights has played a crucial role.

### **Critical Thinking:**

#### **Comparison of Rights:**

Differentiate between civil and political rights and economic, social, and cultural rights.

Analyze how these rights contribute to the overall protection of human dignity and autonomy.

#### **Historical Influences on First Generation:**

Investigate the historical events or revolutions that influenced the development of the first generation of human rights.



Discuss the impact of these events on shaping civil and political rights.

### **Positive Rights and State Intervention:**

Examine why economic, social, and cultural rights are often referred to as positive rights.

Provide examples illustrating how state intervention is necessary for the realization of these rights.

### **Understanding Collective Rights:**

#### **Concept of Collective Rights:**

Define collective rights and provide examples, emphasizing their importance in the context of human rights.

Discuss challenges or complexities in enforcing collective rights at the international level.

#### **Internationalization of Human Rights:**

Explore how the internationalization of human rights has influenced their understanding and protection.

Consider the role of global solidarity in shaping the discourse on human rights.

### **Application and Reflection:**

#### **Affirmative Action in Your Country:**

Identify instances of affirmative action in your country's policies or laws.

Reflect on how these actions contribute to the protection or enhancement of individual rights.

#### **Empowerment of Marginalized Groups:**

Discuss how the empowerment of marginalized groups can be linked to the concept of collective rights.

Provide examples from different regions or communities where such empowerment has led to positive change.

#### **Impact of Transnational Threats:**

Explore the impact of transnational threats, such as climate change, on the development of third-generation rights.

Reflect on how these rights address challenges that extend beyond national borders.

**Generational Description:**

**Generation Description:**

Write brief descriptions of each generation of human rights using the provided vocabulary.

Highlight the distinguishing features and historical contexts that characterize each generation.

5.5

**Video Comprehension and Reflection:**

**Role of National Authorities:**

Summarize the key arguments presented in the video regarding the role of national authorities in protecting human rights.

Reflect on the importance of national authorities in comparison to other international agreements like trade or investment treaties.

**Limitations of International Mechanisms:**

Identify and explain the limitations associated with relying solely on international mechanisms for enforcing human rights treaties.

Contrast these limitations with the potential advantages of domestic enforcement.

**Interaction between Rights and Local Remedies:**

Explain the significance of the interaction between an individual's right to an effective remedy and the duty to exhaust local remedies.

Discuss how these concepts balance the interests of individuals and states in the enforcement of human rights.

## **Effectiveness and Limitations of Courts:**

### **Role of Courts in Addressing Violations:**

Describe the ways in which courts can be effective in addressing human rights violations.

Identify and discuss the inherent limitations of using courts as the primary means of deterrence against violations.

### **Challenges of Widespread Violations:**

Explore the challenges posed by widespread human rights violations for individuals seeking redress through the legal system.

Analyze the obstacles that hinder the effective addressing of such violations.

## **Non-Judicial Mechanisms and Civil Society:**

### **Role of Non-Judicial Mechanisms:**

Define the role of non-judicial mechanisms, such as National Human Rights Institutions, in the protection of human rights at the domestic level.

Explain how these mechanisms complement the work of domestic courts.

### **Significance of Paris Principles:**

Discuss the significance of the Paris Principles in shaping the functions and methods of work of National Human Rights Institutions.

Explain why these principles are important for ensuring effective human rights protection.

## **Case Examples and Civil Society Involvement:**

### **Examples of Effective Addressing:**

Provide examples where a national authority effectively addressed human rights violations, either through the courts or non-judicial mechanisms.

Analyze the factors that contributed to the success of these cases.

**Role of Civil Society Organizations:**

Explore how civil society organizations can contribute to the enforcement of human rights norms at the domestic level.

Provide specific examples of civil society involvement in this process.

**Understanding the Unique Nature of Human Rights Treaties:**

**Distinction from Commercial or Investment Treaties:**

Reflect on the statement that human rights treaties are not like commercial or investment treaties.

Discuss why this distinction is important in understanding the enforcement challenges faced by international human rights law.

5.6

**Video and Text Comprehension:**

**Overview of UN Charter-based System Changes:**

Summarize the major changes in the UN Charter-based system of human rights monitoring in 2006–7.

Explain the reasons behind the replacement of the Commission on Human Rights with the Human Rights Council.

**Commission on Human Rights Criticisms:**

Analyze the criticisms leveled against the Commission on Human Rights, including issues of overpoliticization and credibility.

Discuss the significance of a selective approach to the human rights records of governments.

**Reform Proposals by Secretary-General Kofi Annan:**

Examine the broader scheme proposed by Secretary-General Kofi Annan to reform the United Nations.

Highlight the key components of the reform and its implications for human rights monitoring.

### **Establishment of the Human Rights Council:**

#### **Creation and Status of the Human Rights Council:**

Explain the process of establishing the Human Rights Council as a replacement for the Commission on Human Rights.

Discuss the higher status and direct dependency of the Human Rights Council on the UN General Assembly.

#### **Pillars of the UN's Activities:**

Explore the concept of each major pillar of the UN's activities being handled within a subsidiary organ to the General Assembly.

Identify the specific organs responsible for peace and security, development, and human rights, respectively.

### **Resolution Adoption and Consensus:**

#### **Formal Decision on Human Rights Council:**

Provide details on the formal decision adopted on 15 March 2006, based on the report 'In Larger Freedom' by Secretary-General Kofi Annan.

Discuss the key elements of Resolution 60/251 that established the Human Rights Council.

#### **Consensus and Voting on the Resolution:**

Evaluate the level of consensus in adopting Resolution 60/251.

Identify the countries that voted against the resolution and those that abstained.

#### **Impact of Reform on Human Rights Monitoring:**

Reflect on the potential impact of the reform, considering criticisms and changes in the structure of human rights monitoring.

Discuss whether the changes addressed the challenges faced by the Commission on Human Rights.

## 5.7

### **Understanding the Election Mechanism:**

#### **Comparison with the Commission on Human Rights:**

Highlight the key differences in the mechanism for electing members between the Human Rights Council and the former Commission on Human Rights.

Discuss the significance of the change from ECOSOC's election to the direct and individual election by the General Assembly.

#### **Suspension of Members:**

Explain the circumstances under which a member of the Human Rights Council can be suspended based on gross and systematic violations of human rights.

Provide examples of instances where this suspension mechanism was applied, particularly the cases of Libya and Russia.

#### **Screening of Human Rights Records:**

#### **Debating Scrutiny for Membership:**

Analyze the proposal to examine the human rights records of countries applying for Human Rights Council membership.

Consider the arguments presented by Ambassador Ulibarri and Ambassador John R. Bolton regarding the need for scrutiny.

#### **Agreeing or Disagreeing:**

Express your own opinion on whether countries applying for Human Rights Council membership should undergo scrutiny.

If you agree, specify the minimum requirements that should be considered during the screening process.

#### **Implementing Scrutiny:**

Propose practical ways to implement the scrutiny process for countries seeking membership.

Discuss the challenges and potential benefits of implementing a rigorous screening mechanism.

### **Tools of the Human Rights Council:**

#### **Complaints Mechanism:**

Explain the purpose and scope of the complaints mechanism available to the Human Rights Council.

Provide examples of situations where the complaints mechanism might be applicable.

#### **Universal Periodic Review (UPR):**

Discuss the objectives and process of the Universal Periodic Review (UPR) and its role in assessing states' compliance.

Highlight the significance of the UPR covering a broad spectrum, including pledges made during Human Rights Council membership applications.

#### **Special Procedures:**

Explore the role of Special Procedures in addressing human rights issues.

Provide examples of thematic issues or countries where Special Procedures have been appointed.

#### **Special Sessions:**

Explain the circumstances under which the Human Rights Council may convene special sessions.

Discuss the importance of special sessions in addressing urgent human rights matters.

### **Reflection and Conclusion:**

#### **Balancing Scrutiny and Sovereignty:**

Reflect on the delicate balance between scrutinizing potential Human Rights Council members and respecting national sovereignty.

Consider ways to strike a balance that ensures effective human rights protection without infringing excessively on state autonomy.

5.8

**General Questions:**

**Core Activities and Missions:**

Summarize the core activities and missions of international human rights organizations highlighted in the article.

**Global Protection and Promotion:**

Explain how these organizations work collectively to protect and promote human rights on a global scale.

**Common Goals:**

Identify and discuss common goals shared by many international human rights organizations.

**Organizational Structure and Methods:**

**Information Gathering:**

Describe the methods employed by organizations like Amnesty International and Human Rights Watch in gathering information about human rights abuses.

**Advocacy and Awareness:**

Outline the advocacy methods used by these organizations to bring about change and raise awareness about human rights issues.

**Independence for Maintaining Integrity:**

Discuss the significance of organizations like Human Rights Watch refusing government and corporate funding to maintain independence.



## **Geographic Focus and Collaboration:**

### **Global Operations:**

Explore how these organizations operate globally and highlight specific regions or countries they focus on.

### **Collaboration with Local Partners:**

Investigate the ways in which international human rights organizations collaborate with local partners and activists.

### **Understanding Local Contexts:**

Explain why understanding local contexts is essential for these organizations when addressing human rights violations.

### **Specific Missions:**

#### **Unique Missions:**

Summarize the specific missions of organizations like Anti-Slavery International and Survival International and discuss the importance of these missions.

#### **Medical Tools in Human Rights:**

Examine how Physicians for Human Rights utilizes medical and scientific tools to address human rights abuses.

#### **Role of Survival International:**

Analyze the unique role played by Survival International in advocating for the rights of indigenous tribal and uncontacted peoples.

#### **Advocacy and Impact:**

#### **Grassroots Advocacy:**

Explore how organizations like Global Rights and Human Rights First engage in grassroots-level advocacy for human rights.

#### **Freedom House's Role:**

Discuss the role of Freedom House in supporting human rights defenders and promoting open government.

#### **Tools Used by FIDH:**

Analyze the various tools and actions employed by the International Federation for Human Rights (FIDH) to address human rights abuses.

### **Independence and Accountability:**

#### **Importance of Independence:**

Reflect on why independence from government and corporate funding is crucial for the credibility and impartiality of these organizations.

#### **UN Watch's Monitoring Role:**

Examine how organizations like UN Watch monitor the United Nations and advocate for human rights within the UN system.

#### **Measures for Accountability:**

Discuss the measures taken by these organizations to hold governments and actors accountable for human rights violations.

#### **Global Reach and Networks:**

#### **ISHR's Educational Initiatives:**

Explore how organizations like the International Society for Human Rights (ISHR) promote international tolerance and human rights education.

#### **Advantages of Networks:**

Discuss the advantages of building networks and partnerships with other organizations and governments for promoting human rights.

#### **Critical Thinking and Reflection:**

#### **Importance of Global Human Rights Protection:**

Reflect on the importance of the work conducted by these organizations in protecting human rights globally.

#### **Challenges Faced by Human Rights Organizations:**

Discuss the challenges and obstacles that human rights organizations may encounter in their efforts to address human rights abuses.

**Impact Analysis:**

Analyze the impact of these organizations in raising awareness and advocating for change in specific human rights issues.

**Additional Information:**

Incorporate additional information on the organizations provided in the article to support and enhance your analysis.

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Навчальне видання

**Ляшенко Ірина Володимирівна**

# **Англійська для міжнародного права**

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(Англійською мовою)

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