



Course Code – Investigative and Human Rights Journalism Fall 2026

Course Information

Course Duration: 15 weeks

Credit Hours: 45 hours

Instructor Information

Instructor: Ipsita Chakravarty

Biography: Ipsita Chakravarty is assistant professor of practice at the Jindal School of Journalism and Communication. She has reported on politics and conflict in Jammu and Kashmir and the states of North East India for a decade. In 2017, she won a RedInk award for human rights reporting.

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1. Course Description

This course explores how the methods of investigative journalism may be used to reveal the crisis of human rights in our world today.

Many have declared the demise of the post-war rules-based international order that defined and promised to uphold human rights. The idea that every human

being has the inalienable right to life, liberty and dignity seems increasingly remote as the world watches livestreamed massacres, mass detentions and mass displacement. They are the work of war and authoritarian governments, of unregulated corporations and a climate crisis that no treaty seems able to reverse. As institutions fail, journalism becomes more important than ever to retrieve the idea of human rights, to ensure they have a life beyond disintegrating rules and safeguards.

There is the hard, everyday work of journalism, to keep reporting events as they come to light. Then there is investigative journalism, which goes beyond the manifest facts. It exercises the journalist's combative right to bring information into the public domain.¹ It aims to reveal "matters that are concealed", either because someone in power would rather they be buried or because they get lost in the chaos of facts and information that now constitute our public life.² This investigative impulse is deeply needed in human rights reporting today.

The course is a mix of theory and practice-based learning. Students will be introduced to the history and philosophy of human rights as well as the evolution of investigative journalism. They will acquire a working knowledge of the methods of investigative journalism. These include locating sources, ground reporting and interviews that challenge official narratives. They involve accessing official documents and trawling through databases to unearth systemic flaws and lapses. They also require an examination of the ethics and dilemmas of investigative reporting. Finally, students will learn about the tools that journalists need to protect themselves while doing risky work.

The course examines how such tools and methods have been used to investigate human rights violations in different contexts. There are four broad areas of focus.

First, human rights in armed conflict. This section asks: What are the rules of war and have they been followed in contemporary conflicts? Is "public order" sufficient reason for governments to curtail the rights and liberties of individuals caught in conflict? It will include case studies of regional conflicts, such as those in Kashmir, the states of North East India and parts of Central and Eastern India, where mass killings, enforced disappearances and extrajudicial deaths have been reported for decades. It will also examine global conflicts such as the war on Gaza and Sudan's civil war.

¹ Bromley, M. S. (2017). Investigative Journalism and Human Rights. In: Tumber, H. & Waisbord, S. (Eds.), *The Routledge Companion to Media and Human Rights*. (pp. 220-228).

² Hunter, M.L. and Hason, N. (2011) 'What is investigative journalism?', pp. 7-10, in M.L. Hunter (Ed.) *Story-Based Inquiry: A Manual for Investigative Journalists*, Paris: UNESCO, as cited in Bromley (2017).

Second, human rights and the logic of so-called civic actions. This explores how the language of municipal governance has been used to outlaw, target and displace vulnerable communities, especially minorities in India. Case studies range from violent evictions in Assam to the rise of demolitions in states such as Uttar Pradesh and Madhya Pradesh.

Third, human rights and the bureaucratic imagination. As the Indian state defines, identifies and counts those it considers residents, citizens and voters, thousands stand to be erased from the records. These bureaucratic processes include enumeration exercises such as the National Register of Citizens, biometric identification projects such as Aadhaar and foreigner declaration mechanisms that have condemned hundreds to indefinite detention. ICE detentions in the United States and Europe’s treatment of refugees reflect the same exclusionary imagination.

Finally, human rights and the megaproject. This section examines infrastructure projects such as dams, mines and power plants, all inscribed within the narrative of development. Case studies in India show how they have been cleared through opaque processes and despite opposition from local communities, who are now dispossessed.

2. Course Intended Learning Objectives (Aim)

Course Intended Learning Outcomes	Teaching and Learning Activities	Assessments/ Activities
1. Sound theoretical knowledge of contemporary human rights frameworks and how they evolved.	Class lectures and discussions.	Class assignment and end-term examination.
2. Working knowledge of the tools of investigative journalism and how to stay safe while doing potentially dangerous work.	Class lectures and workshops.	Class assignment, ground reporting and online submission.
3. Understanding of how theory plays out in real-world situations.	Class lectures, discussions and workshops.	Class assignment, reporting, online submission, end-term examination.

3. Scheme of Evaluation and Grading

Internal assessment (50 marks)

Students will work on an investigative report on a human rights topic through the semester.

Assignment 1: Draft report - class assignment(15 marks)

Assignment 2: Final report - class assignment (30 marks)

Class participation: 5 marks

External assessment (50 marks)

End-semester examination- two essay-type questions on the theory section of the course.

4. Grade Definition

Letter grade	Percentage of marks	Grade points	Interpretation
O	80 and above		Outstanding: Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability.
A+	75-79	7.5	Excellent: Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules, and principles, and critical and analytical abilities.
A	70-74		Very Good: Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules, and principles, critically analyse existing material, and originality in thinking and presentation.
A-	65-69		Good: Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills.
B+	60-64		Fair: Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems, and reasonable critical and analytical skills.
B	55-59		Acceptable: Adequate knowledge of the subject matter to go to the next level of the study and reasonable critical and analytical skills.

B-	50-54		Marginal: Limited knowledge of the subject matter and irrelevant use of materials, and poor critical and analytical skills.
P1	45-49		Pass 1: Pass with basic understanding of the subject matter.
P2	40-44		Pass 2: Pass with a rudimentary understanding of the subject matter.
	Below 40		Fail: Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course.
	Pass		·p· represents the option of choosing between the Pass/Fail grading system over the CGPA grading system in the COVID 19 semester/s. The option is provided when students attain a minimum of 40 percentage marks under the current grading structure in a given subject.
	Incomplete		Extenuating circumstances preventing the student from completing coursework assessment, taking the examination; or where the Assessment Panel at its discretion assigns this grade. If an "I" grade is assigned, the Assessment Panel will suggest a schedule for the completion of work at a later date.

5. Academic Integrity

PLAGIARISM POLICY

Plagiarism is a serious offence which happens if one uses already published material without citing the source. Below are the ways in which a student may be judged to have plagiarized:

1. If a student is using an argument, or a fact, or a figure, or an idea from some published source (either electronic or print) to substantiate a work, they need to mention the author and year of publication in the text wherever it is used. Also, the student needs to cite the source with author name, where it was published, full title and year in either a footnote or end-note. Failure to do any of the above will be interpreted as plagiarism.
2. For journalistic articles, while using arguments, facts, or figures from a particular source, students are required to attribute them to the original source even if full citation may not be required by the course instructor(s).
3. If a student is directly quoting from a source, in the words of the author, they need to put it within quotes. This needs to be followed by citation in the manner indicated in the first bullet point. Either the absence of quotes or the citation will be interpreted as plagiarism.
4. If a student is quoting from a speech or a media bite, they need to put the text within

quotes. The students also need to mention who said that and cite the source of the speech or the article/material which reported the person having delivered that speech. Failure to do this will be interpreted as plagiarism.

5. Note that even when using a picture or graph or figure, one needs to cite the source of that image right underneath that figure.

6. If a student uses material from a source by replacing the words from the original source with synonyms but keeping the basic structure of the text unchanged, and has not acknowledged the original source, then this will also be interpreted as plagiarism.

7. If the student uses their own previous work or uses the same work as their response to evaluation components in different courses without acknowledgment and permissions from all instructors involved, it will be interpreted as plagiarism.

PARTICIPATION: Participation marks will be awarded for doing the class exercises and workshops.

DEADLINES: Must be met. They will be announced weeks in advance. One mark will be deducted for every day beyond the deadline.

RETESTS: Will not be allowed. Class assignment dates will be announced weeks in advance and students are expected to ensure they are present.

RECORDINGS: Unauthorised video/ audio recordings and photography will be considered a disciplinary issue and dealt with by the disciplinary committee of the department or the university.

ACADEMIC DISCUSSIONS: Debates and disagreements are welcome but do steer clear of personal attacks and incivility.

6. Disability Support

JGU endeavours to make all its courses accessible to students. The Disability Support Committee (DSC) has identified conditions that could hinder a student's overall well-being. These include physical and mobility-related difficulties, visual impairment, hearing impairment, mental health conditions, and intellectual/learning difficulties e.g., dyslexia and dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disabilitysupport-committee/>.

Students who need support may register any time during the semester up until a month before the end semester exam begins. Those students who wish to continue receiving support from the previous semester must re-register within the first month of a semester. Last-minute registrations and support might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's

disability without their consent and disrespectful comments referring to a student's disability. All general queries are to be addressed to disabilitysupportcommittee@jgu.edu.in.

Course Material

Reference books

The Rights of Man by Thomas Paine

<https://archive.org/details/PaineRightsOfMan/page/n133/mode/2up>

The Rights of Man or What Are We Fighting For? By HG Wells

<https://dn790003.ca.archive.org/0/items/wells-the-rights-of-man/Wells%20The%20rights%20of%20man.pdf>

Insights on Investigative Journalism by Neil MacFarlane, Barbara Longo-Flint, John Price

The Routledge Companion to Media and Human Rights edited by Howard Tumber and Silvio Waisbord

Journals

“Foreigners: Insiders, outsiders and the ethics of membership” by William James Booth in The Review of Politics

<https://www.jstor.org/stable/1408090?seq=1>

“Land rights as human rights” by Jérémie Gilbert in the International Journal on Human Rights

<https://sur.conectas.org/en/land-rights-human-rights/>

“The legal regime and the political economy of Scheduled Tribes in the Scheduled Areas of India” by Namita Wahi and Ankit Bhatia for the Centre for Policy Research

<https://cprindia.org/briefsreports/the-legal-regime-and-political-economy-of-land-rights-of-scheduled-tribes-in-the-scheduled-areas-of-india/>

“Navigating tensions and stabilizing public safety with internet shutdowns” by Ivy Dhar in the Indian Public Policy Review

“Foreigners: Insiders, outsiders and the ethics of membership” by William James Booth in The Review of Politics

<https://www.jstor.org/stable/1408090?seq=1>

“Land rights as human rights” by Jérémie Gilbert in the International Journal on Human Rights

<https://sur.conectas.org/en/land-rights-human-rights/>

“The legal regime and the political economy of Scheduled Tribes in the Scheduled Areas of India” by Namita Wahi and Ankit Bhatia for the Centre for Policy Research

<https://cprindia.org/briefsreports/the-legal-regime-and-political-economy-of-land-rights-of-scheduled-tribes-in-the-scheduled-areas-of-india/>

News articles

“Remember to Zoom Out’: Pioneering Jordanian Editor on Keeping a Big-Picture Perspective in Your Investigations” by Rowan Philip in Global Investigative Journalism Network
<https://gijn.org/stories/gicj25-speaker-lina-ejeilat-7iber/>

“Five ways to stay online during a government shutdown” by Vittoria Elliott in Global Investigative Journalism Network

<https://gijn.org/stories/five-ways-to-stay-online-during-a-government-internet-shutdown/>

“GIJN’s guide to undercover reporting” by Nikolia Apostolou and Rowan Philp

<https://gijn.org/resource/gijns-guide-to-undercover-reporting/>

“Political kidnapping and forced disappearances” by Marcela Turati in Global Investigative Journalism Network,
<https://gijn.org/resource/political-kidnapping-and-forced-disappearances/>

“A conspiracy to pick up some innocent persons, stage-manage encounter” by Muzamil Jaleel, The Indian Express

<https://indianexpress.com/article/news-archive/latest-news/a-conspiracy-to-pick-up-some-innocent-persons-stagemanage-encounter/>

“Confessions of a killer policeman” by Raghu Karnad and Grace Jajo in The Guardian
<https://indianexpress.com/article/news-archive/latest-news/a-conspiracy-to-pick-up-some-innocent-persons-stagemanage-encounter/>

“Dead ‘Maoist’ talking: The aftermath of a security operation in Chattisgarh by Malini Subramaniam
<https://scroll.in/article/1071347/dead-maoist-talking-the-aftermath-of-a-security-operation-in-chhattisgarh>

“‘We want justice’: Families of three young Kashmiris dispute official version of a deadly shootout” by Safwat Zargar in Scroll
<https://scroll.in/article/982979/we-want-justice-families-of-three-young-kashmiris-dispute-official-version-of-a-deadly-shootout>

“‘Not a militant’: Three alleged gunfights in Kashmir that left a trail of questions” by Safwat Zargar in Scroll

<https://scroll.in/article/1005362/not-a-militant-three-alleged-gunfights-in-kashmir-that-left-a-trail-of-questions>

“Kashmiri leaders aren’t the only ones held under PSA – young men are languishing in faraway jails” by Safwat Zargar in Scroll
<https://scroll.in/article/953172/kashmiri-leaders-arent-the-only-ones-held-under-psa-young-men-are-languishing-in-faraway-jails>

“Lavendar: The AI machine directing Israel’s bombing spree in Gaza” by Yuval Abraham in +972 Magazine,
<https://www.972mag.com/lavender-ai-israeli-army-gaza/>

“Thousand targeted in ‘killing fields’ around Sudanese city in paramilitary group’s hands” by Youstra Elbagir in SkyNews
<https://news.sky.com/story/tens-of-thousands-missing-in-killing-fields-around-city-in-hands-of-sudans-paramilitary-group-13463324>

“The Human Trap’ by Salma Abdel Aziz and Ihab Zidan in ARIJ
<https://arij.net/investigations/sudanese-refugees-trapped-gangs-border/?tztc=1>

“AP finds evidence for graves, Rohingya massacre in Myanmar” by Foster Klug in Associated Press
<https://apnews.com/article/id-ef46719c5d1d4bf98cfefcc4031a5434>

“The highest wicket-taker: Assam’s tribunals are competing to declare people foreigners” by Arunabh Saikia in Scroll <https://scroll.in/article/927025/the-highest-wicket-taker-assams-tribunals-are-competing-to-declare-people-foreigners>

“Worse than a death sentence’: Inside India’s sham trials that could strip millions of citizenship” by Rohini Mohan in Vice <https://www.vice.com/en/article/worse-than-a-death-sentence-inside-indias-sham-trials-that-could-strip-millions-of-citizenship/>

“No match: Rajasthan’s push for facial authentication on pensioners leaves many behind” by Anumeha Yadav <https://pulitzercenter.org/stories/no-match-rajasthans-push-facial-authentication-pensioners-leaves-many-behind>

“Private prison falsified records in detainee’s death in ICE custody” by Andrew Free in The Intercept_ <https://theintercept.com/2026/02/26/ice-geo-group-moshannon-death-falsify/>

“The Men Trump Deported to a Salvadoran Prison” in Pro Publica
<https://projects.propublica.org/venezuelan-immigrants-trump-deported-cecot/>

“Why evictions in Assam under Himanta Biswa Sarma have left Bengali Muslims more fearful than ever before” by Arunabh Saikia in Scroll <https://scroll.in/article/1006718/why-evictions-in-assam-under-himanta-sarma-have-left-bengali-muslims-more-fearful-than-ever-before>

“Bulldozer raj rolls on” by Anuj Behal in Frontline <https://frontline.thehindu.com/politics/bulldozer-demolitions-muslim-homes-india-hindutva-communal-violence-supreme-court-bjp-politics/article69222253.ece>

“India plans mega dams to counter China water fears” by AFP in France 24
<https://www.france24.com/en/live-news/20250930-india-plans-mega-dam-to-counter-china-water-fears>

“Where is the data to support the government’s rationale for linking the Ken and Betwa rivers?” by Raksha Kumar in Scroll
<https://scroll.in/article/829772/where-is-the-data-to-support-the-governments-rationale-for-linking-the-ken-and-betwa-rivers>

“Farmers don’t want the Ken-Betwa river linking project so why is the government pushing it?” by Raksha Kumar in Scroll <https://scroll.in/article/831471/farmers-dont-want-the-ken-betwa-river-linking-project-so-why-is-the-government-pushing-it>

Web sources

The Armed Forces (Special Powers) Act, 1958

https://www.mha.gov.in/sites/default/files/armed_forces_special_powers_act1958.pdf

The Armed Forces (Jammu and Kashmir) Special Powers Act, 1990

https://www.mha.gov.in/sites/default/files/The%20Armed%20Forces%20%28Jammu%20and%20Kashmir%29%20Special%20Powers%20Act%2C%201990_0.pdf

The United Nation’s Universal Declaration of Human Rights

<https://www.un.org/en/about-us/universal-declaration-of-human-rights>

The Geneva Conventions

<https://www.icrc.org/en/law-and-policy/geneva-conventions-and-their-commentaries>

The International Convention for the Protection of All Persons from Enforced Disappearance

<https://www.ohchr.org/en/instruments-mechanisms/instruments/international-convention-protection-all-persons-enforced>

The UN convention against torture

<https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-against-torture-and-other-cruel-inhuman-or-degrading>

7. Session Plan

Module 1: Human rights and the investigative reporter

Session (with Date)	General Topic	Readings	Approach/Pedagogy
Week 1, Session 1	From natural rights to human rights	<ol style="list-style-type: none"> Excerpts from <i>The Rights of Man</i> by Thomas Paine https://archive.org/details/PaineRightsOfMan/page/n133/mode/2up Excerpts from <i>The Rights of Man or What Are We Fighting For?</i> By HG Wells https://dn790003.ca.archive.org/0/items/wells-the-rights-of-man/Wells%20The%20r 	Lecture and class discussion

		ights%20of%20man.pdf	
Week 1, Session 2	The post-War rules-based international order	1. The United Nation’s Universal Declaration of Human Rights https://www.un.org/en/about-us/universal-declaration-of-human-rights	Lecture, class discussion
Week 2, Session 1	The investigative journalist	1. Introduction and Chapter 1 of <i>Insights on Investigative Journalism</i> by Neil MacFarlane, Barbara Longo-Flint, John Price 2. “Investigative Journalism and Human Rights” by Michael Bromley in <i>The Routledge Companion to Media and Human Rights</i> 3. “History of Media and Human Rights”, by Mark Hampton and Diana Lemborg, in the <i>Routledge Companion</i>	Lecture, class discussion
Week 2, Session 2	Tools of the investigative journalist: documents and databases	1. “‘Remember to Zoom Out’: Pioneering Jordanian Editor on Keeping a Big-Picture Perspective in Your Investigations” by Rowan Philip in <i>Global Investigative Journalism Network</i> https://gijn.org/stories/gicj25-speaker-lina-ejeilat-7iber/ 2. Chapters 2-5 of <i>Insights</i>	Lecture, class exercise
Week 3, Session 1	Tools of the investigative journalist: Finding, interviewing and protecting sources	1. “Expert advice to keep your sources and whistleblowers safe” by Leonie Kijweksi in <i>Global Investigative Journalism Network</i> https://gijn.org/stories/gicj25-tips-keep-sources-whistleblowers-safe/	Lecture, class exercise

Week 3, Session 2	Staying safe	<ol style="list-style-type: none"> 1. “Five ways to stay online during a government shutdown” by Vittoria Elliott in <i>Global Investigative Journalism Network</i> https://gijn.org/stories/five-ways-to-stay-online-during-a-government-internet-shutdown/ 2. “GIJN’s guide to undercover reporting” by Nikolia Apostolou and Rowan Philp https://gijn.org/resource/gijns-guide-to-undercover-reporting/ 	Lecture and class exercise
Week 4, Session 1	The ethics of investigative and human rights reporting	<ol style="list-style-type: none"> 1. “The politics of watching and being watched” by Gavin JD Smith in the <i>Routledge Companion</i> 	Lecture, class discussion

Module 2: Human rights in conflict

Session (with Date)	General Topic	Readings	Approach/Pedagogy
Week 4, Session 2	The Rules of War	<ol style="list-style-type: none"> 1. The Geneva Conventions https://www.icrc.org/en/law-and-policy/geneva-conventions-and-their-commentaries 2. The International Convention for the Protection of All Persons from Enforced Disappearance https://www.ohchr.org/en/instruments-mechanisms/instruments/international-convention-protection-all-persons-enforced 3. The UN convention against torture https://www.ohchr.org/en/instruments- 	Lecture, class discussion

		mechanisms/instruments/convention-against-torture-and-other-cruel-inhuman-or-degrading	
Week 5, Session 1	State of exception: The Armed Forces (Special Powers) Act	<ol style="list-style-type: none"> 1. The Armed Forces (Special Powers) Act, 1958 https://www.mha.gov.in/sites/default/files/armed_forces_special_powers_act1958.pdf 2. The Armed Forces (Jammu and Kashmir) Special Powers Act, 1990 https://www.mha.gov.in/sites/default/files/The%20Armed%20Forces%20%28Jammu%20and%20Kashmir%29%20Special%20Powers%20Act%2C%201990_0.pdf 	Lecture and class discussion
Week 5, Session 2	Looking for the disappeared	<ol style="list-style-type: none"> 1. “Political kidnapping and forced disappearances” by Marcela Turati in Global Investigative Journalism Network, https://gijn.org/resource/political-kidnapping-and-forced-disappearances/ 2. “A conspiracy to pick up some innocent persons, stage-manage encounter” by Muzamil Jaleel, <i>The Indian Express</i> https://indianexpress.com/article/news-archive/latest-news/a-conspiracy-to-pick-up-some-innocent-persons-stagemanage- 	Lecture, class discussion

		encounter/	
Week 6, Session 1	Anatomy of an encounter: Manipur and Chhattisgarh	<ol style="list-style-type: none"> 1. “Confessions of a killer policeman” by Raghu Karnad and Grace Jajo in <i>The Guardian</i> https://indianexpress.com/article/news-archive/latest-news/a-conspiracy-to-pick-up-some-innocent-persons-stagemanage-encounter/ 2. “Dead ‘Maoist’ talking: The aftermath of a security operation in Chattisgarh by Malini Subramaniam https://scroll.in/article/1071347/dead-maoist-talking-the-aftermath-of-a-security-operation-in-chhattisgarh 	Lecture and class discussion
Week 6, Session 2	Anatomy of an encounter: Kashmir	<ol style="list-style-type: none"> 1. “‘We want justice’: Families of three young Kashmiris dispute official version of a deadly shootout” by Safwat Zargar in <i>Scroll</i> https://scroll.in/article/982979/we-want-justice-families-of-three-young-kashmiris-dispute-official-version-of-a-deadly-shootout 2. “‘Not a militant’: Three alleged gunfights in Kashmir that left a trail of questions” by Safwat Zargar in <i>Scroll</i> https://scroll.in/article/1005362/not-a-militant-three-alleged-gunfights-in-kashmir-that-left-a-trail-of-questions 	Lecture and class discussion
Week 7, Session 1	Public order and the civilian	<ol style="list-style-type: none"> 1. “Kashmiri leaders aren’t the only ones held under PSA – young men are 	Lecture and class discussion

		<p>languishing in faraway jails” by Safwat Zargar in <i>Scroll</i> https://scroll.in/article/953172/kashmiri-leaders-arent-the-only-ones-held-under-psa-young-men-are-languishing-in-faraway-jails</p> <p>2. “Navigating tensions and stabilizing public safety with internet shutdowns” by Ivy Dhar in the <i>Indian Public Policy Review</i> file:///Users/ipsitachakravarty/Downloads/_Dhar+Public+Safety+and+Internet+Shutdowns.pdf</p>	
Week 7, Session 2	Reporting Gaza from a distance	<p>1. “Lavendar: The AI machine directing Israel’s bombing spree in Gaza” by Yuval Abraham in <i>+972 Magazine</i>, https://www.972mag.com/lavender-ai-israeli-army-gaza/</p>	Lecture and class discussion
Week 8, Session 1	In the faultlines of civil war: Sudan and Myanmar	<p>1. “Thousand targeted in ‘killing fields’ around Sudanese city in paramilitary group’s hands” by Yousra Elbagir in <i>SkyNews</i> https://news.sky.com/story/tens-of-thousands-missing-in-killing-fields-around-city-in-hands-of-sudans-paramilitary-group-13463324</p> <p>2. “The Human Trap’ by Salma Abdel Aziz and Ihab Zidan in <i>ARIJ</i> https://arij.net/investigations/sudanese-</p>	Lecture and class discussion

		en/article/worse-than-a-death-sentence-inside-indias-sham-trials-that-could-strip-millions-of-citizenship/	
Week 10, Session 1	The digital state	1. “No match: Rajasthan’s push for facial authentication on pensioners leaves many behind” by Anumeha Yadav https://pulitzercenter.org/stories/no-match-rajasthans-push-facial-authentication-pensioners-leaves-many-behind	Lecture, class discussion
Week 10, Session 2	“Homeland”	1. “Private prison falsified records in detainee’s death in ICE custody” by Andrew Free in <i>The Intercept</i> https://theintercept.com/2026/02/26/ice-geo-group-moshannon-death-falsify/ 2. “The Men Trump Deported to a Salvadoran Prison” in Pro Publica https://projects.propublica.org/venezuelan-immigrants-trump-deported-cecot/	Lecture, class discussion

Module 4: Human rights and ‘civic’ action

Session (with Date)	General Topic	Readings	Approach/Pedagogy
Week 11, Session 1	Decoding the “encroacher” in Assam	1. “Why evictions in Assam under Himanta Biswa Sarma have left Bengali Muslims	Lecture, class discussion

		<p>more fearful than ever before” by Arunabh Saikia in <i>Scroll</i> https://scroll.in/article/1006718/why-evictions-in-assam-under-himanta-sarma-have-left-bengali-muslims-more-fearful-than-ever-before</p>	
Week 11, Session 2	Law of the bulldozer	<p>1. “Bulldozer raj rolls on” by Anuj Behal in <i>Frontline</i> https://frontline.thehindu.com/politics/bulldozer-demolitions-muslim-homes-india-hindutva-communal-violence-supreme-court-bjp-politics/article69222253.ece</p>	Lecture and class discussion

Module 5: Human rights and the megaproject

Session (with Date)	General Topic	Readings	Approach/Pedagogy
Week 12, Session 1	Land, livelihood and human rights	<p>1. “Land rights as human rights” by Jérémie Gilbert in the <i>International Journal on Human Rights</i> https://sur.conectas.org/en/land-rights-human-rights/</p> <p>2. “The legal regime and the political economy of Scheduled Tribes in the Scheduled Areas of India” by Namita Wahi and Ankit Bhatia for the Centre for Policy Research https://cprindia.org/briefsreports/the-legal-regime-and-political-economy-of-land-</p>	Lecture, class discussion

		rights-of-scheduled-tribes-in-the-scheduled-areas-of-india/	
Week 12, Session 2	Dam wars	1. “India plans mega dams to counter China water fears” by <i>AFP</i> in <i>France 24</i> https://www.france24.com/en/live-news/20250930-india-plans-mega-dam-to-counter-china-water-fears	Lecture and class discussion
Week 13, Session 1	Missing the woods: The Ken Betwa river-linking project	1. “Where is the data to support the government’s rationale for linking the Ken and Betwa rivers?” by Raksha Kumar in <i>Scroll</i> https://scroll.in/article/829772/where-is-the-data-to-support-the-governments-rationale-for-linking-the-ken-and-betwa-rivers 2. “Farmers don’t want the Ken-Betwa river linking project so why is the government pushing it?” by Raksha Kumar in <i>Scroll</i> https://scroll.in/article/831471/farmers-dont-want-the-ken-betwa-river-linking-project-so-why-is-the-government-pushing-it	Lecture, class discussion
Week 13, Session 2	Internal assessment 2	Final report	NA
Week 14, Session 1	Feedback	NA	NA
Week 14, Session 2	Feedback	NA	NA
Week 15, Session 1	Revision	NA	NA

Week 15, Session 2	Revision	NA	NA
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