



COURSE MANUAL

**Name of the Elective Course:
INTERNATIONAL LAW OF GENOCIDE**

Course Code:

**Name of the responsible Faculty Instructor:
Prof. Jarin Tasnim Urbi**

**Fall 2026
(AY2025-26)**

This document is prepared by the course instructor and contains basic information relevant to the execution of the course. It is the official record for all intents and purposes as far the elective course, International Law of Genocide, is concerned.

This course manual can be used as a general guide to the subject. However, the instructor can modify, extend or supplement the course (without tampering its basic framework and objectives) for the effective and efficient delivery of the course. The instructor will provide students with reasons for such changes.

Part I

Course Title: **International Law of Genocide**

Course Code:

Course Duration: **One Semester (14 Weeks)**

No. of Credit Units: **___ Credits (4)**

Level: **UG and PG**

Medium of Instruction: **English**

Pre-requisites (if applicable): None

Equivalent Courses: N/A

Part II

1. Acknowledgement of Course Ideators: Juan Vallejo

2. Course Description and Course Aims

The mere idea of genocide was revolutionary and controversial, both in the legal realm and in the historical field. There is no doubt that, to this day, it constitutes one of the most contentious concepts in the area of international law. The main objective of this course is to unravel its inherent complexities. The 20th century is rich in contradictions: while the peoples of the world have usually been sensitive to genocides, irrespective of when and where they took place, decision-makers have generally been systematic deniers. Even though the term evokes the darkest pages of (in)humanity, it has always been used as a political tool. In this sense, historical facts and legal notions have been distorted either to fabricate a genocide or to contest it, no matter how untrue these narratives might have been.

The course will focus on genocide as a global phenomenon, trying to eradicate the pervasive assumption that it might only happen in certain latitudes and the preconception that certain societies might never fall into such moral decay. In this respect, a wide array of cases will be discussed, applying historical and legal perspectives to enable the students to better understand this scourge, both in abstract terms and specific situations.

The course will use audiovisual sources, including documentary and feature films, accounts, news, interviews, autobiographical excerpts, treaties, judgments, and reports, among other legal instruments, all of which will allow the students to grasp various perspectives on genocide. Raising awareness of such a complex phenomenon only constitutes the first step; the main aim is to provide the students with the necessary tools to analyze it in depth, individually elucidating how different accounts have tried to manipulate history and the law.

The period in focus is the twentieth century, although historical literature on genocides in previous centuries might be referred to, most notably in settler colonial contexts. Overall, the course goes beyond understanding genocides as events; and will hopefully demonstrate how they form long-term human experiences.

The main idea of the course is to be an interactive setting in which students shape their opinions and understandings on the matter. In this sense, depending on the number of students enrolled, there might be individual or group presentations throughout the semester in which the course materials will be discussed collectively.

4. Teaching Methodology

The main goal of the course is to discuss genocide events as multifaceted social experiences whose complexity allows for the broadest analyses. When dealing with such shocking phenomena, the aim is to understand the deep-rooted social causes of the same and their long-term consequences, including their legal treatment in different contexts.

Teaching method will be mix of lecture and discussions which should not be dialectic but constructive, always academic, and, beyond anything else, respectful of different standpoints. Although many materials cover historical aspects of the events that will be inquired into, the focus should not be the discussion of facts but narratives, perspectives, and rationales.

The Socratic method of teaching will be followed. The professor will act as mere moderator in a non-hierarchical setting. Class participation will be appraised as a continuous assessment, comprising a significant aspect of the final grade (see “Grading of student achievement”).

5. Intended Learning Outcomes

Course Intended Learning Outcomes	Weightage in %	Teaching and Learning Activities	Assessment Tasks/ Activities
Analyse and critically describe the main substantive rules and situations	30% Weight	<i>Reading of assigned material Lectures Class discussion</i>	<i>Viva voce Class Participation Oral Presentation Essay writing End-Semester Examination</i>
Demonstrate an ability to analyse	30% Weight	<i>Reading of assigned material Lectures Class discussion</i>	<i>Viva voce Class Participation Oral Presentation Essay writing End-Semester Examination</i>
Present orally results of legal research the cases	40% Weight	Case Presentation	Case Presentation

6. Grading of Student Achievement

To pass this course, students shall obtain a minimum of 40% in the cumulative aspects of coursework, i.e., internal assessments and the end term examination. Internal assessments shall carry a total of 70 marks. **End of semester exam shall carry 30 marks out of which students have to obtain a minimum of 30% marks to fulfil the requirement of passing the course.**

The details of the grades as well as the criteria for awarding such grades are provided below:

PERCENTAGE OF MARKS	GRADE	GRADE VALUE	GRADE DESCRIPTION
80 and above	O	8	Outstanding – Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability
75 – 79	A+	7.5	Excellent - Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability
70 – 74	A	7	Very Good - Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyze existing materials and originality in thinking and presentation
65 – 69	A-	6	Good - Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills
60 – 64	B+	5	Fair – Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills

PERCENTAGE OF MARKS	GRADE	GRADE VALUE	GRADE DESCRIPTION
55 – 59	B	4	Acceptable - Adequate knowledge of the subject matter to go to the next level of study and reasonable critical and analytical skills.
50 – 54	B-	3	Marginal - Limited knowledge of the subject matter and irrelevant use of materials and, poor critical and analytical skills
45 – 49	P1	2	Pass 1 – Pass with basic understanding of the subject matter
40 – 44	P2	1	Pass 2 – Pass with rudimentary understanding of the subject matter
Below 40	F	0	Fail - Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course
Incomplete	I	0	Incomplete - “Extenuating circumstances” preventing the student from taking the end-semester, or re-sit, examination as the case may be; the Vice Dean (Examinations) at their discretion assign the “I” grade. If an "I" grade is assigned, the student would appear for the end-semester, or re-sit examination, as the case may be, as and when the subsequent opportunity is provided by the University.

7. Criteria for Student Assessments

Assessment of the participants will be based on the following criteria.

Assessment	Weightage	Remarks
Type of Assessment	Marks 25	Group Presentation
Type of Assessment	Marks 20	Movie based Essay
Type of	Marks	15 for Class engagement (quizzes, online forums, in-

Assessment	Weightage	Remarks
Assessment	15+10=25	class participation) ¹ +10 for viva (in person)
End Semester Examination (Compulsory)	30 Marks	There will be a compulsory end-semester examination/component for all participants of the course who have successfully met the requisite attendance as per the governing JGU policies.

Part III

Course/Class Policies

Cell Phones, Laptops and Similar Gadgets

The use of cell phones is strictly prohibited during class. Students possessing cell phones must keep them switched off or in flight mode. If a student is found using the cell phone during a lecture, s/he will be asked to leave the classroom and marked absent on that day.

The use of laptops in the classroom is only allowed for accessing reading materials and other learning-related purposes.

No gadgets shall be used for purposes different from learning-related ones. In no case, social networking sites, emails, etc. shall be accessed in the classroom.

Academic Integrity and Plagiarism

Learning and knowledge production of any kind is a collaborative process. Collaboration demands an ethical responsibility to acknowledge who we have learnt from, what we have learned, and how reading and learning from others have helped us shape our own ideas. Even our own ideas demand an acknowledgement of the sources and processes through which those ideas have emerged. Thus, all ideas must be supported by citations. All ideas borrowed from articles, books, journals, magazines, case laws, statutes, photographs, films, paintings, etc., in print or online, must be credited with the original source. If the source or inspiration of your idea is a friend, a casual chat, something that you overheard, or heard being discussed at a conference or in class, even they must be duly credited. If you paraphrase or directly quote from a web source in the examination, presentation or essays, the source must be acknowledged. The university has a framework to deal with cases of plagiarism. All form of plagiarism will be taken seriously by the University and prescribed sanctions will be imposed on those who commit plagiarism.

¹ This component is mandatory and there is no possibility for students to drop it at any point of the semester.

Disability Support and Accommodation Requirements

JGU endeavours to make all its courses inclusive and accessible to students with different abilities. In accordance with the Rights of Persons with Disabilities Act (2016), the JGU Disability Support Committee (DSC) has identified conditions that could hinder a student's overall well-being. These include physical and mobility related difficulties, visual and hearing impairment, mental health conditions and intellectual/learning difficulties e.g., dyslexia, 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/disability-support-committee/>

Students who need support may register before the deadline for registration ends, as communicated by the DSC via email each semester. Those students who wish to continue receiving support from the previous semester, must re-register every semester prior to the deadline for re-registration as communicated by the DSC via email. Last minute registrations and support are discouraged and 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. With due respect for confidentiality, faculty and students are encouraged to have honest conversations about the needs of students with disabilities and to discuss how a course may be better tailored to cater to a student with disability.

All general queries are to be addressed to disabilitysupportcommittee@jgu.edu.in

Safe Space Pledge

This course may discuss a range of issues and events that might result in distress for some students. Discussions in the course might also provoke strong emotional responses. To make sure that all students collectively benefit from the course, and do not feel disturbed due to either the content of the course or the conduct of the discussions. Therefore, it is incumbent upon all within the classroom to pledge to maintain respect towards our peers. This does not mean that you need to feel restrained about what you feel and what you want to say. Conversely, this is about creating a safe space where everyone can speak and learn without inhibitions and fear. This responsibility lies not only with students, but also with the instructor.

P.S. The course instructor, as part of introducing the course manual, will discuss the scope of the Safe Space Pledge with the class.

Part IV

Keywords Syllabus

Genocide, Public International Law, Hate Speech, Stages, Erga Omnes, Genocide Convention

Course Design and Overview (Weekly Plan)

Week	Topics
1.	INTRODUCTION (Experiments; 10 Stages; Genocide as Customary International Law, Principles of Civilized Nations and <i>Jus Cogens</i> ; Legal Sources: from International Humanitarian Law to International Human Rights Law; Genocide v. other international crimes; Domestic Legislations; "Ethnic Cleansing")
2.	PREMODERN & EARLY GENOCIDE (Ancient World, Medieval Europe, Americas, Africa, USSR).
3.	OTTOMAN EMPIRE – ARMENIAN GENOCIDE
4.	GERMANY (JEWS & OTHERS – Nürnberg Laws) THE OUTCOME OF WWII (International Military Tribunal Nürnberg: Trial of the Major War Criminals 1945; Tokyo Trial, Crimes Against Humanity and the birth of modern International Criminal Law; Control Council Law 10 and domestic prosecutions; Eichmann and UJ)
5.	THE GENOCIDE CONVENTION (1946 Resolution 96; Raphael Lemkin; Drafting history; Protected Groups: Racial, Religious, National, Ethnical groups.) ELEMENTS OF THE CRIME (Elements of the Crime: Actus Reus, Mens Rea; <i>Dolus Specialis</i> .)
6.	CAMBODIA (KHMER ROUGE, Paris Peace agreements; UN-Cambodia Agreement; Extraordinary Chambers in the Courts of Cambodia)
7.	IRAQ (KURDS; Convention on the Prohibition of the Development, Production, Stockpiling, and Use of Chemical Weapons and their Destruction; UN Charter chap. 7 and powers of the UNSC; the case of implicated victims; "Chemical Ali" Case.) *ISIS (YAZIDIS Iraq - Syria); Report of the UN International Commission of Inquiry
8.	FORMER YUGOSLAVIA & ICTY (UNSC; NATO intervention; Bosnia and Herzegovina vs. Serbia and Montenegro – 2007; Prosecutor vs. Mladic; International Criminal Tribunal for ex-Yugoslavia 1994)

9.	RWANDA & ICTR (UNSC; Akayesu Case; Transitional Justice; Reconciliation; domestic convictions; International Criminal Tribunal for Rwanda 1993.)
10.	PALESTINE / (ICJ advisory opinion; H.R.W. reports; U.N.S.C. resolutions; current situation 2023; “genocide in slow motion”?) ICJ 2024 decision.
11.	MYANMAR (ROHINGYAS) – UN Fact Finding Mission; ICJ Case
12.	RUSSIA / (ICJ and ICC situations; Forcibly transferring children of the group to another group.)
13.	INDIA (Genocide Watch report 2023; implementation gap of the Genocide Convention)
14.	REVISION WEEK [NOTE: There shall be teaching classes scheduled during the fourteenth week subject to the JGU Academic Calendar circulated by the Office of the Registrar, JGU and any official declaration of non-working days by the JGU Registrar.]

Module Descriptions:

Part V Relevant Readings / Essential Readings

Books

- Amery, Jean; *At the mind’s limits*, Indiana University Press, United States of America, 1980.
- Arendt, Hannah; *The human condition*, University of Chicago Press, United States of America, 1958.
- Arendt, Hannah; *The origins of totalitarianism*, Penguin Books, United Kingdom, 2017.
- Bloxham, Donald (ed.): *The Oxford Handbook of Genocide Studies*, Oxford University Press, 2010.
- Dallaire, Roméo; *Shake hands with the devil*, Carroll & Graf Publishers, United States of America, 2005.
- Kiernan, Ben; *Blood and soil: a world history of genocide from Sparta to Darfur*, Yale University Press, United States of America, 2007.
- Lauterpacht, Hersch; *An international bill of the rights of man*, Oxford University Press, United Kingdom, 2013.

- Lemkin, Raphael; *Totally unofficial: the autobiography of Raphael Lemkin*, Yale University Press, United States of America, 2013.
- Levi, Primo; *If this is a man*, Abacus, India, 2019.
- Levi, Primo; *The truce*, Abacus, India, 2019.
- Levi, Primo; *The drowned and the saved*, Abacus, India, 2013.
- Oxford Handbook of Genocide Studies (2010)
- Power, Samantha; *A problem from hell: America and the age of genocide*, HarperCollins Publishers, United States of America, 2003.
- Rawls, John; *The law of peoples*, Harvard University Press, United States of America, 1999.
- Sands, Philippe; *East-West street: on the origins of genocide and crimes against humanity*, Weidenfeld & Nicolson, United Kingdom, 2017.
- Schabas, William; *Genocide in International Law: The Crime of Crimes*. Cambridge University Press, Second Edition, United States of America, 2009.
- Wells, Herbert G.; *The rights of man*, Penguin Books, United Kingdom, 2015.
- Williams, Timothy; *The Complexity of Evil*, Rutgers University Press, United States of America, 2021.

Articles and chapters

- James, Eric; *Media, genocide and international response: another look at Rwanda*, 19 (1) Small Wars & Insurgencies 89-115 (2008).
- Kiernan, Ben; *Twentieth-century genocides: underlying ideological themes from Armenia to East Timor*, in “The specter of Genocide: mass murder in historical perspective”, R. Gellately, Robert & Kiernan, Ben (eds.), Cambridge University Press, United Kingdom, 2003.
- Vrdoljak, Ana; *Human rights and genocide: the work of Lauterpacht and Lemkin in modern international law*, European Journal of International Law, November 2009.

Treaties

- Treaty of Versailles.
- Treaty of Sèvres.
- Treaty of Lausanne.

- Convention on the Prevention and Punishment of the Crime of Genocide 1948.
- Rome Statute of the International Criminal Court 1998.
- Refugee Convention 1951.
- UN Charter
- Nürnberg Agreement and Charter
- Convention on the Prohibition of the Development, Production, Stockpiling, and Use of Chemical Weapons and on their Destruction (1992.)
- Geneva Conventions 1949

International Court of Justice

- Statute of the International Court of Justice
- ICJ – South Africa v. Israel (2024 decision of provisional measures)
- Allegations of Genocide under the Convention on the Prevention and Punishment of the Crime of Genocide (Ukraine v. Russian Federation) (2022 -provisional measures-).
- Application of the Convention on the Prevention and Punishment of the Crime of Genocide (The Gambia v. Myanmar) (2020 -provisional measures- and 2022 - preliminary objections-).
- Application of the Convention on the Prevention and Punishment of the Crime of Genocide (Croatia v. Serbia) (2015).
- Application of the Convention on the Prevention and Punishment of the Crime of Genocide (Bosnia and Herzegovina v. Serbia and Montenegro) (1996 - preliminary objections- and 2007).
- Reservations to the Convention on the Prevention and Punishment of the Crime of Genocide (1951).

Other tribunals

- International Military Tribunal – Nürnberg 1945
- International Criminal Tribunal for the former Yugoslavia.
- International Criminal Tribunal for Rwanda.
- Extraordinary Chambers in the Courts of Cambodia.
- Panels within the District and Appeals Courts in Dili.

- International Criminal Court.

Experiments

- Stanford Prison
- Milgram
- Bystander
- The Third Wave

Miscellaneous documents

- United Nations Security Council Resolutions 827 (1993) and 955 (1994).
- United Nations Transitional Administration in East Timor Regulation 2000/15.
- Agreement between the United Nations and the Royal Government of Cambodia.