



MA DLB 0754: JSIA Elective Course
WAR, PEACE & HUMAN RIGHTS
 Spring semester 2026

Course Information

Course Duration: (1 February – 31 May 2026)
 Credit Hours: 4 hours
 Class-time: TBA
 Location: T4-S113 | Main Academic Building.
 Prerequisites: No required prerequisite.
 Equivalent Courses: JSIA course on Human Rights and or International Law would be helpful but not required.

Instructor Information

Instructor: Harnit Kang
 Designation: Assistant Professor, JSIA
 Email: hkang@jgu.edu.in
 Phone: +91 971-779-6375
 Office: FOB, Ground Floor – lobby or meeting rooms.
 Office Hours: 2-5 pm on Mondays & Tuesdays
 Homepage: [Kang, Harnit \(jgu.edu.in\)](http://Kang.Harnit(jgu.edu.in))

1. Course Description

As the name suggests, this elective course explores the phenomenon of War and Peace with a focus on Human Rights and Human Security. There will be an emphasis placed upon the lens of International Law which allows for a proper discernment between the state of nature, as it tends to be in War vs in Peace. There are practices and patterns in the conduct of War that have been repeated in theatres of conflict, enough for the literature on International Law to have made a studied judgement of their impact, over time in different regions of the world. The jurisprudence that has emerged as a result, is watchful for certain categories of actions, particularly against civilian populations and their treatment during the course of conflict or after a takeover. A substantial portion of this course will look at events of Wars, based on that lens.

In addition to the legal lens, there are other arrows springing forth from the social, political, security and economic bows of humanity that represent the many reasons for the fragility of Peace and the difficulty of keeping order in the world. As the world becomes more integrated economically and through new technologies, there is value in keeping the destruction and disruptions of Wars at bay. To that end, it is also useful to consider, the contributing role of social conditioning & memory, political culture & opportunism, economic greed or corruption vs sustainable & ethical innovation, defensive vs aggressive posturing and overall systemic efficiencies particularly with regards to the upholding of law and order. At the course's outset, we will also make an overview of relevant political thought as that may be understood as the major influence on state-formation and global politics.

By garnering some clarity on what broadly speaking constitutes as destructive vs. restorative in the main transactional paradigms of humanity's interactions, we would be able to form an enduring understanding of what constitutes as keeping the Peace. The privilege and duty to keep the Peace, is what allows for most of the protections, rights and boons of Human society to manifest in a predictable manner. The phenomenon of War, on other hand is rife with uncertainties and legacies of a damaging kind such as inter-generational trauma, loss of homes and loved ones, destruction of property, experience of displacements and other extreme forms of hardship. This course aims to develop, a rational (as opposed to partisan) approach to the study of Human Rights and Human Security,

2. Keyword Syllabus

The keyword-syllabus, attempts to identify some of the levers of animation for violence & opportunism versus those that facilitate return to order & peace. In the table below they are listed in categories of negative (problematic), neutral (functional) and positive (restorative). These classifications need not be understood in absolutes but as an expression of likelihood of scenarios. The aim of such a classification, is to make a broad sweep of the modes of human interactions and their impact in different transactional spaces and roles. The application of detail and context can certainly bestow a different placement and that is why the following may be viewed as a tool for analysis:

TRANSACTIONAL (Paradigm or space)	NEGATIVE (Problematic or Violent)	NEUTRAL (Functional or Structural)	POSITIVE (Restorative or Peaceful)
❖ SOCIAL	Racism / Chauvinism Class-struggle (conflict) / Elitism Societal-scorn / Inter-generational-scorn Cancel-culture /Hate-speech /Hate-crime Mass-violence (rioting) In groups / Out-groups Gendered-mistreatment Anti-Privacy (breach of) /Dystopia Social-apathy	Social-memory Social-self (archetypes) Social-hierarchy / Social -approval Intelligentsia / Civil-Society Identity (gender/race/religion) Sacred (ideas/traditions/ morality) Citizens / Netizens	National harmony (Unity) Liberty (of individual) Civilizational (sense of heritage) Social inclusion /Social progress Freedom of Speech (expression, assembly) Privacy (of Individual and of Family unit) Equality of Opportunity (upward-mobility) Participation / Engagement (feedback-loops) Public Trust (between Govt & Governed) Community-consciousness / Social activism
❖ POLITICAL	Monarchism /Divine rights Colonialism / Neo-colonial Concentration of Power (controlled) Demonstration of Power (punitive) Historical-angst (revisionism/war-fuel) Subversion / Political-Pawns Political Prisoners / Political-Persecution Immunity (Political / Diplomatic) Indoctrination/ Radicalization Fascism /Authoritarianism Criminality/ Death-squads Regime-change / Rogue-states. Anarchy/ Failed States Centre vs. Periphery Unipolarity Volatility	State Power (dominance) Political Pyramid Political class (ruling class) Public service (office) Political Opposition Political Spectrum Ideology/ Policy Political Games Political affiliation Narratives / Propaganda Lobbies International Community International System Global Commons Global Governance Multilateralism	Mandate to rule (legitimacy) Mandate of Governed (representation) Political expression (of consent/dissent) Protest / Pol. Activism (change that empowers) Separation of Powers / Democratic model Political Watchdogs /Accountability Policy-flexibility / Right-action Republics /Republicanism De-colonization / Self-determination Post-colonial / Sovereign statehood CBMs / Confidence building measures Cohesive International System Stability

TRANSACTIONAL (Paradigm or space)	NEGATIVE (Problematic or Violent)	NEUTRAL (Functional or Structural)	POSITIVE (Restorative or Peaceful)
❖ ECONOMIC	Feudalism / Slavery Laissez Faire (unfettered capitalism) Communism (command-economy) Surveillance Capitalism / Collusion Techno-feudalism Paid Speech (programming), Data-mining (malicious / secretive) Bribery / White-collar crime /Embezzlement Monopolies / Widening-gaps	Globalization / Protectionism Organizational behavior Public-Private partnership International Supply Chains Digitization / Internet of things AI/ Quantum computing IPE International Political Economy Economic Multilateralism (purse-strings) Developed / Developing world	Private Enterprise Capitalism (balanced) Govt. regulation / oversight Poverty-reduction / Equality of opportunity Efficiency / Quality Sustainability / SDGs Corporate Social responsibility (CSR) Policy-appropriateness Business Ethics
❖ SECURITY	Militarism /Military-Industrial Complex Access-Denial tactics (in Global Commons) Reconnaissance /Espionage /Covert-ops Guerrilla warfare / Revolutionary cadres Hybrid-warfare / Prolonged phased-wars Ballistic/Hypersonic/Supersonic, Drones Nuclear arms-race / Brinkmanship Great-Power rivalry/ Containment Biological weapons/ Bio-terrorism, Wars of Aggression / Intervention Terrorism/War on Terror, Pre-emption/ Pre-emptive-strikes Collateral Damage /Torture / PTSD Unlawful command / Mass Graves	Hard Power Reconnaissance Traditional security Non-Traditional Security Military Power projection Military modernization Joint-Military exercises	Proportionality Self-Defense / (Article 51/ UN Charter) Return of Prisoners De-escalation mechanisms / hotlines Back-channel negotiation / mediation Ceasefire/ Armistice Demobilization (w/rehabilitation) Food Security / Human Security Armed neutrality / (defensive capabilities) Border Security / Preventing Trespassing Legitimate Military orders Right of Response UN Peacekeeping
❖ LEGAL	De-humanization Hierarchy of Justice (double-standards) Unlawful Enemy Combatants / Child Soldiers Solitary-confinement / Extradition Incommunicado Detention Cruel/Inhuman Treatment Sexual-violence as weapon of war Genocide, Crimes against Humanity, War-crimes/ Acquittal of War-criminals Forced Migration / Expulsion from homes	Geneva Convention /UN Charter International Humanitarian Law Multilateralism /Global Governance Constitutional/ Legislation Legal Precedent (standards) Law of the land Neutrality (constitutional) Tribunals: ICC, ICJ, ICT IACPPT, ACHPR, ICCPR, ECHR, CAT/UNCAT, UNCRC, AfrCommHPR	Accountability /Transparency/ Whistle-blowers Lady-Liberty's blind-fold (bias-free jurisprudence) Universal Jurisdiction (of Human Rights) Duty to Protect/ Duty to Investigate Prosecution of War criminals Witness testimonies / Impact statements Humanization / Human Dignity Political asylum / Rehabilitation of Refugees Restitution /Reparations Forgiveness/ Closure

3. Course Intended Learning Objectives (Aim):

- To engender a **sense of ethics and a respect for Human-Rights**, Human-Dignity and an understanding of Human-Security.
- To get an understanding of **International Humanitarian Law and tenets of the UN Charter** through review of historical outcomes.
- To understand the **sociological, political and economic factors at play** that determine the vacillation away from Peace and towards War.
- To understand **what is proportional, justified or ordered in the conduct of War** and what constitutes as excessive.
- To get some clarity on the **distinctions between War Crimes, Crimes Against Humanity and Genocide**.

4. Course Material to be used: All of these texts are available in the JGU Global Library:

- Mukherjee, Subrata and Ramaswamy, Sushila. **A History of Political Thought: Plato to Marx**. Second Edition. PHI Learning Pvt Ltd. 2016.
- Weinert, Matthew. S. **Making Human: World Order and the Global Governance of Human Dignity**. University of Michigan Press. 2015.
- Eboe, Chile. **Protecting Humanity: Essays in International Law and Policy**. Martinus Nijhoff Publishers. 2010.
- McAdams, Jane. **Forced Migration, Human Rights and Security: Studies in International Law**. Hart Publishing. 2008.
- Alston, Philip. **Non-State Actors and Human Rights**. Oxford University Press. 2005.

5. Scheme of Evaluation and Grading:

<u>FIRST INTERNAL (35%)</u>	<u>SECOND INTERNAL (35%)</u>	<u>END-TERM ESSAY (30%)</u>
Key-concept essay of 1000-1500 words on a <i>problematic or violent</i> aspect of Human Security listed in key-word syllabus. Due: 15 MARCH.	Team Presentations -15 min on a <i>positive or restorative</i> aspect of Human Security listed in the key-word syllabus Schedule: On a rolling basis starting in APRIL.	Endterm will comprise of Two Essay questions on course related topics from the first 7 weeks . Date: Week #15 in CLASS.

6. Weekly Schedule / Lecture Topics / Readings:

TOPIC	WEEKLY-READINGS
Week #1 BRIEF OVERVIEW: POLITICAL THOUGHT	Mukherjee, S and Ramaswamy, S. A History of Political Thought: Plato to Marx. Second Edition. PHI Learning Pvt Ltd. 2016. Chapter # 2: Plato Chapter #3: Aristotle Chapter #4: Niccolò Machiavelli
Week #2 BRIEF OVERVIEW: POLITICAL THOUGHT	Mukherjee, S and Ramaswamy, S. A History of Political Thought: Plato to Marx. Second Edition. PHI Learning Pvt Ltd. 2016. Chapter #5: Thomas Hobbes Chapter #6: John Locke Chapter #7: Rousseau Chapter #8: Immanuel Kant.
Week #3 BRIEF OVERVIEW: POLITICAL THOUGHT	Mukherjee, S and Ramaswamy, S. A History of Political Thought: Plato to Marx. Second Edition. PHI Learning Pvt Ltd. 2016. Chapter #9: Edmond Burke Chapter #10: Bentham Chapter 11: Hegel Chapter 13: John Stuart Mill.
Week #4 INTERNATIONAL COMMUNITY & INT'L CRIMINAL LAW	Eboe, Chile. Protecting Humanity: Essays in International Law and Policy. Martinus Nijhoff Publishers. 2010. Chapter # 6: International Community Weinert, Matthew. S. Making Human: World Order and the Global Governance of Human Dignity. University of Michigan Press. 2015. Chapter #5: International Criminal Law
Week #5 HATE SPEECH / INCITEMENT	Timmermann, Wibke. Counteracting Hate Speech as a Way of Preventing Genocidal Violence. Genocide Studies and Prevention: An International Journal. December 2008. Volume 3. Issue 3. Article 8. Eboe, Chile. Protecting Humanity: Essays in International Law and Policy. Martinus Nijhoff Publishers. 2010 Chapter #7: Hate Speech and the Rwandan Genocide.
Week # 6 NEUTRAL ACTORS	Eboe, Chile. Protecting Humanity: Essays in International Law and Policy. Martinus Nijhoff Publishers. 2010 Chapter #10: Red Cross Neutrality Terry, Fiona. Principle of Neutrality: Is it relevant to MSF? Medecins Sans Frontieres. December 2000.

Week # 7 GENDERED VIOLENCE	Eboe, Chile. Protecting Humanity: Essays in International Law and Policy. Martinus Nijhoff Publishers. 2010. Chapter #12: ICT (Yugoslavia) Chapter # 16: ICT (Rwanda) Chapter #17: Nairobi Declaration
Week # 8 GLOBAL GOVERNANCE	Eboe, Chile. Protecting Humanity: Essays in International Law and Policy. Martinus Nijhoff Publishers. 2010. Chapter #27: Myths about ICC Chapter #28: ICC on Trial
Week #9 CRIMINAL RESPONSIBILITY	Eboe, Chile. Protecting Humanity: Essays in International Law and Policy. Martinus Nijhoff Publishers. 2010. Chapter #39: Immunity for Heads of State Chapter #43: Command responsibility. Chapter #41: Collateral Damage.
Week #10 UNIVERSAL JURISDICTION	Roger O' Keefe. Universal Jurisdiction: Clarifying the Basic Concept. Journal of International Criminal Justice. 2004. Eboe, Chile. Protecting Humanity: Essays in International Law and Policy. Martinus Nijhoff Publishers. 2010. Chapter #44: Nigeria – Johnny Paul Koroma
Week #11 FORCED MIGRATION	McAdams, Jane. Forced Migration, Human Rights and Security: Studies in International Law. Hart Publishing. 2008. Ch #1: Refugee Rights and Security. Ch #5: Safe Third Country Concept.
Week # 12 RESPONSIBILITY TO PROTECT	McAdams, Jane. Forced Migration, Human Rights and Security: Studies in International Law. Hart Publishing. 2008. Ch #10: Persons in need to International Protection. Ch #11: International Protection Regime.
Week # 13 NON-STATE ACTORS (DEFINING)	Alston, Philip. Non-State Actors and Human Rights. Oxford University Press. 2005. Ch #1: Not a Cat Syndrome. Ch #2: Changing International Legal Framework.
Week # 14 NON-STATE ACTORS: NGOs /IGOs	Alston, Philip. Non-State Actors and Human Rights. Oxford University Press. 2005. Ch #3: Evolving status of NGOs under International Law Ch #4: Economic, Social and Cultural Human Rights and IMF
Week # 15 NON-STATE ACTORS: CORPORATIONS	Alston, Philip. Non-State Actors and Human Rights. Oxford University Press. 2005. Ch #5: Corporate responsibility and the International Law of Human Rights. Ch #6: Human Rights responsibilities of Businesses as NSA

7. Academic Integrity:

Academic Honesty, Cheating, and Plagiarism:

- a) **Internal assignments:** In those **submissions found to be plagiarized** either from works online or from the works of their peers, will be penalized by being **marked down by 10 points**.
- b) **End-term assignment:** Those students found to be using unfair means will be reported to the unfair means committee (UMC) of JSIA for a review of the case against them as witnessed by the invigilator(s). If found to **be guilty of using unfair means, the students will receive a fail grade in their End-term assignment (worth 40 marks)** which will adversely impact their overall course grade.

Attendance Policy| Participation| Weekly Readings:

- a) **Attendance:** Students are **required to attend 11 weeks of class** out of 15 to meet the **75% criterion** of attendance, in order to be allowed **to sit for their end-term examination** towards the semester's end.
- b) **Participation:** Apart from attendance, students need to be **physically present and participating in the classroom** along with their peers in class learning and discussions. Overuse or misuse of the medical excuse will not be tolerated.
- c) **Weekly Readings:** Students are expected **to read at least 24 pages of the week's listed reading** materials as preparation for each class. Since it is not possible to cover a vast topic as world history in a limited word count, the corpus of readings provided should be looked upon as giving students with the needed coverage of a topic. Students may find it helpful to take a couple of days to go over readings for a particular week. Additionally, the **lecture slides & notes shall cover everything**. Therefore, it is **vital for students to attend class**.

Use of phone/ texting/ laptop:

During Lecture: Students are required to **put away their laptops and other smart devices for the duration of the class-lecture**. They may use their devices during the learning exercise and discussion portions of class-time to access readings or materials relevant to class-topic.

COURSE LETTER GRADE AND THEIR INTERPRETATION			
Letter Grade	Percentage % of Marks	Grade Points	Grade Interpretation
O	80 and above	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.
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 ability.
A	70 - 74	7	Very Good: Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules, and principles, critically analyze existing material and originality in thinking and presentation.
A-	65 -69	6	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	5	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	4	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	3	Marginal: Limited knowledge of the subject matter and irrelevant use of materials, and poor critical and analytical skills.
P1	45 - 49	2	Pass 1: Pass with Basic understanding of the subject matter.
P2	40 - 44	1	Pass 2: Pass with Rudimentary understanding of the subject matter.
F	Below 40	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.