

**Department of Political Science
University of the Punjab, Lahore
Course Outline**



Programme	Diplomacy and Strategic Studies	Course Code		Credit Hours	3
Course Title	International Humanitarian Law: Codes and Treaties				
Course Introduction					
<p>International humanitarian law (IHL) is a set of rules that seeks, for humanitarian reasons, to limit the effects of armed conflict. It protects persons who are not, or are no longer, directly or actively participating in hostilities, and imposes limits on the means and methods of warfare. IHL is also known as "the law of war" or "the law of armed conflict". IHL is part of public international law, which is made up primarily of treaties, customary international law and general principles of law (see Article 38 of the Statute of the International Court of Justice). A distinction must be made between IHL, which regulates the conduct of parties engaged in an armed conflict (<i>jus in bello</i>), and public international law, as set out in the Charter of the United Nations, which regulates whether a state may lawfully resort to armed force against another state (<i>jus ad bellum</i>). The Charter prohibits such use of force with two exceptions: cases of self-defense against an armed attack, and when the use of armed force is authorized by the United Nations Security Council. IHL does not stipulate whether the commencement of an armed conflict was legitimate or not, but rather seeks to regulate the behavior of parties once it has started.</p> <p>This course examines the principles and rules of international humanitarian law (IHL), exploring the codes and treaties that govern armed conflict and protect individuals and communities.</p>					
Learning Outcomes					
<p>On the completion of the course, the students will:</p> <ol style="list-style-type: none"> 1. Be acquainted with the basic concepts and major debates in international relations 2. Be equipped with sufficient knowledge of prevalent issues 3. Have a thorough overview of international relations that will help them in further, more advanced courses 4. Design a significant roadmap for future discussions and debates to enhance their intellectual caliber 5. Receive an impressive collection of reading and reference material to help them in future research projects and similar research based activities 					

Course Content		Assignments/Readings
Week 1-2	<p>Introduction to IHL</p> <ul style="list-style-type: none"> - Overview of IHL - History and development of IHL 	<p>Gasser, H. P. (1994). International humanitarian law an introduction. <i>International Review of the Red Cross</i> (1961-1997), 34(298), 88-88.</p>
Week 3-4	<p>Geneva Conventions</p> <ul style="list-style-type: none"> - Geneva Convention I-IV (1949) - Additional Protocols I-III (1977, 2005) 	<p>Jinks, D. (2019). The Geneva Conventions and Enforcement of International Humanitarian Law. In <i>Revisiting the Geneva Conventions: 1949-2019</i> (pp. 300-326). Brill Nijhoff.</p>
Week 5-6	<p>Hague Conventions</p> <ul style="list-style-type: none"> - Hague Convention IV (1907) - Hague Convention on Cultural Property (1954) 	<p>Sokolova, N. (2006). The Ideas of the 1907 Hague Conventions and Modern International Humanitarian Law. <i>Ukr. J. Int'l L.</i>, 57.</p>
Week 7-8	<p>Customary IHL</p> <ul style="list-style-type: none"> - Customary international law - ICRC Study on Customary IHL (2005) 	<p>Henckaerts, J. M., & Alvermann, C. (2005). <i>Customary international humanitarian law</i> (Vol. 1). Cambridge University Press.</p>
Week 9-10	<p>Customary IHL</p> <ul style="list-style-type: none"> - Customary international law - ICRC Study on Customary IHL (2005) 	<p>Henckaerts, J. M., & Alvermann, C. (2005). <i>Customary international humanitarian law</i> (Vol. 1). Cambridge University Press.</p>
Week 11-12	<p>IHL and Weapons</p> <ul style="list-style-type: none"> - Conventional weapons - Weapons of mass destruction 	<p>Turns, D. (2006). Weapons in the ICRC study on customary international humanitarian</p>

		law. <i>Journal of Conflict and Security Law</i> , 11(2), 201-237.
Week 13-14	IHL and Protected Persons - Civilians - Prisoners of war - Refugees and internally displaced persons	Lopes, C., & Quéniwet, N. (2008). Individuals as subjects of international humanitarian law and human rights law. <i>International Humanitarian Law and Human Rights Law: Towards a New Merger in International Law</i> , 199-236.
Week 15-16	Recap of key concepts and treaties Challenges and future directions in IHL	Kelley, M. (2013). Challenges to Compliance with International Humanitarian Law in the Context of Contemporary Warfare.

Textbooks and Reading Material

The lectures will supplement discussions through books and online academic material. The objective would be to engage students in reading and listening to expert opinions to develop their own understanding of various concepts that are essential in the subject. The curriculum will not depend on a fixed set of readings and online lectures but will diversify to accommodate research articles and opinions as well as interviews to provide a broad-spectrum analysis and discourse.

Recommended Books (material can be provided as lectures proceed)

1. "The Geneva Conventions of 1949" by the International Committee of the Red Cross (ICRC) (1949)
2. "Additional Protocols to the Geneva Conventions" by the ICRC (1977 and 2005)
3. "The Handbook of International Humanitarian Law" by Dieter Fleck (2013)
4. "International Humanitarian Law: A Comprehensive Introduction" by Yoram Dinstein (2016)
5. "The Law of Armed Conflict: International Humanitarian Law in War" by Gary D. Solis (2016)
6. "International Humanitarian Law and Human Rights Law: Towards a New Merger in International Law" by Robert Kolb (2018)
7. "The ICRC Commentary on the First Geneva Convention" by the ICRC (2016)
8. "International Humanitarian Law: The Laws of War" by Leslie C. Green (2008)

9. "The Manual on International Law Applicable to Air and Missile Warfare" by the ICRC (2010)
10. "International Humanitarian Law and the Protection of War Victims" by the ICRC (2019)

Teaching Learning Strategies

1. Relevant material will be provided beforehand to the class both in printed and electronic form to match with the course contents designed
2. Reciprocal teaching method can be implemented to allow students a chance to speak their mind and discuss their problems
3. Brainstorming sessions will be encouraged with instructional scaffolding to allow students to develop their intellectual capabilities before being introduced to technical subjects
4. Didactic questioning by the instructor will be a viable teaching tool to initiate small group discussions in a think-pair-share collaborative teaching environment.
5. Individual presentations may also be assigned to exclusively focus on students with learning difficulties or exceptional students with a potential to offer more to the class environment.

Assignments: Types and Number with Calendar

1. Week Four: Student report submission for previous lectures taught
2. Week Six-Eight: Surprise Quiz or Show-and-Tell Presentation on topics covered
3. Week Eleven: Research Report post-Midterms
4. Week Fifteen: Grouped presentations of Poster Competition on topics assigned

Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.