



New Program Proposal: Graduate Degree Program

Form 2B

Version 2014-11-17

This form should be used to seek SUNY’s approval and New York State Education Department’s (SED) registration of a proposed new academic program leading to master’s or doctoral degree. Approval and registration are both required before a proposed program can be promoted or advertised, or can enroll students. The campus Chief Executive or Chief Academic Officer should send a signed cover letter and this completed form (unless a different form applies¹), which should include appended items that may be required for Sections 1 through 6, 9 and 10 and MPA-1 of this form, to the SUNY Provost at program.review@suny.edu. The completed form and appended items should be sent as a single, continuously paginated document.² If Sections 7 and 8 of this form apply, External Evaluation Reports and a single Institutional Response should also be sent, but in a separate electronic document. Guidance on academic program planning is available [here](#).

Table of Contents

NOTE: Please update this Table of Contents automatically after the form has been completed. To do this, put the cursor anywhere over the Table of Contents, right click, and, on the pop-up menus, select “Update Field” and then “Update Page Numbers Only.” The last item in the Table of Contents is the List of Appended and/or Accompanying Items, but the actual appended items should continue the pagination.

Section 1. General Information	2
Section 2. Program Information	3
2.1. Program Format	3
2.2. Related Degree Program	3
2.3. Program Description, Purposes and Planning	3
2.4. Admissions	19
2.5. Academic and Other Support Services	21
2.6. Prior Learning Assessment	22
2.7. Program Assessment and Improvement	23
Section 3. Program Schedule and Curriculum	23
Section 4. Faculty	27
Section 5. Financial Resources and Instructional Facilities	33
Section 6. Library Resources	35
Section 7. External Evaluation	35
Section 8. Institutional Response to External Evaluator Reports	35
Section 9. SUNY Undergraduate Transfer	35
Section 10. Application for Distance Education	36
Section MPA-1. Need for Master Plan Amendment and/or Degree Authorization	36
List of Appended Items	37

¹Use a different form if the proposed new program will lead to a graduate degree or any credit-bearing certificate; be a combination of existing registered programs (i.e. for a multi-award or multi-institution program); be a breakout of a registered track or option in an existing registered program; or **lead to certification as a classroom teacher, school or district leader, or pupil personnel services professional** (e.g., school counselor).

²This email address limits attachments to 25 MB. If a file with the proposal and appended materials exceeds that limit, it should be emailed in parts.

Section 1. General Information		
a) Institutional Information	Date of Proposal:	
	Institution's 6-digit SED Code :	211000
	Institution's Name:	Binghamton University, State University of New York
	Address:	PO Box 6000, Binghamton, NY 13902-6000
	Dept of Labor/ Regent's Region :	Southern Tier
b) Program Locations	List each campus where the entire program will be offered (with each institutional or branch campus 6-digit SED Code): <i>Binghamton University, 211000</i>	
	List the name and address of off-campus locations (i.e., extension sites or extension centers) where courses will offered, or check here [X] if not applicable:	
c) Proposed Program Information	Program Title:	Genocide and Mass Atrocity Prevention
	Award(s) (e.g., M.A., Ph.D.):	M.S. (Master of Science)
	Number of Required Credits:	Minimum [37] If tracks or options, largest minimum [45]
	Proposed HEGIS Code :	2106.00
	Proposed 6-digit CIP 2010 Code :	44.0504
	If the program will be accredited, list the accrediting agency and expected date of accreditation:	
	If applicable, list the SED professional licensure title(s) ³ to which the program leads:	
d) Campus Contact	Name and title: Aondover Tarhule, Vice Provost and Dean of the Graduate School Telephone: 607-777-2073 E-mail: atarhule@binghamton.edu	
e) Chief Executive or Chief Academic Officer Approval	Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program. E-signatures are acceptable.	
	Name and title: Donald G. Nieman, Executive Vice President for Academic Affairs and Provost Signature and date:	
	If the program will be registered jointly⁴ with one or more other institutions, provide the following information for <u>each</u> institution:	
Partner institution's name and 6-digit SED Code :		
Name, title, and signature of partner institution's CEO (or append a signed letter indicating approval of this proposal):		

³ If the proposed program leads to a professional license, a [specialized form for the specific profession](#) may need to accompany this proposal.

⁴ If the partner institution is non-degree-granting, see SED's [CEO Memo 94-04](#).

Section 2. Program Information

2.1. Program Format

Check all SED-defined [formats, mode and other program features](#) that apply to the **entire program**.

- a) **Format(s):** Day Evening Weekend Evening/Weekend Not Full-Time
Several courses will be available at evening times, but not the entire program. Part-time students will move through more slowly through a combination of day and evening classes.
- b) **Modes:** Standard Independent Study External Accelerated Distance Education
NOTE: If the program is designed to enable students to complete 50% or more of the course requirements through distance education, check Distance Education, see Section 10, and append a [Distance Education Format Proposal](#).
Some courses will use a hybrid or distance education format, but not the entire program.
- c) **Other:** Bilingual Language Other Than English Upper Division Cooperative 4.5 year 5 year

2.2. Related Degree Program

NOTE: This section is not applicable to a program leading to a graduate degree.

2.3. Program Description, Purposes and Planning

- a) What is the description of the program as it will appear in the institution's catalog?

The Master of Science in Genocide and Mass Atrocity Prevention (GMAP) prepares graduates to analyze risk factors, formulate strategies, and implement policies and practices to reduce the occurrence, severity, and potential for reoccurrence of genocides and other mass atrocities around the world. With a focus on the application of an atrocity prevention lens, the program educates students to recognize opportunities to engage in upstream (before conflict), midstream (during conflict) and downstream (post-conflict) prevention measures. Through an interdisciplinary approach integrating classroom learning, applied research, engagement with practitioners, and an intensive field placement, the program prepares graduates to be prevention actors at the micro (individual), mezzo (organizational), and macro (societal) levels. The program is university-wide and overseen by the Institute for Genocide and Mass Atrocity Prevention which reports to the Provost.

- b) What are the program's educational and, if appropriate, career objectives, and the program's primary student learning outcomes (SLOs)? *NOTE: SLOs are defined by the Middle States Commission on Higher Education in the [Characteristics of Excellence in Higher Education](#) (2006) as "clearly articulated written statements, expressed in observable terms, of key learning outcomes: the knowledge, skills and competencies that students are expected to exhibit upon completion of the program."*

The MS in GMAP program aims to prepare ethical and competent prevention agents for the public, nonprofit, and private sectors who are well-educated, theoretically-informed, and practically-focused and who are prepared to bridge traditional divides to generate creative and effective solutions. They will be equipped to bring together evidence from history and the present day, from domestic and international contexts, from academic and practitioner worlds, from governmental, civil society and corporate sectors, and from a wide range of disciplines and professions.

Despite widespread acclamations of "never again" in the aftermath of the Holocaust, the subsequent development of a body of international law intended to encourage quick international interventions in genocides, and a range of domestic mechanisms designed to prevent genocide from occurring, the world

continues to bear witness to genocides, ethnic cleansings, and other mass atrocities. Existing educational programs in law, political science, international relations, history, philosophy, or human rights treat genocide and mass atrocities as a topic of a single course, and generally apply a narrow disciplinary lens to the problem. Degrees in genocide studies or Holocaust studies address those concerns but they remain largely academic and backward-focused in that they do not adequately apply what we know about the causes and consequences of past and present atrocities to inform prevention. In contrast, the proposed MS in GMAP represents an entire degree dedicated to educating and training students to work in government, nonprofit and private organizations to help prevent the occurrence and reoccurrence of genocides and mass atrocities. The degree requires completion of at least 37 credits for students who are able to have the 8-credit advanced methods requirement waived (on the basis of prior coursework or demonstrated proficiency in one of the three advanced methodological areas), and at least 45 credits for other students. Based on course selection to fulfill the various requirements, students may complete more credits (see table in part (g) for more details).

The MS in GMAP will prepare graduates to be leaders and practitioners with the knowledge, skills and abilities (KSAs) they need to recognize and assess risk factors and to design and implement strategies to interrupt the processes that lead to genocide and other mass atrocity crimes, thereby contributing to prevention. The program will prepare students to adjust their prevention strategies for the stage of the atrocity as different approaches are appropriate for before, during, and after the occurrence of mass atrocities. The program has four overarching characteristics which shape the student learning objectives: 1) a focus on prevention; 2) an interdisciplinary approach; 3) a multi-level and multi-sectoral scope; and 4) a professional orientation. Each is discussed in turn below.

The program is **prevention-focused**, preparing students to recognize and disrupt a sufficient number of known risk factors at all stages – before, during and after mass atrocities. Students will learn about the importance of structural factors in upstream prevention before the onset of violence. Among the key factors are those related to democratic processes and peaceful transitions of power; equitable provision of health, education, employment and other basic services; and protection of fundamental human rights. Students will learn how humanitarian aid, peace keeping, economic sanctions, or military interventions, as well as the actions of individual rescuers, can help stop or mediate the effects of a genocide in progress as forms of midstream prevention. Students will also be prepared to design and participate in aspects of the post-conflict transitional justice process, including truth and reconciliation processes and constructive use of memorialization.

The program is **interdisciplinary**, drawing upon scholarship, courses, and faculty from a wide spectrum of academic disciplines, thereby preparing students to serve as boundary spanners who are able to communicate across a range of professions. In contrast to genocide and Holocaust studies programs which are often grounded primarily in History, peace building or international relations programs based principally in Political Science, or transitional justice programs based in law schools, the GMAP program will draw upon theories, models, and research from a wide variety of disciplines from the entire university campus. In the initial design, the coursework and the faculty involved span four schools/colleges at Binghamton University (Harpur College of Arts and Sciences, the College of Community and Public Affairs, the Decker School of Nursing, and the Watson School of Engineering). As the program evolves we hope to include all colleges across campus.

The program is **multi-level and multi-sectoral** in its scope. It prepares students to apply micro, mezzo, and macro strategies for prevention and to be prevention actors in the governmental, civil society and corporate environments. At the micro level graduates will understand the opportunity for themselves and other individuals to be prevention agents in their personal, volunteer and work lives. At the mezzo level, the program will prepare students to incorporate prevention strategies into the management and leadership of governmental, nongovernmental, and profit-driven organizations. At the macro level, the program will develop in students the skills to design and implement national and international policies

and practices to promote prevention.

The degree is **professional** in that it will provide not only knowledge, but also skills that prepare students for employment; the degree will provide students with regular interaction with practitioners and includes a required field placement. It is a two- or two-and-one-half year program, depending on whether the student can waive the advanced methods sequence). The program is comprised of three or four semesters of academic coursework, and a semester-long domestic or international field placement. The program has been developed by and will operate in affiliation with the Institute for Genocide and Mass Atrocity Prevention (IGMAP) and will be closely linked to several practitioner components of the Institute, including: 1) its annual conference which brings together scholars and practitioners; 2) its partnership with leading prevention-focused international nongovernmental organizations (NGOs); 3) its partnerships with other universities, government agencies, and civil society organizations in the United States and around the world; 4) its program of Practitioners-in-Residence (PIRs); and 5) its expanding role in development of the Annual Reports on National Mechanisms for Prevention prepared for the United Nations and other international actors. [*At the end of this document, following all required addenda, Appendix I provides more information on IGMAP's creation, funding, structure and programming*].

There are four broad student learning outcomes of the program each of which include several specific sub-competencies of knowledge and skills. Upon completion of the MS in GMAP, we expect graduates to be able to:

1. Apply an Atrocity Prevention Lens to analyze and interpret situations and to develop strategies for action focused on preventing occurrence, escalation or reoccurrence of mass violence. This entails:
 - a. Demonstrating an understanding of the evolution of and distinguishing characteristics of genocide, crimes against humanity, war crimes, ethnic cleansing, and other forms of mass atrocities;
 - b. Differentiating between upstream, midstream, and downstream prevention mechanisms;
 - c. Identifying opportunities for prevention at the micro, mezzo, and macro levels;
 - d. Interpreting current and potential atrocities in light of lessons learned from one or more historical examples of genocide;
 - e. Assessing the lingering effects of a past genocide in a post-conflict society;
 - f. Assessing the status of countries in risk assessment, early warning systems, education for prevention, and protection of fundamental human rights;
 - g. Evaluating the effectiveness of coercive diplomacy, Responsibility to Protect (R2P), and military and non-military interventions;
 - h. Developing prevention strategies appropriate for governmental and nongovernmental actors, and demonstrating an appreciation for their unique priorities and constraints; and
 - i. Evaluating the effectiveness of efforts at transitional justice in specific contexts, in terms of truth and reconciliation processes, prosecution, institutional reforms, compensation of victims, memorialization, and other processes.
2. Work effectively as part of a team to promote atrocity prevention, broadly defined. This entails:
 - a. Engaging in professional, competent and ethical support of a prevention-focused organization as part of a field experience;
 - b. Working in teams to gather and analyze data on National Mechanisms for Prevention; and
 - c. Working as part of a team to write, design and produce a professional report for high level international distribution.
3. Demonstrate the application of analytical and technological skills to promote atrocity prevention. This entails:
 - a. Demonstrating the application of advanced quantitative or qualitative analytical skills, language and culture skills, or computing skills to a specific prevention context; and
 - b. Using one or more technologies to gather data that can be used in support of prevention efforts.
4. Effectively communicate with professional practitioner audiences regarding atrocity prevention. This

entails:

- a. Synthesizing academic research in concise, jargon-free, and action-oriented formats;
 - b. Preparing reports and recommendations appropriate to relevant political and policy actors who are in positions to promote prevention;
 - c. Demonstrating appreciation for regional, national and local circumstances of specific potential, ongoing or past atrocities, in addition to a more global perspective;
 - d. Advocating for the application of an atrocity prevention lens in specific contexts; and
 - e. Conducting research that synthesizes coursework and the field placement experience to generate evidence-based recommendations for a relevant organization.
- c) How does the program relate to the institution’s and SUNY’s mission and strategic goals and priorities? What is the program’s importance to the institution, and its relationship to existing and/or projected programs and its expected impact on them? As applicable, how does the program reflect diversity and/or international perspectives? For doctoral programs, what is this program’s potential to achieve national and/or international prominence and distinction?

The M.S. in Genocide and Mass Atrocity Prevention (GMAP) contributes significantly to several elements of the both the SUNY and the Binghamton University strategic plans.

SUNY’s strategic plan, *The Power of SUNY*, is grounded in the three core values of the SUNY seal: learn, search and serve. The proposed MS in GMAP will be a professional public service degree that prepares people with the knowledge they need (learning) to identify and address the most pressing policy problems (searching), and to use their knowledge to analyze policy options and select effective solutions (serving).

SUNY’s strategic plan, *The Power of SUNY*, begins with an opening statement from then-SUNY Chancellor Nancy Zimpher in which she refers to “building on the ideals of the land grant mandate—relevant research, outreach to communities, and access for everyone”. The M.S. in Genocide and Mass Atrocity Prevention will bring relevant research to bear on one of the most critical issues of our time. These issues have great relevance to a large segment of the state population who have had their lives and those of their families disrupted by historical genocides. In providing fully funded externship placements for students (paid for by external donors), the program enhances access for a wider range of students who might otherwise struggle to gain such experiences as part of their education. The program will attract to Binghamton students from across the country and the world, many of whom will continue working in New York State (in New York City, in particular), and others who will carry their Binghamton education around the world.

The SUNY plan also identifies six big ideas to guide the system and the proposed MS in GMAP is directly or indirectly supportive of all of them, as highlighted in Table 1 below.

Table 1. Relationship of MS in GMAP to SUNY Strategic Plan Big Ideas

Big Idea	Components	MPP Contribution
SUNY & the Entrepreneurial Century	Cultivate entrepreneurial thinking, help new and existing businesses innovate, prosper and grow	Genocides and mass atrocities have not only human costs, but also significant economic implications. Recent developments in prevention technologies also present opportunities for entrepreneurial responses, including those related to the development of apps for geo-mapping of occurrences of violence, and development of algorithms to analyze political discourse for warning signs. The MS in GMAP will provide students with the opportunity to apply entrepreneurial thinking to

		a social problem of global and local significance. The degree incorporates expertise from Binghamton University’s engineering, computer science, and geography programs for these elements.
SUNY & the Seamless Education Pipeline	Minimize attrition in the “cradle to career” pipeline, close gaps that impede success	While not directly linked to the K-16 pipeline and barriers to academic success, the program indirectly supports those objectives. One barrier to success is lack of interest or focus, the MS in GMAP will build on a relatively new and already popular undergraduate minor in GMAP. As a professional degree program, we expect the MS in GMAP to smoothly transition its students into careers. The MS in GMAP will also include attention to how access to education serves as a critical prevention tool and builds on expertise in Binghamton University’s teaching, learning, and educational leadership program to do so.
SUNY & a Healthier New York	NYS as the source of innovation on healthcare, addressing issues of disease, treatments, costs, insurance, etc.	The link between healthcare and genocide prevention is well established. The theories and practices of prevention draw upon the healthcare treatment model of primary, secondary and tertiary prevention, in terms of epidemiological models predicting the spread of disease or violence, and in terms of the forensic sciences needed for evidence gathering. The MS in GMAP will draw upon expertise at Binghamton University in nursing, pharmacy, and allied health sciences to bring these elements into the degree program.
SUNY & an Energy-Smart New York	Promote sustainability, reduce overdependence on fossil fuels, address the causes and consequences of climate change	The pressures of climate change are contributing factors to mass atrocities throughout the world. The displacement caused by widespread and long-lasting droughts creates pressures that trigger or exacerbate violence. Large-scale extraction of minerals to meet energy demands often occurs under exploitive work conditions and destroys indigenous cultures. The MS in GMAP will promote sustainability and encourage actions to reduce and reverse the effects of climate change by enhancing students’ understanding of the local and global implications of energy decisions.
SUNY & the Vibrant Community	Engage with the local communities, counter the “brain drain”	While graduates of the MS in GMAP are unlike to stay in the immediate Binghamton area, many are expected to remain in New York State and contribute to the State economy. The international hub for governmental and nongovernmental actors interested in genocide prevention centers around the United Nations headquarters in New York City.
SUNY & the World	Promote a global and intercultural perspective, improve global competitiveness	The MS in GMAP has the potential to attract international students from all regions of the world because of its unique focus on prevention of a social ill that has devastated communities in so many parts

		of the world. The program will facilitate sharing of diverse experiences and perspectives among students, and the externship placement will further intercultural understanding.
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More recently, in her 2018 State of the University System Address, current SUNY Chancellor Kristina Johnson identified four themes of her vision for SUNY: 1) innovation and entrepreneurship; 2) individualized education; 3) sustainability; and 4) partnerships (<https://www.suny.edu/about/leadership/chancellor/speeches/sotus-2018/>). This program directly speaks to the third and fourth themes. Chancellor Johnson spoke of sustainability not simply in terms of climate change and saving the planet, but also of human civilization its culture. Genocides and other mass atrocities are direct threats to the cultures and very survival of groups of people. In speaking of partnerships, Chancellor Johnson referred to alliances with industry, government agencies, non-profit foundations, and international organizations, all of which are represented by and an integral part of this program.

Binghamton University’s mission combines academic excellence and public service. The strategic plan states “Binghamton University is a premier public university dedicated to enriching the lives of people in the region, state, nation and world through discovery and education, and to being enriched by partnerships with those communities.” The proposed MS in GMAP links directly to several of the goals expressed in Binghamton University’s strategic plan, the *Road Map to Premier*. Specifically, the plan asserts a vision of engaging in "path-breaking graduate education, research, scholarship and creative activities that shape the world." Within this are goals of enriching the collaborative culture for research and scholarship, and increasing the transformational impact of the University’s research. As an interdisciplinary degree program, the MS in GMAP will address a complex worldwide problem and the applied scholarship generated by the program will contribute to these goals. The Institute for Genocide and Mass Atrocity Prevention is an important University-wide initiative designed as a cross-disciplinary effort. The Institute seeks to foster creative collaboration between University faculty and students and a range of external practitioners in the non-governmental and diplomatic communities; to encourage and support ongoing research projects by University faculty and graduate students in emerging mechanisms and practices for prevention of mass violence; and to open curricular avenues in applied studies linked to prevention. The MS in GMAP is a core component of the Institute’s efforts.

The Binghamton University strategic plan also prioritizes engagement in the form of enhancing "the University's economic, social and cultural impact through engagement from the local to the global level." The five sub-goals in this area include: 1) strengthen the University’s economic impact on the local community; improving the University’s Social Impact on the Local Community; enhancing the University’s Cultural Impact on the Local Community; improving the University’s Social Impact on the Global Community; and enhancing the University’s Cultural Impact on the Global Community. The proposed MS in GMAP will contribute to all of those goals. We expect that many of the graduates of the program will stay in New York State. The New York City area is a center for organizations – from the governmental, civil society, and private sectors – that need skilled professionals dedicated to genocide prevention. We expect graduates to find work with the United Nations, its affiliate organizations, and the multitude of nonprofit and private organizations that support the work of the U.N. The degree will also have a positive social and cultural impact on the local/state community through the diverse students who will be attracted to the program, the range of practitioners who will visit campus and the community as part of the program, and the public forums we will offer as part of degree program activities. The global community will likely benefit from the greatest social and cultural impact in the form of improved prevention and ultimately reduced violence. The global benefits will be a function of students who work in the New York City area on issues that have global reach as well as by those who return to their home countries and/or accept positions in countries and regions with the greatest need.

Additionally, the proposed M.S. in GMAP advances international perspectives and an appreciation for diversity, core elements of Binghamton University's strategic goals. The specific aim of the Institute's curricular component is to expose students to international and global developments and the challenges of navigating in, and responding to, a range of known risks to vulnerable populations. We therefore intend the M.S. in Genocide and Mass Atrocity Prevention to serve broader University goals of fostering a more diverse and inclusive student body, and offering a more internationalized and pluralistic range of graduate courses.

Finally, Binghamton University's President Stenger recently articulated a vision of expanding graduate enrollments through the development of innovative new programs that anticipate or respond to emerging societal challenges and student demand. The MS in GMAP represents one such program. There is arguably no greater societal need than prevention of genocides and other mass atrocities, and this program is an innovative response to that demand.

In terms of its relationship to existing programs at Binghamton University, the MS in GMAP is unique and, as such, we do not anticipate that it will have a negative impact on other programs. It is both highly focused and thoroughly multi-disciplinary. The most closely related programs include the well-established Master of Arts in Political Science and Master of Public Administration programs, and the recently approved and soon-to-begin Master of Science in Human Rights and Community Action. Each of these programs is distinctly different in the student body they intend to attract, the curriculum content and program design, and the targeted placement of graduates, and thus the M.S. in GMAP should not be in competition with any of the others. In fact, all three of these programs, as well as programs in History, Data Analytics, Forensic Nursing, and others will be prime candidates for double degree offerings in the future.

The Department of Public Administration actively supports the development of the MS in GMAP; the Master of Public Administration (MPA) program is the administrative home to the Graduate Certificate in Genocide and Mass Atrocity Prevention and there is interest among existing and incoming MPA students and the faculty in a double degree option as soon as it becomes available. The chairs of the departments of Political Science, History, Anthropology, Nursing, Systems Science and Industrial Engineering, and others have all expressed support for the program, and an interest in exploring future collaborations.

Because a Master's degree in Human Rights and Community Action at Binghamton University was recently approved by SUNY and the New York State Department of Education, it is appropriate to explicitly address how the two programs differ. Appreciating and protecting human rights – the focus on the Human Rights master's degree – is one important element of upstream prevention, but it is a wholly insufficient approach to atrocity prevention. The two degrees are also distinct in that the MS in Human Rights utilizes a very structured curriculum based in and taught by the faculty of a single department (Human Development), whereas the MS in GMAP draws upon the expertise of faculty from across the university and provides students with options organized around key competencies rather than grounded in specific courses. The Human Rights degree applies a broad-based approach to social justice and human rights, in contrast to GMAP's highly-focused emphasis on the prevention of genocides and mass atrocities. According to the proposal, the MS in Human Rights prepares students for activism and community organizing, whereas the MS in GMAP is intended to prepare graduates for professional work within governmental and nongovernmental institutions. The new Human Rights degree also places a premium on preparing students for PhD studies and academic research; this is distinctly not the intent of the MS in GMAP program.

We anticipate that longer-term we will develop collaborative relationships with existing undergraduate and master's degree programs at Binghamton University that will allow accelerated/4+1 degree and dual/double degree options for interested students. We have signed a Memorandum of Agreement (MOA) with Rosario University in Bogota, Colombia which currently focuses on faculty exchanges and

collaborative research, but has as a goal promoting a path for graduates of their undergraduate program in Peace Building and Conflict Resolution to pursue the MS in GMAP at Binghamton, and for MS students from Binghamton to complete their field placements in Colombia with governmental and NGO partners of Rosario's Center for Peace and Conflict Studies. We have a similar MOA with CECAR University in Sincelejo, Colombia; and another awaiting approvals with Dhaka University in Bangladesh. A fourth international agreement is being developed with the Human Rights and Peace Centre (HURIPEC) at Makerere University in Kampala, Uganda, which will fall within the broader MOA that Binghamton University signed with that University in 2019. We have also had preliminary discussions with faculty and administrators at Cardoza Law School in New York City about the possibility for a double degree option linking the M.S. in GMAP with a JD and participation in their highly regarded Atrocity Prevention Clinic.

- d) How were faculty involved in the program's design? Describe input by external partners, if any (e.g., employers and institutions offering further education)?

The program design involved a diverse array of faculty and external partners who contributed to varying degrees and in different ways. The key actors were: 1) the faculty co-directors of the Institute for Genocide and Mass Atrocity Prevention (IGMAP); 2) the faculty advisory committee of IGMAP; 3) the faculty who comprise Cohort 1 of the GMAP Curriculum Development Group; 4) the Institute's External Advisory Board; 5) University and NGO partners of IGMAP; and 6) the Institute's Practitioners-in-Residence. The role of each group is described below.

The program design process was led by the two faculty who serve as co-directors of the Institute, Professor Nadia Rubaii and Professor Max Pensky, who hold faculty appointments in the departments of Public Administration and Philosophy, respectively. They reviewed the curricula of programs at other universities and training programs that exist for government and NGO leaders, and they facilitated the process of gathering input from the other stakeholders. They identified existing courses from across campus that could support the program and contacted department chairs to determine frequency of course offerings, availability of seats, and receptiveness to allowing MS in GMAP students in their classes. This input shaped the selection of electives in various categories of the curriculum.

Two faculty groups provided input. At the inception of IGMAP in 2016, upon the recommendation of the Co-Directors, the Provost appointed a faculty advisory committee consisting of 12 faculty from 9 distinct academic disciplines and departments who serve staggered three-year terms (initially with appointments of 1-3 years). This group reviewed early proposals for the program and offered suggestions on relevant courses. [*See Appendix B for a list of the initial members of this IGMAP Faculty Advisory Committee, as well as a description of the evolution of the group*].

Beginning in fall 2018, IGMAP instituted a Faculty Curriculum Development program to encourage and support faculty in refining existing graduate courses and developing new graduate offerings with an explicit application of an atrocity prevention lens. The first cohort of this group (2018-19) have helped to expand the curriculum design. The Curriculum Development program offers an award of \$5,000 to faculty who agree to participate in a series of workshops and meetings to increase their knowledge of genocides and mass atrocities, and of opportunities for prevention; to develop new or modify existing graduate courses to incorporate an atrocity prevention component; and who secure written assurances from their department chairs that their courses will be offered with regularity and open to MS in GMAP students. In the first year of the program, 10 applications were received and 8 individuals from 7 academic departments were selected to participate. [*See Appendix C for a list of participating faculty and courses, and the statements of cooperation from the corresponding department chairs*].

The Institute for Genocide and Mass Atrocity Prevention (IGMAP) has established strong partnerships with external actors from the university, governmental, and nongovernmental sectors, and the program

design has been informed by input from three overlapping sets of external partners. The first is the Institute's External Advisory Board which consists of 16 very prominent practitioners and scholars from around the world. These leaders have been asked to identify the key competencies and core curricular elements for the program, but have not been asked to weigh in on specific course decisions. [See *Appendix D for a list of IGMAP External Advisory Board Members and their credentials*].

The Institute has also consulted with its partners who offer programs at the undergraduate or graduate level at other universities which may be prime candidates for sequential or double degree offerings in the future. The leaders at partner sites for field placements, both in the United States and globally, have been consulted on the design and timing of the field placement component of the degree program.

Finally, the Practitioners-in-Residence who have visited IGMAP since its creation, some of which are members of the External Advisory Board, have each been consulted on the program design as it relates to their individual expertise or their organization's area of focus.

- e) How did input, if any, from external partners (e.g., educational institutions and employers) or standards influence the program's design? If the program is designed to meet specialized accreditation or other external standards, such as the educational requirements in [Commissioner's Regulations for the profession](#), append a side-by-side chart to show how the program's components meet those external standards. If SED's Office of the Professions requires a [specialized form](#) for the profession to which the proposed program leads, append a completed form at the end of this document.

As noted above, we consulted with the IGMAP External Advisory Board about key competencies, with partner organizations about the design of the field placement, and with practitioners-in-residence about specific curriculum components linked to their particular areas of expertise.

The External Advisory Board members, our international and domestic partners, and the Practitioners-in-Residence have helped us identify more than enough sites for the field placements for GMAP students in the United States and in countries throughout the world.

Finally, the two external reviewers who evaluated the program proposal as part of the formal review process provided invaluable advice which we have incorporated into the proposal. [see *Appendix G for the External Evaluator Reports and Appendix H for a description of how we have responded to their feedback*].

- f) Enter anticipated enrollments for Years 1 through 5 in the table below. How were they determined, and what assumptions were used? What contingencies exist if anticipated enrollments are not achieved?

We anticipate quickly growing to a program of 20-25 students (no more than 20 full-time). Our estimates are based on several considerations. In advance of this proposal for a M.S. in GMAP, we began offering an undergraduate interdisciplinary minor in GMAP and a Graduate Certificate in GMAP within the Master of Public Administration program. The minor currently has over 20 students, and the graduate certificate 8-10; students in both groups have indicated an interest in the master's degree should it become available in a timely manner. These early positive responses are from students from a range of undergraduate majors and graduate disciplines, and they include students from New York State, from across the U.S., and from a host of countries that have experienced genocides and mass atrocities as part of their modern histories (including Cameroon, Colombia, Bangladesh, Algeria, and Afghanistan, among others). We have also received inquiries and expressions of interest from individuals who currently work in government or civil society organizations.

We have strong relationships with the directors of several compatible undergraduate programs from which we would recruit students, including the undergraduate program in Holocaust and Genocide

Studies at Keene State College in New Hampshire, and the undergraduate program in Peace and Conflict Studies at Rosario University in Bogota, Colombia. We have also consulted with programs at other universities which offer the most similar programs and used their trends in applications and enrollments as an indicator of high demand. These data are presented later in the proposal.

In sum, we do not anticipate any problems in attracting sufficient students, however the nature of the program which relies heavily on seats available in courses from a variety of departments, and which has an intensive field placement component which requires financial support from the Institute's donors, dictates that we cap enrollments at 20-25. The field placement and its funding are described in greater detail later in the proposal. For the short term, we do not intend to grow the program beyond these numbers, however depending on demand and resources we are prepared to consider an online version of the program designed for an international group of mid-career professionals. If and when the time arises for that, we will submit a separate proposal.

Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time	Part-time	Total	
1	5	3	8	7.5
2	10	3	13	11.5
3	15	4	19	17
4	20	4	24	22
5	20	5	25	27.5

	# of admitted students	# of new students enrolled	# of continuing students	# of students in field placements	# of graduating students	Net Gain	Total # of enrolled students
Year 1	5	5	0	0	0	5	5
Year 2	8-10	8	5	5	5	3	13
Year 3	10-15	10	8	8	8	5	18
Year 4	10-15	10	10	10	10	2	20
Year 5	10-15	10-15	10	10	10	0-5	20-25
Beyond	10-20 depending on experience with yield and retention						20-25

If for some unforeseen reason the enrollment targets are not met, the program will grow more slowly than anticipated.

- g) Outline all curricular requirements for the proposed program, including prerequisite, core, specialization (track, concentration), internship, capstone, and any other relevant component requirements, but do not list each General Education course.

The curriculum requires a minimum of 37 credit hours which include a combination of required courses, electives within categories of classes, individualized tailoring of the curriculum to meet student interests, a field placement, project work linked to the Institute for Genocide and Mass Atrocity Prevention, and a final capstone project. Program requirements fall into four broad areas:

- CORE COURSES. Students complete five common core courses (1. Essentials of Genocide and Mass Atrocity Prevention, 2. Micro-Dynamics of Mass Atrocities, 3. Comparative Genocides, 4. International NGOs, 5. Transitional Justice)
- ELECTIVES. Students must complete one elective from each of three categories (1. Politics and Policy for GMAP, 2. Tools and Techniques for GMAP, and 3. Special Topics in GMAP)

- **ADVANCED METHODS.** Students must either complete or demonstrate existing competencies in one of four types of methodologies for prevention (1. Quantitative analysis, 2. Qualitative analysis, 3. Language and culture, or 4. Computing Technologies)
- **APPLICATION AND ASSESSMENT.** Students complete three courses (1. National Mechanisms Project, 2. Field Placement, and 3. GMAP Capstone) to demonstrate their ability to apply program concepts and to provide a basis for individual and program level assessment.

Students must begin the program by completing GMAP 500, Essentials of Genocide and Mass Atrocity Prevention in their first semester. The four other core courses will be completed by full-time students in the first year, although there is more flexibility in the sequencing.

The sequencing of other program requirements allows for considerable flexibility. In particular, the Electives and the Advanced Methods requirement can be fulfilled at any time. Almost all courses which comprise the proposed MS in GMAP already exist at Binghamton University and are offered on a regular basis. It should be noted that many of the courses which make up the curriculum currently have a “special topics”-type designation (with a course number and letter) because of the numbering traditions in certain departments including, for example, Political Science, History, and Asian & Asian American Studies. Given the number of courses which can be used to fulfill GMAP requirements, we have no concerns about the availability of courses for GMAP students.

The Advanced Methods requirement allows students to identify, in consultation with their academic advisor, how best to tailor and specialize their studies, and which type of methodological skills would be most beneficial given their professional interests. Students may choose from advanced quantitative analysis, advanced qualitative analysis, advanced language and culture, or advanced computing technologies. The requirement will generally be filled by completing two courses (8 credits) selected in consultation with the advisor and approved by the GMAP Curriculum Committee. Among the possible courses that may be used to fulfill this requirement may be other courses from the list of electives in the other categories. Students may also have all or part of this requirement waived based on prior coursework or prior work experience which demonstrates such competencies. Waivers will be approved by a committee consisting of the IGMAP co-directors and representatives of the faculty and external advisory groups, according to a set of formal criteria which that committee will develop.

All MS in GMAP students will participate at some point in IGMAP’s National Mechanisms Research Project under the supervision of the IGMAP Assistant Director. Students may complete this 3-credit requirement over several semesters or entirely in their final semester. The National Mechanisms Project will provide students with experience gathering and analyzing information from governments, working as a member of a teams, and preparing a professional report.

The program will include a 4- to 6-month field placement which will generally be completed during the third semester of full-time study and will provide an opportunity for students to work alongside practitioners, to apply the KSAs from their coursework, and then to reflect on the experience. The Field Placement is a critical design element of the MS in Genocide and Mass Atrocity Prevention and it deserves explicit attention in this proposal because of its unique characteristics. The IGMAP co-directors have also been generating external donations to fully fund the field placements so that the host agencies would not have to pay for student, nor would students have to incur a financial burden. In 2018, Binghamton University alum Owen C. Pell ’80, LLD ’11 established the Pell Graduate Externship in Genocide and Mass Atrocity Prevention to support field placements that are a required component of the MS degree proposal. The field placements will generally span part of the summer and a semester, and the stipend provided will include payment for travel, lodging and a small stipend to cover basic living expenses. The goal of the program is to ensure that placements are made based on the interests of students and needs of organizations, rather than on ability of an organization to pay or of a student to volunteer. The co-directors of the Institute for Genocide and Mass Atrocity Prevention (I-GMAP) have

been identifying appropriate organizational placements and corresponding practitioner supervisors for externships in the United States and a host of international sites. These include placements with international NGOs, United Nations missions, and U.N. special offices in New York City, as well as NGOs and experienced individuals working in Canada, Bosnia and Herzegovina, Sri Lanka, Peru, Colombia, and Tanzania. Because we do not yet have the degree approved and because these placements will not be needed until the first group of students enter their second year, these arrangements are only preliminary. We will finalize the arrangements once the degree is approved, but we have no doubts that there will be sufficient placements available for students. Students may, with approval from the Assistant Director of IGMAP, arrange their own field placements.

The final semester will include a capstone project in which students apply the knowledge from the coursework and their experience in the field placement to develop an evidence-based practitioner-focused report. The GMAP Capstone will be overseen by one of the IGMAP Co-Directors. In addition to producing a report, students in the GMAP Capstone course will revisit issues of professional ethics, reflective practice, and self-care to protect the mental health of prevention practitioners. Students will generally present their capstone projects in the form of a poster as part of IGMAP’s annual Frontiers of Prevention conference in the spring, or as part of another event highlighting research in the fall. The Co-Directors may, at their discretion, invite students who prepare exceptional capstone projects to participate in the conference as part of a professional conference.

Outside of the curricular requirements and without academic credit, students in the program will be expected to participate in IGMAP events as part of their professional development. These events will include, but are not limited to, the annual Frontiers of Prevention conference, meetings with the faculty in Curriculum Development cohorts, and attending presentations by and meeting in small groups with the 6-10 Practitioners-in-Residence hosted each year. Among the students in the existing Graduate Certificate in GMAP who have already expressed interest in applying to the MS in GMAP once it is available, there are plans to develop a GMAP Graduate Student Organization to foster a sense of community and to serve as a support network among GMAP students, and also to provide a mechanism by which students can initiate related activities and events. [*Appendix I presents information on the annual Frontiers of Prevention conference and practitioner-in-residence programs which are part of the Institute’s annual activities*].

The following table presents the curriculum requirements.

Course or Category	Credits
1. GMAP 500, Essentials of Genocide & Mass Atrocity Prevention (PHIL 580K/PAFF 568)	4
2. GMAP 501, Micro-Dynamics of Mass Atrocities (new course)	4
3. GMAP 502, Comparative Genocides (new course)	4
4. GMAP 503 International Nongovernmental Organizations (PAFF 555)	3
5. GMAP 504 Transitional Justice (PHIL 609)	4
6. Elective in Politics and Policy for Genocide Prevention. One course from the category which includes the following pre-approved courses: Human Rights and World Politics (PLSC 663W), Political Regimes and Transitions (PLSC 663Q), Civil Wars and Their Consequences (PLSC 663K), State Politics and Social Policy (SOC 690B), Development State: Rise Crisis Future (SOC 690D), Political and Criminal Violence (PLSC 663G). Other courses may be added to this list with approval from the IGMAP Curriculum Committee.	3-4

<p>7. Elective in Tools and Technologies for Genocide Prevention One course from the category which includes the following pre-approved courses: GIS and Spatial Analysis (GEOG 544), Remote Sensing Technologies (GEOG 532), Computational Tools (SSIE 500), Aerial Images and Drones in Planning (GEOG 581D), Applied Soft Computing (SSIE 519), Operations Management Supply Chain (SSIE 515), Environmental Geophysics (GEOL 453/5XX), Methods in Forensic Anthropology (ANTH 544), Medicolegal Death Investigation (NURS 581E), Elementary Epidemiology & Biostatistics (NURS 540), Database Systems (CS 532), Information Retrieval (CS 533), Introduction to Data Mining (CS 535). Other courses may be added to this list with approval from the IGMAP Curriculum Committee.</p>	3-4
<p>8. GMAP 538 (a-z), Special Topics in GMAP. Fulfilled by completing one or more courses totaling 4 credits from among the following or other approved course: Anthropological Approaches to Human Rights (ANTH 572C), Colonization, Mass Violence, Genocide & Cultural Memory (COLI 581), Human Migration and Disease (ANTH 572G), History and Memory (HIST 501U), Civil Rts and Anti-Apartheid (HIS 531), Race in Transnational History (AAAS 580F), Trauma in JPN Lit & Film (AAAS 530,), Unresolved Issues: Wars in Asia (AAAS 531), Pacific War Exp in JPN Lit & Film (AAAS 5XX), Spatial Practices & Arts of War (ARTH 581A), Aesthetics, Politics and Religion (ARTH 582N), Forensic Health of Victims (NURS 581G), Soviet Genocide (HIST 560G), Middle East Forced Migrations (HIST 572C). Other courses may be added to this list with approval from the IGMAP Curriculum Committee.</p>	4
<p>9. Advanced Methods for GMAP. Students will complete 8 credits in one of the options below selected in consultation with their GMAP advisor. This requirement may be waived based on prior coursework or work experience according to criteria and procedures established by the special IGMAP committee for review of waiver requests.</p> <ul style="list-style-type: none"> • Option A: Advanced quantitative analysis • Option B: Advanced qualitative analysis • Option C: Advanced languages and cultural proficiency • Option D: Advanced computing technologies 	0-8
<p>10. GMAP 550 National Mechanisms Project (1-3 credits per semester for a total of at least 3 credits). National Mechanisms for prevention are multi-agency and comprehensive systems within a country for detecting and responding to early warning signs, integrating proactive prevention strategies, and monitoring effectiveness. The National Mechanisms project initiated by the Auschwitz Institute for Peace and Reconciliation and transitioning to IGMAP, assesses on an annual basis the progress of countries in developing and implementing National Mechanisms. Under the supervision of the IGMAP Assistant Director, students will work as part of a team to participate in stages of the project underway at the time of enrollment. Students may complete the minimum 3 credits in a single semester or over time; given the annual cycle of the project, students are encouraged to enroll for multiple semesters.</p>	1-6
<p>11. GMAP 580, GMAP Field Placement. Under the supervision of the IGMAP Assistant Director, students will be matched with an appropriate prevention-focused governmental, civil society, or private sector organization to work full-time for a minimum of 4 months. A basic travel and living stipend will be provided by the Institute to ensure that placements are not limited to those organizations with the capacity to pay or those students with the financial means to volunteer. Based on student interests and professional aspirations, visa considerations for international students, and language proficiencies, students may be placed within or outside the United States.</p>	1-4

<p>12. GMAP 590. GMAP Capstone Project. Under the supervision of one of the IGMAP co-directors, each student will conceptualize, research, and write a report with specific recommendations and a plan for implementation, targeted to an appropriate governmental or nongovernmental official or organization, which draws upon the GMAP program coursework, and the student’s individual field placement. The capstone process will review with students the issues of professional ethics, reflective practice, and self-care to protect the mental health of prevention practitioners. Capstone projects will also be shared in poster sessions during IGMAP’s annual Frontiers of Prevention conference, and the Institute co-directors may invite exceptional capstone projects to be presented as part of relevant conference panels.</p>	4
<p>Total required credits:</p>	37-50*

*Note: the wide range of credit hours is a function of three factors:

- 1) the opportunity for students to have up to 8 credits waived for the Advanced Methods for GMAP requirement based on prior coursework or work experience;
- 2) the reliance on courses from a wide range of departments across several different colleges which have different norms for 3 or 4 (occasionally 2) credit courses; and
- 3) the option for students to register for additional credits of the field placement (and completing a corresponding increased level of academic work) if necessary for to satisfy requirements associated with financial aid or visa status.

In each of the elective areas, we anticipate adding more choices to the list of approved courses on an annual basis. In particular, we hope to include courses from the newly approved master’s degree programs in Human Rights and in Data Analytics, however the details on availability of seats in said courses is not known at the time of preparation of this proposal because neither program has started to enroll students.

h) Program Impact on SUNY and New York State

h)(1) Need: What is the need for the proposed program in terms of the clientele it will serve and the educational and/or economic needs of the area and New York State? How was need determined? Why are similar programs, if any, not meeting the need?

While genocides and mass atrocities are global concerns, preparing students to engage in atrocity prevention directly supports the economic needs of New York State, particularly the New York City-based international governmental and nongovernmental organizations. As the seat of the United Nations, New York is also home to the permanent missions, embassies, and consulates of many countries around the world. International NGOs are also located around the UN, and many of them engage in some way with issues related to atrocity prevention. As noted earlier, there are no programs that are directly comparable, however the data below illustrate that the most similar programs are able to be highly selective and are not able to meet demand.

There are no programs on other SUNY campuses that could reasonably be perceived as duplicative or redundant of the proposed MS in GMAP. While SUNY schools offer courses in Holocaust studies and have scholars who do research into the causes and consequences of genocides and mass atrocities, there are no graduate academic degree programs offered by any of the SUNY campuses. By title alone, Binghamton University’s recently approved master’s in Human Rights and Community Research might appear similar; however, it is distinctly different in several significant ways. At the most basic level, human rights encompass a broad range of rights, related to individual’s right to fair working conditions, educational opportunities, housing, etc. Genocide is rightly considered within their realm of human rights violations, but its severity and complexity demand that it be studied independently and that individuals interested in working in the field have more specialized preparation. Additionally, protection of basic human rights is one strategy for upstream (pre-conflict) prevention, but it does not fully encompass the full range of prevention strategies for which students will be prepared by this program.

In advance of this proposal for a MS in GMAP, we began offering an undergraduate interdisciplinary minor in GMAP and a Graduate Certificate in GMAP within the Master of Public Administration program. The former has grown from seven students in its first semester to more than 20; the latter has signed up 10 students in its first semester despite practically no advertising. These early positive responses are from students from a range of undergraduate majors and graduate disciplines, and they include students from New York State, from across the U.S., and from a host of countries that have experienced genocides and mass atrocities as part of their modern histories (including Cameroon, Colombia, Bangladesh, Algeria, and Afghanistan, among others).

- h)(2) *Employment:*** For programs designed to prepare graduates for immediate employment, use the table below to list potential employers of graduates that have requested establishment of the program and state their specific number of positions needed. If letters from employers support the program, they may be **appended** at the end of this form.

While the program is intended to prepare graduates for immediate employment, there are no job categories within the US Bureau of Labor Statistics which can be used as references. Instead, it makes more sense to think in terms of types of jobs and professions that would benefit from the range of competencies that graduates of the program will possess. In countries around the world, atrocity prevention is an increasing responsibility for individuals working in civilian Departments/Ministries of Foreign Affairs/State, Culture, Education, as well as all branches of the military. Nongovernmental and civil society organizations engage in prevention before, during and after conflicts, and this sector is growing in almost all parts of the world. Multinational corporations are also beginning to recognize the bottom line importance of preventing the economic disruptions caused by mass atrocities.

In addition to consulting with the experts who comprise our External Advisory Board for IGMAP and who have extensive experience in the field of genocide prevention, we also base our estimates on preliminary negotiations with partners in other countries. University partners in post-conflict countries are interested in establishing a formal process for guaranteeing that students who complete externship placements with designated NGOs in their countries will return upon graduation to begin employment with those same organizations.

The employment opportunities include the most obvious outlets such as the United Nations (in country missions and in related offices of special advisors, rapporteurs, and humanitarian relief units), international NGOs (based in New York City and in capital cities around the world), and community-based civil society organizations (largely based in post-conflict regions). Employment opportunities also exist within the private sector as more CEOs of international corporations recognize and seek to minimize the devastating economic consequences mass atrocities have on their bottom line. Students will have the opportunity to work in countries with developed economies and those with developing economies. They will have employment opportunities in countries that are positioned to help prevent genocides as well as those that have experienced or on the verge of experiencing genocide. Additionally, graduates will have the opportunity to leverage the MS in GMAP to start their own NGOs or entrepreneurial endeavors. Based on the above sources, we estimate that there is a high demand for individuals with these highly focused and multi-disciplinary professional skills of genocide and mass atrocity prevention. Within the United States, specifically within the New York City area, there will be dozens of jobs annually; and on a global scale, hundreds.

The intent of the program is to prepare individuals to work in a wide variety of positions precisely because the world needs individuals with the knowledge, commitment and capacity to promote atrocity prevention in all type of positions. As such, we have selected a sample of several quite distinct career paths in which skills in atrocity prevention is in highest demand.

Median salary and trends in demand for several career paths based on data from the Bureau of Labor

Statistics are provided below:

Job Category	2017 Median Pay	2016 Number of Jobs	2016-26 Job Outlook
Community service managers (nonprofit)	\$64,100 per year	147,300	18% (Much faster than average)
Political scientist/policy analyst	\$115,110 per year	7,300	3% (Slower than average)
Social scientists	\$79,370	2,700	7% (Average)
Museum Curator	\$47,360 per year	31,000	13% (Faster than average)

Source: <https://www.bls.gov/ooh/a-z-index.htm#l>

Employer	Need: Projected positions	
	In initial year	In fifth year
United Nations - Political, Peace and Humanitarian	3	5
United Nations – Management and Administration	3	5
Nongovernment/ Civil Society Organizations (US-based with international scope) – atrocity prevention focused	2	5
Nongovernmental / Civil Society Organizations (US-based with international scope) – transitional justice focused	3	10
Nongovernmental / Civil Society Organizations (US & non US) – memorialization and museum focused	5	10
Nongovernment / Civil Society Organizations (US & non-US) – general human rights focused	5	10
Government (US)	3	10
Government (non US)	10	20

- h)(3) *Similar Programs:*** Use the table below to list similar programs at other institutions, public and independent, in the service area, region and state, as appropriate. Expand the table as needed. **NOTE:** *Detailed program-level information for SUNY institutions is available in the [Academic Program Enterprise System \(APES\)](#) or [Academic Program Dashboards](#). Institutional research and information security officers at your campus should be able to help provide access to these password-protected sites. For non-SUNY programs, program titles and degree information – but no enrollment data – is available from [SED’s Inventory of Registered Programs](#).*

On a state, national, and even global scale there are few programs that are direct competitors for the proposed MS in GMAP. The closest degrees fall into the categories of human rights (much broader and often domestically-focused), Holocaust and Genocide Studies (generally historically-focused), or Diplomacy and International Relations. While not as ubiquitous as degree programs such as the MBA or MA or MS programs in conventional academic disciplines, programs in Human Rights and in Holocaust Studies are abundant. Programs in Genocide Studies are less common, and programs focused on prevention of genocides and mass atrocities are quite rare.

Many universities offer degrees in Human Rights. These include: Central European University, Columbia University, Concordia University, Harvard University, Indiana University Bloomington, Kingston University, Monash University, Ramapo College of New Jersey, Rutgers University, University College of Dublin, University of California Davis, University of Dayton, University of Denver, University of Maine at Augusta, University of Minnesota, and University of North Carolina Charlotte, and University of San Francisco, among others.

Another set of universities offer graduate degrees in Holocaust Studies or Holocaust and Genocide Studies. These include: Boston University, Clark University, Drew University, Hobart and William Smith College, Kean University, Monash University, Pacific Lutheran University, Seton Hall University, Stockton University, University of Amsterdam, University of Illinois Urbana-Champaign, University of Maryland Baltimore County, University of Vermont, Uppsala University, and West Chester University.

Our search for programs via Internet listings and our networking with scholars working in the field of genocide prevention identified only one other program with a distinctly prevention focus although it is not degree-granting, but rather operates as a supplemental program in Genocide Prevention open to undergraduate, masters and doctoral students in the School of Conflict Analysis and Resolution (SCAR) at George Mason University.

The table below includes a reputable program from each of the above categories. The data were gathered by reaching out individually via email to the program directors at each institution.

Institution	Program Title	Degree	Enrollment
Columbia University	Human Rights	MA	Average 80-100
Kean University	Holocaust and Genocide Studies	MA	Average 45-50
Stockton University	Holocaust and Genocide Studies	MA	Average 35
Seton Hall University	Diplomacy and International Relations	MA	Average 145

Data to complete the above table were obtained through personal contacts. According Kristina Eberback, Director of Education at the Institute for the Study of Human Rights at Columbia University the program receives 175-200 applications per year, and admits 40-43 students in each cohort, resulting in a total enrollment of 80-100 because some are full time and some are part time. According to Brid Nicolson of Kean University, the program enrolls 15 new students each year and generally has 45-50 active students at any time. According to Raz Segal, Director of the MA in Holocaust and Genocide Studies, they have on average 35 students in the program at any point in time, roughly evenly divided among online and in-person students. According to Andrea Bartoli, the Dean of the School of Diplomacy and International Relations at Seton Hall University, they receive 150 applications for the MA each year and admit 60 new students each year.

Given the affordability of Binghamton University, we are confident that this program will have no trouble in meeting its enrollment targets.

- h)(4) Collaboration:** Did this program’s design benefit from consultation with other SUNY campuses? If so, what was that consultation and its result?

The Institute for Genocide and Mass Atrocity Prevention at Binghamton University took the lead in developing a Holocaust, Genocide and Mass Atrocity Studies Network consisting of faculty from across the SUNY campuses who communicate via a listserv. The list provides a forum to share ideas and pose questions related to curriculum and research. The program proposal was not explicitly shared with the list for formal consultation, but the curriculum design was informed by discussions on the list.

- h)(5) Concerns or Objections:** If concerns and/or objections were raised by other SUNY campuses, how were they resolved?

No issues, concerns or objections were raised as part of the LOI review.

2.4. Admissions

- a)** What are all admission requirements for students in this program? Please note those that differ from the institution’s minimum admissions requirements and explain why they differ.

All students applying to graduate programs at Binghamton University submit their application materials through the Graduate School. Application materials include an application form, transcripts, GRE scores, two letters of recommendation, a personal statement, and a resume. Students are expected to have a GPA

of 3.0 or above. International applicants must also submit results from either TOEFL (minimum score of 90), IELTS (minimum score in Band Seven), or PTE Academic (minimum score of 70) unless they have received a college or university degree from a U.S. institution or an institution in which English is the language of instruction.

Because faculty contributing to this program come from across the university and the program is affiliated with the Institute for Genocide and Mass Atrocity Prevention, an admissions committee will be formed as a subcommittee of the IGMAP Faculty Advisory Committee. The admissions committee will consist of the two co-directors of IGMAP and three other faculty who teach courses in support of the program who will serve on a rotating basis for 2 year terms. The committee will establish standards for minimum GRE scores and identify any program-specific admissions requirements, such as an essay on a particular topic. This committee will review application materials, determine whether an interview is warranted, and recommend admission for students whose qualifications meet or exceed the program's standards. In selecting candidates for admission, the committee will strive for both academic excellence and diversity (of race, ethnicity, gender, academic or professional field, and nationality). No standards will be applied that differ from Binghamton University's minimum requirements.

Our plans call for admitting a small initial group of 5 students in the first year and gradually increasing to a maximum of 20-25 students. Although the flexibility of the curriculum makes a cohort model infeasible, students will have multiple opportunities to stay in contact with the others in their entering class, beginning with the core courses completed in the first year, continuing with IGMAP professional development events throughout the program and a GMAP Graduate Student Organization, and culminating with student participation in the National Mechanisms Project.

While we expect most students to enroll and complete the degree on a full-time basis in 2 to 2½ years, students will be allowed up to 5 years to complete the degree on a part-time basis. Part-time enrollment may range from one-credit (holding one's place through continuous registration) to anything less than a full load of 12 credits per semester in the first year or 9 credits per semester in the second year. Extensions may be granted to allow students more time to complete the degree in exceptional cases of special needs, medical needs, or leaves of absence.

b) What is the process for evaluating exceptions to those requirements?

Given anticipated demand for the program and our plans to keep the program small so as to not overwhelm the departments which have agreed to provide seats to GMAP students in their courses and to stay within our budget for funding of field placements, we expect the admissions process to be competitive allowing us to be highly selective in admissions. As such, we do not anticipate many exceptions, if any. It is possible, however, that an applicant with a lower undergraduate GPA from many years ago who has since obtained extensive relevant work experience, might be considered. The faculty committee responsible for admissions will review requests for exceptions on a case-by-case basis, and will allow such exceptions only if they are confident of the student's ability to succeed in all aspects of the program.

c) How will the institution encourage enrollment in this program by persons from groups historically underrepresented in the institution, discipline or occupation?

The Graduate School recruits applicants to all programs from historically underrepresented groups by attending recruitment fairs dedicated to minority students, by visiting colleges and universities where underrepresented students attend in large numbers, and by emphasizing the affordability of a Binghamton University education. We will rely on these institution-wide marketing and recruitment efforts to contribute to a diverse pool of applicants. We will draw upon the diversity of Binghamton's undergraduate student population as a pool of potential students for the MS in GMAP program.

Promoting diversity within the student body is particularly important for this program because of the field of study and the demands of effective prevention. Genocide, by definition, involves an intention to “destroy, in whole or in part, a national, ethnic, racial or religious group.” Other atrocity crimes also target groups on the basis of their differences, albeit in terms of political ideology or other criteria. Inclusiveness of diverse groups within society, protection of human rights, and equitable treatment for all are important elements of prevention. As such, being attentive to inclusiveness of a wide variety of dimensions of diversity, with particular attention to nationality, ethnicity, race and religion will be important in recruitment processes, admissions decisions, and placement for this degree program. We will strive to be particularly inclusive of individuals from groups and places that have experienced and/or are experiencing disproportionate violence within the United States and globally. This include people of color, indigenous peoples, immigrants and refugees and their children, and international students.

Because the MS in GMAP is not housed within an academic department and thus does not have an allotment of graduate assistantships, there are some challenges to securing scholarship support for through Binghamton’s Clark fellowship which uses State funds to provide full tuition and a stipend to underrepresented or disadvantaged students. We will work with the Graduate School and our collaborating academic departments to see if there are ways to participate in this program for GMAP students. We have also incorporated into our fundraising priorities the development of targeted GMAP Diversity Scholarships; we will work to identify donors who may be interested in supporting students with particular demographic characteristics who might otherwise be unable to attend the program. Once we establish these scholarships, we will promote them as a means to attract a more diverse applicant pool.

- d) What is the expected student body in terms of geographic origins (i.e., same county, same Regents Region, New York State, and out-of-state); academic origins; proportions of women and minority group members; and students for whom English is a second language?

We expect to enroll students from around the world in this program. Binghamton University undergraduates, whether they are from New York State, other states within the U.S., or other countries have expressed interest. We also have a list of mid-career professionals working in government and civil society organizations in New York and in developing and developed countries who have asked to be kept informed of when the program will be available.

Given the importance of this field of study on a global scale, we anticipate receiving applications from many countries. Binghamton University’s support system for students for whom English is a second language will assist them in being successful in the program. Through existing and planned Memoranda of Agreements with universities in other countries, IGMAP intends to engage in targeted recruitment of students from international universities, particularly those located in post-conflict or at-risk countries where the need for individuals with the education provided by this degree is greatest. As noted earlier, we are already working with peer institutions in Colombia, Uganda and Bangladesh.

2.5. Academic and Other Support Services

- a) Summarize the academic advising and support services available to help students succeed in the program.

Academic advising will be provided by the Co-Directors of the Institute for Genocide and Mass Atrocity Prevention. Students will be assigned to one of the co-directors upon admission based on the student’s substantive or geographic interests, however the assigned advisor may be changed at any time and the co-directors will ensure that each student is provided with the best academic and career advising. The advisor will assist students with selection of courses, considering career options, and in resolving any problems.

Student progress will be monitored each semester by the co-directors, with the goal of early identification of any student who encounters difficulty in classes to secure tutoring assistance as appropriate. Students will be required to maintain a 3.0 grade point average and must demonstrate commitment to professional development through regular attendance at IGMAP events in order to be eligible for the field placement.

The IGMAP Assistant Director will provide guidance and support in selection of a field placement site, oversight of the field placement experience, and logistical support, particularly for international placements.

The field placement and the opportunities to network with practitioners through IGMAP events are expected to be the primary tools for students to secure jobs upon completion. Students will also benefit from the services offered by the Fleishman Center for Career and Professional Development. The Fleishman Center offers workshops on a regular basis to help students design a résumé, apply and interview for jobs, and research career opportunities. Students in the program will also be able to tap into the services of the Graduate Community of Scholars, which offers regular programs intended to help graduate students for the job market in various types and levels of positions. International students will receive support from the Office of International Student and Scholar Services (ISSS) within the Office of International Education and Global Initiatives (IEGI). ISSS helps students in securing initial visas for US entry, obtaining permission for Optional Practical Training (OPT), and in dealing with emergencies. The English Language Institute (ELI) works with the Center for Learning and Teaching and the University Tutoring Services to assist students with language difficulties.

- b) Describe types, amounts and sources of student financial support anticipated. Indicate the proportion of the student body receiving each type of support, including those receiving no support.

Most master's students at Binghamton University rely on loans for financial support, through some students also work in various offices on or off campus. While students in the MS in GMAP will be eligible to apply for positions on campus (as Graduate Assistants in the University Library, the Graduate School, ISSS, etc., or as hourly employees in food service), the program is designed as a self-funded degree program. The majority of students will pay for the degree from their own funds, through loans, or with sponsored support of their employer or government. As noted in Section 2.4.c above, we are working to develop GMAP Diversity Scholarships that would provide Graduate Assistantships for a small number of students.

As noted earlier, and discussed in greater detail in Appendix E regarding External Instruction, the program intends to provide financial support to all students for the field placements. The amount of the support will vary based on costs of living and transportation associated with each placement. Students with placements in a remote community in a developing country may receive a larger amount for airfare and less for living expenses, whereas those working with an NGO or government mission in Manhattan will receive minimal support for travel but more for living expenses. Support for field placements is expected to average \$7,000 for the 4- to 6-month period of the placement.

2.6. Prior Learning Assessment

If this program will grant credit based on Prior Learning Assessment, describe the methods of evaluating the learning and the maximum number of credits allowed, **or check here [] if not applicable.**

As part of the curriculum labeled "Advanced Methods for GMAP" students may have up to 8 credit hours waived based on prior education or experience in one of the three areas identified as options: 1) advanced quantitative analysis, 2) advanced qualitative analysis, 3) advanced languages and cultural proficiency, or 4) advanced computing technologies. Students interested in receiving a waiver will be required to submit a dossier justifying the basis for their request and providing documentation. The requests will be considered

by a GMAP Waiver Review Committee consisting of the IGMAP co-directors, a faculty representative from the Faculty Advisory Committee, and a practitioner representative from the External Advisory Board. This committee will be responsible for establishing the criteria for assessing requests and a process for reviewing them. They may consider waivers may be based on: undergraduate coursework (such as in computer programming or mobile app design to meet the advanced computing technologies option); prior or concurrent graduate coursework (such as a degree in econometrics or several classes in time series analysis and formal modeling to meet the quantitative analysis option, or courses in ethnographic, phenomenological or grounded theory methods to meet the qualitative analysis option); or work experience or life skills (such as years of living and working in other countries or proficiency in multiple languages to meet the languages and cultures option). We anticipate that the waivers will be rare in early years, but may be more common once the program is paired with other master's degrees through a formal double degree opportunity.

2.7. Program Assessment and Improvement

Describe how this program's achievement of its objectives will be assessed, in accordance with [SUNY policy](#), including the date of the program's initial assessment and the length (in years) of the assessment cycle. Explain plans for assessing achievement of students learning outcomes during the program and success after completion of the program. **Append** at the end of this form, a **plan or curriculum map** showing the courses in which the program's educational and, if appropriate, career objectives – from Item 2.3(b) of this form – will be taught and assessed. **NOTE:** *The University Faculty Senate's [Guide for the Evaluation of Undergraduate Programs](#) is a helpful reference.*

As part of the regular assessment cycle for all programs at Binghamton University, student learning outcomes will be measured and assessed at regular intervals by the faculty to determine how effectively graduates have attained the promised knowledge, skills and abilities. Because of the interdisciplinary and flexible nature of the curriculum, assessments will be concentrated in culminating experience courses, including the field placement, the National Mechanisms Project, and the GMAP Capstone. Feedback from the assessment processes will guide decisions on modifying and improving courses, field placements, capstones, and the overall curriculum design. Although not part of an academic department the IGMAP co-directors will collect, analyze and respond to program outcome data for the MS in GMPA through the University's WEAVE reporting system overseen by the Office of Institutional Research.

The IGMAP Co-Directors will assume primary responsibility for assessment of the capstone, with input from the GMAP External Advisory Board regarding the practitioner-relevance of the capstone reports. The Assistant Director will play a key role in assessing the student learning outcomes demonstrated during the National Mechanisms Project and in soliciting input from field placement supervisors. In all areas, the student learning outcomes will guide the development of assessment criteria.

Section 3. Program Schedule and Curriculum

Complete the **SUNY Graduate Program Schedule** to show how a typical student may progress through the program. This is the registered curriculum, so please be precise. Enter required courses where applicable, and enter generic course types for electives or options. Either complete the blank Schedule that appears in this section, or complete an Excel equivalent that computes all sums for you, found [here](#). Rows for terms that are not required can be deleted.

NOTES: *The **Graduate Schedule** must include all curriculum requirements and demonstrate that expectations from in Regulation 52.2 <http://www.highered.nysed.gov/ocue/lrp/rules.htm> are met.*

Special Cases for the Program Schedules:

- *For a program with multiple tracks, or with multiple schedule options (such as full-time and part-time options), use one Program Schedule for each track or schedule option. Note that licensure qualifying and non-licensure qualifying options cannot be tracks; they must be separate programs.*

- When this form is used for a multi-award and/or multi-institution program that is not based entirely on existing programs, use the schedule to show how a sample student can complete the proposed program. **NOTE:** Form 3A, [Changes to an Existing Program](#), should be used for new multi-award and/or multi-institution programs that are based entirely on existing programs. [SUNY policy](#) governs the awarding of two degrees at the same level.

- a) If the program will be offered through a nontraditional schedule (i.e., not on a semester calendar), what is the schedule and how does it impact financial aid eligibility? **NOTE:** Consult with your campus financial aid administrator for information about nontraditional schedules and financial aid eligibility.

NOT APPLICABLE

- b) For each existing course that is part of the proposed graduate program, **append** a catalog description at the end of this document.

SEE APPENDIX C

- c) For each new course in the graduate program, **append** a syllabus at the end of this document. **NOTE:** Syllabi for all courses should be available upon request. Each syllabus should show that all work for credit is graduate level and of the appropriate rigor. Syllabi generally include a course description, prerequisites and corequisites, the number of lecture and/or other contact hours per week, credits allocated (consistent with [SUNY policy on credit/contact hours](#)), general course requirements, and expected student learning outcomes.

SEE APPENDIX D

- d) If the program requires external instruction, such as clinical or field experience, agency placement, an internship, fieldwork, or cooperative education, **append** a completed [External Instruction](#) form at the end of this document

SEE APPENDIX E

SUNY Graduate Program Schedule (OPTION: You can insert an Excel version of this schedule AFTER this line, and delete the rest of this page.)

Program/Track Title and Award: MS in Genocide and Mass Atrocity Prevention (with Advanced Methods Waived)

- a) Indicate academic calendar type: [X] Semester [] Quarter [] Trimester [] Other (describe):
- b) Label each term in sequence, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- c) Use the table to show how a typical student may progress through the program; copy/expand the table as needed.
- d) Complete the last row to show program totals and comprehensive, culminating elements. Complete all columns that apply to a course.

Term 1: Fall Year 1						Term 2: Spring Year 2					
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites				
GMAP 500, Essential of GMAP	4			GMAP 502, Comparative Genocides	4	X					
GMAP 501 Micro-Dynamics of Mass Atrocities	4	X		GMAP 503 International Nongovernmental Orgs	3						
Tools and Technologies for Prevention	3-4			GMAP 504, Transitional Justice	4						
GMAP 550, National Mechanisms Project	1	X		GMAP 550, National Mechanisms Project	1	X					
Term credit total:	12-13			Term credit total:	12						
Term 3: Fall Year 2						Term 4: Spring Year 2					
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites				
GMAP 580, GMAP Field Placement	1			GMAP 583, Special Topics in Prevention	3-4	X					
				GMAP 550, National Mechanisms Project	1	X					
				Politics and Policy for GMAP	4						
				GMAP 590, GMAP Capstone	4	X					
Term credit total:	1			Term credit total:	12-13						
Term 5:						Term 6:					
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites				
Term credit total:				Term credit total:							
Total Credits: 37 min			Identify the required comprehensive, culminating element(s), such as a thesis or examination, including course number(s), if applicable: GMAP 590, GMAP Capstone								
Program Total:											

New: X if new course Prerequisite(s): list prerequisite(s) for the listed courses

SUNY Graduate Program Schedule (OPTION: You can insert an Excel version of this schedule AFTER this line, and delete the rest of this page.)
Program/Track Title and Award: MS in Genocide and Mass Atrocity Prevention (with including Advanced Methods requirement)

- e) Indicate academic calendar type: [X] Semester [] Quarter [] Trimester [] Other (describe):
- f) Label each term in sequence, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- g) Use the table to show how a typical student may progress through the program; copy/expand the table as needed.
- h) Complete the last row to show program totals and comprehensive, culminating elements. Complete all columns that apply to a course.

Term 1: Fall Year 1						Term 2: Spring Year 2					
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites				
GMAP 500, Essential of GMAP	4			GMAP 502, Comparative Genocides	4	X					
GMAP 501 Micro-Dynamics of Mass Atrocities	4	X		GMAP 503 International Nongovernmental Orgs	3						
Tools and Technologies for Prevention	3-4			GMAP 504, Transitional Justice	4						
GMAP 550, National Mechanisms Project	1	X		GMAP 550, National Mechanisms Project	1	X					
Term credit total:	12-13			Term credit total:	12						
Term 3: Fall Year 2						Term 4: Spring Year 2					
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites				
Advanced Methods course	4			GMAP 580, GMAP Field Placement	1	X					
Politics and Policy for GMAP	4										
GMAP 583, Special Topics in Prevention	3-4	X									
Term credit total:	11-12			Term credit total:	1						
Term 5: Fall Year 3						Term 6:					
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites				
Advanced Methods course	4										
GMAP 550, National Mechanisms Project	1	X									
GMAP 590, GMAP Capstone	4	X									
Term credit total:	9			Term credit total:							
Program Total:			Total Credits: 45 min	Identify the required comprehensive, culminating element(s), such as a thesis or examination, including course number(s), if applicable: GMAP 590, GMAP Capstone							

New: X if new course Prerequisite(s): list prerequisite(s) for the listed courses

Section 4. Faculty

- a) Complete the **SUNY Faculty Table** on the next page to describe current faculty and to-be-hired (TBH) faculty.
- b) **Append** at the end of this document position descriptions or announcements for each to-be-hired faculty member.

***NOTE:** CVs for all faculty should be available upon request. Faculty CVs should include rank and employment status, educational and employment background, professional affiliations and activities, important awards and recognition, publications (noting refereed journal articles), and brief descriptions of research and other externally funded projects. New York State's requirements for faculty qualifications are in in Regulation 52.2 <http://www.highered.nysed.gov/ocue/lrp/rules.htm>*

- c) What is the institution's definition of "full-time" faculty?

Faculty are full time when they have full-time commitments to a department, division, or school. Their full-time obligations in teaching, research, and service are fined by the Dean and Chair of the unit in which they are employed.

SUNY Faculty Table

Provide information on current and prospective faculty members (identifying those at off-campus locations) who will be expected to teach any course in the graduate program. Expand the table as needed. Use a separate Faculty Table for each institution if the program is a multi-institution program.

Note: For the purposes of this table, all numbers in the column labeled “% of Time Dedicated to This Program” are based on an assumption of a normal teaching load of 2 courses per semester (4 per academic year) for faculty member. The % of time dedicated to this program is based solely on teaching commitments for the courses in support of the MS in GMAP program, even when the same courses also support other programs. Thus, someone who teaches one course per year in support of the GMAP program, even if there are only a handful of GMAP students in the course, would be listed as a 25% dedication. Because the teaching load of part-time adjunct faculty varies from semester to semester, the cells in this column indicate “n/a” to reflect that percentages of time are not applicable or meaningful in these contexts.

(a) Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk)	(b) % of Time Dedicated to This Program	(c) Program Courses Which May Be Taught (Number and Title)	(d) Highest and Other Applicable Earned Degrees (include College or University)	(e) Discipline(s) of Highest and Other Applicable Earned Degrees	(f) Additional Qualifications: List related certifications, licenses and professional experience in field
PART 1. Full-Time Faculty					
Nadia Rubaii, Professor, Public Administration *	50%	GMAP 500, Essentials of GMAP; GMAP 583, Special Topics in GMAP; GMAP 590, GMAP Capstone	PhD Binghamton University	Political Science	Co-Director, Institute for Genocide and Mass Atrocity Prevention. Consultant to the Latin American Network for Genocide and Mass Atrocity Prevention on issues of indigenous rights. Fluent in Spanish.
Maxim Pensky, Professor, Philosophy *	50%	GMAP 500, Essentials of GMAP; GMAP 504, Transitional Justice (PHIL 609); GMAP 590, GMAP Capstone	PhD Boston College	Philosophy	Co-Director, Institute for Genocide and Mass Atrocity Prevention. Expertise in transitional justice and international criminal law. Fluent in German and French.
Heather DeHaan, Associate Professor and Chair, History	12.5%	Special Topics in GMAP, HIST 581X, Soviet Genocide	PhD, University of Toronto	History	Expert in Eurasian, Soviet Union, Azerbaijanian history. Participant in the first GMAP Curriculum Development cohort
David Campbell, Associate Professor, Public Administration	25%	GMAP 503, International NGOs (PAFF 555)	PhD, Case Western Reserve University	Social Welfare	International partnerships in Turkey. International teaching and consulting in Colombia and China. Participant in the first GMAP Curriculum Development cohort
David Cingranelli, Professor, Political Science	25%	Electives in Politics and Policy for GMAP: PLSC 663W: Human Rights and World Politics. Electives in Tools and Techniques for GMAP: PLSC 6## Forecasting for Genocide and Mass Atrocity Prevention	PhD University of Pennsylvania	Political Science	Expertise in analytical study of conflict and human rights violations. Participant in the first GMAP Curriculum Development cohort

(a) Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk)	(b) % of Time Dedicated to This Program	(c) Program Courses Which May Be Taught (Number and Title)	(d) Highest and Other Applicable Degrees (include College or University)	(e) Discipline(s) of Highest and Other Applicable Earned Degrees	(f) Additional Qualifications: List related certifications, licenses and professional experience in field
Dave Clark, Professor, Political Science	12.5	Electives in Politics and Policy for GMAP: POLS 6## Models of Violent Conflict	PhD Florida State University	Political Science	Expertise in analytical study of conflict and human rights violations. Recipient of IGMAP research grant.
Ekrem Karacak, Associate Professor of Political Science	12.5%	Elective in Politics and Policy for GMAP: PLSC 663Q, Political Regimes & Transitions	PhD Pennsylvania State University	Political Science	Expertise in analysis of causes of armed conflicts
Mary Muscari, Associate Professor, Nursing	25%	Elective in Special Topics in GMAP: NURS 581G, Forensic Health of Victims	PhD, Adelphi University	Nursing	Coordinator of Psychiatric Nurse Practitioner and Forensic Health MSc, CPNP, PMHCNS-BC, AFN-BC, Forensic Psychiatric Nurse & Criminologist. Participant in the first GMAP Curriculum Development cohort
Timothy DeSmet, Research Assistant Professor, Geological Sciences and Environmental Studies	12.5%	Elective in Tools and Techniques for GMAP: GEOL 453/5## Environmental Geophysics	PhD, Texas A&M University	Anthropology	Participant in the first GMAP Curriculum Development cohort
Kent Schull, Associate Professor, History	12.5%	Elective in Special Topics in GMAP: HIST 572C, Middle East Forced Migrations	PhD, University of California-Los Angeles	History	Two-time Fulbright Scholar to Turkey. Participant in the first GMAP Curriculum Development cohort
Anne Bailey, Professor, History	12.5%	Elective in Special Topics in GMAP: HIST 531, Civil Rights and Anti-Apartheid, HIST 501U, History and Memory	PhD University of Pennsylvania	History	Expertise in history of violence in race relations, memory as a tool for transitional justice and prevention
Elizabeth DiGangi, Assistant/Associate? Professor, Anthropology	12.5%	Elective in Tools and Techniques for GMAP: ANTH 544, Methods in Forensic Anthropology/ Elective in Special Topics in GMAP: ANTH 572C, Anthropological Approaches to Human Rts	PhD University of Tennessee	Anthropology	Expertise in forensic anthropology. Participant in the first GMAP Curriculum Development cohort
Giovanna Montenegro, Assistant Professor, Comparative Literature and Romance Languages	25%	Elective in Special Topics in GMAP: COLI 581, Colonization, Mass Violence, Genocide and Memory	PhD, University of California, Davis	Comparative Literature	Fulbright Fellow in Germany. Fluent in Spanish and German. Participant in the first GMAP Curriculum Development cohort

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications, licenses and professional experience in field
Chengbin Deng, Assistant Professor, Geography	25%	Elective in Tools and Techniques for GMAP: GEOG 532, Remote Sensing and GIS	PhD, University of Wisconsin	Geography	
Kevin Heard, Adjunct Lecturer, Geography	25%	Elective in Tools and Techniques for GMAP: GEOG 544, GIS and Spatial Analysis	MA, Binghamton University	Geography	Associate Director GIS Core Facility
Norah Henry, Geography	5%	Elective in Tools and Techniques for GMAP: GEOG 581D, Aerial Images and Drones in Planning	PhD, Kent State University	Geography	
David C Stahl, Professor, Asian & Asian-American Studies	25%	Electives in Special Topics in GMAP: AAAS 530 Trauma in JPN Lit & Film, AAAS 531 Unresolved Issues: Wars in Asia & 5XX Pacific War Exp in JPN Lit & Film	PhD, Yale University	Japanese Literature	
John Cheng, Associate Professor and Graduate Director, Asian & Asian-American Studies	12.5%	Elective in Special Topics in GMAP: AAAS 580F, Race in Trans/National History	PhD University of California, Berkeley	History	Expertise in issues of race and culture as contributing factors in violence and migration
Hiroki Sayama, Professor, Systems Science and Industrial Engineering	25%	Elective in Tools and Techniques for GMAP: SSIE 500, Computational Tools	DSc, University of Tokyo	Information Science	
Hal Lewis, Associate Professor, Systems Science and Industrial Engineering	25%	Elective in Tools and Techniques for GMAP: SSIE 519, Applied Soft Computing	PhD, Binghamton University	Systems Science	
Karen edis Barzman, Professor, Art History	12.5%	Elective in Special Topics in GMAP: ARTH 581A, Spatial Practices & Arts of War	PhD, John Hopkins University	History of Art	
Pamela Smart, Professor, Art History	12.5%	Elective in Special Topics in GMAP: ARTH 582N, Aesthetics, Politics & Religion	PhD, Rice University	Anthropology	

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications, licenses and professional experience in field
Weiyi Meng, Professor and Department Chair, Computer Science	12.5%	Elective in Tools and Techniques for GMAP: CS 532, Database Systems	PhD, University of Illinois, Chicago	Computer Science	
Kyoung-Don Kang, Professor, Computer Science	12.5%	Elective in Tools and Techniques for GMAP: CS 532, Database Systems	PhD, University of Virginia	Computer Science	
Arti Ramesh, Assistant Professor, Computer Science	12.5%	Elective in Tools and Techniques for GMAP: CS 533, Information Retrieval	PhD, University of Maryland, College Park	Computer Science	
Zhongfei Zhang, Professor, Computer Science	12.5%	Elective in Tools and Techniques for GMAP: CS 535 Introduction to Data Mining	PhD, University of Massachusetts Amherst	Computer Science	
Part 2. Part-Time Faculty					
Matt Lunn, Lecturer, Decker School of Nursing	n/a	Elective in Tools and Techniques for GMAP: NURS Medicolegal death investigation	PhD, University of Colorado, Colorado Springs		F-ABMDI, Medical investigator and criminologist. Has served as Vice President for the American Board of Medicolegal Death Investigators (ABMDI), a Director for the Forensic Specialties Accreditation Board (FSAB), multiple committees for the National Association of Medical Examiners (NAME)
Kevin Heard, Adjunct Lecturer, Geography (full time employee, but not full time faculty)	n/a	GEOG 544, GIS and Spatial Analysis	MA, Binghamton University	Geography	Associate Director GIS Core Facility
Walden Bello, Adjunct Professor, Sociology	n/a	SOC 690D, Devel. State: Rise Crisis Future	PhD, Princeton University	Sociology	Member of the Philippine House of Representatives, a senior analyst at Focus on the Global South, and a fellow of the Transnational Institute
Stephen Capobianco, Assistant Director, Institute for Genocide and Mass Atrocity Prevention (full time employee but not full time faculty)	n/a	GMAP 550, National Mechanisms Project, GMAP 580, GMAP Field Placement	MPA, Binghamton University (ABD toward PhD, Binghamton University)	Public Administration (Community and Public Affairs)	Full time Binghamton University employee, put not in a regular faculty appointment

Part 3. Faculty To-Be-Hired (List as TBH1, TBH2, etc., and provide title/rank and expected hiring date)					
<p>TBH1, adjunct instructor of comparative genocide studies and micro-dynamics of mass atrocities</p>	<p>n/a</p>	<p>GMAP 501, Micro-Dynamics of Mass Atrocities, GMAP 502, Comparative Genocides</p>	<p>MA or PhD</p>	<p>Open field (could be History, Political Science, Sociology, Anthropology, Holocaust/Genocide Studies, Conflict Resolution)</p>	
<p>TBH1, associate or full professor in Comparative Genocides expected search in Year 2, start in Year 3</p>	<p>100%</p>	<p>GMAP 501, Micro-Dynamics of Mass Atrocities, GMAP 502, Comparative Genocides GMAP electives</p>	<p>PhD</p>	<p>Open field (could be History, Political Science, Sociology, Anthropology, Holocaust/Genocide Studies, Conflict Resolution)</p>	

Section 5. Financial Resources and Instructional Facilities

- a) What is the resource plan for ensuring the success of the proposed program over time? Summarize the instructional facilities and equipment committed to ensure the success of the program. Please explain new and/or reallocated resources over the first five years for operations, including faculty and other personnel, the library, equipment, laboratories, and supplies. Also include resources for capital projects and other expenses.

As described in Appendix I, the Institute for Genocide and Mass Atrocity Prevention is largely funded by external donor support, supplemented by support from the Provost's Office at Binghamton University. While the proposed MS in GMAP represents a new offering by the Institute, the vast majority of the Institute's expenses which will support this program are already provided and thus do not represent *new* expenses. That includes secretarial support, an operating budget for the Institute, summer salary for the co-directors, and a one-course buyout for each co-director per year. The Institute will have additional expenses for the field placement stipends/scholarships, but these will be funded by donor support and will not accrue to SUNY and thus are not included.

The only expenses listed in the SUNY Program Expenses Table below are those that represent *new* expenses. These include an additional course buyout for each of the co-directors, and a new faculty hire to regularly offer courses in the Holocaust and in Comparative Genocides. For the first two years of the program, these courses will be taught by one or two adjuncts (one course per semester), with a plan to hire a senior level faculty (open discipline) to start in the third year.

- b) Complete the five-year SUNY Program Expenses Table, below, consistent with the resource plan summary. Enter the anticipated academic years in the top row of this table. List all resources that will be engaged specifically as a result of the proposed program (e.g., a new faculty position or additional library resources). If they represent a continuing cost, new resources for a given year should be included in the subsequent year(s), with adjustments for inflation or negotiated compensation. Include explanatory notes as needed.

SUNY Program Expenses Table

(OPTION: You can paste an [Excel version](#) of this schedule AFTER this sentence, and delete the table below.)

The following assumptions were used for the calculations presented in the subsequent table:

In calculating Program Revenue, we assume that in Years 1 and 2, all full-time students will be domestic students paying in-state tuition. Beginning in year 3, at least 5 students at any time will pay either out-of-state or international tuition. For all years, part-time students are assumed to be in-state. Calculations of program revenue across all years utilize the most current figures available (2018-19). To provide the most conservative estimates of revenue, we assume that part-time students will take only 3 credits.

In calculating Program Expenses, we determine the cost of an additional one-course buyout per year for each of the co-directors based on the current and projected salaries under the terms of the most recent UUP contract. The starting salary for a new senior faculty member in year 3 reflects an estimate given that we do not know in which academic department they will be based.

Figures included in the Table below were reviewed by Senior Vice Provost and CFO Michael McGoff in December 2018.

Enrollment and Revenue						
	Before Start	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5
Enrollment Full Time	0	5 FT	10 FT	15 FT	20 FT	20 FT
Enrollment Part Time	0	3 PT	3 PT	4 PT	4 PT	5 PT
Revenue from Full Time (in-state)	0	\$54,530	\$108,700	\$108,700	\$163,050	\$163,050
Revenue from Full Time (out-of-state and international)		0	0	\$111,050	\$111,050	\$111,050
Revenue from Part Time	0	\$8,154	\$8,154	\$10,872	\$10,872	\$13,590
TOTAL REVENUE	0	\$62,504.00	\$116,854.00	\$230,622.00	\$284,972.00	\$287,690.00
Program Expenses						
OTPS						
Library	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Laboratories	0	0	0	0	0	0
Supplies	0	0	0	0	0	0
Capital Expenses	0	0	0	0	0	0
Other (Specify):	0	0	0	0	0	0
Personnel (Faculty/Staff)						
Co-Director course buyout (Rubaii)	0	\$11,500	\$11,700	\$11,965	\$12,204	\$12,448
Co-Director course buyout (Pensky)	0	\$13,600	\$13,872	\$14,149	\$14,431	\$14,720
Adjunct	0	\$15,000	\$15,000	0	0	0
New Senior Faculty	0	0	0	\$120,000	\$104,040	\$106,120
TOTAL EXPENSES	0	\$40,100.00	\$40,572.00	\$146,114.00	\$130,675.00	\$133,288.00
NET GAIN/LOSS	0	\$22,404.00	\$76,282.00	\$84,508.00	\$154,297.00	\$154,402.00

Section 6. Library Resources

- a) Summarize the analysis of library collection resources and needs *for this program* by the collection librarian and program faculty. Include an assessment of existing library resources and accessibility to those resources for students enrolled in the program in all formats, including the institution's implementation of SUNY Connect, the SUNY-wide electronic library program.

The Subject Librarian for Genocide and Mass Atrocity Prevention, Caryl Ward, has prepared a subject guide for students doing research on the topic. The guide provides information on how to access the most important databases and journals, as well as books (in ebook and print format), and web links.

- b) Describe the institution's response to identified collection needs and its plan for library development.

The Binghamton University Library has received a small donation for the purchase of materials to support I-GMAP and the Co-Directors have provided a list of resources to utilize those funds. There are no immediate needs required by this program within the library collections. Given the multi-disciplinary nature of the program, students will be able to rely on existing resources which support the contributing departments in addition to the materials explicitly focused on atrocity prevention.

Section 7. External Evaluation

SUNY and SED require external evaluation of all proposed graduate degree programs. List below all SUNY-approved evaluators who conducted evaluations (adding rows as needed), and **append at the end of this document** each original, signed [External Evaluation Report](#). **NOTE:** *To select external evaluators, a campus sends 3-5 proposed evaluators' names, titles and CVs to the assigned SUNY Program Reviewer, expresses its preferences and requests approval.*

<u>Evaluator #1</u>	<u>Evaluator #2</u>
Name: Karina Korestelina	Name: Raz Segal
Title: Professor, School for Conflict Analysis and Resolution	Title: Director, Master of Arts in Holocaust and Genocide Studies
Institution: George Mason University (Virginia)	Institution: Stockton University (New Jersey)

See Appendix G

Section 8. Institutional Response to External Evaluator Reports

Append at the end of this document a single *Institutional Response* to all *External Evaluation Reports*.

See Appendix H

Section 9. SUNY Undergraduate Transfer

NOTE: *SUNY Undergraduate Transfer policy does not apply to graduate programs.*

Section 10. Application for Distance Education

- a) Does the program's design enable students to complete 50% or more of the course requirements through distance education? No Yes. If yes, **append** a completed *SUNY Distance Education Format Proposal* at the end of this proposal to apply for the program to be registered for the distance education format.
- b) Does the program's design enable students to complete 100% of the course requirements through distance education? No Yes

Section MPA-1. Need for Master Plan Amendment and/or Degree Authorization

- a) Based on guidance on *Master Plan Amendments*, please indicate if this proposal requires a Master Plan Amendment.
 No Yes, a completed *Master Plan Amendment Form* is **appended** at the end of this proposal.

- b) Based on *SUNY Guidance on Degree Authorizations* (below), please indicate if this proposal requires degree authorization.

No Yes, once the program is approved by the SUNY Provost, the campus will work with its Campus Reviewer to draft a resolution that the SUNY Chancellor will recommend to the SUNY Board of Trustees.

SUNY Guidance on Degree Authorization. Degree authorization is required when a proposed program will lead to a new degree (e.g., B.F.A., M.P.H.) at an existing level of study (i.e., associate, baccalaureate, first-professional, master's, and doctoral) in an existing disciplinary area at an institution. Disciplinary areas are defined by the New York State Taxonomy of Academic Programs. Degree authorization requires approval by the SUNY Provost, the SUNY Board of Trustees and the Board of Regents.

List of Appended Items

Appended Items: Materials required in selected items in Sections 1 through 10 and MPA-1 of this form should be appended after this page, with continued pagination. In the first column of the chart below, please number the appended items, and append them in number order.

Number	Appended Items	Reference Items
Not applicable	<i>For multi-institution programs, a letter of approval from partner institution(s)</i>	Section 1, Item (e)
Not applicable	<i>For programs leading to professional licensure, a side-by-side chart showing how the program's components meet the requirements of specialized accreditation, Commissioner's Regulations for the Profession, or other applicable external standards</i>	Section 2.3, Item (e)
Not applicable	<i>For programs leading to licensure in selected professions for which the SED Office of Professions (OP) requires a specialized form, a completed version of that form</i>	Section 2.3, Item (e)
A	<i>OPTIONAL: For programs leading directly to employment, letters of support from employers, if available</i>	Section 2, Item 2.3 (h)(2)
B	<i>For all programs, a plan or curriculum map showing the courses in which the program's educational and (if appropriate) career objectives will be taught and assessed</i>	Section 2, Item 7
C	<i>For all programs, a catalog description for each existing course that is part of the proposed graduate major program</i>	Section 3, Item (b)
D	<i>For all programs with new courses, syllabi for all new courses in a proposed graduate program</i>	Section 3, Item (c)
E	<i>For programs requiring external instruction, a completed External Instruction Form and documentation required on that form</i>	Section 3, Item (d)
F	<i>For programs that will depend on new faculty, position descriptions or announcements for faculty to-be-hired</i>	Section 4, Item (b)
G	<i>For all programs, original, signed External Evaluation Reports from SUNY-approved evaluators</i>	Section 7
H	<i>For all programs, a single Institutional Response to External Evaluators' Reports</i>	Section 8
Not applicable	<i>For programs designed to enable students to complete at least 50% of the course requirements at a distance, a Distance Education Format Proposal</i>	Section 10
Not applicable	<i>For programs requiring an MPA, a Master Plan Amendment form</i>	Section MPA-1
I	Background information about the Institute for Genocide and Mass Atrocity Prevention (IGMAP), including its origins, purpose, governance structure, activities, funding, and statement of diversity.	
J	Letters of commitment and collaboration from department chairs	
K	Academic Business Plan approved by Senior Vice-Provost and Chief Financial Officer	
L	Updated Information on Funding for Students and Expanded Faculty, Department and College Engagement	

APPENDICES TABLE OF CONTENTS

Appendix A	External Letters of Support	39
Appendix B	Curricular Map.....	49
Appendix C	Catalog Descriptions of Existing Courses.....	50
Appendix D	Syllabi for New Courses	57
Appendix E	External Instruction Form.....	64
Appendix F	Faculty to be Hired.....	66
Appendix G	External Evaluation Reports.....	67
Appendix H	Institutional Response to External Evaluation.....	80
Appendix I	Institute for Genocide and Mass Atrocity Prevention	82
Appendix J	Statements of Departmental and College Commitments.....	87
Appendix K	Academic Business Plan	90
Appendix L	Updated Information on Student Funding and Faculty Engagement.....	98

Appendix A

External Letters of Support

Enclosed are letters of support from the following individuals:

1. Tibi Galis, Executive Director, Auschwitz Institute for Peace and Reconciliation
2. Keith Porter, President and CEO, The Stanley Foundation
3. Mark Freeman, Executive Director, Institute for Integrated Transitions
4. Liberata Mulamula, former Ambassador of Tanzania to the United States and Mexico
5. Simon Adams, Executive Director, Global Centre for the Responsibility to Protect
6. Owen Pell, Partner, White and Case LLC
7. Edward Weisband, Edward S. Diggs Endowed Professorial Chair in the Social Sciences, Virginia Tech

Alexander Cartwright
Provost and Executive Vice Chancellor
State University of New York
System Administration
State University Plaza
Albany, NY 12246

December 11, 2018

Dear Provost Cartwright:

As the Executive Director of the Auschwitz Institute for Peace and Reconciliation – one of the world’s leading international non-profit organizations dedicated to construction of a world that prevents genocide and other mass atrocities – I would very much like to offer my emphatic support for the new Master of Science in Genocide and Mass Atrocity Prevention program being developed by our colleagues at Binghamton University’s Institute for Genocide and Mass Atrocity Prevention (IGMAP). It is my belief that a program of this nature, especially as conceptualized by IGMAP Co-Chairs Dr. Nadia Rubaii and Dr. Max Pensky, will not only serve to teach students vital conceptual and practical knowledge related to the prevention of genocide and other mass atrocities, but will also thoroughly prepare future degree-bearers for a career in our field.

I cannot stress the current need for programs of this nature forcefully enough. As societies around the world continue to grapple with growing attacks on our fundamental human rights, the demand for academics and practitioners with a solid grasp of the tools and concepts involved in atrocity prevention has never been higher. Furthermore, the proposed program’s emphasis on a prevention lens – one that considers risk factors at all stages of the conflict cycle – and interdisciplinary character reflect IGMAP’s commitment to preparing students with the cutting-edge competencies and understandings necessary for a successful career in the field.

Effective work in atrocity prevention, whether it be in the public, private, or academic sphere, requires a combination of skills that span the traditional divide between theory and practice. Our ever-expanding field now reaches well beyond the traditional binary of academics and practitioners to include professionals, advocates, and other stakeholders in sectors as diverse as public health, engineering, and informational technology. To see this reflected in the interdisciplinary and multi-sectoral nature of degree program’s core curriculum is confidence-inspiring. I was also pleased to see field placement requirement for graduates, as our work is ultimately rooted in the impact it has on real human beings, which makes this sort of on-the-ground experience invaluable.

Respectfully,



Tibi Galis, Ph.D.
Executive Director
Auschwitz Institute for Peace and Reconciliation



The
Stanley
Foundation

209 Iowa Avenue
Muscatine, IA 52761 USA
563-264-1500
563-264-0864 fax
stanley@stanleyfoundation.org
www.stanleyfoundation.org
Brian T. Hanson, Chair
Keith Porter, President

December 10, 2018

Alexander Cartwright, Provost and Executive Vice Chancellor
State University of New York
System Administration
State University Plaza
Albany, NY 12246

Dear Dr. Cartwright,

I'm writing today to express my support for the creation of a Master of Science in Genocide and Mass Atrocity Prevention at Binghamton University. As a member of the External Advisory Board of the Institute for Genocide and Mass Atrocity Prevention, I've had the privilege of reviewing the proposal for this program, and I find it to be quite compelling.

I am particularly pleased that the program is prevention-focused. Applying an atrocity-prevention lens to analyze and interpret situations around the world and then developing strategies for action focused on preventing occurrence, escalation, or reoccurrence of mass violence will put this program at the forefront of our field.

It is my hope that the inter-disciplinary nature of the program, with exposure to a wide spectrum of academic disciplines, will not only prepare students for this challenging work, but that it will also assist in mainstreaming atrocity prevention into the fields of peacebuilding, peacekeeping, development, and security.

In 2016, I had the honor of serving as a member of the Experts Committee on Preventing Mass Violence. I believe the creation of a Master of Science in Genocide and Mass Atrocity Prevention program is directly in line with the recommendations of our report (full report here: <https://www.fcni.org/documents/142>), particularly our call to prioritize early prevention.

I have high hopes for this program under the leadership of Dr. Nadia Rubaii and her colleagues at the Institute for Genocide and Mass Atrocity Prevention. I hope that you will invest in this program and help it grow and flourish.

Sincerely,

Keith Porter
President and CEO



INSTITUTE FOR INTEGRATED TRANSITIONS

4 December 2018

Alexander Cartwright
Provost and Executive Vice Chancellor
State University of New York
System Administration
State University Plaza
Albany, NY 12246

Dear Provost Cartwright,

I write as Executive Director of the Institute for Integrated Transitions (IFIT): the world's first independent, nongovernmental organization dedicated to the effective integration of strategy and policymaking in the context of national dialogues and transitions arising in fragile and conflict-affected states.

In particular, I write to endorse Binghamton University's proposal to offer a master's degree in Genocide and Mass Atrocity Prevention. This innovative program will prepare students to work in a variety of fields as part of a growing international network of individuals and organizations committed to prevention. There is a need for more professionally-oriented master's programs in this area that move beyond studying past atrocities, and shift the focus to responding to countries currently at risk of mass violence.

Having worked in this field for many years, I can attest to the need for more qualified individuals who understand the dynamics which result in conflict and are able to intervene in contextually-relevant ways at the first signs of risk, in the midst of conflict, and in rebuilding after conflict. I see opportunities for graduates of this program to secure employment in the public, private and nongovernmental sectors. Indeed, our organization would welcome the opportunity to explore field placements.

Sincerely,

Mark Freeman
Executive Director
Institute for Integrated Transitions

Institute for Integrated Transitions
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Nathalie Tocci
Rafael Vilasanjuan
Oscar Vilhena Vieira
Jennifer Widner

Executive Director

Mark Freeman

Alexander Cartwright,
Provost and Executive Vice Chancellor,
State University of New York, System Administration

Dear Provost and Executive Vice Chancellor,

It is with much pleasure and great enthusiasm that I am writing to you with regards to the proposal by the Binghamton University for a Master of Science in Genocide and Mass Atrocity Prevention. I am particularly pleased that the Institute for Genocide and Mass Atrocity Prevention (one of its kind) has taken this important initiative to provide the students with the much-needed academic discipline which is prevention- focused.

I come from Tanzania, a country renown for being very peaceful given its extraordinary role in conflict resolution and peace building for its neighboring countries and beyond, many of which have been embroiled in conflicts and civil wars. Therefore, my career path led me to participate in various peace processes in the Great Lakes Region of Africa, including Rwanda, Burundi, Congo, Central Africa Republic and more in the search for sustainable peace and development.

Nevertheless, despite all these efforts, what has been lacking is investing in prevention as an essential method to ending cyclic violence and mass atrocities. In recent years, there has been a great awakening among the international community, civil society and scholars regarding the immense need to prioritize a prevention lens in the search for sustained peace and development.

On a personal level, I have actively been involved in the global initiatives and action for prevention of genocide and mass atrocity crimes, including the Genocide Prevention Advisory Network (GPAANet) of world renown scholars in this field; the Global Action Against Mass Atrocity Crimes (GAAMAC), a platform that brings together governments and civil society for action; the African Task Force on the Regional Communities and Prevention of Mass Atrocities; the Budapest Centre for the International Prevention of Genocide and Mass Atrocities that works to bridge the gap between early warning and early action in the prevention of genocide and mass atrocities; and the Binghamton University's Institute for Genocide and Mass Atrocity, among others.

As a visiting scholar and professor at the Elliott School of International Affairs, The George Washington University, I have witnessed the need to prepare our students to study contemporary issues and challenges of peace and security. It is paramount we provide this education so today's youth can develop creative solutions to make our world a safer place to live for coming generations.

Hence, I find the proposal to establish a Master of Science in Genocide and Mass Atrocity Prevention (GMAP) a timely and highly important initiative. It aims to prepare professionals in a wide range of disciplines to generate new and effective solutions for the public, nonprofit, and private sectors in policy making and the implementation of peacebuilding programs with a prevention lens. Following this program, I am convinced its students will be equipped to bring together evidence and knowledge from academic and practitioner worlds, and apply them to domestic and international contexts, as well as from governments to civil society and corporate sectors. In other words, from theoretically-informed to a practically-focused discipline.

I thus support the proposal of the Binghamton University's GMAP Institute to establish the Master of Science in Genocide and Mass Atrocity Prevention program with no hesitation. In reviewing the details of the academic program, there is no doubt that it will contribute enormously in enriching this important and critical area of study. Please feel free to contact me should you require further information on the merits of this proposal. I can be reached at Libmulamula@gwu.edu.

Sincerely,

Ambassador Mulamula
Visiting Scholar and Associate Director, Institute for African Studies, GW

Liberata
Mulamula

Digitally signed by Liberata
Mulamula
DN: cn=Liberata Mulamula, o, ou,
email=libmulamula@email.gwu.e
du, c=US
Date: 2018.12.11 16:08:00 -05'00'

GLOBAL CENTRE FOR THE RESPONSIBILITY TO PROTECT

21 December 2018

Dear Provost Cartwright,

As Executive Director of the Global Centre for the Responsibility to Protect (R2P), I am excited to support Binghamton University's proposal to offer a master's degree in Genocide and Mass Atrocity Prevention.

The Global Centre for R2P was established in 2008 by former UN Secretary-General Kofi Annan and other supporting patrons from the world of diplomacy and human rights. Our mission is to promote universal acceptance and effective operational implementation of the norm of the "Responsibility to Protect" populations from genocide, war crimes, ethnic cleansing and crimes against humanity. We do so by working with the UN Security Council, Human Rights Council and all of the UN's 193 member states. The proposed program at Binghamton University would help our organization advance this important mission. There is a need for more professionally-oriented master's programs in this area that move beyond just studying the history of past atrocities, and shift the focus to protecting civilian populations currently at risk of mass atrocity crimes.

Having worked in this field for several decades, I can attest to the need for more qualified individuals who understand the dynamics that result in identity-based conflict, and are able to intervene in relevant ways at the first signs of risk. Preventing a recurrence of conflict also necessitates a better professional understanding of policies and programs that are effective in rebuilding after atrocities. We need people in positions of authority and responsibility in the public, civil society and corporate worlds who truly understand (and are committed to) their individual and institutional responsibilities to protect civilians from genocide and other mass atrocity crimes.

At the Global Centre we have an established internship program and we would welcome applications from students from Binghamton University's MS in Genocide and Mass Atrocity Prevention interested in fulfilling their field placements with our organization. I see opportunities for graduates of this program to secure employment in the public, private and nongovernmental sectors.

I look forward to learning of approval of this new program.

Yours truly,



Dr. Simon Adams
Executive Director

THE WORLD
HAS EMBRACED
THE RESPONSIBILITY
TO PROTECT – NOT
BECAUSE
IT IS
EASY, BUT
BECAUSE
IT IS
RIGHT.
BAN
KI-MOON
MASS
ATROCITIES
CANNOT BE
UNIVERSALLY
IGNORED AND
SOVEREIGNTY
IS NOT A
LICENSE
TO KILL.
GARETH
EVANS

January 2, 2019

VIA E-MAIL

Mr. Alexander Cartwright
Provost and Executive Vice Chancellor
System Administration
State University of New York
State University Plaza
Albany, New York 12246

White & Case LLP
1221 Avenue of the Americas
New York, NY 10020-1095
T +1 212 819 8200

whitecase.com

Re: Binghamton University Master of Science in Genocide and Mass Atrocity Prevention

Dear Provost Cartwright,

I am writing in support of the proposal for Binghamton University to offer a Master of Science in Genocide and Mass Atrocity Prevention through its Institute for Genocide and Mass Atrocity Prevention (I-GMAP). I understand that the State University of New York is currently considering this proposal, and I endorse the proposal strongly.

I am a Binghamton University graduate ('80, Hon LL.D. '11), and a partner at White & Case LLP, where my litigation practice has involved work with international law as relates to genocide and mass atrocity crimes, and how that law affects sovereign states and businesses. I also am President of the Auschwitz Institute for Peace and Reconciliation ("AIPR"). AIPR is the largest NGO for the training of government officials in genocide and mass atrocity prevention. Specifically, through education, training, and technical assistance, AIPR supports States in developing or strengthening policies and practices for preventing genocide and other mass atrocities. We also encourage and support cooperation among States through regional and international networks to advance prevention. Over the last ten years, AIPR has trained over 4,000 government officials from over 80 nations. (Please see: www.auschwitzinstitute.org.) Based on my work with AIPR and my litigation practice, I also serve on the Advisory Board of the I-GMAP.

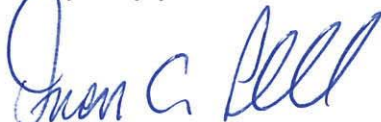
As a practitioner in this field, I can attest to the contribution an accredited Master's program like the proposed Binghamton program will make. Whether within governments, private sector companies, or non-governmental organizations, the field of genocide and mass atrocity prevention is expanding rapidly. The last 15 years have seen significant academic research development in the field, and as AIPR's work shows, training and investment around prevention also is growing quickly, as more nations recognize the significant long-term value in building a capacity to prevent—as opposed to bearing the enormous costs of addressing genocide and mass atrocity outbreaks once they occur. As such, there is a growing need for young professionals properly trained in this area. As a leading research university, Binghamton's commitment to establishing an Institute to further research and education in this field is a significant step.

Mr. Alexander Cartwright
January 2, 2019

The Binghamton program is especially significant for its commitment to helping graduate students work with practitioners in the field. Given the speed with which the field is developing, and given how much of the current work depends on empirical research and observation, the focus on exposing Binghamton students to government officials and others who are active in this field is crucial. The course selections and practical aspects of the Binghamton program will create a cohort of young scholars who can make real contributions to the field of genocide and mass atrocity prevention across a broad range of fields, and in both the public and private sector. Moreover, given the growth in the field, graduates with this type of Master's degree will be able to find significant employment opportunities where they can put their learning to use.

I hope that the State University system approves the Binghamton Master's program as soon as possible. I would be pleased to offer additional information as needed by your office.

Very truly yours,



Owen C. Pell
Partner

T +212.819.8891
E opell@whitecase.com

12/05/2018

Alexander Cartwright, Provost and Executive Vice Chancellor
System Administration
State University of New York
State University Plaza, Albany, NY 12246

Dear Provost Cartwright,

With this letter, I wish to endorse the Master of Science in Genocide and Mass Atrocity Prevention submitted under the auspices of the Institute for Genocide and Mass Atrocity Prevention (I-GMAP) of Binghamton University, by the State University of New York currently under consideration. This Master's program, once accredited and fully functioning, promises to fulfill the professional aspirations and development of generations of junior professionals who will wish to study under the auspices of this program in order to develop appropriate careers and skill sets necessary for entry into the burgeoning field of genocide and mass atrocity prevention. As perhaps never before the challenges of genocide and mass atrocity prevention have emerged with an immediacy and ever-greater complexity across numerous national and sub-national settings. The demand for professionally educated individuals sufficiently accomplished to perform effectively in sensitive areas related to genocide and mass atrocity is real and increasing. Simply put, the need for professionals in fields related to genocide and mass atrocity prevention is growing exponentially. This translates into expanding employment opportunities for those properly educated to become professionally engaged in the range of analytical and administrative responsibilities relevant to genocide and mass atrocity prevention.

The University of Binghamton and its I-GMAP are uniquely positioned to develop and maintain a Master's program designed to support and facilitate the education of generations of students interested in careers related to genocide and mass atrocity prevention. With its brilliant faculty and outstanding success in sponsoring a series of conferences, colloquia, and undergraduate courses, I-GMAP is now able to propose and sponsor a unique course of instruction at the Graduate level of particular value to those wishing to enter the workforce as skilled professionals in mass atrocity prevention.

The proposal outlining the MS in Genocide and Mass Atrocity Prevention indicates four student-learning objectives: how to analyze and interpret the dynamics of mass violence combined with how to promote strategies of action; how to participate in team efforts aimed at mass atrocity prevention; demonstration of appropriate analytical and technological skills; and how to communicate effectively with professional/practitioner audiences. These skills do not come

"naturally" even to the most gifted and/or concerned students. They develop over time and require careful academic nurturing -- the precise objectives of this Master's program.

The overarching characteristics of the program include a prevention focus, interdisciplinary, multi-level and multi-sectoral in scope, and professional. In particular, the proposed courses provide a comprehensive academic and professional experience precisely gauged to the academic interests and professional development of students seeking professional employment in these critical areas. Such courses include, "Essentials of Genocide & Mass Atrocity Prevention", "The Holocaust", "Comparative Genocides", "International Nongovernmental Organizations", and "Transitional Justice". I am particularly impressed by the comprehensive and coherent combination of courses that emphasize civil society and nongovernmental action, so critical to mass atrocity prevention and so important to expanding numbers of professionals currently entering this and related fields.

This Master's Degree proposal thus satisfies the standards set by metrics in today's world of graduate education focused on the relevance of employment opportunity to professional development and, in turn, the role of professional development in graduate curricular advancement. All of the essential ingredients, elements, and dimensions are in place to permit the University of Binghamton and I-GMAP to sponsor a Master's of Science in Genocide and Mass Atrocity Prevention that will attract outstanding students who will pursue distinguished careers, and in due course contribute not only to the fundamentally important role of genocide and mass atrocity prevention, but as well to the enhancement of the University of Binghamton as a distinguished institution in American higher education.

On this basis, I urge that your office and the State University of New York to endorse this proposal by establishing this excellent program, and I do so with enthusiasm, deep conviction, and without reservation.

Sincerely Yours,

Edward Weisband
Edward S. Diggs Endowed Professorial Chair in the Social Sciences

**Appendix B
Curricular Map**

Competency	Course												
	GMAP 500, Essentials of GMAP	GMAP 501, Micro-Dynamics of Mass Atrocities	GMAP 502, Comparative Genocides	GMAP 503, International NGOs	GMAP 504, Transitional Justice	GMAP 510, Politics & Policy for GMAP	GMAP 520, Tools & Technologies for GMAP	GMAP 583, Spec. Topics in GMAP	Advanced Methods	GMAP 550, National Mechanisms Project	IGMAP Professional Development (outside of class)	GMAP 580 GMAP Field Placement	GMAP 590, GMAP Capstone
Apply an Atrocity Prevention Lens to analyze and interpret situations and to develop strategies for action focused on preventing occurrence, escalation or reoccurrence of mass violence	I, P	I	I	I, P	I, P	I, P		I, P		P, A	I	P, A	A
Work effectively as part of a team to promote atrocity prevention, broadly defined.			I							I, P, A		P, A	
Demonstrate the application of analytical and technological skills to promote atrocity prevention	I				I	I, P			I, P	P, A	I	P, A	A
Effectively communicate with professional practitioner audiences.	I									I, P, A	P	P, A	A

Table Key: I = Students are INTRODUCED to the knowledge and skills
P= Students have the opportunity to PRACTICE and apply the knowledge skills
A= Students are ASSESSED on their competencies

Appendix C Catalog Descriptions of Existing Courses

CORE COURSES

GMAP 500, Essentials of Genocide and Mass Atrocity Prevention (exists as PAFF 568 and PHIL 580K) This is an intensive and broad-based exploration and evaluation of the current mechanisms, challenges, successes and failures of efforts to predict, mitigate, and where possible prevent the commission of acts of genocidal violence and mass atrocities. Due to its focus on prevention, the course is by design trans-disciplinary. The course presupposes no particular disciplinary perspective or set of skills, and demands that students maintain an open attitude toward approaches and methodologies with which they have little if any familiarity. The course is also designed to “point outward” from the practice of university-based instruction and research, and toward the global community of atrocity prevention practitioners, whether in the national or global diplomatic community, the global network of non-governmental organizations, or elsewhere. As will become clear during the progress of the course, this designed openness outward from academic to non-academic networks and communities of practitioners is itself not only a procedural but also a substantive part of the exploration and assessment of best practices for prevention. The course’s design makes the case that best prevention practices are most likely to emerge as the boundaries between the academic and the practitioner communities become more porous, and exchange between those communities becomes more intensive and productive.

GMAP 503 International Nongovernmental Organizations (exists as PAFF 555). This course introduces students to the structure and operation of nongovernmental organizations outside the United States. Students will learn how the differences in legal foundations, funding sources, and organization capacities affect mission and performance. Students will examine the development, humanitarian assistance, human rights, and poverty alleviation functions of International NGOs.

GMAP 504, Transitional Justice (exists as PHIL 609) Examines topics in moral, legal, and political philosophy for post-conflict democracies. Topics include: balancing the need for criminal justice for perpetrators of mass atrocities with the need for stability and peace for fragile democracies; balancing the process of democratization with the requirements of international criminal and human rights law; the normative and political foundations of international law; truth and reconciliation commissions and their moral, political, and legal status; reparations programs; memorials, monuments and the politics of memory in post-conflict societies. Course requirements: mid-term examination; final examination; research paper.

ELECTIVES IN THE POLITICS AND POLICY FOR GMAP CATEGORY

PLSC 663W: Human Rights and World Politics. Topics include the historical and theoretical background of the idea and ideology of individual human rights, individual rights in the United States, international human rights norms and remedies, comparative human rights, and empirical research on the human rights practices of governments. Students enrolled in this seminar will be expected to write a theory driven, human rights-related research paper related to their own interests. This paper should be suitable for presentation at a major professional conference and eventual publication in a professional journal.

PLSC 663Q, Political Regimes & Transitions. This seminar investigates regime types and regime transitions. Major topics include variants of totalitarian, authoritarian and democratic regimes, democratic consolidation, institutional choice, political economy, political cultures, ethnicity, and religion. The readings reflect diverse approaches and methods employed in this literature. Political

regimes and transitions in Western Europe, Latin America, Eastern Europe and former USSR republics and the Middle East will be the primary focus of the class.

SOC 690D Development State: Rise, Crisis, Future. This course will look at the origins, structure and dynamics of the developmental state in the developing world. It will situate the rise of the developmental state in the dynamics of global capitalism in the period 1960 to 2010, as capitalism underwent a transition from a Keynesian regime marked by strong state intervention to a market-driven neoliberal regime responsive mainly to corporate profitability. The interaction of the dynamics of global capitalism with other decisive developments in the formation of the developmental state will be analyzed, chief among these being the Cold War, decolonization and domestic class conflict. Among the countries to be studied to shed light on the political economy of the developmental state are Japan, South Korea, Taiwan, China, Malaysia, Thailand, Indonesia, Singapore, Brazil, India and Turkey.

SOC 690B State Politics and Social Policy. This course is about the sociology of politics and power. It will deal with the formation of the modern state, the role it plays in contemporary societies, and its policies that change the distribution of social power and income. There will be discussions of state legitimacy, hegemony, and law as these have evolved in the transformation of class societies. It will also cover the topics of nationalism, citizenship, social policy, and social movements.

PLSC 663K. Civil Wars and Their Consequences. Explores some of the alleged causes of civil wars, the costs and implications for the global and regional environment and the role of third parties in controlling them. Examines factors that affect and alter the dynamics of civil wars as well as its implications. Focuses on various explanations such as grievances and cultural cleavages and try to see how different causes lead to different outcomes. Examination of the myriad consequences of civil wars, such as how long they last and why, the implications for terrorism and global instability, and mass refugee flows that often result. Finally, explores some of the ways to stop or reduce the trauma of civil wars.

PAFF 523, Intro to Policy Analysis. Concepts and tools used in the craft of policy analysis, including problem definition, development and analysis of policy alternatives and requirements of reporting the results of analyses. Introduction to economic and political criteria for evaluating policy alternatives. Roles of policy analysis in democratic governance and decision making are emphasized.

PAFF 520, 21st Century Governance. Focuses on leading and managing organizations in public and nonprofit settings within the framework of the United Nations Sustainable Development Goals. One key aspect of effective public service today involves understanding and successfully navigating across organizational boundaries—essentially functioning within multi---organizational and multi---sectoral networks. In an environment of increased globalization, extensive migration contributing to greater diversity, and rapidly changing technology, public administrators must possess a range of skills.

ELECTIVES IN THE TOOLS AND TECHNIQUES FOR GMAP CATEGORY

SSIE 500 - Computational Tools. This course will introduce students to several programming languages and basic programming techniques, with the focus on developing practical code-writing skills for scientific/engineering problem solving. Topics to be covered include: manipulation with numbers, strings, variables, lists, and arrays; creating functions; flow control; data manipulation; imperative, functional, and object-oriented programming; visualization; and presentation. LaTeX will also be introduced for typesetting professional technical documents. This course will also discuss information theory as a sample application area of computational tools. Topics include: information and entropy, mutual information, information coding and compression, Markov information source

model, statistical complexity, and computational complexity. Students will write codes in their preferred language to calculate various information theoretic measurements of real-world data.

SSIE 519 - Applied Soft Computing. Covers relatively new approaches to machine intelligence known collectively as soft computing. Introduces various types of fuzzy inference systems, neural networks and genetic algorithms, along with several synergistic approaches for combining them as hybrid intelligent systems. Emphasis is on applications, including modeling, prediction, design, control, databases and data mining. The undergraduate students are not required to do projects on the same level as the graduate students, and are not required to place the degree of emphasis on hybrids. Prerequisites: basic knowledge of calculus and discrete mathematics, and competence in at least one programming language, or consent of the instructor. Cross-listed with ISE 419. Offered in the Fall semester.

SSIE 515 - Operations Mgmt Supply Chains. This course deals with management of Supply chains, in particular, with the operational aspects. A broad overview of supply chains of a company is introduced, together with performance measures and needed critical success factors. The course concentrates on supplies, inventories, manufacturing, and logistics of distribution. Managerial aspects as well as mathematical modeling for better planning and control will be covered. Enabling the supply chains by enterprise resource planning modules and e-commerce will also be discussed. Prerequisite: SSIE 505 or equivalent. Cross-listed with ISE 415. Offered in the Spring semester. 3 cred

NURS 540/ PAFF 548A -- Elem Epidemiology & Biostatistics. This course introduces principles and methods of epidemiological investigations for both infectious and non-infectious diseases. Methods that outline how the distribution and dynamic behavior of health, illness, and disease in the population contribute to an understanding of etiologic factors, modes of transmission, and pathogenesis of disease are illustrated. Both acute and chronic disease methods of epidemiologic investigation are explored. Topics to be covered include: evaluation of screening surveys, cross sectional, case control, and incidence or cohort studies; pitfalls found in epidemiologic studies; as well as statistical tests, and the selection of analytical tools to fit specific data. Predictable client populations at risk will be discussed. Students will have the opportunity to apply theory and practice with simulated and/or real data sets for analysis, and to develop their own epidemiologic investigation. Required for community health nursing students.

GEOL 453/5##, Environmental Geophysics. Application of geophysical principles and techniques to exploration of interior of Earth, its crust and upper mantle. Seismological, gravity, magnetic and electrical methods introduced; main results discussed. Interactive microcomputer-based teaching programs in laboratory sessions illustrate theory and provide hands-on experience in data interpretation. Prerequisites: GEOL 211 and 214 and introductory physics, or consent of instructor.

GEOG 532, Introduction to Remote Sensing: Begins with the fundamentals of Geographic Information Systems (GIS), including data structures, sources, acquisition, manipulation and presentation. Spatial analysis techniques for both vector and raster data structures are explored within a context of practical applications. Different software systems are examined and evaluated.

GEOG 544. GIS and Spatial Analysis. Begins with the fundamentals of Geographic Information Systems (GIS), including data structures, sources, acquisition, manipulation and presentation. Spatial analysis techniques for both vector and raster data structures are explored within a context of practical applications. Prerequisite: GEOG 260, GEOG 280Y or GEOG 360 or permission of instructor. There is a \$35 fee associated with this course.

GEOG 581D, Aerial Images and Drones in Planning. Monitoring developed, developing and rural zones to understand human-environmental interactions provides the timely data required for planning and management decisions. The focus of this class is understanding ground-level patterns and activities through data capture and analysis of images. Global and local images selected for analysis will permit students to gain expertise in location monitoring, data extraction and GIS.

ANTH 544, Methods in Forensic Anthropology: This course is an extensive exploration into the methods used by biological anthropologists in the analysis of human skeletal remains. Topics include estimation of the biological profile (sex, age-at-death, stature, and ancestry) as well as the interpretation of skeletal pathology, taphonomy, and trauma. This course involves intensive laboratory analysis of human skeletal remains, and includes the search, excavation, and recovery of human skeletal remains and associated evidence from an outdoor context. The history of the discipline, evolving role of forensic anthropologists in a number of mortuary contexts (including mass disasters and human rights), and current challenges are emphasized via comprehensive review and discussion of the literature. Prerequisite: ANTH 540.

ANTH 572R, Epidemiology This course will explore the basic concepts of epidemiology, including: definitions and background; the nature of disease, wellness, illness, disorders, and disability; issues in measuring and quantifying disease; strategic designs for research, and types of epidemiological studies (case-control, cohort, descriptive, and clinical trials); concepts for evaluating causality and association; potential problems in such studies of disease (how to present the data and conclusions, and the implications of that choice; bias and confounding; statistical vs clinical significance); and issues with prevention and screening. It is conducted as a computer lab with additional discussion and oversight by the instructor. Students must bring laptop computers to class; students may pair up with another student and work together on a single computer. Free software will be loaded on the computers, and students will work with datasets and concepts hands-on in the software applications, completing learning modules and mastering skills required of health professionals who work with epidemiology and public health.

NURS 581E Medicolegal Death Investigation. This course provides an overview of forensic and medicolegal issues as they relate to the investigation of an individual's death. Content includes how deaths are investigated in the U.S., postmortem changes, common injury patterns and findings, cause and manner of death, special types of death investigations and working with families.

Electives in GMAP 583, Special Topics for GMAP

NURS 581G: Forensic Health of Victims. This course provides an overview of forensic health issues as they relate to victims of violent crimes, such as intrafamilial violence, sexual violence, stalking, workplace violence, homicide, and other issues. Content includes responding to victim responses to trauma; victim's resources; victimization of children, women, men, elders and persons with disabilities, and expert witness testimony

ANTH 572C, Anthropological Approaches to Human Rights: In 1948, the United Nations approved the Universal Declaration of Human Rights (UDHR), a document containing 30 articles outlining the entitlements to which every human is due. Regardless of this important first step by the international community, the list of human rights abuses worldwide in the intervening six decades is numerous and extensive, encompassing infringements to aspects of all 30 articles. In a world that is increasingly globalized, with political decisions and events happening in one corner of the globe affecting directly or indirectly every other corner of the globe, the theme of human rights is a germane one to world order and peace. This course will delve into how scholars in a variety of disciplines with emphasis on anthropology are working on questions revolving around human rights past and present.

We will discuss how scholarship and civil societies contribute to solutions of sociopolitical problems that proximately and ultimately cause abuses; mitigate the suffering of victims, families, and societies where gross abuses have occurred; and analyze causes and costs of current and past abuses. This course will analyze and present what issues were and are for certain areas of the world, allowing course participants to evaluate where we have been, where we are, and where we have to go. Course topics will include how forced displacement, disasters, war, and particular socioeconomic and political realities (including poverty and institutionalized inequality) affect the full realization of human rights. Understanding human rights from a multidisciplinary and cross-cultural perspective is essential for promoting awareness and tolerance in addition to fostering new practical approaches towards attaining human rights for all individuals. Graduate students in all disciplines welcome.

HIST 581X. Soviet Genocide. This courses interrogates the various genocides and mass atrocities that took place within and along the space of the former Soviet Union, paying particular role to such causal factors as Soviet authorities' ideological agendas, the instrumentalizing of nationalism as a tool of geopolitics, the Soviet state's role in fostering or repressing inter-ethnic resentments, and the transnational flow of refugees, traumas, and violence at times of war. Specific topics include the regional impacts of the Armenian genocide, refugees in WWII, Soviet cultural and class policies, the Ukrainian Holodomor, Soviet ethnic cleansings and deportations in the late 1930s, the participation of once-Soviet citizens in the Holocaust, Soviet responses to the Holocaust and to Jewish nationalism, the GULAG system as a site of cultural repression, and the impact of Soviet collapse on bodies, borders, and identities across Eurasia.

HIST 501U, History & Memory. What is historical memory and why does it matter? This course proposes an interdisciplinary, comparative, and multimedia approach to the question of historical memory. Cases studies include content in early US History (the transatlantic slave trade and slavery), the Holocaust, the Rwandan Genocide and the Nanking Massacre. In terms of theoretical approaches, Michel Rolph-Trouillot, (Silencing the Past), as well as the work of Allesandro Portelli will inform our discussions. Themes include: -the relationship between historical scholarship and individual memories; (What are the tensions between historical scholarship and individual memories? What is the role of oral history and how can it be useful? What strategies do individuals use in recording their memories--(ex. stark details versus stories of triumph over struggle) -the relationship between memory and identity; (Who are we in the context of our historical past?) -memory and power; (Whose memory/history is it anyway?) -memory and trauma (What is remembered? What is forgotten and why? How can we make sense of these traumatic events and why do they take place?).

HIST 531, Civil Rights and Anti-Apartheid. The U.S. Civil rights movement and the Anti Apartheid movement of South Africa are two significant movements in world history. Using a comparative history model, we will aim to discover how these movements developed and progressed culminating in signature achievements. We will analyze the structure and dynamics of both movements from various viewpoints including history and sociology. Key leaders of the movements as well as grassroots efforts from ordinary citizens will be important to our study. Finally, assessment of primary sources as well as multimedia material will also be key features of this course. Taught by **Professor Anne Bailey** [PhD History, University of Pennsylvania]

AAAS 580F, Race in Trans/National History: This course is a seminar on race from a transnational perspective. We examine the broader historical developments that, within the emergence of global empire and colonialism and its subsequent transition to international order, gave rise both to concepts of race, racial difference, and racial hierarchies and to new conceptions of nation and nationality. The two, in fact, were interrelated. As slavery, global labor migrations, and the establishment of settler colonies brought peoples from different regions of the world together, racial difference justified

unequal exceptions to otherwise equal rights of national citizens. We will focus on racial histories in the Americas, but also explore their presence in other regions of the world for comparison.

ANTH 572G, Human Migration & Disease (variable credits); Our species currently exceeds 7,000,000,000 individuals distributed on six continents and nearly every island of the tropical and temperate oceans. The human range expansion began approximately 60,000 years ago while our population size began its exponential increase within the last 10,000 years with the advent of agriculture and more recently petroleum based industrial farming. Currently an estimated 1,000,000 people move permanently across international borders each year while 1,000,000 travelers cross international borders each day. Prehistoric migrations and colonialism formed the basis for the current distributions of genes, languages, and cultures while the modern large-scale movements of people and goods are contributing to the global dispersal of pathogens, the evolution of drug resistance, and the complex interactions between health care professionals and the increasingly diverse cultures and gene pools of the populations they serve.

HIST 572C, Middle East Forced Migrations. Currently there are over 20 million forcibly displaced persons in Syria, Iraq, Libya, Yemen, and in surrounding countries. This is just a part of over 65 million refugees and forcibly displaced persons worldwide representing the greatest refugee crisis since World War II, however, the current refugee crisis in the Middle East and North Africa is part of an ongoing continuum of displacement and dispossession of some 200 million people dating back to the early nineteenth century. The purpose of this course is to trace and investigate the scholarship on the causes, course, and consequences of Forced Migration in the Middle East and North Africa from the 19th Century to the Present through secondary readings, primary source analysis, analytical critiques, presentations, seminar discussion, and research. Particular topics to be discussed include the forced migrations caused by European imperialist conquests, wars of independence, Ottoman and Iranian state practices, WWI and its aftermath, Decolonization, nation-state construction and the rise of ethno-religious nationalism throughout the region, the Cold War and Western Intervention, ongoing regional conflict, the Global War on Terror, Arab Uprisings, and the current civil wars in the region. Students are assessed through their preparation for and participation in course discussion, attendance, two oral presentations, and through the writing of short response papers and a final research paper.

COLI 581, Colonization, Mass Violence, Genocide and Cultural Memory. Explores the themes of colonization, mass violence, genocide and cultural memory through literature, film, and visual culture. Beginning with literature of the conquest and colonization of the Americas including works such as Bartolomé de Las Casas' *A Short Account of the Destruction of the Indies*, we will explore rhetorical arguments used to defend indigenous peoples' rights while analyzing indigenous-authored texts such as those of Titu Cusi Yupanqui, Guamán Poma Ayala and Mexica (Aztec) accounts of the conquest. We will investigate how French author Michel de Montaigne used cultural relativism to critique religious persecution at home in his essay *Of Cannibals*. Using theoretical and historical readings from indigenous studies and genocide studies, we will investigate the repercussions of colonization, mass violence, and genocide (Dirk Moses, Mahmood Mamdani, Jürgen Zimmerer). For example, on the latter points the course will examine accounts and representations of genocide carried out by the German Empire in Southwest Africa against the Herero people and recent attempts to discuss reparations in Germany (for example through the film *Skulls of my People*, Dir. Vincent Moloi, 2017). Likewise, we'll examine links between earlier conquest narratives as well as more recent testimonial literature produced in 20th century conflicts within Latin America. The final part of the course will focus on the cultural memory of conquest, colonization, mass violence, and genocide and will include theoretical texts on *lieux de mémoire* (sites of memory) and commemorative sites and evaluate recent attempts to decolonize spaces as well as address justice and reparations.

AAAS 531 Unresolved Issues: Wars in Asia. This seminar undertakes a multidisciplinary investigation into the international conflicts, atrocities and legacies of modern warfare in Asia. The central aim of the course is to facilitate informed, critical thinking and nuanced understanding of modern and contemporary Asian experience by cultivating appreciation of the diverse ways individuals and collectives have undergone, remembered, responded to and represented their traumas, the factors affecting the extent to which they have been able to constitute, acknowledge, confront, worked through and articulate their violent pasts, and the implications of such (re)constructive efforts for personal/national identity, sociopolitical action and international relations. Seminal theoretical works on the experience and aftereffects of psychological trauma, perpetrator/victim/survivor psychology and the politics of private and public memory will be studied and applied to three representative unresolved issues from the Asia Pacific War (1931-1945): the Nanjing Massacre, militarized sexual slavery (“comfort women”) and the atomic bombing of Hiroshima and Nagasaki. Artistic representations of these controversial historical events and lived experiences will be analyzed to determine what novel insights they afford into the psychodynamics, costs in human terms and enduring consequences of ideological indoctrination, the psychological shift from "sensory" to "mythic" reality, objectification/dehumanization of the enemy/other, and mass violence and victimization. At the end of the semester, students will present to the class the results of their individualized research into the Nanjing Massacre, militarized sex slavery, the atomic bombing of Hiroshima and Nagasaki or another clearly identified unresolved issue from modern wars in Asia (e.g., Korean War, Vietnam War).

Appendix D
New Courses Syllabi – Overview

Course name and number	Credit hours	New Course or New Cross-List
GMAP 500, Essentials of Genocide and Mass Atrocity Prevention	4	Already offered as PHIL 580K and PAFF 568. This is not a new course, but rather a new cross-listing and a shifting of the home prefix to GMAP. See previous appendix
GMAP 501 Micro-Dynamics of Mass Atrocities	4	New course – see syllabus below
GMAP 502, Comparative Genocides	4	New course – see syllabus below
GMAP 503, International Organizations	3	Already offered as PAFF 555. This is not a new course, but rather a new cross-listing. See previous appendix
GMAP 504, Transitional Justice	4	Already offered as PHIL 609. This is not a new course, but rather a new cross-listing. See previous appendix
GMAP 538 (a-z), Special Topics in GMAP	2-4, to match home department	Courses already exist in various departments which will be cross-listed for purposes of making it easier for students to locate courses which have been approved for the GMAP degree.
GMAP 550, National Mechanisms Project	1-3, may be repeated	New course – see syllabus below
GMAP 580, GMAP Field Placement	1-4	New course – see syllabus below
GMAP 590, GMAP Capstone Project	4	New course – see syllabus below

NEW COURSE SYLLABUS

COURSE NUMBER: GMAP 501

COURSE NAME: Micro-Dynamics of Mass Atrocities

CREDIT HOURS: 4

CATALOG DESCRIPTION: An examination of histories of social relations, construction of social identities, and social identities become part of ideologies which are used to mobilize mass violence. How memory cultures can be positive or negative political and social tools. The dynamics of hate, aggression, threats, tribalism and othering. Exploration of how individuals, organizations and societies can promote more positive social interactions and inclusive political spheres to counter the tendencies toward segregation, division and conflict. Use of local and global examples.

PREREQUISITES: None

LEARNING OBJECTIVES:

- Appreciate the political, economic and social causes and effects of construction of social identities of groups in historical settings of mass atrocities
- Evaluate the current risk factors within countries/communities based on an analysis of micro-level dynamics
- Understand the value of moving beyond a temporal understanding of atrocities (before, during and after) to examine systems and structures of genocides and mass atrocities
- Identify opportunities to respond to and alter systems and structures that promote division and hate
- Analyze alternative individual actions, organizational decisions and policy proposals in terms of their positive or negative implications for social relations

LIKELY READINGS:

- Bergholz, M. (2016) *Violence as a Generative Force: Identity, Nationalism, and Memory in a Balkan Community*
- Karstedt, S. (2013) Contextualizing Mass Atrocity Crimes: Moving Toward a Relational Approach. *Annual Review of Law and Social Science*, 9:383–404
- Olusanya, O. (2014) *Emotions, Decision-Making and Mass Atrocities: Through the Lens of the Macro-Micro Integrated Theoretical Model*. Routledge.

ASSIGNMENTS/COURSE REQUIREMENTS:

Papers, case studies and comparative analysis of current conflicts grounded in social identities, and development of strategies for influencing positive change. Evaluation of social media, policy discourse, and other representations of groups within a community or society.

NEW COURSE SYLLABUS

COURSE NUMBER: GMAP 502

COURSE NAME: Comparative Genocides

CREDIT HOURS: 4

CATALOG DESCRIPTION: A comparison of the circumstances surrounding, the characteristics of, and the challenges in the aftermath of several high-profile and some lesser-known historical and ongoing genocides from across the world. This course will include a study of the Holocaust as the most emblematic example of a 20th century genocide, and will discuss the challenges of a Holocaust-focused study for prevention efforts. An emphasis on drawing lessons from the past genocides to aid in prevention. Examination of early warning signs, the failure of the international community to respond effectively, and the successes and failures of post-conflict transitional justice. Discussion of the international community response in terms of the United Nations Convention on the Prevention of Genocide, the Nuremberg trials, and more recent examples of International Criminal Courts and Tribunals. Discussion of modern day memorialization of mass atrocities around the world.

PREREQUISITES: None

LEARNING OBJECTIVES:

- Differentiating between upstream, midstream, and downstream prevention mechanisms, and identifying opportunities for prevention at the micro, mezzo, and macro levels;
- Interpreting current and potential atrocities in light of lessons learned from one or more historical examples of genocide;
- Assessing the lingering effects of a past genocide in a post-conflict society;
- Assessing the status of countries in risk assessment, early warning systems, education for prevention, and protection of fundamental human rights;
- Evaluating the effectiveness of coercive diplomacy, Responsibility to Protect (R2P), and military and non-military interventions;
- Developing prevention strategies appropriate for governmental and nongovernmental actors, and demonstrating an appreciation for their unique priorities and constraints; and
- Evaluating the effectiveness of efforts at transitional justice in specific contexts, in terms of truth and reconciliation processes, prosecution, institutional reforms, compensation of victims, memorialization, and other processes.

LIKELY READINGS:

1. Hatzfeld, Jean. *Machete Season: The Killers in Rwanda Speak* (New York: Farrar and Strauss, 2005).
2. Waller, James. *Becoming Evil: How Ordinary People Commit Genocide and Mass Killing*, 2nd ed. (New York, Oxford University Press, 2007).
3. Valentino, Benjamin. *Final Solutions: Mass Killings and Genocide in the Twentieth Century* (Ithaca, NY: Cornell University Press, 2004).
4. Roth, John. *Ethics During and After the Holocaust: In the Shadow of Birkenau* (New York: Palgrave, 2005).
5. Ericksen, Robert. *Complicity in the Holocaust: Churches and Universities in Nazi Germany* (Cambridge: Cambridge University Press, 2012)

ASSIGNMENTS/COURSE REQUIREMENTS:

One or more papers based on research on past genocides and the implications for current or potential genocides. Systematic comparative analyses of two or more genocides. One or more papers demonstrating knowledge of the details of the Holocaust, the multitude of missed opportunities for prevention, and the as-yet-unrealized promise of “never again.”

NEW COURSE SYLLABUS

COURSE NUMBER: GMAP 538 (a-z),

COURSE NAME: Special Topics in GMAP

CREDIT HOURS: 2-4 (to match home department)

CATALOG DESCRIPTION: Special topics related to aspects of mass atrocity prevention before, during, or after conflicts.

PREREQUISITES: Corresponds to the pre-requisites of the home department.

LEARNING OBJECTIVES:

- Develop an appreciation for the role of different disciplines and professions in promoting atrocity prevention.
- Apply an Atrocity Prevention Lens to analyze and interpret situations and to develop strategies for action focused on preventing occurrence, escalation or reoccurrence of mass violence.

LIKELY READINGS: Varies depending on topic

ASSIGNMENTS/COURSE REQUIREMENTS:

Varies. May include papers, assignments, exams, projects appropriate to the topic and number of credit hours.

Note: These will occasionally include courses developed explicitly by/for GMAP, however most will be courses that already exist in various departments which have relevance for atrocity prevention or have been modified to include an atrocity prevention component. These will be cross-listed for purposes of making it easier for students to locate courses which have been approved for the GMAP degree.

NEW COURSE SYLLABUS

COURSE NUMBER: GMAP 550

COURSE NAME: National Mechanisms Project

CREDIT HOURS: 1-3, may be repeated for up to six credits

CATALOG DESCRIPTION: National Mechanisms for prevention are multi-agency and comprehensive systems within a country for detecting and responding to early warning signs, integrating proactive prevention strategies, and monitoring effectiveness. The National Mechanisms project initiated by the Auschwitz Institute for Peace and Reconciliation and now conducted in collaboration with IGMAP, assesses on an annual basis the progress of countries in developing and implementing National Mechanisms. Under the supervision of the IGMAP Assistant Director, students will work as part of a team to participate in stages of the project underway at the time of enrollment. Students must complete a minimum of 3 credits as part of the degree program. They may complete the minimum 3 credits in a single semester or over time. Given the annual cycle of the project, students are encouraged to enroll for multiple semesters.

PREREQUISITES: Must have successfully completed or be concurrently enrolled in GMAP 500.

LEARNING OBJECTIVES:

- Work in teams to gather and analyze data on National Mechanisms for Prevention.
- Work as part of a team to write, design and produce a professional report for high level international distribution.
- Practice interpreting and integrating information from multiple academic, governmental and civil society sources.
- Demonstrate the application of advanced quantitative or qualitative analytical skills, language and culture skills, or computing skills to a specific prevention context
- Use one or more technologies to gather data that can be used in support of prevention efforts.
- Contribute to the preparation of a professional report designed for political and policy actors who are in positions to promote prevention
- Demonstrating appreciation for regional, national and local circumstances of specific potential, ongoing or past atrocities, in addition to a more global perspective
- Produce informative, professionally written, and visually appealing reports in a print and electronic formats

LIKELY READINGS:

Prior Annual National Mechanisms reports
Documents from governments

ASSIGNMENTS/COURSE REQUIREMENTS:

Depending on the stage of the cycle, students may engage in interviews, document reviews, data collection, analysis, report preparation, editing, production, etc.

NEW COURSE SYLLABUS

COURSE NUMBER: GMAP 580

COURSE NAME: GMAP Field Placement

CREDIT HOURS: 1-4

CATALOG DESCRIPTION: Under the supervision of the IGMAP Assistant Director, students will be matched with an appropriate prevention-focused organization to work full-time for a minimum of 4 months with a basic travel and living stipend provided by the Institute. Based on student interest, visa considerations, and language proficiencies, students may be placed within or outside the United States. The field placement is to be completed in the semester prior to the final semester and graduation.

PREREQUISITES: Successful completion of GMAP 500, 501, 502, 503, 504, and at least half of the total GMAP credit hours. Students must have successfully completed at least 20 credits which apply to the GMAP masters and be in good standing in the program (based on maintaining at least a 3.0 grade point average in program courses and actively participating in IGMAP professional development activities).

LEARNING OBJECTIVES:

- Engage in professional, competent and ethical support of a prevention-focused organization as part of a field experience
- Apply classroom learning on atrocity prevention to support the work of a prevention-focused organization
- Critically evaluate the applicability of theory and scholarship on atrocity prevention in light of a field experience

LIKELY READINGS: Not applicable

ASSIGNMENTS/COURSE REQUIREMENTS: Requires full-time work for a minimum of 4 months with a prevention-focused governmental, civil society, or private sector organization. Students will generally register for 1 credit and submit monthly reports documenting their activities, summarizing their experience and highlighting the applicability or inapplicability of the preparatory coursework. Students opting to register for additional credit hours (generally only expected when international students or those receiving financial aid are required to maintain full-time status) will be required to complete additional academic work in the form of longer, more substantive papers. Grades will be based on the written reports and evaluations (mid-term and final) from the field supervisor(s).

NEW COURSE SYLLABUS

COURSE NUMBER: GMAP 590

COURSE NAME: GMAP Capstone Project

CREDIT HOURS: 4

CATALOG DESCRIPTION: Under the supervision of one of the IGMAP co-directors, each student will conceptualize, research, and write a report with specific recommendations and a plan for implementation, targeted to an appropriate governmental or nongovernmental official or organization, which draws upon the GMAP program coursework, and the student's individual field placement. The Capstone process will also provide an opportunity for students to revisit issues of professional ethics, reflective practice, and self-care to protect the mental health of prevention practitioners.

PREREQUISITES: Successful completion of GMAP 500, 501, 502, 503, 504, and at least 75% of the total GMAP credit hours. The GMAP Capstone is to be completed in the student's final semester in which they intend to graduate.

LEARNING OBJECTIVES:

- Demonstrate the ability to apply an Atrocity Prevention Lens to analyze and interpret situations and to develop strategies for action focused on preventing occurrence, escalation or reoccurrence of mass violence.
- Select and utilize appropriate analytical techniques
- Effectively communicate with professional practitioner audiences
- Synthesize academic research in concise, jargon-free, and action-oriented formats
- Prepare a report with recommendations appropriate to relevant political and policy actors who are in positions to promote prevention
- Demonstrate appreciation for regional, national and local circumstances of specific potential, ongoing or past atrocities, in addition to a more global perspective
- Advocating for the application of an atrocity prevention lens in specific contexts
- Conduct research that synthesizes coursework and the field placement experience to generate evidence-based recommendations for a relevant organization.

LIKELY READINGS: No common assigned readings. Reading assignments will be tailored to the individual student project and will generally be identified by the student.

ASSIGNMENTS/COURSE REQUIREMENTS:

Preparation of a professional report with specific recommendations and a plan for implementation, targeted to an appropriate governmental or nongovernmental official or organization, which draws upon the GMAP program coursework, and the student's individual field placement.

Appendix E
External Instruction Form



External Instruction Form

Form 2E

Version 2014-11-17

This form is required when external instruction is part of the degree requirements in an academic program. External instruction includes internships, field work, clinical placements, cooperative education, service learning, and the like, which are offered in cooperation with external partners, such as business and industry, health care facilities, public agencies, or schools.

1. Use the table below (expanded as necessary) to summarize proposed arrangements for required external instruction in an academic program. List all proposed arrangements. The number of placements listed below should equal or exceed the number of students expected to be in the initial cohort of a new program.

Note, the listing below represents a partial list of placements. We cannot finalize agreements until we are certain of the program's approval and enrollment date of the first group of students. The field placements will occur in the second year, thus we have time to formalize all relationships when the program is approved.

Name and Title of Contact Person	Name and Address of Placement Site	# of placements per year
Tibi Galis, Executive Director	Auschwitz Institute for Peace and Reconciliation, New York, NY	1
Eugenia Carbone, Technical Secretariat	Latin American Network for Genocide and Mass Atrocity Prevention, Buenos Aires, Argentina	1
Mario Buil Merce	United Nations Office of the Special Advisor for Genocide Prevention, New York, NY	1
Vahidin Omanovic, Co-Founder and Co-Director	Center for Peacebuilding, Bosnia and Herzegovina	1
Adam Lupel, Vice President and Chief Operating Officer	International Peace Institute	1
Mark Freeman, Executive Director	Institute for Integrated Transitions (IFIT), Bogota, Colombia or Barcelona, Spain	1
Nina Chaparro González Coordinador of Gender Issues	Dejusticia, Bogota, Colombia	1
Alejandra Gonzalez Ferro, Assistant Director	Fundación Ideas para la Paz, Bogota, Colombia	1
Patricia Perez Veles, Educational Program Coordinator	Museum of Memory and Human Rights, Santiago, Chile	1
Eduardo Gonzalez, Transitional Justice Consultant	Projects in Sri Lanka or wherever he is working at the time	1
Nicholas Habarugira Regional Coordinator	Community Based Sociotherapy, Western Region, Rwanda	1

- For clinical placements for programs leading to [professional licensure in a health profession](#), **append** documentation to demonstrate each site’s commitment to a numerical range of students each year, and the time period of its commitment. The documentation should be signed by the responsible official at each proposed clinical site.

Not applicable

- In the table below, list the individual(s) at the campus (or at each campus, in the case of multi-institution programs) who will have responsibility for oversight and administration of external instruction.

Name	Title	Email Address
Stephen Capobianco (primary oversight and administration)	Assistant Director, Institute for Genocide and Mass Atrocity Prevention, Binghamton University	scapobia@binghamton.edu
Nadia Rubaii (secondary oversight)	Co-Director, Institute for Genocide and Mass Atrocity Prevention, Binghamton University and Professor of Public Administration	nadia.rubaii@binghamton.edu
Max Pensky (secondary oversight)	Co-Director, Institute for Genocide and Mass Atrocity Prevention, Binghamton University and Professor of Philosophy	mpensky@binghamton.edu

Appendix F

Faculty to be Hired

For the first two years of the program, an adjunct (or two adjuncts) will be hired to teach two courses – GMAP 501, Micro-Dynamics of Mass Atrocities every Fall semester, and GMAP 502, Comparative Genocides every Spring semester. In preparation for year three, a search will be conducted for an established scholar at the rank of Associate Professor or Professor as a core hire for GMAP. The faculty member's tenure berth would be with an appropriate academic department based on the academic training and the research expertise of the candidate; however, the teaching responsibility would be dedicated to GMAP. A candidate with an interdisciplinary PhD encompassing genocide studies or conflict resolution might be considered for an appointment with History, Sociology, Political Science, Public Administration, Anthropology, or any number of other disciplines. The expectation is that the person who fills this position would teach the two core GMAP courses as part of her or his regular rotation within a normal teaching load, and the other two courses would be cross-listed with GMAP and the tenure berth department to serve students in both units. Because the position will not be advertised until the second year of the program, in lieu of a formal position description, we simply identify key qualifications below.

- Open rank (Associate Professor or Professor, preferred)
- Open discipline, with an ability to teach courses on Comparative Genocides and Micro-Dynamics of Mass Atrocities, with a focus on lessons for prevention
- Established scholar with a record of publications in academic outlets appropriate to the individual's discipline and rank
- Record of working with policy makers and practitioners to make academic scholarship accessible
- Record of high quality teaching
- Explicit focus on using the study of the genocides and the social structures which contribute to divisive identities as future-oriented tools for prevention.

Appendix G
External Evaluation Reports

Binghamton University hosted on May 7-9, 2019, two external reviewers. Their reports are provided on the subsequent pages.



External Evaluation Report

Form 2D

Version 201-08-02

The External Evaluation Report is an important component of a new academic program proposal. The external evaluator's task is to examine the program proposal and related materials, visit the campus to discuss the proposal with faculty and review related instructional resources and facilities, respond to the questions in this Report form, and submit to the institution a signed report that speaks to the quality of, and need for, the proposed program. The report should aim for completeness, accuracy and objectivity.

The institution is expected to review each External Evaluation Report it receives, prepare a single institutional response to all reports, and, as appropriate, make changes to its program proposal and plan. Each separate External Evaluation Report and the Institutional Response become part of the full program proposal that the institution submits to SUNY for approval. If an external evaluation of the proposed program is required by the New York State Education Department (SED), SUNY includes the External Evaluation Reports and Institutional Response in the full proposal that it submits to SED for registration.

Institution: Binghamton University

Evaluator Name (Please print.): Karina Korostelina

Evaluator Title and Institution: Professor, School for Conflict Analysis and Resolution, GMU

Evaluator Signature:

Proposed Program Title: MS in Genocide and Mass Atrocity Prevention

Degree: MS

Date of evaluation: May 7-9 2019

I. Program

I believe the development of the Master's program with a focus on mass atrocity prevention is very timely and will strongly benefit the Binghamton University. The proposal on the MS program in Genocide and Mass Atrocity Prevention (MS GMAP) at Binghamton University has several very strong elements:

1. It has very important fusion of practice and scholarship. I find the field placements a particularly significant part of the program, which would open opportunities for the program's students to find employment after graduation and facilitate the growth of the international network that the Institute for Genocide and Mass Atrocity Prevention (I-GMAP) has created. I also see Practitioners in Residence program as a very strong asset.

Visiting practitioners give lectures, work with students, contribute to the database for field placement and employment of students, as well as address the topics that have limited expertise at the university. This collaboration with non-academic partners, including representatives of NGOs, corporate actors, and religious leaders is crucial for the success of the MS GMAP. Finally, the capstone course cements the looping between theory and practice.

2. The program benefits strongly from its multidisciplinary nature. The involvement of faculty from different department creates a dialogue across these spaces, provides diverse expertise and exciting intellectual opportunity, and creates a positive impact on the campus, putting this program on the map of practitioners around the world. I also strongly encourage the connection of I-GMAP with the Human Rights Institute and the Kaschak Institute for Social Justice for Women and Girls.
3. I-GMAP co-directors Dr. Nadia Rubaii and Dr. Maxim Pensky have not only founded and directed I-GMAP in the last three years with much energy and enthusiasm; they have also spread that energy and enthusiasm. The co-directors plan to ensure the program's sustainability also through self-assessment and continuous improvement mostly by: (a) evaluating students' learning and acquired skills in the capstone course; (b) evaluation of contribution to the National Mechanisms project; (c) asking students' supervisors in their field placements to assess students' work and performance; and (d) assessing progress in bridging practice and theory by measuring improvements in writing policy briefs and recommendations. The long-term evaluation includes alumni monitoring and evaluation, assessing, after at least five years from graduation, whether they could be invited as practitioners in residence.

I therefore recommend strongly the establishment of the MS in Genocide and Mass Atrocity Prevention at Binghamton University, based on both the excellent work that the co-directors of I-GMAP have already done and a great planning process. However, the program would be more sustainable and successful if the following recommendations would be implemented:

(1) Core courses: I recommend two changes:

- (a) It is important to combine the course on the Holocaust with the course on comparative genocide. Comparative perspective will provide an opportunity to explore and assess tools of prevention and containment within different cultural and societal context.
- (b) Combining the two courses, as suggested, will open space for an additional core course on micro-dynamics of mass atrocities. This course would include discussions about histories of social relations, construction of social identities and their ideologization and mobilization, memory cultures as political tools, hate, aggression, dynamics of threat, and ways to shape these processes in order to encourage positive social interactions and inclusive political spheres rather than segregated, divided, and conflictual views of the world and of neighbors.

II. Faculty

As I mention previously, I am very impressed with the commitment of the multidisciplinary faculty.

However, I have some suggestions:

1. I believe that that program will be built around a core teaching faculty to teach the main course on Genocide and Mass Atrocities Prevention. A core faculty member of the MS program should be a scholar with expertise and experience in both rigorous and critical research in fields such as Holocaust and Genocide Studies or Conflict Analysis and Resolution and its application to current political crises, conflict, or processes of mass violence. Finally, a core faculty member would also render the program not just multidisciplinary but truly interdisciplinary, bringing together and synthesizing the various perspectives of current faculty on campus.
2. I strongly suggest: faculty development emphasis on creative thinking on how to incorporate genocide and mass atrocity prevention in their courses and fields; including in syllabi multiple elements of experiential learning, field experience, simulations, and sites visits; highlighting tools of prevention and effective practices; and incorporating group projects that would involve students in the work of I-GMAP and give them a sense, from the very beginning of the program, of practitioners' work in the field. I suggest having a workshop on the syllabi with the faculty taught by the outside scholar and assess revised syllabi by the outside scholars as well as I-GMAP advisory board members and/or former practitioners in residence to review syllabi and offer comments and suggestions.
3. Based on conversation with faculty and students, I suggest to increase the scope of the program in several ways:

- (a) Expand the understanding of the concept of genocide to include cultural and political dynamics and emphasize critical scholarship on production of knowledge, power, and marginalization.
- (b) Incorporate within the program some training—not necessarily in the frame of a course—on issues such as professional ethics, reflective practice, and mental health of practitioners working in mass atrocity prevention.

III. Students

The Program has a high potential to attract best students and provide them with the future employment. The housing in Binghamton University the National Mechanism project, initiated by the Auschwitz Institute for Peace and Reconciliation provide students with opportunities to gain insight and develop skills such as data collection and analysis, communication with government offices and civil society activists around the world, drafting short reports, and editing. It will increase their potential for the employment. Another important component is the fully funded Practitioners in Residence that will connect students to possible places of employment. Finally, the fully funded Field Placement program will attract many students as well as provide future places of employment. However, I have several suggestions:

- (1) Financial support for underprivileged students could come both from university funds, such as President or Provost scholarships, or from donors, many of whom find such gifts particularly meaningful.
- (2) I suggest creating a MS GMAP student organization that would facilitate community within the program, and help MS GMAP students form ties and collaborations with other graduate students and programs on campus.

IV. Resources

I observed the university's commitment to the program and more specifically, in the allocation of spacious and comfortable offices and rooms for faculty, administrators, and students, and in the significant funding that the university has already made available for the I-GMAP.

V. Summary Comments and Additional Observations

To conclude, I stress my strong support of the proposal for a MS in Genocide and Mass Atrocity Prevention at Binghamton University. I see a high potential for this program to thrive and increase

international standing of the university within and outside the US based on the three components described above: strong connection between practice and scholarship (particular through Field Placement program, National Mechanism program, and Practitioners In Residence program), multidisciplinary nature of the program and enthusiasm of faculty from different departments, and strong commitment of the co-directors and university administration.

At the same time, I see some rooms for improvements. The syllabus can be stronger by combining existing courses on Holocaust and comparative genocides and incorporating a new course on micro- theories of genocide (social identity, collective memory, and dynamics of threat, hate and aggression). The syllabus also could be improved by incorporating more critical theory and wider definition of genocide and violence. More efforts should be put into faculty development through additional workshops and assessments of syllabi developed by the faculty from different department. I see the hire of the core faculty with the expertise in genocide prevention as essential for the program success. Finally, more students could be attracted through special stipends for underprivileged students.



External Reviewer Conflict of Interest Statement

I am providing an external review of the application submitted to the State University of New York by:
Binghamton University, (Name of Institution or Applicant)

The application is for (circle A or B below) A) New

Degree Authority -

B) Registration of a new academic program by an existing institution of higher education:

MS in Genocide and Mass Atrocity Prevention

(Title of Proposed Program)

I affirm that I:

1. am not a present or former employee, student, member of the governing board, owner or shareholder of, or consultant to the institution that is seeking approval for the proposed program or the entity seeking approval for new degree authority, and that I did not consult on, or help to develop, the application;
2. am not a spouse, parent, child, or sibling of any of the individuals listed above;
3. am not seeking or being sought for employment or other relationship with the institution/entity submitting the application?
4. do not have now, nor have had in the past, a relationship with the institution/entity submitting the application that might compromise my objectivity.

Name of External Reviewer (please print): Prof.
Karina Korostelina

Signatur



External Evaluation Report

Form 2D

Version 201-08-02

The External Evaluation Report is an important component of a new academic program proposal. The external evaluator's task is to examine the program proposal and related materials, visit the campus to discuss the proposal with faculty and review related instructional resources and facilities, respond to the questions in this Report form, and submit to the institution a signed report that speaks to the quality of, and need for, the proposed program. The report should aim for completeness, accuracy and objectivity.

The institution is expected to review each External Evaluation Report it receives, prepare a single institutional response to all reports, and, as appropriate, make changes to its program proposal and plan. Each separate External Evaluation Report and the Institutional Response become part of the full program proposal that the institution submits to SUNY for approval. If an external evaluation of the proposed program is required by the New York State Education Department (SED), SUNY includes the External Evaluation Reports and Institutional Response in the full proposal that it submits to SED for registration.

Institution: Binghamton University

Evaluator Name (Please print.): Raz Segal

Evaluator Title and Institution: Director, Master of Arts in Holocaust and Genocide Studies, Stockton University

Evaluator Signature:

Proposed Program Title: MS in Genocide and Mass Atrocity Prevention

Degree: MS

Date of evaluation: 7-9 May 2019

I. Program

A Master's program with a focus on mass atrocity prevention is very much needed. I was therefore pleased to receive an invitation to serve as reviewers for the proposal to create an MS program in Genocide and Mass Atrocity Prevention (MS GMAP) at Binghamton University, **and I am impressed by a number of key elements in the proposal.**

- (1) I commend the combination of perspectives of practitioners and scholars. Both rigorous scholarship and the experience and expertise of people working in the field, outside the academic world, are crucial to study, understand, and struggle against mass atrocities. This is a truly distinct aspect of this program, which promises to draw students to it on a continuous basis. The program has a strong potential to bring together scholars and practitioners and bridge theory

and practice in innovative ways. I found particularly impressive the emphasis on designing research projects together with practitioners, training practitioners to understand the value of research and how to incorporate it into their work, and leveraging university scholarship for practitioners and the world of policy. Also, moving to Binghamton University the National Mechanisms project, initiated by the Auschwitz Institute for Peace and Reconciliation, would provide opportunities for students in the program to gain important skills, such as interpreting data and writing concise reports. Finally, the Practitioners in Residence would not only bring significant perspectives to understand the daily work in the field, but also help students create connections that would improve their ability to secure a job after graduation.

- (2) The multidisciplinary nature of the proposal is another element that I find crucial for its success: understanding mass atrocities, teaching in this field, and working to respond, stop, and prevent mass atrocities necessitates knowledge, perspectives, and experience from a wide range of disciplines and fields. The contributions of faculty from across the university to the program will therefore place it on a solid basis.
- (3) I have also found that the co-directors of the Institute for Genocide and Mass Atrocity Prevention (I-GMAP), Dr. Nadia Rubaii and Dr. Maxim Pensky, are committed to creating a sustainable program. Their target of creating a student body of 20 full-time students within 5 years and maintaining that number thereafter is realistic, considering: (a) the current interest in the minor and certificate program in GMAP at the university; (b) the growing need around the world for professionals with both a strong scholarly education and practitioner training and experience, **and the distinct nature of the MS GMAP that combines these two spheres**; and (c) the full funding planned for field placements.
- (4) Finally, I was happy to see serious commitment from different departments and administrators involved in the proposal. I sensed it clearly in meetings with the President, the Provost, and the Associate Dean of the Graduate School. I sensed it in meetings and engaging discussions with faculty. And I sensed it in meeting with students.

I therefore recommend strongly the establishment of the MS in Genocide and Mass Atrocity Prevention at Binghamton University, and stress again the excellent work that the co-directors of I-GMAP have already done. I do have a number of recommendations moving forward, tied to the core elements and strengths of the proposal and aimed therefore to ensure that the program will be positioned, from its inception, to achieve its goals:

(1) Core courses: I recommend two changes:

- (a) Combine the course on the Holocaust with the course on comparative genocide. This would reflect current scholarship in Holocaust and Genocide Studies, which situates the Holocaust firmly within the history of modern genocide and mass atrocities, until the present. It would also reflect a growing student demand—which, for instance, I see in the last few years among students in the MA program in Holocaust and Genocide Studies at Stockton University—to learn about the Holocaust in this way. Importantly, combining the courses would actually make the Holocaust more relevant and significant in the framework of genocide and mass atrocities prevention.
- (b) Combining the two courses, as suggested, would also facilitate the inclusion of a core course that I see as central: on micro-dynamics of mass atrocities. A recent book on these topics is the award-winning Max Bergholz, *Violence as a Generative Force: Identity, Nationalism, and Memory in a Balkan Community* (2016). **This sort of scholarship also points to the need to think beyond the temporal divisions of before/during/post-conflict—as in the proposal—and shift the focus to systems and structures of genocide and mass atrocities and the possibilities to respond to them and alter them.**

(2) I think that a key issue in the field receives insufficient attention in the curriculum as a whole: the well-documented links between human-induced environmental destruction and mass atrocities, which almost always target in those cases vulnerable groups, primarily indigenous populations. I also suggest to include in the field placements organizations that strive to protect endangered environments and the people in them, such as International Rivers:

<https://www.internationalrivers.org/jobs-internships-volunteer-opportunities> or the work of

II. Faculty

The I-GMAP has succeeded in creating a strong group of affiliated faculty members from across the University. I have three recommendations that are meant to ensure the strength of the MS GMAP in the long term:

- (1) **Core faculty member:** I recommend strongly that the new faculty member that the university plans to hire in 3 years, as indicated in the proposal, will be a core faculty member of the MS in Genocide and Mass Atrocities Prevention. My suggestion is to fill this position at the beginning of the MS GMAP to ensure the focus on prevention and strong connection between scholarship and practice. I recommend that this faculty member be responsible, together with the I-GMAP co-directors, to teach the program's core courses and advise the students; it should not therefore be a position to replace one of the co-directors of I-GMAP, for, as stressed above, I am impressed with both co-directors, who should be the faculty members to lead the I-GMAP and the MS program in the next few years.
- (2) **A stronger focus and collaborative efforts on faculty development and revisions of the elective courses.** I found uneven development of the elective courses in order to fit them into the MS GMAP program; most important, not all of them include prevention as a significant element integrated into the courses. There are a number of ways to address this: (a) inviting to Binghamton scholars for a workshop with the faculty on the syllabi, to provide specific knowledge and share from their experience; (b) expanding the curriculum development initiative and extending it across the SUNY system to other institutions; (c) sending revised syllabi to peer review assessment; and (d) asking the I-GMAP advisory board members and/or former practitioners in residence to review syllabi and offer comments and suggestions.
- (3) Students currently enrolled in the certificate program in GMAP suggested to add to the program in the following ways:
 - (a) Broaden the geographic focus of the program and concentrate, for example, more on former Soviet territories.
 - (b) Incorporate non-western perspectives and voices, such as Andrea Smith, Mahmood Mamdani, Bina D'Costa, Nadera Shalhoub-Kevorkian, Dorothy Roberts, Wole Soyinka, and many

others. It would be good to choose from the work of these or other non-western scholars to circulate among I-GMAP affiliated faculty as they develop/adjust courses for the MS GMAP.

III. Students

As mentioned above, the program is well situated to realize its goal of creating and maintaining a student body of 20 full-time students within 5 years. **I recommend strongly**, however, that the MS GMAP offer scholarships, graduate assistantships, and stipends to support disadvantaged, vulnerable, and marginalized students who would otherwise be unable to study in the program. I commend the university and I-GMAP for raising and searching for additional funds to ensure full funding for the field placements for students in the MS program, but a program dealing with genocide and mass atrocity prevention needs to engage actively in recruiting, both in the US and internationally, students from vulnerable and marginalized populations and from conflict and post-conflict areas around the world. **Their knowledge, experiences, and perspectives are vital for this program. And their work in the program and as graduates of the program in the field will be the best way for the university to promote the program and ensure its growth and strength.**

IV. Resources

I recommend allocating some funding for development of the library collection on genocide and mass atrocity prevention and related fields (conflict resolution, human rights, and human security, for example) in a number of languages and on a regular basis. Scholarship and other forms of writing about genocide, mass atrocities, prevention, and related fields is already of enormous volume, and it is growing incredibly fast through academic journals, edited collections, and monographs. Building a strong library collection in a number of languages—in print and electronically—is therefore vital.

V. Summary Comments and Additional Observations

To conclude, I stress my strong support of the proposal for a MS in Genocide and Mass Atrocity Prevention at Binghamton University. I think that this program could grow and assume an international profile that would, in turn, increase the visibility of the university within and outside the US. My comments and suggestions are in this spirit of support, and I share the enthusiasm of everyone I met on campus with the prospects of the MS GMAP.



The State University
of New York

External Reviewer Conflict of Interest Statement

I am providing an external review of the application submitted to the State University of New York by:
Binghamton University, (Name of Institution or Applicant)

The application is for (circle A or B below)

- A) New Degree Authority
- B) Registration of a new academic program by an existing institution of higher education:

MS in Genocide and Mass Atrocity Prevention

(Title of Proposed Program)

I affirm that I:

1. am not a present or former employee, student, member of the governing board, owner or shareholder of, or consultant to the institution that is seeking approval for the proposed program or the entity seeking approval for new degree authority, and that I did not consult on, or help to develop, the application;
2. am not a spouse, parent, child, or sibling of any of the individuals listed above;
3. am not seeking or being sought for employment or other relationship with the institution/entity submitting the application;
4. do not have now, nor have had in the past, a relationship with the institution/entity submitting the application that might compromise my objectivity.

Name of External Reviewer (please print):

Dr. Raz Segal

Signature:



Appendix H

Institutional Response to External Evaluation

The External Evaluation process was informative and helpful. We appreciate the evaluators' time in reviewing the material in advance of their visit, and then meeting with faculty, staff, students and administrators in person and via video-conferencing. The conversations with the evaluators during their visit and the formal reports they each submitted reinforce our assertions about the unique nature of the proposed MS in Genocide and Mass Atrocity Prevention, and they highlight as strengths the characteristics which we have designed as key features of the program. At the same time, their insights and suggestions have strengthened the proposal.

Our response to the External Evaluation is organized in three categories: 1) modifications to the program proposal made in response to their comments; 2) clarifications to explain how the issues raised are already addressed; and 3) areas where the Institute has responded or will respond but which are related to aspects of the Institute's activities which are outside the scope of a New Program Proposal.

We have made the following four modifications to the proposal in response to the evaluators' suggestions:

1. The evaluators made a persuasive case that greater attention was required of issues of social identities as key drivers of divisiveness that leads to mass atrocities, and an equally persuasive case that given our focus on prevention there was no need to single out the Holocaust apart from other genocides and mass atrocities. As such, the core curriculum has been modified to remove what had been a separate course on The Holocaust and replace it with a course on Micro-Dynamics of Mass Atrocities. The content on the Holocaust has been incorporated into the Comparative Genocides course which remains as part of the curriculum.
2. One of the evaluators highlighted the importance of ensuring that students have guidance on the critical issues of professional ethics, reflective practice, and self-care to protect the mental health of prevention practitioners. While that was implicit within the field placement and capstone process, we have modified the proposal to more explicitly include this as part of the description of the capstone course.
3. While the evaluators expressed strong support of our multi-disciplinary approach to building the MS in GMAP curriculum and the role of the Co-Directors in guiding the Institute and the MS degree, they also expressed concern about the absence of any dedicated (core) faculty for GMAP. The original proposal which they reviewed indicated that the full-time senior faculty member to be hired in year 3 would have 50% teaching responsibility (2 courses per year) to GMAP and 50% to their home department. In response to the external reviewer comments, we have modified the proposal to reflect that this individual would have a 100% teaching, research and service commitment to GMAP. It should be noted however, that we maintain our conviction that GMAP is not an emerging discipline and should not be an academic department, but rather that the MS in GMAP (like the Institute's other academic programs) must leverage and include the full range of academic disciplines and departments at Binghamton University. As such, the academic training of this new hire would still be open, and we would seek to collaborate with the relevant department to secure approval of a tenure berth and to ensure that 50% of the individual's teaching load (2 courses per year) would be cross-listed with GMAP and the other department, and would serve students in at least those two programs.
4. In response to the evaluator's suggestions, we have incorporated into the formal fundraising priorities for the Institute, the development of GMAP Diversity Scholarships to provide Graduate Assistantship support to students based on their demographic characteristics (race, ethnicity, gender, immigration status, nationality) and financial need.

In response to two other suggestions, we offer clarifications of how the issues are already included in the program design:

1. One evaluator recommended expanding the geographic focus of the program to include more information on former Soviet territories. We note that some elective courses already address this geographic region (particularly the courses offered by Professor Heather DeHaan from History), the Comparative Genocides class will include examples from that region, and additional elective courses will be developed over time. Additionally, the Institute's Practitioner in Residence program deliberately draws from all parts of the world and will periodically include prevention practitioners from that region.
2. That same evaluator recommended more attention to human-induced environmental destruction and mass atrocities. We agree that this is worthy of attention and it is part of the Essential of GMAP course which is part of the core. We also note that we will continue to work to expand the elective course offerings to ensure that courses from the Sustainable Communities, Geography, and other relevant programs are included and that they devote sufficient attention to link between the environment and mass atrocities. Additionally, the Institute's Practitioners in Residence periodically have environmental emphases.

Finally, two of the recommendations offered by the External Evaluators will be addressed by the Institute but are outside the scope of a New Program Proposal and thus have not resulted in modifications to the formal proposal:

1. Both evaluators offered suggestions for improving the GMAP Curriculum Development program which we developed to educate and motivate faculty from a wide range of disciplines in how to bring an Atrocity Prevention Lens into their new or existing courses. Their recommendations include incorporating more non-western perspectives and voices, providing more one-on-one workshopping of faculty syllabi, and engaging members of the Institute's External Advisory Board in reviews of the final syllabi. They also recommended distinguishing between participating in the program and actually having courses approved as GMAP electives, with a higher standard required for the latter. The Institute will implement these recommendations starting with the second cohort of Curriculum Development faculty in 2019-20, however there is no formal place to include the details of that program in a New Program Proposal.
2. One evaluator proposed that a GMAP Graduate Student Organization (GSO) should be formed to facilitate building community among the students and provide the students with a mechanism to organize and host their own events. We strongly agree, however it is premature to establish the organization before the degree exists because creation of a new GSO requires a minimum number of students. One of the current GMAP Graduate Certificate students who is interested in pursuing the MS degree when it is available has expressed interest in starting such an organization as soon as the MS degree is approved.

This Institutional Response to the external reviewers was prepared by the I-GMAP co-directors in consultation with members of the advisory groups, and was reviewed and approved by the Provost and the Senior Vice Provost and Chief Financial Officer.

Appendix I

Institute for Genocide and Mass Atrocity Prevention

In 2016, Binghamton University established the Institute for Genocide and Mass Atrocity Prevention (I-GMAP) to inform practice through the application of the latest scholarship in areas such as the quantitative analysis of at-risk communities; how factors such as gender, climate change, political transitions and population flows contribute to risks for genocide and mass atrocities; and the role of governments, civil society actors and international bodies in effective prevention. The Institute leverages the expertise of multiple disciplines and helps to bridge the gap between the worlds of scholarship and practice.

I-GMAP oversees curricular, scholarly and convening activities including:

- The development of an interdisciplinary undergraduate minor in genocide and mass atrocity prevention, an interdisciplinary graduate certificate in genocide and mass atrocity prevention and a new master's degree in genocide and mass atrocity prevention that will include hands-on work with prevention initiatives through a program of field placements;
- Support for new and innovative scholarship through a program of research grants for faculty and doctoral students;
- Hosting of post-doctoral fellows to advance research and contribute to curriculum development;
- Hosting of practitioners-in-residence to share their insights on challenges and successes of work in GMAP prevention; and
- Hosting of an annual conference, seminars and workshops around thematic or regional foci.

IGMAP Funding

The Institute was founded with an initial donation of \$500,000 over four years, with a pledge of sustained support based on demonstrated accomplishments, demonstrated commitment by the University, and on the demonstrated ability to secure additional donor support. We have met or exceeded the output and outcome targets to date, and this master's degree would represent a final required accomplishment. The University has demonstrated commitment in the form of summer salary and a course releases to the co-directors, as well as salary and benefits for a Secretary 1, a course-complete doctoral research assistant, roughly 35% of the salary of an Assistant Director beginning fall 2018, partial support of the annual post-doctoral research fellow, and a modest (\$10,000/year) operating budget. We have secured additional donor support in the form of a one-time donation of \$100,000, several donations of \$25,000, and multiple donations of smaller amounts. We have also secured a multi-year commitment from a donor to pay half of the Assistant Director salary, and a multi-year commitment in support of scholarships for undergraduate IGMAP minors to have internship, shadowing or study abroad opportunities. Despite having met the threshold levels established by our initial donor for generating support from other donors, the co-directors continue to work in active partnership with the Advancement and Development offices to secure additional support. Both the University and Harpur College have included IGMAP as a priority in their Capital Campaign planning documents.

In 2018, Binghamton University alum Owen C. Pell '80, LLD '11 established the Pell Graduate Externship in Genocide and Mass Atrocity Prevention to support field placements that are a required component of the MS degree proposal.

All programming activities costs and the majority of support for the Assistant Director and Post-Doctoral Fellow are drawn from the donations to the Institute.

IGMAP Governance

The Institute is led by co-directors appointed by the Provost for initial, renewable terms of four years. The founding co-directors are Max Pensky, Professor of Philosophy, and Nadia Rubaii, Professor of Public Administration. Both were part of the committee that generated the initial proposal which secured the initial major donor’s support.

The co-directors along with the Assistant Director form the administrative team of the Institute. They oversee the work of the secretary and research assistant. They work in close collaboration with the post-doctoral fellow in planning and overseeing projects and activities. They consult on an as-needed basis with the internal advisory committee consisting of faculty from across campus, and the external advisory board consisting of prominent practitioners and scholars from around the world. Details on both groups are provided below.

IGMAP Faculty Advisory Committee

When IGMAP was first established in 2016, the Genocide and Mass Atrocity Faculty Advisory Committee was created with the stated purpose of “assisting the co-directors by offering expert advice and counsel on substantive and procedural matters related to the program.” The Committee is co-chaired by the IGMAP co-directors Max Pensky (Philosophy) and Nadia Rubaii (Public Administration)

Initially, membership in the Advisory Committee was by nomination from the co-directors and appointment by the Provost, with the intention of renewable terms of three years. Initial appointments varied from one to three years to provide for staggered terms. The first group of Advisory Committee members and their respective terms is listed below:

Three-year terms (2016, 2017, 2018)	Two-year terms (2016, 2017)	One-year terms (2016)
1. Dave Clark – Political Science (Harpur)	1. David Cingranelli – Political Science (Harpur)	1. Michael Weintraub – Political Science (Harpur)
2. Lubna Chaudhry – Human Development (CCPA)	2. Susan Appe – Public Administration (CCPA)	2. Oscar Gil-Garcia – Human Development (CCPA)
3. Ricardo Laremont – Sociology & Political Science (Harpur)	3. Bat Ami Bar On – Philosophy (Harpur)	3. Aleksey Tikhomirov* – CCPA and SOM
4. John Frazier – Geography (Harpur)	4. Jean Quataert – History (Harpur)	4. Francesca Piana* – History
5. Douglas Holmes – Anthropology (Harpur)	5. Florenz Plassman – Economics (Harpur) and Grad School	

The initial membership was based on faculty profiles and expected interest. After the first two years, we have had the opportunity to reassess the composition of the committee and make changes to better reflect and be more inclusive of the faculty who have demonstrated an interest in, engagement with, and commitment to the work of the Institute.

Faculty who have received IGMAP Curriculum Development Awards or have engaged at a significant level with our Practitioners-in-Residence or other Institute programming now comprise the membership in the Faculty Advisory Committee. As of Fall 2018, the Advisory Committee includes:

- Anne Bailey, History
- David Campbell, Public Administration
- Dave Clark, Political Science
- David Cingranelli, Political Science
- Heather DeHaan, History
- Elizabeth DiGangi, Anthropology

- Giovanna Montenegro, Comparative Literature
- Mary Muscari, Nursing
- Kent Schull, History
- Timothy de Smet, Geological Sciences

IGMAP's External Advisory Board consists of leading practitioners and scholars from around the world. The Board consists of:

- **Simon Adams**, Executive Director, Global Centre for the Responsibility to Protect;
- **Andrea Bartoli**, Dean, School of Diplomacy and International Relations, Seton Hall University;
- **Per Bergling**, JD, Professor, Department of Law, Umeå University, Sweden, and former national R2P Focal Point for the Government of Sweden;
- **Mark Freeman**, Executive Director, Institute for Integrated Transitions, Barcelona, Spain;
- **Tibi Galis**, Executive Director, Auschwitz Institute for Peace and Reconciliation;
- **Eduardo Gonzalez**, international transitional justice consultant and former Director, Truth and Memory Program, International Center for Transitional Justice;
- **Pablo de Greiff**, Former United Nations Special Rapporteur on Truth, Justice, Reparation, and Guarantees of Non-Recurrence and Director, Transitional Justice Program, New York University School of Law;
- **Liberata Mulamula**, former Tanzanian Ambassador to the United States (retired) and Visiting Scholar, Institute for African Studies, George Washington University;
- **William O'Neill**, Program Director, Conflict Prevention and Peace Forum, Social Science Research Council;
- **William R. Pace**, Executive Director, World Federalist Movement – Institute for Global Policy, International Coalition for the Responsibility to Protect;
- **Guusju Korthals Altes**, Head, Economic Section, Embassy of the Kingdom of the Netherlands in Poland;
- **Owen Pell**, President, Board of Directors, Auschwitz Institute for Peace and Reconciliation and Partner, White & Case LLP;
- **James Waller**, Cohen Professor of Holocaust and Genocide Studies, Keene State College, Keene, N.H. and Director of Academic Programs, Auschwitz Institute for Peace and Reconciliation;
- **Edward Weisband**, Edward S. Diggs Endowed Chair in the Social Sciences, Virginia Polytechnical Institute and State University;
- **Jennifer M. Welsh**, Professor and Chair in International Relations, European University Institute, Florence, Italy and a Fellow of Somerville College, University of Oxford, Oxford, UK; and
- **Keith Porter**, President, The Stanley Foundation.

The External Advisory Board serves several key roles. It helps the co-directors identify appropriate practitioners in residence and practitioner to participate in the Frontiers of Prevention conferences (including the Board members themselves and those they recommend). It serves as a body for consultation on curricular design and research priorities. And in several cases the organizations of its members will provide a basis for field placements.

IGMAP Programs

The Institute's Practitioner-in-Residence (PiR) program brings practitioners engaged in prevention work from a range of countries, organizations and areas of expertise to campus for a week at a time throughout the academic year. In 2017-18, the Institute hosted 5 PiRs. In 2018-19, 10 are scheduled for visits. The PiRs speak to multiple classes, meet with faculty and students interested in their work, discuss opportunities for ongoing collaboration with the Institute, and make a public presentation regarding their work.

The Institute hosts an annual conference, *Frontiers of Prevention* in April. The conference tries to "break the mold" of conventional academic conferences by bringing together academics and practitioners for dialogue as part of each panel, by discouraging formal presentation of papers in favor of a discussion and identification of opportunities for collaboration, and by ensuring a wide range of disciplines and organizations are represented.

The Institute has awarded grants to faculty to support integration of an atrocity prevention lens across campus. In the first two years (2016-17 and 2017-18), \$41,000 in grants (ranging from \$5,000 to \$15,000 each) supported research projects through a competitive application and selection process. In 2018-19, the competitive grants were part of a Curriculum Development award program (discussed in greater detail under IGMAP Academic Programs). This program awarded \$40,000 in the form of \$5,000 each to eight faculty.

The Institute hires and hosts on an annual basis a post-doctoral fellow who contributes to the full range of IGMAP activities while pursuing her or his own research agenda. The post-doc teaches a course each spring semester in support of the IGMAP academic programs. These courses expand the offerings available to GMAP undergraduate minors, and as well as GMAP graduate students in the certificate program and the proposed master's degree.

In partnership with the Auschwitz Institute for Peace and Reconciliation (AIPR), the Institute has begun a three-year gradual transition to assume responsibility for the National Mechanisms Annual Reports. These reports document progress (positive or negative) in the development, implementation, and effectiveness of systematic, multi-agency efforts within countries to promote prevention. The reports are presented each year to international audiences, including the United Nations Office of the Special Advisor to the Secretary General on the Prevention of Genocide. Shifting responsibility for these reports to IGMAP will allow them to have an expanded scope and a stronger analytical framework, and will provide students with excellent opportunities to participate in an important and visible international endeavor.

IGMAP Academic Programs

In the first year of operation (2016-17), IGMAP received approval for a university-wide undergraduate minor in GMAP. The minor quickly attracted roughly 20 students and continues to grow steadily. Starting in Fall 2018, we began offering a freshman course (UNIV 101, *Genocide Prevention: What Can You Do?*) to make students aware of the minor and work of the Institute early in their academic studies. With financial support from an alumni donor, undergraduate students pursuing the GMAP minor can apply for one of seven scholarships for summer internship, shadowing or study abroad opportunities related to GMAP.

In the second year of operation (2017-18), we secured approval for an advanced graduate certificate in GMAP which is part of the Master of Public Administration (MPA) program but is also available to students in any graduate degree program or as a stand-alone certificate program. Nine students have declared an intention to complete the certificate program even before any formal advertising of the opportunity.

IGMAP's third year includes development of this master's degree proposal and engagement with faculty through a Curriculum Development program. In recognition of the need to increase faculty capacity to teach students how to apply an atrocity prevention lens in their courses, and to ensure that a sufficient number and

range of courses will be available to GMAP students, IGMAP made available awards of \$5,000 (in the form of travel funds or extra service pay) to support faculty in development of modules for existing classes or development of new graduate or upper-division undergraduate classes that examine historical or contemporary genocides and mass atrocities, and which explicitly focus on practical applications for prevention. Selected recipients agreed to participate in a series of workshops with the IGMAP Co-Directors during the 2018-19 academic year, and the faculty and their department heads had to agree to offer the course regularly and to make at least 3-5 seats available to GMAP students each time the course is offered. Twelve applications were received and eight recipients from seven academic departments spanning three colleges were selected to participate in the first cohort. The participating faculty and the corresponding courses are listed below. In the case of new courses, they may not be proposed and approved until late in the 2018-19 academic year because faculty are still designing and developing them. The list of faculty and courses that are part of the first Curriculum Development cohort is provided in Appendix J.

Commitment to Diversity and Inclusion

As part of the MS in GMAP and in all of its activities, the Institute for Genocide and Mass Atrocity Prevention is committed to diversity and inclusion. The Fall 2018 staff of IGMAP (co-directors, graduate assistant, post-doctoral fellow, and secretary) include diversity on the basis of gender (4 men, 2 woman), sexual identity (3 cis-gender and 2 LGBT), and race and ethnicity (2 Hispanic/Latino(a), 1 mixed race, and 2 white).

The practitioners in residence represent diversity in nationality, religion, race, ethnicity, gender, and sexual orientation. Through the end of Fall 2018, the PiRs have included: 1 Black woman, 1 Black man, 1 Latino man, 1 Latina woman, and 4 white men. Those scheduled for spring 2019 include 1 Black man, 1 Asian woman, 1 White woman, and 1 White man. The diversity of the PiRs, who interact with students across campus during their visits, is expected to help attract a diverse applicant pool to the program.

The courses included in the curriculum are drawn from a range of academic departments which have varying levels of diversity, and some of which are explicitly dedicated to addressing issues of diversity and culture. The primary consideration in admissions will be preparation for study (as demonstrated by educational and/or work experience) and demonstrated commitment to working for atrocity prevention. These criteria are expected to generate a diverse pool of applicants of individuals who relate to victims of mass atrocities by virtue of being survivors or witnesses, or have otherwise developed a commitment to social justice and peace.

There are limited opportunities for enhancing the diversity of the Binghamton University faculty through faculty hires connected to this program as the program only includes one new line, and that in year 3. That said, deliberate efforts will be made to attract a diverse pool of applicants through dissemination of the ad across multiple disciplines and to subgroups within professional associations targeted to serving persons of color within those associations.

Appendix J
Internal Statements of Departmental and College Commitments

In this appendix we summarize the type of commitment provided by departments in support of the MS in GMAP. The two tables represent commitments linked to the first round of GMAP Curriculum Development Awards and a more general email inquiry, respectively. Upon request, we can provide copies of the original correspondence and responses; they are not included here because that total over 50 pages

Course Commitments related to the GMAP Curriculum Development Awards

COURSE (Prefix, Number, Title, Type)	Faculty Member	Department	Chair or Dean who accepted the terms	Frequency of offering	Number of seats available for MS in GMAP students
ANTH 572C, "Anthropological Approaches to Human Rights" (existing Grad course)	Elizabeth DiGangi	Anthropology	Andrew Merriwether, Chair	Once every 4 semesters	3-5
NURS 581G, "Forensic Health of Victims" (existing Grad course)	Mary Muscari	Nursing	Mario Ortiz, Dean	Once per year	5-7
COLI 581, "Colonization, Mass Violence, Genocide and Cultural Memory" (new UG/Grad course)	Giovanna Montenegro	Comparative Literature	Luiza Moreira, Chair	Once every 3 semesters	3-5
POLS 6## "Human Rights and World Politics" and "Forecasting and Preventing Mass Atrocities" (new Grad)	David Cingranelli	Political Science	Dave Clark, Chair	Once per year	3-5
HIST 572 C, "Middle East Forced Migrations" (new Grad course)	Kent Schull	History	Heather DeHaan, Chair	Once every 3 semesters	3-5
GEO 453/ 5## "Environmental Geophysics" (existing UG course/new grad cross list)	Timothy de Smet	Geological Sciences	Tim Lowenstein, Chair	Once every 3 semesters	3-5
PAFF 555, "International Nongovernmental Organizations" (existing Grad course)	David Campbell	Public Administration	Nadia Rubaii, Chair	Once per year (spring)	10
HIST 581X, "Genocide and Mass Atrocity in Soviet Eurasia" (new Grad course)	Heather DeHaan	History	Heather DeHaan, Chair	Once every 3 semesters	3-5

Note: The list above represents the first cohort of Curriculum Development Award recipients. We intend to continue this program on an annual basis for several years to continue to expand the number and diversity of faculty who have the capacity and commitment to incorporate an atrocity prevention lens in their courses and welcome students from the MS in GMAP program in their classes.

In addition to the Curriculum Development Award program, Co-Director Rubaii reached out directly via individualized emails to chairs of departments with promising elective courses. For each identified course within their department, they were asked to identify how frequently it has been offered, how frequently it is likely to be offered in the future, who teaches the class, how many seats would they be willing to make available to GMAP students, and what (if any) prerequisites or conditions would apply. The Table below provides a summary of their responses.

Course (Prefix, # and Title)	Department	Chair or Others Responding	Frequency	Instructor	# of seats available for GMAP	Prerequisites or other conditions
AAAS 530, Trauma in JPN Lit & Film	Asian & American Studies	John Cheng, Ji-Song Ku, and David Stahl	Every year	David Stahl	1-2	
AAAS 580F, Race in Transnational History			Every 2 years	John Cheng	1-2	
AAAS 531, Unresolved Issues: Wars in Asia			Every 2 years	David Stahl	1-2	
5XX Pacific War Exp in JPN Lit & Film			Less frequently	David Stahl	1-2	
ARTH 581A, Spatial Practices & Arts of War	Art History	Nancy Um, Pamela Smart	Every 2 years	Karen Barzman	1-2	Permission of instructor
ARTH 582N, Aesthetics, Politics, Religion			Every 2 years	Pamela Smart	1-2	Permission of instructor
GEOG 532, Remote Sensing and GIS	Geography	Brendan McGovern	Every year	Chengbin Deng	3-5	
GEOG 544, GIS and Spatial Analysis			Every year	Kevin Heard	3-5	
GEOG 581D, Aerial Images and Drones in Planning			Every year	Norah Henry	1-2	Permission of instructor Dependent on number of drones
PAFF 520, 21 st Century Governance	Public Administration	Nadia Rubaii	Every semester	Nadia Rubaii, Aleksey Tikhomirov and others	1-2	
PAFF 523, Policy Analysis			Every 3 semesters	Tom Sinclair, Komla Dzigbede and others	1-2	
PLSC 6XX – a range of special topics courses which vary each semester	Political Science	Dave Clark	Every semester	Varied. Most likely to teach courses relevant to GMAP include: Dave Clark, David Cingranelli,	1-2 per course	

SOC 690D, Devel. State: Rise Crisis Future	Sociology	Leslie Gates	Every 2 years	Waldon Bello	3-5	Background in methods Course prerequisites
SOC 605, Problems of Methods			Every year	Varies	3-5	
SOC 690B, State, Politics and Social Policy (or similar course)			Every 2 years	Varies	3-5	
Varied SOC special topics courses			Every semester	Varies	3-5	
SSIE 500, Computational Tools	Systems Science and Industrial Engineering	Mohammad Khasawneh, Erin Hornbeck	Every year	Hiroki Sayama	6-10	
SSIE 519, Applied Soft Computing			Every year	Hal Lewis	6-10	Basic knowledge of calculus and discrete mathematics, and competence in at least one programming language, or consent of the instructor.
SSIE 515, Operations Management Supply Chain			Once per year		Max 1-2	SSIE 505 or equivalent
CS 532, Database Systems	Computer Science	Les Lander, Graduate Program Director	Every semester	Weiwei Meng, Kyoung-Don Kang	1-2	An undergraduate background in the discipline
CS 533, Information Retrieval,			Once per year	Arti Ramesh,	1-2	An undergraduate background in the discipline
CS 535, Introduction to Data Mining			Once per year	Zhongfei Zhang	1-2	An undergraduate background in the discipline

Note: The courses listed above represent commitments received as of the time of the proposal. We expect to add more departments and courses as the program developed and becomes better known across campus.

Appendix K

Academic Business Plan
for the
Master of Science (MS) in Genocide and Mass Atrocity Prevention (GMAP)
January 2019
(revised June 2019 following External Evaluations)

Overview

The Institute for Genocide and Mass Atrocity Prevention (I-GMAP) was established late in 2016 with support from an external donor and it includes a growing array of programs. The mission of the Institute is to work across disciplines, to construct bridges with areas of practice around the globe, and to enhance individual and institutional understanding, commitment, and capacity to prevent genocide and mass atrocity. I-GMAP advances its mission through a growing array of academic programs, professional development and dialogue, and a broad and interdisciplinary research agenda that brings scholarship to bear on issues identified by and presented in formats accessible to policy makers and prevention practitioners in the field. In 2017, the Institute began offering a university-wide undergraduate minor in GMAP, and in 2018 a graduate certificate in GMAP was approved. Now I-GMAP proposes to develop a new Master of Science in Genocide and Mass Atrocity Prevention (GMAP). This Academic Business Plan focuses on the MS in GMAP that would be offered in a traditional face-to-face classroom format. The Institute is also in the early planning stages for an online version of the MS in GMAP targeted to mid-career atrocity prevention practitioners and/or a partially online version that would be offered in collaboration with other SUNY campuses, but these are not included in this plan at this time. An updated or separate plan will be submitted later in conjunction with a formal degree proposal.

The MS in GMAP in will prepare graduates to analyze risk factors, formulate strategies, and implement policies and practices to reduce the occurrence, severity, and potential for reoccurrence of genocides and other mass atrocities around the world. With a focus on the application of an atrocity prevention lens, the program educates students to recognize opportunities to engage in upstream (before conflict), midstream (during conflict) and downstream (post-conflict) prevention measures. Through an interdisciplinary approach integrating classroom learning, applied research, engagement with practitioners, and an intensive field placement, the program prepares graduates to be prevention actors at the micro (individual), mezzo (organizational), and macro (societal) levels.

Context

The Institute for Genocide and Mass Atrocity Prevention is a university-wide entity; the Co-Directors are appointed by and report to the Provost. The proposed MS in GMAP will take advantage of structural, financial and human resources within the Institute, and will leverage the expertise of others via partnerships with individual faculty and academic units across campus and in the professional atrocity prevention community.

Positioning the proposed MS in GMAP within the Institute allows it to demonstrate how it transcends disciplinary and departmental boundaries, and also allows students the opportunity to take full advantage of the other programming provided by I-GMAP. The MS students will be fully engaged with the full range of Institute programs, most notably:

- The Institute's annual Frontiers of Prevention conference which models the process of dialogue between scholars and practitioners;
- the increasingly popular Practitioners-in-Residence program which brings 8-10 atrocity prevention practitioners each year from across the world to spend a week on the campus of Binghamton University; and
- the National Mechanism for Prevention global research project which is transitioning from the Auschwitz Institute for Peace and Reconciliation (AIPR) to I-GMAP beginning in 2019.

With respect to finances, the proposed MS in GMAP will be housed in a unit that has received generous initial support from an external donor and several other notable donations from alumni. These resources will pay for the international or domestic field placements required of students in the proposed MS degree program. The Institute's financial resources also provide the opportunity for students to interact regularly with atrocity prevention practitioners as part of the Institute's Practitioner-in-Residence program, the annual conference, and the National Mechanisms project discussed above.

The I-GMAP Co-Directors, the I-GMAP Postdoctoral Fellow, and the professional I-GMAP Assistant Director will all contribute their expertise and time to instructional efforts and administrative oversight of the proposed program. The Co-Directors have written agreements from faculty, chairs and/or deans in eight academic units (anthropology, comparative literature, geography, history, nursing, political science, public administration, and systems science) spanning four colleges (CCPA, Decker, Harpur, and Watson) which ensure that seats will be available to students in the MS in GMAP in courses with appropriate prevention-focused content.

The proposed MS in GMAP also takes advantage of the existing oversight and review process afforded by two groups. The I-GMAP External Advisory Board consists of the most prominent practitioners and leading scholars in the field. As it relates to the proposed MS in GMAP, this group reviewed and provided input on the learning objectives and the overall curriculum design and provided letters of support; many of them will also be sources of student field placements in their organizations. The I-GMAP Faculty Advisory Committee, consisting of faculty from across the university who are engaged with the Institute, provides the basis for subcommittees which ensure that curriculum decisions have undergone appropriate reviews, participate in decisions regarding admissions, and review waiver requests for students who seek to substitute prior coursework or experience for the advanced methods sequence.

Benefits

The program links to several if not all of the SUNY and Binghamton University Strategic Priorities, and will contribute to increasing graduate enrollments and revenue at Binghamton University.

The M.S. in Genocide and Mass Atrocity Prevention (GMAP) contributes significantly to several elements of the both the SUNY and the Binghamton University strategic plans.

SUNY's strategic plan, *The Power of SUNY*, is grounded in the three core values of the SUNY seal: learn, search and serve. The proposed MS in GMAP will be a professional public service degree that prepares people with the knowledge they need (learning) to identify and address the most pressing policy problems (searching), and to use their knowledge to analyze policy options and select effective solutions (serving).

SUNY's strategic plan, *The Power of SUNY*, begins with an opening statement from then-SUNY Chancellor Nancy Zimpher in which she refers to "building on the ideals of the land grant mandate—relevant research, outreach to communities, and access for everyone". The M.S. in Genocide and Mass Atrocity Prevention will bring relevant research to bear on one of the most critical issues of our time. These issues have great relevance to a large segment of the state population who have had their lives and those of their families disrupted by historical genocides. In providing fully funded externship placements for students (paid for by external donors), the program enhances access for a wider range of students who might otherwise struggle to gain such experiences as part of their education. The program will attract to Binghamton students from across the country and the world, many of whom will continue working in New York State (in New York City, in particular), and others who will carry their Binghamton education around the world. The SUNY plan also identifies six big ideas to guide the system and the proposed MS in GMAP is directly or indirectly supportive of all of them.

More recently, in her 2018 State of the University System Address, current SUNY Chancellor Kristina Johnson identified four themes of her vision for SUNY: 1) innovation and entrepreneurship; 2) individualized education; 3) sustainability; and 4) partnerships (<https://www.suny.edu/about/leadership/chancellor/speeches/sotus-2018/>). This program directly speaks to the third and fourth themes. Chancellor Johnson spoke of sustainability not simply in terms of climate change and saving the planet, but also of human civilization its culture. Genocides and other mass atrocities are direct threats to the cultures and very survival of groups of people. In speaking of partnerships, Chancellor Johnson referred to alliances with industry, government agencies, non-profit foundations, and international organizations, all of which are represented by and an integral part of this program.

The proposed MS in GMAP links directly to several of the goals expressed in Binghamton University's strategic plan, the *Road Map to Premier*. Specifically, the plan asserts a vision of engaging in "path-breaking graduate education, research, scholarship and creative activities that shape the world." Within this are goals of enriching the collaborative culture for research and scholarship, and increasing the transformational impact of the University's research. As an interdisciplinary degree program, the MS in

GMAP will address a complex worldwide problem and the applied scholarship generated by the program will contribute to these goals.

The Binghamton University strategic plan also prioritizes engagement in the form of enhancing "the University's economic, social and cultural impact through engagement from the local to the global level." We expect that many of the graduates of the program will stay in New York State. The New York City area is a center for organizations – from the governmental, civil society, and private sectors – that need skilled professionals dedicated to genocide prevention. We expect graduates to find work with the United Nations, its affiliate organizations, and the multitude of nonprofit and private organizations that support the work of the U.N. The degree will also have a positive social and cultural impact on the local/state community through the diverse students who will be attracted to the program, the range of practitioners who will visit campus and the community as part of the program, and the public forums we will offer as part of degree program activities. The global community will likely benefit from the greatest social and cultural impact in the form of improved prevention and ultimately reduced violence. The global benefits will be a function of students who work in the New York City area on issues that have global reach as well as by those who return to their home countries and/or accept positions in countries and regions with the greatest need.

Additionally, the proposed M.S. in GMAP advances international perspectives and an appreciation for diversity, core elements of Binghamton University's strategic goals. The specific aim of the Institute's curricular component is to expose students to international and global developments and the challenges of navigating in, and responding to, a range of known risks to vulnerable populations. We therefore intend the M.S. in Genocide and Mass Atrocity Prevention to serve broader University goals of fostering a more diverse and inclusive student body, and offering a more internationalized and pluralistic range of graduate courses.

Finally, Binghamton University's President Stenger recently articulated a vision of expanding graduate enrollments through the development of innovative new programs that anticipate or respond to emerging societal challenges and student demand. The MS in GMAP represents one such program.

Cost

I-GMAP is largely funded by external donor support, supplemented by support from the Provost's Office at Binghamton University. While the proposed MS in GMAP represents a new offering by the Institute, the vast majority of the Institute's expenses which will support this program are already provided and thus do not represent *new* expenses. That includes secretarial support, an operating budget for the Institute, summer salary for the co-directors, and a one-course buyout for each co-director per year. I-GMAP already has space on the ground floor of the Bartle Library (LNG-100 and LNG-89). The Institute will have additional expenses for the field placement stipends/scholarships, but these will be funded by donor support and will not accrue to Binghamton University. More detail on costs and revenues are provided in the section labeled **Financial Plan** below.

Operating Plan

Primary responsibility for development, operation and assessment of the MS in GMAP rests with the Co-Directors of the Institute. The table below identifies milestone tasks for the startup and operation of the proposed MS in GMAP, along with expected dates of completion and individuals responsible for each task.

Date	Tasks	Responsible Parties
Spring 2018	Draft curriculum overview for review by faculty committee	I-GMAP Co-Directors I-GMAP Faculty Committee
Summer 2018	Obtain input from External Advisory Committee on learning objectives and basic design	I-GMAP Co-Directors I-GMAP External Advisory Board
Fall 2018	Secure agreements from faculty, chairs and/or deans for course offerings and seats	I-GMAP Co-Directors
Fall 2018	Secure funding for initial field placements	I-GMAP Co-Directors BU Advancement
Fall 2018	Obtain letters of support	I-GMAP Co-Directors
Fall 2018	Submit degree proposal for internal review and recommend external reviewer candidates	I-GMAP Co-Directors
May 2019	External Reviewers visit campus	Graduate School
Fall 2019	Internal Reviews of the degree proposal	Graduate Council Faculty Senate
Before end of year 2019	Submit proposal to SUNY and NYS Department of Education	Graduate Dean
Upon approval	Advertise new program	I-GMAP Co-Directors I-GMAP Assistant Director
Upon approval	Recruit for and hire an adjunct to teach the Comparative Genocides and Micro-Dynamics of Mass Atrocities courses	I-GMAP Co-Directors in collaboration with the Dean of Harpur College
On-going	Review applications for admission	Subcommittee of the I-GMAP Faculty Committee chaired by one of the Co-Directors
On-going	Develop and oversee field placements	I-GMAP Assistant Director
On-going	Review requests for waivers of Advanced Methods requirement	Subcommittee of the I-GMAP Faculty Committee chaired by one of the Co-Directors
On-going	Solicit donations or grants in support of field placements	I-GMAP Co-Directors BU Advancement
On-going	Teach Foundations course	I-GMAP Co-Director
On-going	Teach electives for the program	I-GMAP Co-Directors, faculty in the curriculum development program, Postdoctoral Fellow
Year 2 and then on-going	Oversee capstone projects	I-GMAP Co-Directors
Year 2	Recruit for and hire a tenure track GMAP faculty member to begin in Year 3	I-GMAP Co-Directors with Provost-appointed committee
Year 3 and then on-going	Program assessment for Middle States	I-GMAP Co-Directors

Financial Plan

The proposed MS in GMAP is expected to produce a net gain for Binghamton University. Many of the expenses are already part of the operation of the Institute and thus are not attributable to the proposed new degree program. The only expenses listed in the Program Expenses Table below (taken from the SUNY proposal form) are those that represent *new* expenses. These include an additional course buyout for each of the co-directors, and a new faculty hire to regularly offer core and elective GMAP courses. For the first two years of the program, these courses will be taught by one or two adjuncts (one course per semester), with a plan to hire a senior level faculty (GMAP focus, open discipline) to start in the third year.

In calculating Program Revenue, we assume that in Years 1 and 2, all full-time students will be domestic students paying in-state tuition. Beginning in year 3, at least 5 students at any time will pay either out-of-state or international tuition. For all years, part-time students are assumed to be in-state. Calculations of program revenue across all years utilize the most current figures available (2018-19). To provide the most conservative estimates of revenue, we assume that part-time students will take only 3 credits.

In calculating Program Expenses, we determine the cost of an additional one-course buyout per year for each of the co-directors based on the current and projected salaries under the terms of the most recent UUP contract. The starting salary for a new senior faculty member in year 3 reflects an estimate given that we do not know in which academic department they will be based.

Figures included in the Table below were reviewed by Senior Vice Provost and CFO Michael McGoff in December 2018. While the narrative changed slightly following the External Evaluation process in May 2019, none of those changes had financial implications so the table remains as it was at the time of his review.

Enrollment and Revenue						
	Before Start	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5
Enrollment Full Time	0	5 FT	10 FT	15 FT	20 FT	20 FT
Enrollment Part Time	0	3 PT	3 PT	4 PT	4 PT	5 PT
Revenue from Full Time (in-state)	0	\$54,530	\$108,700	\$108,700	\$163,050	\$163,050
Revenue from Full Time (out-of-state and international)		0	0	\$111,050	\$111,050	\$111,050
Revenue from Part Time	0	\$8,154	\$8,154	\$10,872	\$10,872	\$13,590
TOTAL REVENUE	0	\$62,504.00	\$116,854.00	\$230,622.00	\$284,972.00	\$287,690.00
Program Expenses						
OTPS						
Library	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Laboratories	0	0	0	0	0	0
Supplies	0	0	0	0	0	0
Capital Expenses	0	0	0	0	0	0
Other (Specify):	0	0	0	0	0	0
Personnel (Faculty/Staff)						
Co-Director course buyout (Rubaii)	0	\$11,500	\$11,700	\$11,965	\$12,204	\$12,448
Co-Director course buyout (Pensky)	0	\$13,600	\$13,872	\$14,149	\$14,431	\$14,720
Adjunct	0	\$15,000	\$15,000	0	0	0
New Senior Faculty	0	0	0	\$120,000	\$104,040	\$106,120
TOTAL EXPENSES	0	\$40,100.00	\$40,572.00	\$146,114.00	\$130,675.00	\$133,288.00
NET GAIN/LOSS	0	\$22,404.00	\$76,282.00	\$84,508.00	\$154,297.00	\$154,402.00

Design

The MS in GMAP will prepare graduates to be leaders and practitioners with the knowledge, skills and abilities (KSAs) they need to recognize and assess risk factors and to design and implement strategies to interrupt the processes that lead to genocide and other mass atrocity crimes, thereby contributing to prevention. The program will prepare students to adjust their prevention strategies for the stage of the atrocity as different approaches are appropriate for before, during, and after the occurrence of mass atrocities. The program has four overarching characteristics which shape the student learning objectives: 1) a focus on prevention; 2) an interdisciplinary approach; 3) a multi-level and multi-sectoral scope; and 4) a professional orientation.

The curriculum requires a minimum of 37 credit hours which include a combination of required courses, electives within categories of classes, individualized tailoring of the curriculum to meet student interests, a field placement, project work linked to the Institute for Genocide and Mass Atrocity Prevention, and a final capstone project. Program requirements fall into four broad areas:

- **CORE COURSES.** Students complete five common core courses (1. Essentials of Genocide and Mass Atrocity Prevention, 2. Micro-Dynamics of Mass Atrocities, 3. Comparative Genocides, 4. International NGOs, 5. Transitional Justice)
- **ELECTIVES.** Students must complete one elective from each of three categories (1. Politics and Policy for GMAP, 2. Tools and Techniques for GMAP, and 3. Special Topics in GMAP)
- **ADVANCED METHODS.** Students must either complete or demonstrate existing competencies in one of four types of methodologies for prevention (1. Quantitative analysis, 2. Qualitative analysis, 3. Language and culture, or 4. Computing Technologies)
- **APPLICATION AND ASSESSMENT.** Students complete three courses (1. National Mechanisms Project, 2. Field Placement, and 3. GMAP Capstone) to demonstrate their ability to apply program concepts and to provide a basis for individual and program level assessment.

There are four broad student learning outcomes of the program each of which include several specific sub-competencies of knowledge and skills (not presented here). Upon completion of the MS in GMAP, we expect graduates to be able to:

1. Apply an Atrocity Prevention Lens to analyze and interpret situations and to develop strategies for action focused on preventing occurrence, escalation or reoccurrence of mass violence.
2. Work effectively as part of a team to promote atrocity prevention, broadly defined.
3. Demonstrate the application of analytical and technological skills to promote atrocity prevention.
4. Effectively communicate with professional practitioner audiences regarding atrocity prevention.

Appendix L
Updated Information on Funding for Students and Faculty/Department/College
Engagement



Institute for Genocide and Mass Atrocity
Prevention (I-GMAP)

PO Box 6000
Binghamton, NY 13902-6000
607-777-2141, Fax: 607-777-4831

TO: Aondover Tarhule, Dean of the Graduate School

FROM: Nadia Rubaii, Co-Director, I-GMAP

DATE: September 12, 2019

RE: Addendum to MS in GMAP Proposal

I would like to use this opportunity to provide some status updates related to the proposal for the Master of Science in Genocide and Mass Atrocity Prevention. There have been several positive developments since the proposal was prepared and underwent external review last spring. I think the information below will be of interest to the various groups and individuals that will review the proposal on campus, as well as the SUNY and New York State Department of Education Reviews.

Regarding Field Placements: Two alumni donors have signed gift agreements with the Foundation of the State of New York at Binghamton to provide the financial support necessary to fully fund the field placements for the first 10 years of the program's operation. One alum pledged a total of \$125,000 (\$25,000 per year for five years) and another pledged \$500,000 (\$50,000 for 10 years).

Regarding Graduate Assistantships: An alumni donor has pledged to fully fund two graduate assistantships for the first two years of the program which will include tuition, fees and a stipend. The donor has stipulated that the I-GMAP co-directors are to select the best two student applicants and that they will provide full support regardless of whether those students are in-state, out-of-state or international students.

Regarding University-Wide Interdisciplinary Curriculum: We have a second cohort of faculty participating in the GMAP Curriculum Development program in 2019-20. This group includes: Anne Bailey (History, Harpur), Kenneth Chiu (Computer Science, Watson), Arnab Dey (History, Harpur), Elena Iankova (School of Management), Adam Laats (Teaching, Learning and Educational Leadership, CCPA), Nagendra Nagarur (Systems Science and Industrial Engineering, Watson), Alex Nikulen (Geology, Harpur), and Aleksey Tikhomirov (Public Administration, CCPA). The Chairs in these departments have agreed that when the faculty complete the program, their courses will be added to the electives which can fulfill GMAP requirements and some seats in those courses will be made available to GMAP students. With this group, the GMAP program will include faculty and courses from all colleges at Binghamton except for Pharmacy, which does not offer master's level courses.