

IGMAP Curriculum Development Grant Program

In support of Binghamton University's growing multi- and trans-disciplinary curriculum on Genocide and Mass Atrocity Prevention (GMAP) which currently includes a university-wide undergraduate minor and a graduate certificate, as well as a proposal for a new Master of Science degree, the Institute is offering curriculum development grants. IGMAP seeks to support faculty from the full range of academic disciplines in developing content for their courses linked to GMAP. Awards of \$5,000 will be provided on a competitive basis to allow GMAP modules to be developed for a variety of courses, with particular emphasis on those at the graduate level. We anticipate awarding between 5 and 10 grants for the 2018-19 academic year; the expectation is that faculty will begin incorporating the modules into their classes in the 2019-20 academic year.

Possible GMAP Module Topics

IGMAP uses the broad definition of prevention of the world of practice. Prevention includes strategies that can reduce the likelihood of violence before it starts, mitigate harm and motivate an end to conflicts once they begin, and rebuild in the aftermath of atrocities. Effective prevention encompasses all fields and takes a variety of forms. For example, it may involve:

- geospatial technologies such as GIS or remote sensing to identify locations of mass violence;
- cinematic or artistic portrayals of atrocity crimes as a form of commemoration, healing and education;
- algorithms to analyze speech patterns for early detection of plans to engage in mass violence;
- development of smart phone apps to facilitate reporting of atrocity crimes;
- preparing business leaders to use their investment clout to encourage government officials to utilize national mechanism for prevention;
- approaches to tracking international banking transactions that may supporting atrocity crimes;
- supply chain management for delivering humanitarian aid to conflict zones;
- the contested role of memory and memorials in prevention of reoccurrence;
- forensic anthropological or forensic nursing techniques to identify victims and causes of death;
- psychological profiles of perpetrators, victims, and bystanders;
- regionally-focused (Latin America, Asia, Africa, etc.) studies of past atrocities and current prevention efforts;
- detailed study of a specific genocide (the Holocaust, the Armenian, Rwandan, or Bangladesh genocides, etc.) with attention to lessons for prevention;
- analysis of risk factors for atrocity crimes;
- K-12 educational curriculum that promote a culture of democratic, peaceful and inclusive societies; the role of civil society organizations in prevention;
- protection of basic human rights as a generalized prevention tool;
- economic, diplomatic, and military options for intervention during the commission of atrocity crimes; or
- preparing government officials to avoid being unintentionally complicit in atrocity crimes through blind attention to efficiency.

Selection Criteria

In selecting among applications, the IGMAP Co-Directors will be attentive to the creativity of the proposed module reflected in an individual application as well as the diversity of disciplines represented in the overall group of awards. Preference will be given to courses that support the proposed master's degree in the form of 500-level course offerings. We will consider 400-level courses that can serve both the master's degree and the undergraduate minor, as well as 600-level courses suitable for master's degree students. There is not expectation that the course will be explicitly or exclusively for GMAP students, but rather that it will continue to serve students in the respective discipline while exposing them to the concepts of GMAP, and that a small number of seats will be available to interested GMAP students.

Award Recipient Responsibilities

Award funds can be made available to recipients through one of several means (see grant application form). The grants will be awarded upon completion of the Curriculum Development program that includes the following components:

1. Attendance at and participation in at least 6 of the 8 workshops held during the 2018-19 academic year with IGMAP Co-Directors, Post-Doctoral Fellows, and Practitioners-in-Residence. The workshops will focus on theories and strategies of prevention, and will provide technical assistance to faculty in structuring the module. The workshops will help faculty identify materials (readings, videos, documentary evidence, etc.) and develop engaging assignments.
2. Submission to IGMAP of at least one complete module (representing at least one week of focused attention, or an integration throughout a larger portion of the course), including learning objectives, readings, assignments, and evaluation criteria. You agree to allow these materials to be made available on the GMAP website and shared with other faculty in the Network.

Interested faculty should complete and submit the simple [application form](#) no later than July 1, 2018. Award recipients will be notified by July 30, 2018.

If you have questions about the award, please contact either of the co-directors: Nadia Rubaii (nadia.rubaii@binghamton.edu) or Max Pensky (mpensky@binghamton.edu)