

Course Overview

| SESSION | LENGTH |
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| 1. What Are Mass Atrocities? | 1 hour |
| 2. Prevention: Identifying Risk Factors, Warning Signs, and Triggers | 45 minutes |
| 3. Case Study: Criminal Justice Professionals and the Holocaust | 1 hour |
| 4. Before Mass Atrocities: Criminal Justice Tools for Prevention | 30 minutes |
| 5. Deeper Dive: Dangerous Speech OR Community Dialogues | 30 minutes |
| 6. Leadership, Motivations, and Rationalizations during Mass Atrocities | 1 hour with optional 5 minute add-on |
| 7. First-Hand Testimony | 30 minutes |
| 8. Redress for Mass Atrocities: The After Stage | 1 hour with optional 30–120 minute add-ons |
| 9. Action-Planning and Change Management | 95 minutes |
| TOTAL TIME | 7 hours, 50 minutes without add-ons |

1. WHAT ARE MASS ATROCITIES?

- Introduction (1 minute)
- Rohingya Video Exercise—Criminal Justice Intersections (14 minutes)
- Video and Discussion: What are Mass Atrocities? (40 minutes)
- Conclusion (5 minutes)

Goals

- Participants demonstrate an understanding of the definition of *mass atrocities* and the four types of mass atrocities.
- Participants learn about victim perspectives and can articulate why preventing mass atrocities is important.
- Participants consider the challenges to atrocity prevention and possible intersections with the work of criminal justice professionals.

Guiding Questions

- What are mass atrocities?
- Why is it important to prevent mass atrocities?
- How does mass atrocity prevention fit into the work criminal justice professionals are already doing?

2. PREVENTION: IDENTIFYING RISK FACTORS, WARNING SIGNS, AND TRIGGERS

- Introduction–Background on Mass Atrocity Prevention (5 minutes)
 - Video and Discussion: Prevention: Identifying Risk Factors, Warning Signs, and Triggers (15 minutes)
 - *The Path to Nazi Genocide*—Chapter 1 Film Exercise (20 minutes)
 - Conclusion (5 minutes)
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Goals

- Participants gain a basic understanding of the risk factors, warning signs, and triggers for mass atrocities and are able to identify examples in each of these categories.
- Participants are introduced to the Holocaust and can apply a mass atrocity prevention lens to analyze events that led to the Nazi rise to power.

Guiding Questions

- What is mass atrocity prevention and why do it?
- What are the risk factors, warning signs, and triggers of genocide and other mass atrocities?

3. CASE STUDY: CRIMINAL JUSTICE PROFESSIONALS AND THE HOLOCAUST

- Introduction (2 minutes)
 - Video and Discussion: Criminal Justice Professionals During the Holocaust (18 minutes)
 - *Kristallnacht* Case Study (35 minutes)
 - Conclusion (5 minutes)
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Goals

- Describe the range of motivations that led criminal justice professionals to perpetrate or facilitate crimes during the Holocaust.
- Analyze how risk factors, warning signs, and triggers for mass atrocities intersect with the “slippery slope” as it relates to the participation of criminal justice actors in the Holocaust. Analyze the incremental decisions that ultimately led to the commission of mass atrocities.
- Evaluate the options available to criminal justice professionals when faced with warning signs for mass atrocities.

Guiding Question

- What responsibility did German criminal justice professionals have for the Holocaust and other Nazi crimes committed between 1933 and 1945?

4. BEFORE MASS ATROCITIES: CRIMINAL JUSTICE TOOLS FOR PREVENTION

- Introduction (5 minutes)
- Discussion of Criminal Justice Tools for Prevention (20 minutes)
- Conclusion (5 minutes)

Goals

- Participants are able to relate the risk factors, warning signs, and triggers to their role as actors within the criminal justice system.
- Participants can identify tools, sources of resilience, and other opportunities within their sphere of influence for preventing mass atrocities.
- Participants can identify issues that surface before the onset of mass atrocities that are relevant for their work.

Guiding Questions

- What tools can criminal justice professionals use to reduce the risk of mass atrocities and build resilience?
- How does early warning analysis help to create resilience against mass atrocities?

5. DEEPER DIVE: DANGEROUS SPEECH OR COMMUNITY DIALOGUES

- Introduction (1 minute)
- Option A: Dangerous Speech OR Option B: Community Dialogue (27 minutes)
- Conclusion (2 minutes)

Option A: Tools for Addressing the Warning Sign of Dangerous Speech

Goals

- Participants gain a basic understanding of what qualifies as dangerous speech and how these topics intersect with early warning.
- Participants analyze how certain speech can escalate into acts of violence and reflect on their own roles and capabilities when addressing dangerous speech.

Guiding Question

- How can criminal justice professionals effectively respond to warning signs such as dangerous speech while still preserving basic rights such as freedom of expression?

Option B: Community Dialogue as a Tool for Prevention

Goals

- Participants gain a basic understanding of what a community dialogue looks like and explore this as a possible tool for prevention.
- Participants are able to share with each other their own experiences (where applicable) with holding community dialogues or pursuing other forms of community engagement, and exchange strategies for effective communication with community members to mitigate violence.

Guiding Question

- How can criminal justice professionals use community dialogue as a tool for prevention?

6. LEADERSHIP, MOTIVATIONS, AND RATIONALIZATIONS

- Introduction, Discussion: What Does the Term *Leadership* Mean to You? (5 minutes)
- Overview of Leadership Concepts and Rationalization Concepts (10 minutes)
- Exercise: Perpetrator Testimonies (25 minutes)
- Discussion: Rationalizations and Ethical Leadership (15 minutes)
- Conclusion (5 minutes)
- Optional add-on*: Battalion 101 Photo Analysis Exercise (5 minutes)

* *Note: Optional add-on exercises extend the length of the course.*

Goals

- Participants understand basic concepts of leadership and can articulate the meaning of *ethical leadership*.
- Participants are able to discuss and reflect openly on common motivations, rationalizations, and vulnerabilities of criminal justice professionals in atrocity events.
- Participants reflect on the leadership qualities and actions they need to effectively address mass atrocity scenarios.

Guiding Questions

- What do we know about why people participate in mass atrocities?
- How does this knowledge help us stop or disrupt these actions?
- How can we guard against our own participation?
- What leadership qualities should criminal justice professionals possess to help prevent mass atrocities?

7. FIRST-HAND TESTIMONY

- Introduction (2 minutes)
- Video and Discussion: One Story of Many: Rohingya Testimony (27 minutes)
- Conclusion (1 minute)

Goals

- Participants better understand the human impact, both positive and negative, that the actions of criminal justice leaders can have on targeted groups. As a result, participants are motivated to dialogue with communities affected by mass atrocities appropriately and to engage these communities in their work.
- Participants demonstrate enhanced understanding of the key themes of the course and how they relate to criminal justice professionals.
- Participants are able to identify potential challenges for criminal justice professionals attempting to prevent, mitigate, or address mass atrocities and possible ways to overcome these challenges.

Guiding Questions

- How do mass atrocity events impact individuals, their families, and their communities?
- Why does this matter for criminal justice professionals?
- What are the obstacles to addressing the possibility of a mass atrocity event?
- How can these obstacles best be overcome?

8. REDRESS FOR MASS ATROCITIES: THE AFTER STAGE

- Introduction (2 minutes)
- Discussion: Redress and Transitional Justice Tools (37 minutes)
- Video and Discussion: Transitional Justice After Mass Atrocities (20 minutes)
- Conclusion (1 minute)
- Optional add-on*: Transitional Justice Examples Exercise (30 minutes)
- Optional add-on*: Memorial Site Visit (60–90 minutes)

* *Note: Optional add-on exercises extend the length of the course.*

Goals

- Identify the purpose of redress efforts after mass atrocities.
- Identify potential challenges and roadblocks to pursuing redress efforts and possible solutions.
- Display a basic understanding of key transitional justice tools, the benefits and potential drawbacks of each, and the potential role for criminal justice professions in implementing these tools.

Guiding Questions

- Why is pursuing justice and redress after mass atrocities important?
- What are the challenges?
- What role can criminal justice professionals play in the after stage to prevent recurrence?

9. ACTION-PLANNING AND CHANGE MANAGEMENT

- Introduction and Reflection on the Course (15 minutes)
- Change Management Principles (15 minutes)
- Action Planning Worksheet and Discussion (60 minutes)
- Conclusion (5 minutes)

Goals

- Participants are better able to connect the course themes, frameworks, and tools to their own professional realities
- Participants leave the course with a draft action plan to help improve prevention

Guiding Questions

- After participating in this course, how has your understanding of your profession changed?
- How can criminal justice professionals include mass atrocity prevention in their daily work?