

**University of Southern California
School of International Relations**

**IR318: Conflict Resolution and Peace Research (Cambodia)
Summer 2009
May 20 – June 19**

Schedule:

- Week 1: Class meets at VKC 110 (*Instructor: Kosal Path*)
Week 2: The Shoah Foundation Institute – Leavey Library, Room 122
(*Instructor: Karen Jungblut*)
Week 3 & 4: Field research in Cambodia (*Instructor: Kosal Path*)

Instructors:

Kosal Path
Lecturer
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Course Goal:

This course introduces the history of the Khmer Rouge regime between 1975 and 1979 and the politics of bringing to justice the Khmer Rouge leadership for crimes they committed during this period, and assesses models of transitional justice as applied to Cambodia's post-genocide context. In particular, the focus of this course is to familiarize students with interview and documentation methods and prepare them for a two-week trip to Cambodia to conduct their field research to answer the following questions:

What model(s) of transitional justice would be most appropriate and best address the Khmer Rouge atrocities in the Cambodian post-genocide context? To what extent might the UN-sponsored ECCC tribunal be able to provide justice to the victims and bring about national reconciliation in Cambodia?

Course Requirements:

Students will be evaluated based on Class Attendance and Participation (30%), Presentation (20%), and a Research Paper (50%).

Week 1: The history of the KR regime, the politics of bringing the KR leadership to justice, and concepts of transitional justice

May 20: *The Khmer Rouge's Ascent to Power and the Terror*

9:00 - 10:00 am: Documentary Film

Playing the Game, Cambodia: The Bloodiest Dominos, pro. & dir. Peter Du Cane, 56 min., Australian Film Finance Corporation Limited, 2007, DVD.

10:00 – 10:10 am: Break

10:10 – 11:30 am: Lecture and Discussion

Required Readings:

David Chandler, “Prairie Fire, 1976-77” and “Coming Apart, 1977-79,” Ch. 7-8 in *Brother Number One: A Political Biography of Pol Pot*, Rev. ed. (Boulder, Colorado: Westview Press, 1999), pp. 113-157. (**Blackboard Reading 1**)

Ben Kiernan, “Grappling with Genocide,” Ch. 5 in *Genocide and Resistance in Southeast Asia* (New Brunswick, N.J.: Transaction Publishers, 2008), pp. 203-213. (**Blackboard Reading 2**)

11:30 am – 1:00 pm: Lunch Break

1:00 – 2:00 pm: Documentary Film

Pol Pot, the Killing Embrace, prod. and dir. Peter Hercombe, 60 min., TV1-Transparences Productions-Periscope Productions NV-Odyssee, 2000, videocassette.

2:00 – 3:00 pm: Lecture and Discussion

Discuss these questions:

How did Pol Pot come to power in April 1975, and what was his grand plan for Cambodia? What motivated him and his closest associates to implement such radical policies? Why did the Pol Pot regime become so murderous and genocidal?

May 21: *Making Sense of the Khmer Rouge's Killing Machine*

9:00 – 10:00am: Documentary Films

Behind the walls of S-21, 30 min. Phnom Penh: A film of the Documentation Center of Cambodia, 2007, DVD.

The Khmer Rouge Rice Fields: The story of Rape Survivor Tang Kim, a film of the Documentation Center of Cambodia, 30 min., 2004, DVD.

10:00 – 10:10 am: Break

10:10 – 11:30 am: Lecture and Discussion

Required Readings:

Peter Maguire, “The Angkar is more important to me than my father and mother,” Ch.3 in *Facing Death in Cambodia* (New York, NY: Columbia University Press, 2005), Ch. 3-8, pp. 58-69. (**Blackboard Reading 3**)

Alexander L. Hinton, *Why did they Kill?* (Berkeley, Cali.: University of California Press, 2005), pp. 1-35, and 277-297. (**Blackboard Reading 4**)

Discussion these questions:

What is Angkar? Who were Angkar’s opponents? How did Angkar legitimize the murder of their opponents? What motivated Khmer Rouge cadres to become so murderous and atrocious? Is Him Huy (S-21 prison guard) a victim or perpetrator or both?

11:30 am – 1:00 pm: Lunch Break

1:00 – 2:15 pm: Documentary Film

New Year Baby, pro and dir. Socheata Poeuv, 74 min., Broken English Productions, 2006, DVD.

2:15 – 2:30 pm: Break

2:30 – 3:00 pm: Introduction to the Cambodian Genocide Program and the Documentation Center of Cambodia and their documentation efforts

May 22: *The politics of bringing the Khmer Rouge to Justice*

9:00 – 10:30 am: Lecture and Discussion

Required Readings:

Ben Kiernan, “Advocating Accountability, 1980-90,” Ch. 6 and “Bringing the Khmer Rouge to Justice,” Ch. 8 in *Genocide and Resistance in Southeast Asia* (New Brunswick, NJ: Transaction Publishers, 2008), pp. 221-237. (**Blackboard Reading 5**)

Craig Etcheson, “The Politics of Genocide Justice,” Ch. 9 in *After the Killing Fields*, (Westport, CT: Praeger Publisher, 2005), pp.141-166. (**Blackboard Reading 6**)

Tom Fawthrop and Helen Jarvis, “Waking up to genocide,” and “The Trauma of a Nation: Searching for Truth, Justice and Reconciliation, in *Getting Away With Genocide?* Ch. 7 & 8 (Ann Arbor, MI: Pluto Press, 2004), pp.108-154. (**Blackboard Reading 7**)

Discussion questions:

Did the Khmer Rouge commit genocide? What factors impeded and delayed justice advocates' efforts to bring the Khmer Rouge to justice in the 1980s and 90s? Despite such political impediments, what went right as far as the UN's and Western governments' responses to the Cambodian government's initiatives in the late 1990s are concerned?

10:30 – 10:45 am: Break

10:45 – 11:30 am: Lecture and Discussion

Required Readings:

Craig Etcheson, "Challenging the Culture of Impunity," Ch. 10, in *After the Killing Fields*, (Westport, CT: Praeger Publisher, 2005), pp. 168-190. (**Blackboard Reading 8**)

Rachel S. Taylor, "Better Later Than Never: Cambodia's Joint Tribunal," Ch. 6 in *Accountabilities for Atrocities: National Responses*, ed. Jane E. Stromseth (Ardsley, NY: Transnational Publishers, 2003), pp. 237-270. (**Blackboard Reading 9**)

Discussion questions:

Why is important to seek legal prosecution of the Khmer Rouge leadership after such a long delay? What are the strengths and weaknesses of the mixed tribunal model (now known as the ECCC)? What are the goals of the international community, the Cambodian government and the Cambodian people? To what extent would the ECCC serve their respective goals? What needs to be done next?

11:30 am – 1:00 pm: Lunch Break

1:00 – 2:00 pm: News Report on the ECCC

"Killing Fields: Long Road to Justice," World's Untold Stories (CNN Series), rep. Dan Rivers, 2009.

2:00 – 3:00 pm: Discussing the concepts of "Retributive Justice" and "Restorative Justice"

March R. Amstutz, "Restorative Justice, Political Forgiveness, and the Possibility of Political Reconciliation," Ch. 6 in *The Politics of Past Evil: Religion, reconciliation and the dilemmas of transitional justice*, ed. Daniel Philpot (Notre Dame, IN: University of Notre Dame Press, 2006), pp. 151-188. (**Blackboard Reading 10**)

Discussions questions:

Which model (s) of transitional justice (retributive justice or restorative justice or both) would be most appropriate to address the Khmer Rouge legacies? What are the strengths and weaknesses of each model when applied to the Cambodia case? Should perpetrators like "Huy" and "Ta Chan" be brought to justice or forgiven to foster national reconciliation? How might communal reconciliation, empathy, and trust be built between survivors and perpetrators?

Week 2: Role of genocide survivor testimonies, interview methodology, and process and tools to document field research trip to Cambodia

May 26: The goal of this day is to familiarize students with the experiences of survivors of the Khmer Rouge regime, interview methodology and begin to create an Interview Questionnaire. In addition, various aspects of interviewing Cambodians who experienced the Khmer Rouge regime will be illuminated (e.g. interviews with perpetrators). Discuss the role interviews can play in research. The morning session will include an introduction to the Institute's Visual History Archive.

9:00 – 9:30 am: Review and discuss previous week

9:30 – 11:30 am: Audio-visual genocide survivor testimonies – what are the experiences survivors describe; how are the experiences described, and what role can survivor testimonies play? What role can testimonies with perpetrators play?

(10-minute break around 10:15 am)

1:30 – 2:30 pm: Shoah Foundation Institute's interview methodology

Required Readings:

Haing Ngor (w/ Roger Warner), *Survival in the Killing Fields*, Paperback edition (publisher: Robinson, an imprint of Constable & Robinson Ltd, 2003, Introduction (pp.: 1-6); Chapter 4 – Chapter 6 (pp: 51-86); Chapter 16 – Chapter 18 (pp: 194-230); Chapter 20 – Chapter 24 (pp: 245-293); Epilogue. (***Blackboard Reading 11***)

Children of Cambodia's Killing Fields, Dith Pran (compiled by), Kim DePaul (ed.) with Introduction by Ben Kiernan, Chapters: Introduction, The Dark Years of My Life (Savuth Penn) pp.: 43-49; Living in the Darkness (Rouen Sam) pp.: 73-81; Survival in Spite of Fear (Gen L. Lee) pp: 105-109. (***Blackboard Reading 12***)

Transcript of an interview with Youk Chhang, Head of Documentation Center Cambodia and survivor of the Cambodian genocide. (***Blackboard Reading 13***)

Transcript of an interview with Prak Khan, former guard at Tuol Sleng prison and former Khmer rouge soldier. (***Blackboard Reading 14***)

Suggested Readings:

Children of Cambodia's Killing Fields (all chapters); *Survival in the Killing Fields* (all chapters)

Shoah Foundation Institute Interview Methodology, USC Shoah Foundation Institute,
University of Southern California

May 27: The goal of this day is for students to work in groups and develop an Interview Questionnaire to be used for conducting the interviews in Cambodia. They will also have the opportunity to meet survivor(s) and engage in a conversation with them.

- 9:00 – 10:15 am: Review of draft Pre-Interview Questionnaire for Cambodian genocide survivor and creation of an interview questionnaire by students (students work in groups)
- Review and discussion of each group's interview questionnaires
- 10:15 – 11:30 am: Meet with survivor (s) –Renee Firestone (Holocaust survivor) and Phansy Peang (Cambodian genocide survivor) (tentatively)
- 11:30 am – 1:30 pm: Lunch Break
- 1:30 – 2:30 pm: Review interview questionnaire (con't)

Required Readings:

Draft Pre-Interview Questionnaire for Cambodian genocide survivor, USC Shoah Foundation Institute and Documentation Center. (***Blackboard Reading 15***)

May 28: The goal of this day is to finalize the interview questionnaire and any other documentation necessary for the interview process. Provide an overview of reconciliation efforts in Rwanda using the example of Gacaca courts. Establish a web presence to document travel and research experiences while in Cambodia. Allow time for students to discuss expectations and concerns about upcoming trip to Cambodia.

- 9:00 – 10:20 am: Finalize interview questionnaire and discuss other documentation needed for the process (release agreements from interviewees, etc.)
- 10:20 – 11:30 am: Efforts of reconciliation after genocides in other countries: Example – Rwanda and the concept and use of Gacaca Courts. Meet with Consulee Uwamariya.
- 11:30 am – 1:30 pm: Lunch Break
- 1:30 – 2:30 pm: Creation of PWP Cambodia –communication blog or other web presence for documenting travel and research experiences while in Cambodia; discuss upcoming trip to Cambodia.

Task assignment before the trip: Students will be divided into 3 groups. Each group has 3 - 4 members—a photographer, a video recorder, and a note taker.

Week 3 & 4: Field Research and Interviews in Cambodia

May 29: Depart for Phnom Penh, Cambodia (Meet at LAX for departure on the night of May 28)

May 30-31: Hotel Check-in, Local orientation, and Logistics preparation

June 1-5: Provincial trips (by car) and interviews with survivors and/or perpetrators. *(Note that this is subject to change)*

June 6-7: Write up interview report & city tours with DC-Cam volunteers

June 8-11: Attend ECCC hearings, interviews with survivors, and archival research at DC-Cam *(Note that this is subject to change)*

June 12-14: Siem Reap trip (flight) - This trip will be arranged upon arrival in Cambodia. *(Note that this is subject to change)*

June 15: Depart for LA

June 16-18: Students write up their research paper. *(Room TBA)*

June 19: **Presentation Day (USC Shoah Foundation Institute Conference room 122)**

Your presentation is a team work and will be graded by the other 2 groups and instructors.

9:00 – 9:30 am: Group 1

9:30 – 9:45 am: Break

9:45 – 10:15 am: Group 2

10:15 – 10:30 am: Break

10:30 – 11:00 am: Group 3

Your final research paper is due on June 26 (Friday). Note that this is an individual research paper.

Additional Course Requirements (Fine Print)

Be sure to read these paragraphs carefully. By enrolling in this course, you agree to fulfill the following course requirements (as well as all relevant university regulations). Violations will result in grade reductions and/or failure of, and removal from, this course.

Attendance and Participation

Attendance and participation in lectures and field research work are required. Students who do not observe this requirement will fail the course. In particular, students repeatedly missing class will receive a grade reduction, and any student missing more than half of the lectures and the field-work days in this course will automatically fail the course regardless of any work completed.

Cellphones and Laptops

NO CELLPHONES-You will be asked to leave the course for a day if caught using your phone. YOU MAY USE COMPUTERS FOR NOTES BUT NO FACEBOOK, MYSPACE OR ANY OTHER INTERNET SURFING. You will be asked to leave class if caught violating this rule.

Disabilities

I need to know as soon as possible about your disability and your requirements. Students requesting academic accommodations based on disability must register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations must be obtained from DSP (once adequate documentation is filed). Please deliver a copy of the letter to me as soon as possible.

Make-up Requirements

There will be no make-up assignments or tests for unexcused absences or unannounced failure to appear or hand in an assignment. Acceptable excuses must be provided to the instructor, in writing, or by phone before an absence or failure to complete work and in writing afterwards in order to be considered. After considering the written communication, a decision will be made about make-up possibilities.

Plagiarism and Cheating

Students must avoid plagiarism and/or cheating on exams. If they see or hear of another student acting in this manner, they must report it to the instructor. The instructor of this course, and the university as a whole, are committed to the general principles of academic honesty. These principles include and incorporate the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor,

and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own.

You will automatically be failed in the course if you are caught cheating on an exam or plagiarizing the term paper. This is the recommended penalty in SCampus, whose relevant section you should review online at http://www.usc.edu/dept/publications/SCAMPUS/gov/appendix_a.html. Plagiarism includes (but is not limited to) copying text from the web (for example, from Wikipedia) and pasting it anywhere (online or hardcopy) without attribution, implying that it is your own work. If you are in any doubt about what constitutes plagiarism, ASK! We would far prefer to clear up uncertainties informally in advance rather than formally via plagiarism proceedings.

Language and Communications

In lectures and discussions, students must ask questions and conduct debate in a respectful fashion, using appropriate language. Email communications must also be conducted in an appropriate and respectful manner.

Recordings

Recordings of any type (sound or video) are prohibited except by written permission of the instructor.

Travel

The instructor will not accept travel, the purchase of plane tickets, absence from LA, and similar events (except for university-approved travel) as excuses for failing to fulfill course requirements. If you have made travel plans before the start of this semester, please make sure they will allow you to fulfill all course requirements. Excused absences are allowed on the basis of acceptable medical documents and other acceptable emergency reasons.