

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

**IR318: Conflict Resolution and Peace Research (Cambodia)
Summer 2010
May 20 – June 19**

Schedule:

- Week 1: May 20-May 24, 2010
Class meets at VHE 214 (*Instructor: Kosal Path*)
- Week 2: May 25-May 27, 2010
Class meets at Shoah Foundation Institute – Leavey Library, Room 122
(*Instructor: Karen Jungblut*)
- Week 3 & 4: May 29th-June 15, 2010
Field research in Cambodia (*Instructors: Kosal Path, Karen Jungblut*)
- Week 4: June 18th, 2010
Class meets at Shoah Foundation Institute – Leavey Library, Room 122
Class presentation by students (friends and family members welcome)

Final research paper due: June 26th, 2010

Instructors:

Kosal Path
Lecturer
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Karen Jungblut
Director, Research and Documentation
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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 (retributive justice or restorative justice) would be most appropriate and effective to provide justice to the Cambodian victims of the Khmer Rouge regime and facilitate individual, communal and national reconciliation in post-genocide Cambodia? To what extent might the UN-sponsored tribunal (ECCC) be able to bring about such multi-level 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 Democratic Kampuchea regime, the politics of bringing the KR leadership to justice, and concepts of transitional justice

May 20: (Thursday)

Making Sense of How the DK Regime Turned into a Killing Machine, 1975 and 1979

9:00 - 9:30 am: Course introduction

9:30 – 10:30 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**)

10:30 -10:40: Break

10:40-11: 30 Documentary Film

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

11:30am-1:00 pm: Lunch Break

1:00 – 3:00 pm: 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), 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 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?

May 21: (Friday)

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: Paeger 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: Paeger 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 (Ardsey, 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: Discussing the concepts of “Retributive Justice” and “Restorative Justice”

Required Readings:

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?

2:00-2:15pm: Break

2:15 – 3:30 pm: **The roles of Apology and Forgiveness in national reconciliation**

Required Readings:

Charles L. Griswold, *Forgiveness: A Philosophical Exploration*, Ch. 1-2 (Cambridge University Press, 2007) [**Blackboard Reading 11**]

May 24 (Monday): Case Studies and Discussion

9:00 – 10:30 am: **The Role of the ECCC**

Required Readings:

Brianne N. McGonigle, “Two for the Price of Once: Attempts by the Extraordinary Chambers in the Courts of Cambodia to Combine Retributive and Restorative Justice Principles,” *Leiden Journal of International Law*, 22 (2009), pp. 127-149. [**Blackboard Reading 12**]

10:30 – 10:45am: Break

10:45 – 11:30 am: **Interview Reports with other perpetrators/survivors (Blackboard Reading 13)**

11:30 am – 1:00 pm: Lunch Break

1:00 – 2:00 pm: Interview transcript with Him Huy, (PWP Summer 09) and documentary film: *Behind the walls of S-21*, 30 min. Phnom Penh: A film of the Documentation Center of Cambodia, 2007, DVD.

Discussion questions

Is Him Huy (S-21 prison guard) a victim or perpetrator or both? What was the nature of working environment or operational culture inside S-21? What do you think need to happen before survivors can forgive Khmer Rouge cadres who were as involved as Him Huy was in the DK’s killing machine?

2:00 – 2:30 pm: Break

2:30 – 3:30 pm: Introduction to the Cambodian Genocide Program and the Documentation Center of Cambodia and their documentation efforts—descriptions of relevant programs in which students might participate, such as Victims Participation Project, Living Document Project, and Genocide Education.

Week 2: Preparing for Field Research: Methodological considerations for interviewing survivors and perpetrators; framing questions for structured and/or semi-structured interviews; and how to document the experiences in Cambodia.

May 25 (Tuesday):

Documenting the Cambodian Genocide and Post-Genocide Narratives: Interview Methodologies, Observations and Approaches

9:45 – 10:00 am: Review and discuss previous week

10:00 – 11:30 am: Lecture and Discussion (incl. a 10 minute break)

The first session is to gauge the students' understanding of primary research and use of different types of sources.

Required Readings:

Antonious C.G.M. Robben "Epilogue – The Imagination of Genocide" in: *Genocide, Truth, Memory, and Representation* (eds. Hinton, O'Neill), Duke University Press, Durham and London 2009, pp: 317-330 (**Blackboard Reading 14**)

Shoah Foundation Institute Interview Guidelines (**Blackboard 15**)

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 16**)

Dith Pran (compiled by), Kim DePaul (ed.), *Children of Cambodia's Killing Fields*, 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 17**)

2004 Interview with Youk Chhang, Head of Documentation Center Cambodia and survivor of the Cambodian genocide. (**Blackboard Reading 18**)

Discussion questions:

What documentation can be considered useful? What role can or should personal narratives play in documenting genocides? How do narratives of survivors and perpetrators differ from each other? This session includes an introduction into the Shoah Foundation Institute's interview methodology to conduct life histories.

11:30 – 1:00 pm Lunch break

1:00 – 1:50 pm: Lecture and Discussion

Required Readings:

2004 Interview with Prak Khan, former guard at Tuol Sleng prison and former Khmer rouge soldier. (**Blackboard Reading 19**)

Osman Ysa (DC-Cam) – on Prak Khan and interrogation at Tuol Sleng prison. (**Blackboard Reading 20**)

Carolyn Gallaher “Researching repellent groups: Some methodological considerations on how to represent militants, radicals, and other belligerents.” in *Surviving Field Research* (eds: Siriam, King, et.al.), Routledge, New York 2009, pp: 127-146 (**Blackboard Reading 21**)

Lee Ann Fujii “Interpreting truth and lies in the stories of conflict and violence” in *Surviving Field Research* (eds: Siriam, King, et.al.), Routledge, New York 2009, pp: 147-162 (**Blackboard Reading 22**)

Suggested Readings:

Primo Levi “The Grey Zone” (pp: 36-69) (**Blackboard Reading 23**)

Stephen Brown “Dilemmas of self-representation and conduct in the field” in *Surviving Field Research* (eds: Siriam, King, et.al.), Routledge, New York 2009, pp: 213-226 (**Blackboard Reading 24**)

Olga Martin-Ortega and Johanna Herman “There and back: surviving field research in violent and difficult situations” in *Surviving Field Research* (eds: Siriam, King, et.al.), Routledge, New York 2009 pp: 227-240 (**Blackboard Reading 25**)

Discussion questions:

What are the experiences survivors describe; how are the experiences described? How do survivors define and describe perpetrators and their motivation? How do perpetrators describe what happened during the Khmer Rouge regime? Can Primo Levi’s concept of “grey zone” be applied in the Cambodian context?

1:50 – 2:00 pm Break

2:00 – 3:30 pm Discussion and Team work (incl. a 10 minute break)

The group will discuss different interview approaches and interview processes and structures. Students will team up in groups and start to develop interview questions.

May 26 (Wednesday)

Interview format and process: Conducting interviews (scripted to semi-scripted to free-flowing) and the data to collect

The goal of this day is for students to continue to work in groups to develop interview questions to support their research in Cambodia. Students will also be provided with the interview questions created by last year’s course for critical evaluation. They will also have the opportunity to meet guest speaker

Dr. Leakhena Nou, Founding Director of the Applied Social Research Institute of Cambodia (ASRIC) and Assistant Professor of Sociology at Cal State Long Beach, and engage in a conversation with her.

- 9:30 – 11:00 am: Continue developing questions in teams and review and discuss each group's questions (incl. 10 minute break)
- 11:00 – 11:15 am Break
- 11:15 – 12:15 am Review and analyze last year's questions
- 12:15 – 1:30 pm: Lunch
- 1:30 – 2:30 pm Guest speaker: Dr. Leakhena Nou
- 2:30 – 2:45 pm: Break
- 2:45 – 3:30 pm Debriefing after guest speaker

May 27 (Thursday):

The goal of this day is to finalize the interview questionnaire and any other documentation necessary for the interview process. Provide insights into another country's current post-genocide effort of reconciliation - Rwanda. 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.

- 9:30 – 10:20 am Finalize interview questionnaire and discuss other documentation needed for the process (release agreements or approval from interviewees, taking of notes and pictures or video during interview, etc.)
- 10:20 – 10:30 am Break
- 10:30 – 11:30 am Lecture and Discussion

Efforts of reconciliation after genocides in other countries: Example – Rwanda

Suggested Readings:

Kasajja Phillip Apuuli "Procedural due process and the prosecution of genocide suspects in Rwanda" in *Journal of Genocide Research* (2009), 11(1), March, pp: 11-30
(Blackboard Reading 26)

Eugenia Zorbas "What does reconciliation after genocide mean? Public transcripts and hidden transcripts in post-genocide Rwanda" in *Journal of Genocide Research* (2009), 11(1), March, pp: 127-147. **(Blackboard Reading 27)**

- 11:30 – 1:30 pm Lunch Break
- 1:30 – 3:00 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. (incl. 10 minute break)

Task assignment before the trip: Students will be divided into 3 or 4 groups. Each group has 2 or 3 members—a photographer/video recorder, and a note taker.

May 28 (Friday): Break and preparation for departure

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 29)

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

June 1-5: Archival research at DC-Cam; meet with representatives of NGOs and ECCC as well as representatives of the following embassies: U.S., France, Germany. 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: Provincial trips (by car) and interviews with survivors and/or perpetrators, 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 16-17: Students prepare their presentations and write research paper **(due June 26)**.

June 18: **Presentation Day (LVL 122)**

Your presentation is a team work and will be graded by the other groups and instructors. Your final research paper is due on June 26. 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.