

Course Title: Conflict Resolution and Peace Research (Cambodia)

Faculty Name: Kosal Path, Karen Jungblut

Institution: University of Southern California

Semester Taught: Summer 2010

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

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: 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 it 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.