

មជ្ឈមណ្ឌលឯកសារកម្ពុជា

Genocide Education in Cambodia

The Teaching of "A History of Democratic Kampuchea (1975-1979)"

## University Lecturer Training

Documentation Center of Cambodia's **Course Syllabus**

### WHAT IS A SYLLABUS?

A syllabus (pl. **syllabi** or **syllabuses**; from Latin syllabus "list" probably of Greek origin) is an outline of topics to be covered in a course that a professor writes and disseminates to students on the first day of class. A syllabus conveys learning, objectives, and expectations of students.

A syllabus usually contains the following explicit information about the course to guide students and to maximize their learning:

- The course title and meeting times
- The name of the professor and his/her contact information
- Description of course
- Required texts and other supplies
- Course objectives
- Expectations and attendance policies
- Course topics and chapters covered
- Test dates
- Other relevant dates
- Grading policy
- Classrooms rules and conduct

### WHY IS A SYLLABUS IMPORTANT?

A syllabus is a critical tool in a university course for students, professors, and the scholarly community because it organizes the students' learning and assessment as well as providing a framework for anticipating instructor priorities and understanding of the respective subject matter.

A syllabus allows professors to filter their thoughts on the subject matter in a way that is not only understandable to students but also colleagues and the scholarly community who may look to the professor's syllabus for the purpose of determining their own respective course material and coverage. A department within a university will typically require professors to collaborate on the design of their syllabi for the purpose of creating a cohesive, yet comprehensive coverage of the overarching department subject matter. In addition, syllabi allow professors an opportunity to

compare/contrast their own understanding of a particular subject matter, allowing for professional development and self-reflection.

For the students, a syllabus can be viewed as a pseudo-contract between the individual student and the professor. The professor promises to perform specific functions and cover particular topics within a course for the student's benefit. The syllabus also outlines the professor's expectations from the individual students in terms of what must be performed and to what standard by the student in order to obtain a successful assessment by the professor. In this sense, it is critical that the professor is clear in his/her expectations because in questions of interpreting the professor's expectations, students will refer first and foremost to the syllabus. A clear, well-organized syllabus will protect the professor from arguments of ambiguous standards and, overall, will allow the professor to avoid exhaustive conversations about the course, particularly administrative details. In essence, the syllabus is a time-management device and an administrative safeguard for professors.

## COURSE SYLLABUS

Professor: \_\_\_\_\_

Office Hours: \_\_\_\_\_

\* Date(s) and Location: \_\_\_\_\_

\* Phone: \_\_\_\_\_

\* Email: \_\_\_\_\_

### **Required Texts:**

Dy, Khamboly. (2007). *A History of Democratic Kampuchea (1975-1979)*. The Documentation Center of Cambodia.

Jones, Adam (2006). *Genocide: A Comprehensive Introduction*.

Schaack, Beth V. (1997) *The Definition of Genocide: Repairing the Genocide Convention's Blind Spot*, Yale Law Journal.

### **Selections from:**

Ea, Meng-Try. (2004). *The Chain of Terror: The Khmer Rouge Southwest Zone Security System*.

Harris, Ian. (2007). *Buddhism Under Pol Pot*.

Ysa, Osman. (2006). *The Cham Rebellion Survivors' Stories from the Villages*.

### **Recommended Texts:**

Chandler, David. (1999). *Voice from S-21: Terror and History in Pol Pot's Secret Prison*.

Ciorciari, John D. (2006). *The Khmer Rouge Tribunal*.

Ciorciari, John D & Heindel, Anne. (2009). *On Trial: The Khmer Rouge Accountability Process*.

Cougill, Wynne, Pang, Pivoine, Ra, Chhayran & Sim, Sopheak. (2004). *Stilled Lives: Photographs of the Cambodian Genocide*.

Ea, Meng-Try & Sim, Sorya. (2001). *Victims and Perpetrators: The Testimony of Young Khmer Rouge Cadres at S-21*.

Harris, Ian. (2007). *Buddhism Under Pol Pot*.

Heder, Stephen & Tittlemore, Brian. (2004). *Seven Candidates for Prosecution: Accountability for the Crimes of the Khmer Rouge*.

Huy, Vannak. (2003). *The Khmer Rouge Division 703: From Victory to Self-Destruction*.

Linton, Suzannah. (2004). *Reconciliation in Cambodia*.

Huy, Vannak. (2010). *Bou Meng, A Survivor from Khmer Rouge Prison S-21*.

Pang, Pivoine & Cougill, Wynne. (2007). *Vanished: Stories from Cambodia's New People under Democratic Kampuchea*.

Prins, Annemarie. (2008). *Breaking the Silence*.

Ysa, Osman. (2002). *Oukoubah: Genocide Justice for the Cham Muslims under Democratic Kampuchea*.

### **Recommended Articles:**

#### **Selected articles from the magazine, Searching for the Truth**

Kok-Thay, Eng. (2006). *Redefining Genocide*.

Farina, So. (2010). *Oral History: The Stories from the Cham Muslim Communities*.

### **Selected articles from the Journal of Genocide Research, Genocide Studies and Prevention**

Jaya, Ramji-Nogales. (2010). *Designing Bespoke Transitional Justice: A Pluralist Process Approach*.

Path, Kosal. (2011). *The Economic Factor in the Sino-Vietnamese Split, 1972-75: An Analysis of Vietnamese Archival Sources*.

Ivan, Simonovic. (2004). *Attitude and Types of Reaction Toward Past War Crimes and Human Rights Abuses*.

Mariam, J. Aukerman. (2002). *Extraordinary Evil, Ordinary Crimes: A Framework for Understanding Transitional Justice*.

Sarah, Warshauer Freedman. (2008). *Teaching History after Identity-Based Conflicts: The Rwanda Experience*.

### **Articles from newspapers**

Nusara, Thaitawat. (2000). *Life After Death History*. Bangkok Post.

Nusara, Thaitawat. (2006). *The Making of a Khmer Rouge Ideologue*. Bangkok Post.

Mydans, Seth. (1999). *A Tale of a Cambodian Woman: Assigning the Guilt for Genocide*. The New York Time

Mydans, Seth. (1999). *Khmer Rouge Photography: Don't Dare Smile*. The New York Time.

Youk, Chhang. (2000). *Under the Eyes of Buddha*. Reaksmei Kampuchea Daily

### **Recommended Websites:**

<http://www.dccam.org/>

<http://www.cambodiatribunal.org/>

<http://www.cambodiasri.org/>

<http://www.eccc.gov.kh/>

<http://www.yale.edu/gsp/>

<http://www1.umn.edu/humanrts/instree/x1cpcpg.htm>

<http://www1.umn.edu/humanrts/instree/b1udhr.htm>

<http://www.yale.edu/lawweb/avalon/imt/proc/imtconst.htm>

### **Course Description:**

This course is designed to introduce students to one of the most tragic periods in Cambodian history and to challenge students to examine genocide and other forms of crimes against humanity in our modern world. The course will provide a pathway for students to reflect upon and critically assess the Cambodian genocide and the ways in which post-conflict Cambodia has addressed issues of justice, reconciliation, civic engagement, loyalty, and conformity. By studying the past in order to understand the present, students will learn that while all human beings possess the potential to become part of destructive processes, they also hold the power to impact society positively and collectively change the course of history.

The course will challenge students to gain a deeper appreciation of the complexities of both the history of Democratic Kampuchea and of Cambodian society today. The course will make use of primary sources and secondary literature, memoirs, films and other media. By the end of this course, through active fulfillment of the requirements, especially the

completion of reading and response assignments, class discussions, presentations and research, students will develop critical thinking, reading, writing, and public speaking skills.

**Course Objectives:**

1. To better understand the history of the Democratic Kampuchea period by analyzing and evaluating Khmer Rouge ideology and policies and comparing different perspectives and observations of the Khmer Rouge.
2. To value the knowledge of survivors and provoke dialogue (e.g., interviews, family histories, etc.) with elders.
3. To think critically about the possible causes of the mass violence of the DK era, and its effects and consequences.
4. To examine various forms of state terror and their impact on different societies in order to identify why revolutionary violence in Democratic Kampuchea may have led to genocide.
5. To evaluate some of the effects of the Khmer Rouge period on Cambodia today.
6. To foster a sense of compassion and empathy, and consider the definition of and need for reconciliation in Cambodian society.
7. To examine the question of what can be done to prevent human cruelty, mass violence, and genocide.

**Course Outcomes**

Students will be able to:

1. Articulate the issues surrounding a definition for the term "evil" and discuss the differences in perceptions of evil for victims and perpetrators.
2. Articulate definitions for the terms genocide, reconciliation, and mass violence, and discuss the difficulties surrounding each definition.
3. Discuss the interaction of factors that play potential causative roles in the perpetration of evil and human cruelty on an individual and collective basis (e.g., torture and genocide, respectively).
4. Articulate a theory on causation and demonstrate/discuss how the theory can apply to the occurrences of mass violence/genocide in Germany, Iraq, Cambodia, Yugoslavia, and Rwanda.
5. Articulate an opinion examining both prevention of human cruelty, mass violence, and genocide or intervention during instances of mass violence and genocide

6. Write a research paper analyzing a case of collective mass violence (genocide) not discussed in class or the text.

**Grading Policies:**

90-100	A = Excellent
80-89	B = Above Average
70-79	C = Average
60-69	D = Below Average
Less than 60	F = Failing

**Grading Percentage:**

Attendance and Participation	10%
Creative work: memoir writing, conducting an interview, or creating an art and poetry project	20%
Case study: Independent research and presentation	25%
Response papers (4)	20%
Final Exam	25%

**Attendance Policy:**

Attendance at lectures and discussion sections is an essential component in the learning process for this course. It is expected that students will attend all lectures and discussion sessions. If you are unable for any reason to attend a class, you must inform the professor in advance of class by e-mail of your absence and the reason for it. Unexplained or excessive absences will impact your grade.

**Policy Statements:**

Plagiarism (copying what someone else has written and pretending that you wrote it) is not acceptable. Plagiarism will result in a grade of zero for that assignment. Plagiarism is defined as any use of material or information that is not directly cited. While a student is encouraged to cite information for support of points in his/her paper, his/her paper must not be significantly based on another person’s work or material, whether published or not.

**Course Outline**

No.	Topics	Assignments
1	<p><i>Introduction to the Class</i></p> <p>What is "evil"?</p> <p>Perpetrator vs. Victims</p> <p>What is Genocide?</p> <p>Learning Objectives</p> <p>1. Gain insights into the historical background of the Khmer Rouge.</p>	<p>Read:</p> <p>Dy, Khamboly. (2007). <i>A History of Democratic Kampuchea (1975-1979)</i>.            Chapter 1: Summary            Chapter 2: Who Were the Khmer Rouge? How Did They Gain Power?</p> <p>Excerpt from Adam Jones, <i>Genocide: A Comprehensive Introduction</i></p>

	<ol style="list-style-type: none"> <li>2. Identify, define, and use key vocabulary and names.</li> <li>3. Understand overarching moral themes in genocide studies.</li> </ol>	
2	<p>Genocide/Mass Killing: Core Concepts Define Genocide, Crimes Against Humanity and Human Rights</p> <p>Genocide Convention Discuss reading assignment through cooperative learning</p> <p>Learning Objectives</p> <ol style="list-style-type: none"> <li>1. Describe genocide as defined by international law.</li> <li>2. Learn the various components of crimes against humanity.</li> <li>3. Understand gaps in definitions of genocide and other crimes against humanity.</li> </ol>	<p>Read: ECCC Law or Rome Statute of the ICC. Beth Van Schaack, <i>The Definition of Genocide: Repairing the Genocide Convention's Blind Spot</i></p> <p>Kok-Thay, Eng. <i>Redefining Genocide</i> *Response Paper Due</p>
3	<p>General Overview: Ethnic Cleansing, Mass Killing, and Genocide in the Modern Era</p> <p>Discuss reading assignment through cooperative learning</p> <p>Learning Objectives</p> <ol style="list-style-type: none"> <li>1. Gain insights to ethnic cleansing, mass killing and genocide in the modern era.</li> <li>2. Describe how the Khmer Rouge took control over the country.</li> <li>3. Identify key concepts about the formation of Democratic Kampuchea.</li> </ol>	<p>Read: Dy, Khamboly. (2007). <i>A History of Democratic Kampuchea (1975-1979)</i>. Chapter 3: The Khmer Rouge Come to Power Chapter 4: Formation of Democratic Kampuchea</p> <p>Readings from Adam Jones</p> <p>*Response Paper Due</p>
4	<p>Cambodian History and the Emergence of the Khmer Rouge</p> <p>Discuss reading assignment through cooperative learning</p> <p>Learning Objectives</p> <ol style="list-style-type: none"> <li>1. Describe various administrative divisions of Democratic</li> </ol>	<p>Read: Dy, Khamboly. (2007). <i>A History of Democratic Kampuchea (1975-1979)</i>. Chapter 5: Divisions of Democratic Kampuchea Chapter 6: The Four-Year Plan (1977-1980)</p> <p>Excerpt from Ian Harris, <i>Buddhism</i></p>

	<p>Kampuchea.</p> <ol style="list-style-type: none"> <li>2. Compare the differences between zones and why were divided.</li> <li>3. Describe the Four-Year Plan.</li> <li>4. Identify, define, and use key vocabulary and names.</li> </ol>	<p><i>Under Pol Pot</i></p> <p>*Response Paper Due</p>
5	<p>The Ideology and Policies of Democratic Kampuchea, 1975-79, part I</p> <p>Discuss reading assignment through cooperative learning</p> <p>Film Screening: <i>Behind the Walls of S-21</i></p> <p>Learning Objectives</p> <ol style="list-style-type: none"> <li>1. Analyze what life was like under the Khmer Rouge rule.</li> <li>2. Identify key concepts of the Khmer Rouge security system.</li> <li>3. Explain important information about Toul Sleng Prison.</li> <li>4. Explain the importance of democracy.</li> <li>5. Identify, define, and use key vocabulary and names.</li> </ol>	<p>Read:</p> <p>Dy, Khamboly. (2007). <i>A History of Democratic Kampuchea (1975-1979)</i>.  Chapter 7: Daily Life in Democratic Kampuchea  Chapter 8: The Security System  Chapter 9: Office S-21 (Toul Sleng Prison)  Chapter 10: Foreign Relations</p> <p>Nusara, Thaitawat. <i>Life After Death History</i></p> <p>*Response Paper Due</p>
6	<p>The Ideology and Policies of Democratic Kampuchea, 1975-79, part II</p> <p>The Effects of the Khmer Rouge Period on Cambodia Today  ECCC</p> <p>Discuss reading assignment through cooperative learning</p> <p>Guests: Survivors Panel</p> <p>Learning Objectives</p> <ol style="list-style-type: none"> <li>1. Explain the magnitude of the effects of Khmer Rouge crimes</li> </ol>	<p>Read:</p> <p>Dy, Khamboly. (2007). <i>A History of Democratic Kampuchea (1975-1979)</i>.  Chapter 11: The Fall of Democratic Kampuchea</p> <p>Excerpt from Osman Ysa, <i>Oukoubah: Genocide Justice for the Cham Muslims under Democratic Kampuchea</i>.</p> <p>Article on the ECCC.  Nusara, Thaitawat. <i>The Making of a Khmer Rouge Ideologue</i></p>



	<p>on the lives and spirits of their victims.</p> <ol style="list-style-type: none"> <li>Recognize the courage and strength of the victims of Khmer Rouge.</li> <li>Identify, define, and use key vocabulary and names.</li> </ol>	
7	<p>Comparative Genocide Why and how do we study comparative mass atrocities?</p> <p>The Iraqi Campaign against the Kurdish people</p> <p>Discuss reading assignment through cooperative learning</p> <p>Learning Objectives</p> <ol style="list-style-type: none"> <li>Compare and contrast mass atrocities.</li> <li>Use creative writing, interview or poem to express deeper understanding of mass atrocity/genocide.</li> <li>Identify, define, and use key vocabulary and names.</li> </ol>	<p>Read: Articles TBA</p> <p>*Creative Work Assignment Due</p>
8	<p>Who are the perpetrators? How do ordinary people commit genocide and mass killing?</p> <p>* The Nazi Holocaust</p> <p>Discuss reading assignment through cooperative learning</p> <p>Learning Objectives</p> <ol style="list-style-type: none"> <li>Compare and contrast genocides.</li> <li>Understand the descriptions of bystanders, upstanders, victims, and perpetrators.</li> <li>Identify, define, and use key vocabulary and names.</li> </ol>	<p>Read: Articles TBA</p> <p>Excerpt from Daniel Goldhagen, <i>Hitler's Willing Executioners: Ordinary Germans and the Holocaust</i></p> <p>Excerpt from Laurel Fletcher, <i>From Indifference to Engagement: Bystanders and International Criminal Justice</i></p>
9	<p>What was the nature of the genocide? Who are the victims?</p>	<p>Read: Articles TBA</p>

	<p>* The Rwanda Genocide</p> <p>Discuss reading assignment through cooperative learning</p> <p>Presentations</p> <p>Learning Objectives</p> <ol style="list-style-type: none"> <li>1. Compare and contrast genocides.</li> <li>2. Demonstrate learning through presentation.</li> <li>3. Identify, define, and use key vocabulary and names.</li> </ol>	<p>Excerpt from Alison Des Forges, <i>Leave None to Tell the Story</i></p> <p>Excerpt from Philip Gourevitch, <i>We Wish to Inform You That Tomorrow We Will Be Killed With Our Families</i></p> <p>* Comparative Study Presentation Due</p>
10	<p>What accountability mechanisms were created to address mass atrocities? Were they successful?</p> <p>* Mass atrocities in the Former Yugoslavia</p> <p>Discuss reading assignment through cooperative learning</p> <p>Presentations</p> <p>Learning Objectives</p> <ol style="list-style-type: none"> <li>1. Compare and contrast genocides.</li> <li>2. Demonstrate learning through presentation.</li> <li>3. Identify, define, and use key vocabulary and names.</li> </ol>	<p>Read: Articles TBA</p> <p>Excerpts from articles by Harvey M. Weinstein, Laurel Fletcher</p> <p>* Comparative Study Presentation Due</p>
11	<p>Preventing and Accounting of Mass Atrocities/Genocide</p> <p>* Intervention</p> <p>* Accounting for mass atrocities/genocide</p> <p>Discuss reading assignment through cooperative learning</p> <p>Learning Objectives</p> <ol style="list-style-type: none"> <li>1. Identify ways for preventing and accounting of mass</li> </ol>	<p>Read: Articles TBA</p> <p>Excerpt from article by Gareth Evans on the responsibility to protect</p> <p>Excerpt from <i>So We Will Never Forget: A Population-Based Survey on Attitudes About Social Reconstruction and the Extraordinary Chambers in the Courts of Cambodia</i></p> <p>Independent Research Paper Due</p>

	<p>atrocities/genocide.</p> <p>2. Demonstrate learning through independent research.</p> <p>3. Identify, define, and use key vocabulary and names.</p>	
12	<p>Final course wrap-up/discussion What we have learned</p> <p>Final Exam</p> <p>Course Evaluation</p> <p>Learning Objectives</p> <p>1. Summarize learning.</p> <p>2. Explain understanding of key concepts.</p> <p>3. Explain understanding of history (historical empathy).</p>	

**Course Assignments:**

1. Readings: Actively read the assigned materials listed on the course outline in preparation for class discussions.
2. Response papers (4) should integrate summaries of the lecture and reading assignment. Papers should be 2 to 2 1/2 pages long.
3. Case Study:
  - a. Independent research: Select a country that experienced genocide/mass murder. Write a 5-7 page paper detailing the history and the experience of the event.
  - b. Comparative Genocide Presentation: Use oral presentation skills to showcase topic of study for 5-7 minutes. Make sure to speak clearly and use visuals.
4. Creative work (select one of the following three options):
  - a. Memoir Paper/Analysis and Reflection Paper: Read a memoir written by a survivor. Write a 2-3 page reflection paper explaining how the book helps you understand the nature and reality of the genocide experience.
  - b. Interview: Interview a survivor of the Khmer Rouge (i.e. relative, neighbor, friend, or teacher) and write 2-3 page paper about his/her experience.
  - c. Art and Poetry: Write a poem on peace and reconciliation. Create a work of art – a photograph, a drawing, a painting, a sculpture, or a different form – that helps to illustrate the ideas underlying the poem.
5. Final Examination: The exam is designed to test for an understanding of the terms, theories, ideas, and historical events related to evil, human cruelty, mass violence, and genocide as presented in text, readings, lecture, videos, and discussions.
6. Attendance, Participation & Discussion: Participation in this class is extremely important. The class participation grade will derive from regular attendance and everyday discussion and analysis.

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**The Syllabus** is produced by Dr. Phala Chea and Christopher Dearing, Co-authors of the Teacher's Guidebook for the Teaching of 'A History of Democratic Kampuchea (1975-1979)', published by the Documentation Center of Cambodia and the Ministry of Education, Youth and Sport of the Royal Government of Cambodia, 2009.

**Phala Chea** is a Specialist for Community Outreach for the Lowell School district, Lowell, MA. She received her Doctorate in Education in Leadership in Schooling from the University of Massachusetts. Her experiences have been in curriculum development, training of teachers, monitoring English Language Education programs in schools, and in promoting parent and community involvement in schools.

**Christopher Dearing** is a lawyer and an International Relations Officer for the U.S. Department of Labor, Bureau of International Labor Affairs. He currently works with the U.S. Army National Guard Bureau's Office of General Counsel, International/Operational Law Team, and his experiences have been in adult education, military and civilian instruction, and curriculum development.

**Reviewed by:**

**David Chandler** is Professor Emeritus of history at Monash University. Dr. Chandler is a renowned historian of Cambodia, whose published works include *The Tragedy of Cambodian History: Politics, War, and Revolution since 1945*, *Brother Number One: A Political Biography of Pol Pot*, and *Voices from S-21*. He was DC-Cam's lead advisor on the development of the textbook.

**John D. Ciorciari** is an Associate Professor of Law at the Chapman University of Law. His research focuses on international law and human rights, particularly in Southeast Asia. Before becoming a human rights attorney, he taught history for ten years at Albion College. He holds a B.A (Hons.) in American Studies from Sussex University, a D.Phil. in Modern History from Oxford University, and a J.D. from Stanford Law School, where he became the first student twice awarded the Carl Mason Franklin Prize in International Law.

**Youk Chhang** is the Chairman of the Sleuk Rith Institute, Director of the Documentation Center of Cambodia (DC-Cam), and a survivor of the Khmer Rouge's "killing fields." DC-Cam grew out of Yale University's Cambodian Genocide Program and became an independent Cambodian NGO in 1997 under Mr. Chhang's leadership. Mr. Chhang received the Truman-Reagan Freedom Award from the Victims of Communism Memorial Foundation in Washington, DC in 2000. He was named one of Time magazine's "60 Asian heroes" in 2006 and one of the "Time 100" most influential people in the world in 2007 for his stand against impunity in Cambodia and elsewhere. In 2010, he served as a UC Berkeley-UCLA Distinguished Scholar from Southeast Asia.

**Laura Summers** joined the Hull University faculty in 1994. She was formerly a lecturer in the Department of Politics and International Relations at Lancaster University (1973-1994) and has held visiting appointments at Chulalongkorn University (Thailand) and Cornell University (USA). A specialist on political change and development in Cambodia, and on aspects of

democratization in Asian political systems, she is a regular contributor to international conferences. She is currently engaged in research on forced migration, inequality and democratic governance in Cambodia.

**Khamboly Dy** has worked for the Documentation Center of Cambodia since 2003. He has published several articles in the Center's magazine, *Searching for the Truth*, as well as leading its Genocide Education project. Mr. Dy holds a B.A. degree in English from the Royal University of Phnom Penh and a B.A. degree in Business Administration from the National Institute of Management. He has also audited courses on genocide studies at Concordia University (Canada) and has served as an intern at the U.S. Holocaust Memorial Museum and Voice of America. He graduated with an M.S. degree in Global Affairs from Rutgers University in 2009 and is currently pursuing a PhD there.

**Alexander Hinton** is an Associate Professor of anthropology at Rutgers University. Dr. Hinton is internationally recognized for his research on the Cambodian genocide. His most recent book is *Why Did They Kill? Cambodia in the Shadow of Genocide*. He also serves as the advisor to four of our staff who are studying for advanced degrees at Rutgers and is a frequent advisor to DC-Cam.

**Kok-Thay ENG** is a deputy director of the Documentation Center of Cambodia. He has worked for nine years at DC-Cam and has been a supervisor of many projects at DC-Cam including research, documentation, magazine, family tracing, book of memory and genocide education. He participated in trainings, field trips, interviews and evaluation for the projects. Mr. ENG is currently writing a dissertation for a degree of Doctor of Philosophy on Global Affairs at Rutgers University. His research interest focuses on the Cham Muslims' experiences under the Khmer Rouge and their reconstruction of identity after the genocide. He received a Master of Arts in Peace and Conflict Studies at Coventry University, UK, in 2004 and a Master of Science in Global Affairs in 2007 from Rutgers University. He is also a Fulbright Scholar.

**Jaya Ramji-Nogales** is Associate Professor of Law at Temple University's Beasley School of Law. She received her JD from the Yale Law School; her LLM with distinction from Georgetown University Law Center; and her BA with highest honors and distinction from the University of California at Berkeley. She has been a Legal Advisor to the Documentation Center of Cambodia since 2007.

Prof. Ramji-Nogales writes in the areas of international human rights and transitional justice, with a particular focus on process and institutional design. Her recent publications include *Designing Bespoke Transitional Justice: A Pluralist Process Approach* in the Michigan Journal of International Law and *Questioning Hierarchies of Harm: Women, Forced Migration, and International Criminal Law* in the International Criminal Law Review.

**Sok-Kheang Ly** is co-head of the Living Documents Project at DC-Cam, which helps survivors of Democratic Kampuchea and other Cambodian citizens observe court proceedings and otherwise learn about the ECCC. He holds an M.A. in Peace and Reconciliation Studies from Coventry University in the United Kingdom and is currently a

Ph.D candidate in that department. He has also received training from the Institute for International Criminal Investigations.

**Nela Navarro** is an Instructor in Classical and Modern Languages and Literatures, an affiliate member of the English Department, and a university supervisor for student teaching in the Department of Urban Education at Rutgers University, Newark. She has taught at Columbia University and the Shanghai International Studies University, and serves as educational advisor to the Documentation Center of Cambodia and curriculum and professional advisor for the Center for Applied Linguistics. She has trained teachers and developed curricula for publishers and nongovernmental organizations worldwide. In addition to teaching and research, she is a consultant for educational publishers, educational ministries and institutions both in the USA and abroad on issues related to curriculum development, teacher development, teaching and technology, cross cultural training and international education.

**Kong Phoumika** is Deputy Director of Department of Higher Education. Mr. Kong also have experienced in teaching for 19 years at Preah Sihanouk Raja Buddhist University , National Institute of Education, Royal University of Law and Economic and other Universities. He has obtained Master of Education at 2004, Certificate Inspection of Education at 2002 and Bachelor of Arts at Royal University of Phnom Penh.

**Vin Channareth** is an Executive Director of Cambodia University for Specialties (CUS), Stung Meanchey Branch. Mr. Vin has served as a university professor since 2004. Mr. Vin has obtained two master degrees: Master of Law and Master of Education. He also work for Staff of Curriculum Development Council.

**Vong Sotheara** is a Professor of Cambodian History and Epigraphy and Deputy Head of History Department of Royal University of Phnom Penh. Beyond 14-year steady teaching experiences on Cambodian history and epigraphy and Southeast Asian history, he has experienced in working with UNESCO and NGOs as well as research writing. Now, he is a professor of Modern History of Cambodia from 1953 to Present that including the Khmer Rouge period.

**Ha Sin** is a lecturer at VYVO Organization and Build Bright University (BBU) since 2000. Ms. Ha is the director of BBU's Foundation Year. He was a working group for Association of ASEAN Parliament for Peace (AAPP) in 2001 when Cambodia hosted the 43 states. Mr. Ha obtained an M.A. in Business Management at BBU and B.A. in English Literature at Royal University of Phnom Penh. He also got a pedagogical certificate at Phnom Penh Pedagogical Center.

**Sambo Manara** is a History Professor at Pannasastra University and also the Deputy Director of the History Department at the Royal University of Phnom Pen h, Mr. Manara also teaches at other universities. He holds an MA in history from California State University and was the Cambodian expert on our panel to review the draft of *A History of Democratic Kampuchea* before publication.

**Lay Sopagna** is the Deputy Director of Department of Planning, Training and Research of the Accreditation Committee of Cambodia (ACC). Mr. Lay started his public service in June 2003 with the ACC, the Office of the Council of Ministers. He obtained M.A. in Education at Angeles University Foundation in the Philippines in 2006.

## List of Universities under the Ministry of Education, Youth and Sport:

1. Royal University of Phnom Penh
2. Royal University of Law and Economics
3. National University of Management
4. University Chea Sim Kamchay Mear
5. University of Svay Rieng
6. University of Mean Chey
7. University of Battambang
8. Cambodian Technology Institute
9. Norton University
10. Build Bright University
11. Pannasastra University
12. Phnom Penh International University
13. University of Chamroeun Poly-Technology
14. Cambodia University of Specialties
15. International University
16. Cambodia University of Mekong
17. University of Cambodia
18. Western University
19. IIC University of Technology
20. Khemrak University
21. Angkor Khemarak University
22. Angkor University
23. Asia-Europe University
24. Human Resource University
25. City University
26. University of Management and Economics
27. Puthisastra Univesity
28. Larhor University
29. Southeast Asian University
30. Chenla University
31. Lim Kong Ving University
32. University of Khmer Technology and Management
33. Panha Cheat University
34. Zaman International University
35. Cambodia International University
36. Duvy International University
37. Vanda Institute
38. Citec University
39. Belti International Institute
40. Angkor City Institute
41. Asian Truth Development Institute
42. Institute for Sociology and Technology
43. Management and Development Institute



44. Institute for Cambodia Education
45. Bright Hope Institute
46. Institute for Education and Management
47. ICS Institute
48. Khemrasas Institute
49. Intered Institute
50. American Inter-continental Institute
51. Betel Institute
52. Santapol Institute
53. Institute for Rafel International College
54. Cambodia Financial Institute
55. Camed Institute
56. Management Institute for PCL
57. Institute for Economic and Financial Specialties

#### **Institutes or Universities under the Ministry of Public Works and Vocational Training**

58. National Management Institute
59. Preah Kosamak Poly-Technology Institute
60. Cambodia-India Entrepreneur Center
61. National Training Technology Institute
62. National Institute of Cambodia Poly-Technology
63. Battambang Poly Technology Institute
64. Battambang Technology Institute
65. Kampot Poly Technology Institute
66. Industry Technology Institute
67. Economic Development Institute
68. Center for Cambodian Electricity Vocational Training
69. Cambodia Management Institute
70. Neak Poan Management Institute
71. Khmer New Generation Institute
72. Cambodia Youth Future Institute
73. International Cooperation Institute
74. Student Development Institute
75. Pel Ton International Institute
76. Center for Don Bosco Vocational Training

#### **Institutes or Universities under the Ministry of National Defense**

77. University of National Defense
78. Tmat Porng Military School
79. Royal Institute of Health Science
80. Infantry Institute (Kampong Speu)
81. Institute of Techo Hun Sen Military Technique (Kampong Speu)

### **Institutes or Universities under the Ministry of Agriculture, Forestry and Fishery**

- 82. Royal University of Agriculture
- 83. Kampong Cham National School of Agriculture
- 84. Prek Leap National School of Agriculture

### **Institutes or Universities under the Ministry of Health**

- 85. University of Health Science
- 86. Medical Training School

### **Institutes or Universities under the Ministry of Cult and Religion**

- 87. Preak Sihanouk Reach Buddhist University
- 88. Preak Sihanouk Reachea Buddhist University

### **University under the Ministry of Culture and Fine Arts**

- 89. Royal University of Fine Arts

### **Institute under the Ministry of Economic and Finance**

- 90. Economic and Financial Institute

### **Institute under the Ministry of Interior**

- 91. Royal Academy of Cambodia Police

### **Institute under the Ministry of Public Works and Transportation**

- 92. Cambodia Naval Institute

### **Institute under the Council of Ministers**

- 93. Cambodia Royal Academy

### **Institute under the Bank of Cambodia**

- 94. Center for Bank Technique

According to Mr. Kong Phoumika, Deputy Director of Department of Higher Education, these universities are under the control of the Ministry of Education, Youth and Sports. So, the Ministry could invite lecturers to attend the university lecturer training. Among the 57 universities (1-57) and institutes, 15 are based in provinces and 42 in Phnom Penh. In regard to the universities (58-94) under the control of other ministries and institutions, we are required to seek direct permissions from them. The Ministry of Education has no authority over these universities or institutes.