

# 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**

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*.

### **Required Articles:**

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*.

**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*. Reaksmey 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 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**

<b>Week</b>	<b>Topics</b>	<b>Assignments</b>
W 1	<i>Introduction to the Class</i> What is "evil"? Perpetrator vs. Victims What is Genocide?	Read: Dy, Khamboly. (2007). A History of Democratic Kampuchea (1975-1979). Chapter 1: Summary Chapter 2: Who Were the Khmer Rouge? How Did They Gain Power?  Excerpt from Adam Jones, <i>Genocide: A Comprehensive Introduction</i>
W 2	Genocide/Mass Killing: Core Concepts Define Genocide, Crimes Against Humanity and Human Rights  Genocide Convention	Read: Dy, Khamboly. (2007). A History of Democratic Kampuchea (1975-1979).  ECCC Law or Rome Statute of the ICC.

	Discuss reading assignment through cooperative learning	Beth Van Schaack, <i>The Definition of Genocide: Repairing the Genocide Convention's Blind Spot</i>  Kok-Thay, Eng. <i>Redefining Genocide</i> *Response Paper Due
W 3	General Overview: Ethnic Cleansing, Mass Killing, and Genocide in the Modern Era  Discuss reading assignment through cooperative learning	Read:  Readings from Adam Jones  *Response Paper Due
W 4	Cambodian History and the Emergence of the Khmer Rouge  Discuss reading assignment through cooperative learning	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  Excerpt from Ian Harris, <i>Buddhism Under Pol Pot</i>  *Response Paper Due
W 5	The Ideology and Policies of Democratic Kampuchea, 1975-79, part I  Discuss reading assignment through cooperative learning  Film Screening: <i>Behind the Walls of S-21</i>	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) Chapter 7: Daily Life in Democratic Kampuchea Chapter 8: The Security System Chapter 9: Office S-21 (Toul Sleng Prison) Chapter 10: Foreign Relations  Nusara, Thaitawat. <i>Life After Death History</i>  *Response Paper Due
W 6	The Ideology and Policies of Democratic Kampuchea, 1975-79, part II	Read: Dy, Khamboly. (2007). <i>A History of Democratic Kampuchea (1975-1979)</i> .

	<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>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>
W 7	<p>Comparative Genocide Why and how do we study comparative genocide?</p> <p>The Iraqi Campaign against the Kurdish people</p> <p>Discuss reading assignment through cooperative learning</p>	<p>Read: Articles TBA</p> <p>*Creative Work Assignment Due</p>
W 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>Read: <b>Articles TBA</b></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>
W 9	<p>What was the nature of the genocide? Who are the victims?</p> <p>* The Rwanda Genocide</p> <p>Discuss reading assignment through cooperative learning</p> <p>Presentations</p>	<p>Read: <b>Articles TBA</b></p> <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>
W 10	<p>What accountability mechanisms were created to address mass violence? Were they successful?</p> <p>* Mass violence in the Former Yugoslavia</p>	<p>Read: <b>Articles TBA</b></p> <p>Excerpts from articles by Harvey M. Weinstein, Laurel Fletcher</p>

	Discuss reading assignment through cooperative learning  Presentations	* Comparative Study Presentation Due
W 11	Preventing and Accounting for Mass Violence  * Intervention * Accounting for mass violence  Discuss reading assignment through cooperative learning	Read: <b>Articles TBA</b>  Excerpt from article by Gareth Evans on the responsibility to protect  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>  Independent Research Paper Due
W 12	Final course wrap-up/discussion What we have learned  Final Exam  Course Evaluation	

**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-author 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 parent Information Center Coordinator at Lowell Public Schools, MA. She received her PhD in Education majoring in Leadership in schooling from the University of Massachusetts. Her experiences have been in curriculum development, training of teachers and implementation of curriculum.

**Christopher Dearing** is currently pursuing his JD at Seattle University Law School, specializing in international law. 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. He contributes regularly to local Khmer and English language newspapers. He also appears regularly on local radio and television program discussing on genocide, justice and human rights.

**Jaya Ramji-Nogales** is a Clinical Teaching Fellow and Adjunct Professor of Law at the Center for Applied Legal Studies at Georgetown University Law Center. Previously, she was a staff attorney with the American Civil Liberties Union in New York and in private practice with Debevoise & Plimpton. She has been a legal advisor to the Documentation Center of Cambodia (DC-Cam) since 1997. She received her J.D. from Yale Law School and her B.A. from the University of California at Berkeley.

**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 is also the manager of DC-Cam's Public Information Room, which facilitates research by students, scholars, and the general public

about Khmer Rouge history. 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.