University of Massachusetts Lowell (UML)
College of Fine Arts, Humanities and Social Sciences (FAHSS)
Department of World Languages and Cultures

COURSE: Literature, Politics & Genocide in Cambodia, 59.349.301

INSTRUCTOR: George Chigas  CLASS TIMES: Tuesdays 3:30-6:20, Coburn
OFFICE LOCATION: Coburn 107 South Campus
OFFICE HOURS Tuesday & Thursday: 2:00-3:00 pm or by appointment
OFFICE PHONE: (978) 934-4341  E-MAIL: George_Chigas@uml.edu

COURSE DESCRIPTION
This Honor’s section of the course will examine various legal, historical, literary and political responses to the Cambodian genocide, particularly literary testimony by survivors and government sanctioned legal proceedings. The course will analyze how these responses were shaped by the political context in which they were produced. The course will also ask whether their overall effect has contributed to or detracted from the serving of justice and the process of healing for the survivors. To pursue these questions, we will read selections from novels and poetry written by Cambodian survivors side by side with accounts of political activities of the Cambodian government and the international community.¹ As an Honor’s section, the course is reading and writing intensive, and students will produce weekly written responses to the readings in addition to a midterm and a final paper.

GEN. ED. COURSE LEARNING OBJECTIVES & COMPETENCIES (Arts and Humanities):

I. To provide to the student with BREADTH OF KNOWLEDGE in Western and Eastern culture by demonstrating familiarity with several different areas of knowledge and several different modes of inquiry.

II. To provide to the student The CRITICAL THINKING by demonstrating the ability to synthesize information, discover connections, differentiate between facts and opinions, assess evidence, draw conclusions, construct arguments on both sides of a debate using the best available evidence, solve problems, develop and test hypotheses.

III. To teach the student CLEAR COMMUNICATION by demonstrating the ability to communicate effectively: to articulate, support, and defend a position using appropriate modes of communication.

IV. To teach the student CULTURAL DIVERSITY by demonstrating the ability to compare and contrast values and beliefs in different cultures.

REQUIRED COURSE MATERIALS

¹ This is a 3 credits course, as defined by federal regulation. You should expect to complete 6 hours of out
All of the required readings will be found on the course Web site. You must print the readings and bring them to class.

Class Web site: http://uml.umassonline.net
Readings and many important course materials are available on the course Web site. Please obtain your user name and password ASAP, and access the course Web site. (See handout for instructions.)

COMMUNICATIONS

This class will use your university e-mail account. It is your responsibility to have access to it and to know how it works. If you have any difficulty, you can contact the Help Desk at x4357. Please be sure to regularly check your e-mail to be sure you get your messages.

GRADING & ATTENDANCE

<table>
<thead>
<tr>
<th>Attendance &amp; Participation</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Response Assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Midterm Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>25%</td>
</tr>
</tbody>
</table>

ATTENDANCE & PARTICIPATION

Class performance and participation include a number of variables, including but not limited to, your attitude towards learning and your appropriate behavior in class. You are expected to:

1) Bring all necessary materials to class.
2) Be willing to participate and cooperate actively in all class activities.
3) Show respect to the class and your peers and a positive attitude.
4) Be on time for class.
5) Be attentive during class.

Students will be allowed a total of three excused absences. (Use the form below for an excused absence.) After the third absence or any unexcused absence, two points will be deducted from the student’s attendance & participation grade. For example, the maximum points for Attendance and Participation toward the total grade is 20. After three excused absences, any future absence (excused or not excused) will result in a deduction of two points, e.g., 18, 16, etc.

MID-TERM AND FINAL PAPERS

There will be a mid-term and final paper. The topic for each paper will be posted on the course Web site. Papers will be graded in terms of the quality of writing and organization (30%), thesis statement and development of ideas (40%) and quality of supporting information and examples (30%).

GRADES

<table>
<thead>
<tr>
<th>Grading follows the qualitative criteria used by the University:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 100-94         B+ 89-87         C+ 79-77         D+ 69-67         F 59-0</td>
</tr>
<tr>
<td>A- 93-90         B  86-84         C  76-74         D  66-60</td>
</tr>
</tbody>
</table>
Grades are not based on a curve. Students who have not been present to write evaluations (tests and/or quizzes) by the third week of January are failing the course and are advised to withdraw.

HOMEWORK

If you miss class when a homework assignment is announced, it is your responsibility to find out what the assignment is. You will not be given the opportunity to make up work simply because you were not in class to receive the assignment.

Please exchange e-mail addresses and phone numbers with at least three classmates at the start of the semester so that you will have someone to contact to get any information you missed during your absence. Do not contact the instructor regarding work that you missed unless you still have a question after consulting with at least two other classmates.

HANDOUTS

Materials may be given out throughout the course. Please arrange beforehand for a classmate to procure any materials should you not be present in class to get the handout(s) for yourself. On occasion, course materials may also be sent to your UML e-mail address.

NOTE ON CLASSROOM CONDUCT

Learning best occurs in a supportive and respectful atmosphere. It is expected that you conduct yourself in a responsible manner. Rudeness and disruptive behavior will not be tolerated. Since this is a professional presentation at the university level, you are not permitted to eat or drink during class; water is allowed at any time. Cellular phones must be turned off at all times and left out of sight. Text messaging is not permitted during class time. Students are not permitted to tape the lectures without instructor’s permission. Students with disabilities must see the instructor on the first or second day of class to accommodate individual needs.

ACADEMIC HONESTY

Be advised that the work that you do should be yours. Plagiarism is a serious offense that will not be tolerated. The consequences of plagiarism include a failure in the course and possible expulsion from the University. Students at UMASS Lowell are expected to be honest and to respect ethical standards in meeting academic assignments and requirements. A student who cheats on an examination or assignment is subject to administrative dismissal.

The following definitions are provided for the information of all students and constitute official notice of prohibited academic practice and behavior:

1) Cheating is defined as use, or attempted use, of trickery, artifice, deception, breach of confidence, fraud, or misrepresentation of one’s academic work. Submission of the same work in its entirety for credit in two courses without obtaining the permission of the instructors also constitutes cheating.

2) Fabrication is defined as falsification or invention of any information or citation in any academic exercise.

3) Plagiarism is defined as representing the words or ideas of another as one’s own work in any academic exercise.

4) Facilitating dishonesty is defined as helping or attempting to help another commit an act of academic dishonesty, including substituting for another in an examination, misrepresenting oneself, or allowing others to represent as their own one’s papers, reports, or academic works.
Undergraduate Academic Integrity Policy:

http://www.uml.edu/catalog/undergraduate/policies/academic_dishonesty.htm

INSTRUCTIONAL RESOURCES AT UML

The Center for Learning and Academic Support Services (CLASS) at O’Leary Library 1st floor, South Campus and at Southwick 308, North Campus, is for personal tutorial services, multimedia and WWW exploration.

The Office of Disability Services in Cumnock Hall, Room C6 North Campus (phone: 978-934-4574, e-mail: Disability@uml.edu) offers a number of support services (including adaptive computing lab) related to various types of physical and learning disabilities. Persons with disabilities, which may warrant academic accommodations, must contact the Office of Disability Services in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.

Division of Student Affairs, University Crossing, Suite 200 (phone: 978-934-2100). If you experience a personal problem that jeopardizes your class performance, contact this office. They will guide you and will contact your professors for the best solutions for a way for you to keep up academically.

DAILY SCHEDULE

The daily schedule of lectures and readings will be posted each week on the course Web site.
PETITION FOR EXCUSED ABSENCE

This form must be completed if you have either missed or are planning to miss a scheduled class.

If this petition is approved, averaging your other grades will make up your grade for the missed assignment. Petitions will only be approved if you have a valid and adequately-documented reason for missing the assignment. If the petition is not approved, your grade on the missed assignment will be a zero. Be sure to attach to this form all appropriate supporting documentation, such as a medical form, police report, letter from the athletic department, etc.

NAME: ______________________________________

INSTRUCTOR: _______________________________

COURSE AND CLASS TIME: _______________________________

DATE OF ABSENCE: _______________________

REASON:

_____Medical  _____Accident  _____Family Problem  _____UMass Lowell sponsored

_____Other________________________________

EXPLANATION of your reason (please be brief but clear)
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Indicate the DOCUMENTATION you are providing to support your Petition:
_____________________________________________________________________________

This document is (check one) _____an original    _____a copy

I declare that the information provided on this form is true and accurate.

SIGNATURE: _________________________________    DATE: __________________________
Daily Schedule

The Genocide, Trauma & Healing

Tuesday, September 1
1. Welcome to the Course
2. Assignments & Grading Criteria
3. Personal Introductions
4. Break
5. Lemkin and the crime of genocide (Youtube video)
7. Overview of Cambodian Genocide (lecture)
8. Cambodia: The Way to Year Zero (Youtube)
9. Year Zero: The Silent Death of Cambodia (Youtube)

Tuesday, September 8
The Genocide
1. The KR Leadership- Pol Pot (lecture)
2. The Life of Pol Pot, parts 1-3, 30 m (youtube)
Break
3. The KR Leadership- Ieng Sary, Nuon Chea & Khieu Samphan (lecture)
4. Class Discussion

Readings

Supplemental materials
2. Khmer Rouge Propaganda (lecture)

Tuesday, September 15
Trauma, Politics & Healing
1. Vann Nath- intro (lecture)
2. The Process of Healing (lecture)
3. Survivors of Trauma, 25m (youtube)
Break
1. The Political Context (lecture)
2. Discussion

Readings
2. Herman, Judith, *Trauma & Recovery* (Ch. 2, 3 & 6)

Supplemental Materials

Responses (1979-1991)
Political Context: The Cold War
The People’s Republic of Kampuchea (PRK, comprised of former KR)
1. PRK tries to convince the general population & international community it is the legitimate government of Cambodia (not KR)
2. PRK creates the Tuol Sleng Genocide Museum (1979-1980)
US, UN, UK, Thailand, China
1. US politics: “The enemy of my enemy is my friend.” Uses KR to oppose PRK militarily
2. No western legal response to DK crimes
3. The West acknowledges DK as legitimate government of Cambodia! The KR representative (Khieu Samphan) occupies Cambodia seat in UN General Assembly
4. US leads western economic & political isolation of Cambodia

Tuesday, September 22
Legal & Historical Responses: The 1979 PRK Trial
1. The 1979 PRK Trial (lecture)
2. The Creation of the Tuol Sleng Museum of Genocide (lecture)
3. Tuol Sleng documentary by Vietnamese (video)
4. Tuol Sleng Genocide Museum (youtube)
5. Discussion
Break
6. Western Historians Respond (lecture)
Readings
1. Vats, Bhagat, _The Kampuchea Holocaust and its Aftermath_ (1979)
Supplemental Materials
1. Shawcross, William, _Sideshow_ (1979)
2. Ponchaud, Francois, _Year Zero_ (1978)
4. Chandler, David, _Voices from S-21_ (1999), Preface

Tuesday, September 29
Literary & Artistic Responses
1. The paintings of Vann Nath (1979)
2. Introduction to _The Killing Fields_ (lecture)
Break
4. Class Discussion
Readings
1. Nath, Vann, _A Cambodian Prison Portrait_, paintings (1979)
2. Ung, Bunhaeng, drawings from _The Murderous Revolution_ (1986)

Responses (1991-1999)
Political context: End of the Cold War
The West: Defeat the Vietnamese-installed PRK at ballot box (rather than battle field)
1991: Paris Accords ending civil war and preparing for elections
1993: UN-sponsored elections
1993: Return of King Sihanouk & Kingdom of Cambodia
1994: The U.S. Congress passes the Cambodian Genocide Justice Act
1995: Creation of Cambodian Genocide Program at Yale to gather documents on DK period
1995: Opening of Documentation Center of Cambodia under Youk Chhang
1995: President Clinton normalizes relations with Vietnam
Royal Government of Cambodia (RGC): pursues a policy to absorb KR forces into RGC military
1993: Hun Sen and Norodom Ranariddh become co-Prime Ministers
1994: The RGC passes the KR law banning membership in KR
1996: Ieng Sary defects & given royal pardon
1997: RGC letter to UN requesting help to bring KR leaders to justice
1998: Pol Pot dies
1998: Nuon Chea & Khieu Samphan defect to the RGC
1999: Arrest of Duch and Ta Mok by RGC
1999: final defeat of KR forces

Tuesday, October 6
Legal & Historical Responses
1. Establishing the Extraordinary Chambers of the Courts of Cambodia (ECCC) (lecture)

Break
4. Determining motive: Why did the Khmer Rouge kill? (lecture)
5. Class Discussion

Readings
Legal
1. RGC law banning membership in the KR (1994)
4. RGC letter to UN Secretary General Kofi Anan requesting UN help for trial of KR leadership (1997)
5. Nate Thayer, Three interviews with Duch (1999)

Historical

Supplemental Materials

Tuesday, October 13
NO CLASS (MONDAY’S SCHEDULE)

FRIDAY, OCTOBER 16: MIDTERM PAPER DUE

Tuesday, October 20
Legal & Artistic Responses
1. Survivor Testimony (lecture)

Break
1. Seng Ty (talk)
2. Class Discussion

Readings

Supplemental Materials
1. The Autobiography of Hout Bophana (DVD)
Responses (2000-present) (1)  
Political Context: Economic Development  
1. Rapid economic growth in tourism & textile industries  
2. Investor concern of independence of Cambodian judiciary to enforce contracts, etc  

Tuesday, October 27  
Legal Responses- ECCC Case 001 (The Duch trial)  
1. The ECCC (lecture)  
2. The Tuol Sleng and Santebal Archives (lecture)  
3. ECCC, “A Day at the ECCC” (Youtube video)  
Break  
5. Class Discussion  
Readings  
1. Royal Government of Cambodia (RGC), An Introduction to the Khmer Rouge Trials (2006)  
3. Ciorciari & Heindel, Trauma in Court (2011)

Tuesday, November 3  
Legal Responses- ECCC Case 001 (The Duch trial)  
1. ECCC, Case 001, The Duch Trial (lecture)  
2. ECCC, Case 001: Vann Nath & Bou Meng testimonies (2009) (Youtube video)  
Break  
1. ECCC, Case 001: Duch’s “confession” (2009) (youtube video)  
3. Class Discussion  
Readings  
1. ECCC, Chronology  
4. ECCC, Case 001 (Duch), news articles (2008-2012)  
5. ECCC, Case 001, “Transcript of Duch Proceedings” (July 1, 2009)  
Supplemental Materials  

Tuesday, November 10  
Legal & Historical Responses  
1. ECCC, Case 001: The Duch Verdict (lecture)  
Break  
3. Breaking the Silence by DC-Cam (2007?)(DVD)  
4. Class Discussion  
Readings  
2. DC-Cam, Searching for the Truth (Special Edition on Duch trial) (2009)  
3. DC-Cam, Searching for the Truth (Special Edition on Duch verdict) (2010)  
Responses (2000-Present) (2)
Political Context: Continued economic Development & CPP consolidation of power
1. 2012: King Sihanouk dies
2. 2013: Ieng Sary dies

Tuesday, November 17

Literary Responses
1. Loung Ung and the Khmer Institute (lecture)
2. Loung Ung biography & ABC Nightline (Youtube)
   Break
3. Chan Touch (talk)
4. Class Discussion

Readings
4. Ung, Loung, Email correspondence (2002)

Tuesday, November 24

Legal Responses
1. ECCC, Case 002/01 (Nuon Chea, Khieu Samphan, Ieng Sary) (2007-present) (lecture)
2. ECCC, Youk Chhang testimony (Feb 2, 2012) (youtube)
3. ECCC, Youk Chhang testimony (Feb 6, 2012) (youtube)
4. ECCC, Nuon Chea Testimony (Feb 16, 2012) (youtube)
5. ECCC, Case 0002, Document Debate (Feb 16, 2012) (youtube)

Break
6. Class discussion

Readings
1. ECCC, Case 002/01, chronology & news articles
2. ECCC, Youk Chhang testimony (Feb 2, 2012)
3. ECCC, Youk Chhang testimony (Feb 6, 2012)

Tuesday, December 1

Literary & Artistic Responses
1. Intro to *Enemies of the People* (lecture)
3. Class Discussion

Readings

Literary & Artistic Responses

Historical Responses
1. Lowell Memorial (lecture) (2014)

Tuesday, December 8

Last Day of Class: Conclusions

FINAL PAPER DUE: TUESDAY, DECEMBER 15