

**University of California, San Diego  
Fall Quarter 2021**

**International Studies 190  
CRN: 54174  
(Section 003)**

**Escape from the Killing Fields:  
Pol Pot, The Khmer Rouge, and Cambodian Immigration  
to the United States**

**Professor: Dr. Alan Segui**

**T-Th: 3:30-4:50 pm  
Robinson Building Complex, Room 1428**

**Office Hours: T-Th 5:15-6:15 pm or by appointment  
Office: Robinson Building Complex, Room 3129**

**E-Mail: [asegui@ucsd.edu](mailto:asegui@ucsd.edu)**

This course will examine the factors that led to the rise of Pol Pot and the Khmer Rouge, explain the circumstances leading to the initial wave of Cambodian refugees to the U.S. after the fall of Phnom Penh, describe the extent of the Cambodian genocide during the Khmer Rouge regime (1975-1979), point out the refoulement of Cambodian refugees by the Thai government (and the significance of the Khao I Dang Camp), and the American government's temporary and tacit support of the Khmer Rouge. Also, this course will compare Cambodian immigration to the U.S. before and after the normalization of U.S. and Cambodian diplomatic relations in 1992 and analyze the resettlement experience of Cambodian Americans (including issues confronting the community today).

**STUDENT LEARNING OUTCOMES: Upon completion of this course, successful students will be able to:**

+understand how nationalism, socialism, and communism played a significant role in the political ascension and actions of the Khmer Rouge in Cambodia

+understand how domestic and foreign politics of the Cold War era determined which political alliances would form and influenced how Cambodia would be governed in the late 20<sup>th</sup> century

+know more about a specific case study of state-led genocide, and how the Khmer Rouge were able to facilitate the deaths of so many people within its borders

+recognize the international political and economic challenges of temporarily housing and permanently relocating Cambodian refugees affected by genocide or civil war

+recognize the international political and economic factors that impeded the recovery of Cambodian society and its economy after the fall of the Khmer Rouge

+understand the immigration and permanent resettlement of Cambodians in the United States

+identify the current or ongoing struggles of ethnic Cambodians in the United States and realize that Asian America is not a homogeneous community

+identify and gather information from credible primary and secondary sources about a research topic of the student's choosing, that is related to the subject matter of this course

+recognize assumptions and devise basic research designs, test questions, arguments, and hypotheses with qualitative and/or quantitative methods

+compose a substantial written work that explains and analyzes various qualitative and quantitative data as the result of a research inquiry initiated by the student

**READING LIST:**

There are two textbooks that will be used for this class. However, if the acquisition of these books would be a financial burden for you, then you may opt to continue with the course without the use of these textbooks (the decision is yours).

Survivors: Cambodian Refugees in the United States by Sucheng Chan

The Khmer Rouge: Ideology, Militarism, and the Revolution That Consumed a Generation by Boraden Nhem

**GRADING:**

Your course grade will be based on an approved research proposal, five check-in assignments, and the subsequent research paper. All assignments (i.e., research proposal, check-in assignments, and final research paper) will be submitted in Canvas.

CHECK-IN ASSIGNMENTS: 15 Points Total (3 points per assignment)

RESEARCH PAPER: 70 Points

APPROVED RESEARCH PROPOSAL: 15 Points

Total Points: 100

A: 93-100

A-: 90-92

B+: 88-89

B: 83-87

B-: 80-82

C+: 78-79

C: 73-77

C-: 70-72

D+: 65-69

D: 60-64

F: 0-59

**ABOUT THE RESEARCH PROPOSAL, RESEARCH AND ANALYSIS PAPER, AND CHECK-IN ASSIGNMENTS**

First, you will need to submit a research proposal (about three pages long) on a topic related to the course. Acceptable research topics may include issues relating to political violence, international relations, refugee policy, or immigrant acculturation. In your proposal, you need to specify what the topic is about (what is your research question?), why the topic is important (i.e. why should people know more about it), and how you plan to find answers your research question (i.e. annotated bibliography with at least five sources). Your initial research proposal must be submitted on Canvas by 10-4-21 (by 11:59 pm). If your initial proposal is accepted, no further action is necessary, and you can proceed with your research project. Student proposals that require revisions must be resubmitted on Canvas by 10-7-21 (by 11:59 pm). Approved (initial or once-revised) proposals that are submitted on time will receive full credit. Research proposals that require more than one revision may receive point deductions. Late submissions of proposal drafts are subject up to a 6-point deduction). Students can proceed with their research once their proposal has been approved by me. Changes to your approved research proposal after the deadline must be approved by me, (otherwise your research paper will be subject up to a 20-point deduction). You may NOT write your paper on a topic that was not previously approved by me (i.e. as stated in your approved written proposal).

Then, you will need to submit your completed research paper. The text portion of your paper should be at least 20 pages in length, double-spaced, with one-inch margins and 12-

point font. You have the option of which writing format (i.e., MLA, APA, Chicago, etc.) to use for in-text citations and the selected reference page. You are required to include a cover page, in-text citations, and a bibliography with your final paper. All final research papers are due on 12-10-21 (by 11:59 pm); early submissions will be accepted (even encouraged). No submissions of your paper assignments will be accepted after this deadline.

**“Check-In” Assignments:** These are ungraded assignments in which you must submit clean copies of your research work up to that point. These assignments include any thought pieces, compositions of certain sections, outlines, evidence and commentary blocks, notes, or any remarks related to your research. You will submit your check-in assignments in Canvas by the indicated due dates (I will make receptacles available for your check-in assignment submissions before class on Tuesdays of the corresponding weeks). Check-in assignments submitted on time by each of the indicated due dates will receive full credit (i.e., you get 3 points). Late submissions of your check-in assignments will not be accepted (i.e., you get 0 points)

Due dates: October 22, November 5, November 12, November 19. December 3 (all by 11:59 pm)

#### **ABOUT ACADEMIC INTEGRITY:**

Students must abide by the Academic Integrity Policies of the University of California, San Diego. In doing so, the students will attest that they have not violated these policies by

- +intentionally giving or using external assistance during examinations, without prior consent of the instructor
- +intentionally falsifying or fabricating data, citations, or authority, while performing an academic exercise
- +engaging in unauthorized collaborations, while preparing written work
- +intentionally passing off another person’s ideas, words, or work, as the students’ own (I will be using the Turnitin Application to check for plagiarism on your final research papers)
- +intentionally taking or concealing course or library materials without proper consent from university officials
- +obtaining unauthorized access to the instructor’s files
- +sabotaging the work of other students

There are important links that you should refer to before you start writing up your research papers.

First, is a link to the university’s website on academic integrity. This has excellent information including tips and sources on upholding and excelling with academic integrity, actions to avoid or discourage cheating, and the university’s process regarding allegations and investigations of academic misconduct by students.

<https://academicintegrity.ucsd.edu/excel-integrity/index.html>

Second is a link to the Purdue Online Writing Lab (OWL) section on research and citations. Not only does this site help you with formatting your sources, according to the different writing systems, but it also provides you the models to manually construct your own citations or bibliographical entries, according to your preferred writing system. While I personally find the Modern Language Association (MLA) format the easiest, you have the option of choosing other writing formats with which to set up your citations and entries. Citing all of your evidence and other authors' commentaries is crucial to avoiding plagiarism on your research papers.

[https://owl.purdue.edu/owl/research\\_and\\_citation/resources.html](https://owl.purdue.edu/owl/research_and_citation/resources.html)

### **ABOUT THE CLASS PERIOD:**

This course adopts mostly a traditional lecture format. During class, I will periodically ask you if there is something that you do not understand from my lecture or need more clarification on. Each class will have an agenda, which outlines key concepts from the assigned readings and applies them to recent political, economic, or sociological events. I will post the agendas for the upcoming week in Canvas on Mondays. Although I do not take roll, class attendance is strongly encouraged, even for part of the class session. I would rather have you arrive late or leave early than for you to miss class altogether. Later in the quarter, some class time will be devoted to student updates of their research projects. This will give you an opportunity to share with your classmates what you have learned from your research and stimulate pedagogical discussions among your colleagues. It is my hope that you come to class feeling as comfortable and eager to learn as possible.

### **ABOUT THE INSTRUCTOR'S PHILOSOPHY ON COURSE-WORK:**

Dr. Segui's philosophy on coursework goes something like this: I do not believe in busy work. I believe in reading. I believe in quality. I believe in personal accountability. I believe in respecting deadlines. I believe in you formulating your own opinions and conclusions, even if they do not agree with mine. I believe that applying concepts that you have learned in one aspect of your life to other aspects of your life is the hallmark of education. I believe in reflecting upon and using what I have learned to become a better human being. I believe in the skill of performing under extreme pressure, and I believe in learning in a relaxed atmosphere.

Working with and valuing diversity is essential to every class. You are expected to exhibit an appreciation for multicultural and gender diversity in the classroom. As part of a diverse community of learners, we must strive to work together with civility and tolerance for each other. We are adults. You are college students. I will run this course with this in mind. I expect you to treat your colleagues and me with respect and professionalism. In promoting academic integrity, diversity, and civility in the classroom, you are expected to:

+respect and respond professionally to conflicting opinions presented by your colleagues and me

- +refrain from side conversations or other distracting behavior during lectures or other class activities
- +demonstrate ethical behavior inside the classroom

Most of the time when we are together, the pressure will be on me to articulate to you the course material to the best of my ability. Then, in those critical times when you are on your own (e.g. researching and writing your papers) the pressure will be on you to perform. Give me your best and most honorable effort. I ask nothing more; I will accept nothing less. In return, I will do the same for you, because you deserve that from me.

### **ABOUT THE INSTRUCTOR:**

This is Dr. Segui's second year teaching at UCSD. In addition to his teaching duties here, he has been teaching at the University of San Diego since 2010 (American Politics, Politics of Race and Ethnicity, Power and Justice, Comparative Politics, Asian American Politics, Politics of the Philippines) and at Miramar College since 2013 (American Politics, Comparative Politics, International Politics). A native San Diegan, he graduated from Chula Vista High School in 1992. He received his B.A. in Political Science from the University of California, Berkeley. He received his M.A. and Ph.D. in Political Science from the University of California, Santa Barbara. Outside of politics and academia, Dr. Segui enjoys food, movies, football, and poker.

### **COURSE SCHEDULE:**

**Note: Go to the course home page in Canvas to find the agendas for each lecture/class meeting. I will publish them by Monday of each week.**

**Research Proposal Initial Draft Deadline: October 4<sup>th</sup> (11:59 pm on Canvas)**  
**Research Proposal Revised Draft Deadline (if applicable): October 7<sup>th</sup> (at 11:59 pm on Canvas)**

**Check-In Assignments Deadlines: October 22<sup>nd</sup>, November 5<sup>th</sup>, November 12<sup>th</sup>, November 19<sup>th</sup>, December 3<sup>rd</sup> (at 11:59 pm on Canvas): NO LATE SUBMISSIONS WILL BE ACCEPTED!**

**Research Paper Deadline: December 10<sup>th</sup> (at 11:59 pm on Canvas): NO LATE SUBMISSIONS WILL BE ACCEPTED!**