

# Uyghurs Case Study

Please have your students review the following case study.

**Human Rights Watch Report: “Break Their Lineage, Break Their Roots” China’s Crimes against Humanity Targeting Uyghurs and Other Turkic Muslims.** Mills Legal Clinic Stanford Law School. Human Rights Watch. <https://www.hrw.org/report/2021/04/19/break-their-lineage-break-their-roots/chinas-crimes-against-humanity-targeting>

## Summative Self-Assessment:

1. What is the primary ethnic group in the Xinjiang Uyghur Autonomous Region?
  - A. Han Chinese
  - B. Uyghurs
  - C. Kazakhs
  - D. Kyrgyz
2. When did Chinese authorities begin implementing discriminatory policies in Xinjiang?
  - A. 1915
  - B. 1945
  - C. 1949
  - D. 1997
3. Which Chinese leader officially launched China’s own “People’s War on Terror” in 2014?
  - A. Mao Zedong
  - B. Deng Xiaoping
  - C. Xi Jinping
  - D. Hu Jintao
4. What is the main justification provided by Chinese authorities for their actions in Xinjiang?
  - A. Ethnic unity
  - B. Economic development
  - C. National security and the global war on terror
  - D. Religious freedom
5. What is the purpose of the "Strike Hard" campaign launched in Xinjiang in 2014?
  - A. Economic development
  - B. Political reform
  - C. Counterterrorism
  - D. Environmental protection
6. Which individual was appointed as the new Xinjiang Communist Party secretary in 2016?
  - A. Mao Zedong
  - B. Deng Xiaoping
  - C. Xi Jinping
  - D. Chen Quanguo

7. What is one of the methods used by Chinese authorities for mass surveillance of Turkic Muslims?
- A. Hack into smartphones
  - B. Encouraging self-monitoring
  - C. Providing free smartphones
  - D. None of the above
8. What is the apparent goal of the Chinese government in creating the camps in Xinjiang?
- A. Economic empowerment
  - B. Erasure of Turkic Muslim culture and religion
  - C. Promotion of religious diversity
  - D. Preservation of ethnic traditions
9. What method has been used by Chinese authorities to track down Turkic Muslim asylum seekers around the world?
- A. Negotiation
  - B. Surveillance
  - C. Diplomacy
  - D. None of the above
10. What is one reported violation of reproductive rights of Turkic Muslim women in Xinjiang?
- A. Forced sterilization
  - B. Mandatory contraceptives
  - C. Forced abortions
  - D. All of the above

## KEY

- 1. B Uyghurs
- 2. C 1949
- 3. C Xi Jinping
- 4. C National security and the global war on terror
- 5. C Counterterrorism
- 6. D Chen Quanguo
- 7. A Hack into smartphones
- 8. B Erasure of Turkic Muslim culture and religion
- 9. B Surveillance
- 10. D All of the above

**Notice on use of A.I. - the following prompt was used in support of the creation of the following supplementary material.**

“Please help in preparing a ten question multiple choice quiz on the following excerpt” *prompt*. ChatGPT, 13 March. version, OpenAI, 12 March. 2024, [chat.openai.com/chat](http://chat.openai.com/chat)

# Ten Stages of Genocide Handout

[Adapted from https://genocideducation.org/wp-content/uploads/2016/03/ten\\_stages\\_of\\_genocide.pdf](https://genocideducation.org/wp-content/uploads/2016/03/ten_stages_of_genocide.pdf)

[Ten Stages of Genocide; Genocide Watch](#)

**Uyghurs (China) / Date(s):** \_\_\_\_\_

**1. CLASSIFICATION:**

All cultures have categories to distinguish people into "us and them" by ethnicity, race, religion, or nationality: German and Jew, Hutu and Tutsi. If societies are too segregated (divided) they are most likely to have genocide.

**CLASSIFICATION:** What specific examples can you provide for the following groups.

**2. SYMBOLIZATION:**

We give names or other symbols to the classifications of ethnicity, race, religion, or nationality. Classification and symbolization are universally human and do not necessarily result in genocide unless they lead to the stage of dehumanization. When combined with hatred, symbols may be forced upon unwilling members of minority groups...

**SYMBOLIZATION:** What specific examples can you provide for the following groups?

**3. DISCRIMINATION:**

A dominant group uses law, custom, and political power to deny the rights of other groups. The powerless group may not be given full civil rights or even citizenship.....

<b>DISCRIMINATION:</b> What specific examples can you provide for the following groups.

**4. DEHUMANIZATION:**

Dehumanization is when one group treats another group as second-class citizens. Members of a persecuted group may be compared with animals, parasites, insects or diseases. When a group of people is thought of as “less than human” it is easier for the group in control to murder them.

<b>DEHUMANIZATION:</b> What specific examples can you provide for the following groups.

**5. ORGANIZATION:**

Genocide is always organized, usually by the state, though sometimes informally or by terrorist groups. Special army units or militias are often trained and armed. Plans are made for genocidal killings.

<b>ORGANIZATION:</b> What specific examples can you provide for the following groups.

**6. POLARIZATION:**

Extremists drive the groups apart. Hate groups broadcast propaganda that reinforces prejudice and hate. Laws may forbid intermarriage or social interaction between the groups. Extremist terrorism targets moderates, and intimidates them so that they are silent. Moderate leaders are those best able to prevent genocide and they are often the first to be assassinated.

<b>POLARIZATION:</b> What specific examples can you provide for the following groups.

**7. PREPARATION:**

National or perpetrator group leaders plan the elimination of a targeted group...They often use euphemisms to cloak their intentions, such as referring to their goals as “ethnic cleansing,” “purification,” or “counter-terrorism.” They build armies, buy weapons and train their troops and militias. They indoctrinate the populace with fear of the victim group. Leaders often claim, “If we don’t kill them, they will kill us...”

<b>PREPARATION:</b> What specific examples can you provide for the following groups.

**8. PERSECUTION:**

Victims are identified and separated out because of their ethnic or religious identity. Death lists are drawn up. In state sponsored genocide, members of victim groups may be forced to wear identifying symbols. Their property is often confiscated. Sometimes they are even segregated into ghettos, deported into concentration camps, or confined to a famine-struck region and starved. Genocidal massacres begin. They are acts of genocide because they intentionally destroy part of a group....

<b>PERSECUTION:</b> What specific examples can you provide for the following groups.

**9. EXTERMINATION:**

Extermination begins, and quickly becomes the mass killing legally called "genocide." It is "extermination" to the killers because they do not believe their victims to be fully human (see dehumanization). When it is sponsored by the government, the armed forces often work with private armies to do the killing...

<b>EXTERMINATION:</b> What specific examples can you provide for the following groups.

**10. DENIAL:**

Denial is the tenth stage that always follows genocide. It is among the surest indicators of further genocidal massacres. The perpetrators of genocide dig up the mass graves, burn the bodies, try to cover up the evidence and intimidate the witnesses. They deny that they committed any crimes, and often blame what happened on the victims. They block investigations of the crimes, and continue to govern until driven from power by force, when they flee into exile.

<b>DENIAL:</b> What specific examples can you provide for the following groups.

# Rubric - Uyghurs

## Criteria for Evaluation

1. Understanding: Demonstrates a clear understanding of each genocide stage.
2. Application: Accurately applies the stage to specific historical events of the assigned indigenous people.
3. Analysis: Analyzes the impact and implications of each stage within the context.
4. Clarity and Detail: Provides clear, detailed, and coherent descriptions.

## Scoring Levels (Example)

- 3- Excellent: Exceeds expectations in understanding, application, analysis, and detail.
- 2 - Good: Meets expectations with minor gaps in application or detail.
- 1 - Satisfactory: Meets basic expectations with some inaccuracies or vague descriptions.
- .5 - Needs Improvement: Shows minimal understanding and application with significant inaccuracies or has unclear explanations.
- 0 - Inadequate: Does not address the stage or is completely inaccurate.

Stages of Genocide	Understanding (0-3 Points)	Application (0-3 Points)	Analysis (0-3 Points)	Clarity and Detail (0-3 Points)	Total Points
Classification	Demonstrates thorough understanding of "us vs. them" dynamics.	Includes how the Chinese government has classified Uyghurs and other Turkic Muslims as distinct from the majority Han Chinese, often focusing on their ethnic and religious differences.	Discusses the impact of classification on subsequent actions against Uyghurs	Descriptions are clear and detailed.	
Symbolization	Understands the use of symbols or language to enforce differences.	Identifies how Uyghurs are symbolized by their distinct language, religion, and culture.	Analyzes how symbolization contributed to further stages.	Detailed account using hypothetical or known historical symbols.	
Discrimination	Understands legal and social mechanisms of exclusion.	Provides examples of policies that restrict religious, economic, and social life. This includes limitations on the use of their language, practice of their religion, and participation in cultural activities.	Analyzes the role of these laws in facilitating further stages of genocide.	Clearly details the laws and their applications.	
Dehumanization	Explains the reduction of a group to a subhuman status.	Includes methods of state media campaigns and speeches that portray Uyghurs as extremists or terrorists, suggesting a threat to Chinese society and justifying repressive measures against them.	Explores how dehumanization made violent actions more acceptable to perpetrators.	Provides clear examples and explanations.	
Organization	Understands organized planning of genocidal acts.	Provides examples of actions involving the deployment of security forces, construction of detention facilities, and the orchestration of surveillance systems.	Analyzes how organization escalated the genocide process	Details are specific to organized groups or efforts.	
Polarization	Explains how groups are driven further apart.	Includes policies and propaganda that polarized Uyghurs from the rest of the population, accusing them of disloyalty to China and framing them as a security threat, thus increasing societal divisions.	Discusses how polarization increased violence or justified actions against the Uyghurs	Clearly details specific events or policies.	
Preparation	Understands preparation for genocide.	Includes mass detentions, "re-education camps" and implementing vast surveillance measures to control and monitor the Uyghur population.	Analyzes how these preparations facilitated genocide.	Detailed descriptions of preparatory actions.	
Persecution	Identifies targeted attacks on the group	Provides examples of mass arrests, detentions without trial, subjected to political indoctrination, tortured, and in some cases, forcibly removed from their families. Their religious and cultural practices have been targeted and suppressed.	Discusses the impact of persecution on the survival of the Uyghurs	Clearly describes persecution incidents.	
Extermination	Understands acts aimed at mass elimination.	Demonstrates that while mass killings are not the policy, other policies have led to significant harm to the physical and mental well-being of Uyghurs.	Analyzes how this stage was a culmination of earlier stages.	Detailed account of extermination acts.	
Denial	Recognizes denial of committed genocides.	Offers that the Chinese government has consistently denied any wrongdoing in Xinjiang, framing the camps as vocational training centers	Analyzes the ongoing impact of denial on recognition and reparations.	Clear and detailed description of denial acts.	
				<b>Total Points:</b>	

Notice on use of A.I. - the following prompts were used in support of the creation of the following supplementary materials.

"Can you create a rubric for a student being assessed on how they are able to apply the Ten Stages of Genocide for the following prompt:"

# Ten Stages of Genocide - COMPLETE Chart

*Adapted from [https://genocideducation.org/wp-content/uploads/2016/03/ten\\_stages\\_of\\_genocide.pdf](https://genocideducation.org/wp-content/uploads/2016/03/ten_stages_of_genocide.pdf)*

## Ten Stages of Genocide; Genocide Watch

### 1. CLASSIFICATION:

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<b>CLASSIFICATION:</b> What specific examples can you provide for the following groups.				
<b>Yuki (California)</b>	<b>Palawa (Tasmania)</b>	<b>Guarani-Kaiowa (Brazil)</b>	<b>Herero and Namaqua (Namibia)</b>	<b>Uyghurs (China)</b>

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