

Respect

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Persecution in China Leads to Uyghur Genocide *by Phyllis Raybin Emert*

After the Holocaust, when six million Jews were killed in Adolph Hitler's attempt to exterminate the Jewish race, the world collectively committed to the idea that genocide would never happen again. That "never again" commitment, however, has not been met. Since the Holocaust, many genocides have been carried out around the world, including in Cambodia, Uganda, Somalia, Bosnia, Rwanda and Darfur—just to name a few.

Genocide is a term coined by Polish lawyer Raphael Lemkin in 1944. *Genos* is the Greek word for family, clan, tribe, race or kin, and *cide* is the Latin suffix for killing. At the United Nations Genocide Convention, held in 1948, the UN defined genocide as "any of the following acts committed with intent to destroy, in whole or in part, a national, ethnic, racial or religious group: killing members of the group; causing serious bodily or mental harm to members of the group; deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part; imposing measures intended to prevent births within the group; [and] forcibly transferring children of the group to another group."

Today, the Uyghurs (pronounced Weegers), a Muslim ethnic minority in China who number about 12 million people, are the latest group being targeted for genocide. The United States has condemned China's actions against the Uyghurs, as has Canada, the Netherlands, the Czech Republic, Lithuania, Belgium, and the United Kingdom. According to a 59-page report released by the U.S. Holocaust Memorial Museum in 2021 titled "*To Make Us Slowly Disappear: The Chinese Government's Assault on the Uyghurs*," all of those countries agreed that under the UN's definition, China "was committing genocide against the Uyghurs or that a serious risk of genocide existed."

When the report was released, Naomi Kikoler, director of the museum's Simon-Skjoldt Center for the Prevention of

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Garden State Highlights Contributions of LGBTQ+ Community with Curriculum Law *by Maria Wood*

NOTE: To provide a historical perspective, this article uses outdated terms that may be offensive.

In 2019, New Jersey became the second state in the nation to enact a law mandating that middle and high schools include curriculum highlighting the social and political achievements of LGBTQ+ people and people with disabilities. New Jersey followed on the heels of California, which passed a similar law in 2011. Four other states—Colorado, Oregon, Illinois, and Nevada—also require LGBTQ+ inclusive curriculum.

This new inclusive curriculum law should not be confused with New Jersey's revised sex education standards that were implemented during the 2022-2023

school year. (For more on that see "Some Are Critical of New Jersey's Revised Sex Education Standards" in this issue).

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Some Are Critical of New Jersey's Revised Sex Education Standards

by Maria Wood

Teaching sex education to children is a touchy subject for parents who want control over what their children are learning in this sensitive area. A poll conducted by the Eagleton Institute of Politics at Rutgers University surveyed parents on their opinions about sex education in schools—71% supported teaching sex education in middle school and 88% favored it in high school. Polls about teaching sex education in elementary schools show 46% in favor and 51% opposing it.

In June 2020, the New Jersey Department of Education (NJDOE) adopted new standards for teaching sexual health and physical education, revising standards set in 2014. After review by education experts and a five-month period for public comment, the new standards were scheduled for implementation at the start of the 2022-23 school year; however, in April 2022 (at the end of the 2021-

2022 school year) several Republican lawmakers and conservative groups objected to the standards, contending they are inappropriate for young children. In addition, these groups said that parents should be the ones to teach their children about such subjects.

In an April 2022 letter to Governor Phil Murphy, the lawmakers asked to suspend implementation of the new standards. Many parents, they noted, were unaware of the changes and missed the public comment period due to the pressures of remote learning.

Governor Murphy defended the new standards and indicated that they were being misrepresented; however, he directed the NJDOE to “provide further clarification on what age-appropriate guidelines look like for our students.”

The NJDOE issued a memo offering that clarification, but in May 2022, State Board of Education President Kathy Goldenberg said a review would not be undertaken by the board. The new standards were instituted with the 2022-2023 school year.

University's Department of Public Health, analyzed how teaching sex education in school impacts young people.

Among their findings was that in schools teaching comprehensive sex education, there was a greater appreciation for sexual diversity, an expanded understanding of gender norms, and less **homophobia** and homophobic bullying. The report concludes by saying “the results provide evidence for the effectiveness of approaches that address a broad definition of sexual health and take positive, affirming, inclusive approaches to human sexuality.”

Dr. Eva Goldfarb, one of the authors of the study, told NJ Advance Media, “When parents are concerned, it’s typically based on misinformation they’re hearing, and when you actually see what the schools are teaching, it’s not even close to that.”

To that end, the NJDOE attempted to mitigate the controversy by sending a memo in April 2022 to all school administrators, as well as teachers and parents. The memo clarified that the NJDOE “does not review, approve, or actively endorse instructional materials such as sample lesson plans, textbooks, software, or videos in any content area,”

noting that it is up to each school district to incorporate the standards into the curriculum. In other words, the standards are broad topics that set guidelines, laying the groundwork for when students should learn certain information and master that information by a certain grade level. It is up to individual school districts as to how that information

What the standards say

According to the Guttmacher Institute, a research and policy organization aiming to improve sexual health, 24 states, including New Jersey, mandate teaching sex education for grades K-12. A 2020 study published in the *Journal of Adolescent Health* written by professors at Montclair State



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is taught.

The memo outlined the three main standards for grades K-8 that caused confusion or concerns from parents, along with the justification for the new standard. The first was the standard that said: By the end of grade two students should “discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.”

“This is the time when **implicit** and **explicit** messages about gender and identity can become ingrained,” the NJDOE’s memo states. “For instance, girls may receive messages that math and science are ‘boy’ subjects, and boys may be taught that the arts are for girls. Gendered stereotypes are real and can have negative consequences for children’s academic growth, self-worth, and mental health as they get older.”

The second standard outlined in the memo stated: By the end of grade five, teachers should “explain common human sexual development and the role of hormones.” This discussion would include examples of, among other things, romantic love, sexual feelings, and the onset of puberty. The final standard causing controversy stated: By grade eight, core topics discussed should cover “the factors that contribute to making healthy decisions about sex.” This would include discussions of certain sexual acts.

The NJDOE memo goes on to say, “Ensuring that students understand that they have agency over their own bodies is foundational to keeping them safe and protecting themselves from pressure, dating violence and assault. It is important to provide students that language for, and understanding of, specific acts, empowering them to stay safe, evaluate risks, make informed decisions, and communicate health issues or injuries if necessary.”

Christian Fuscario, executive director of Garden State Equality, an LGBTQ+ advocacy group, says the updated standards are preparing school children for a world they already live in.

“The content being covered is no different than what they are consuming in media and what they are talking about in school,” Fuscario says. “It’s all age-appropriate and ensuring our youth are safe.”

What some districts are doing

Of the state’s more than 600 school districts, less than a dozen have refused to implement the new standards. A few school districts voted to review the new sex education standards or leave it to parents to teach some of the content.



In January 2023, the Bernards Township Board of Education voted to have the district’s curriculum committee look into alternative ways to teach health lessons in grades K-8.

At a public hearing in Toms River, the school district said any potentially objectionable content outlined in kindergarten to second grade could be taught at home “in a manner parents feel is appropriate.”

East Hanover decided to incorporate the new sex education standards on the last day of classes for the 2022-2023 school year in a 35-minute class period. In a letter provided to NJ Advance Media, East Hanover Superintendent Natalee Bartlett said the district intended to “loosely interpret the standards...and [would] not change our current lesson planning or curriculum offerings based on the updated standards.”

A spokesperson for the NJDOE provided no numbers on implementation of the sex education standards. But Kate Okeson, program director of Make It Better for Youth, says she believes a large majority of the districts are complying with them.

“What we hear are a vocal handful that talk about not complying.”

Implementing the standards is mandatory and refusing to do so is subject to disciplinary action, according to the NJDOE. Parents, however, are allowed to opt their children out of the lessons by writing a letter to the principal of the school advising that the lessons “conflict with their personal values and beliefs.” This has been a parent’s right since a 1980 New Jersey law was passed.

Establishing a foundation

Sex education experts say opting out in lower grades puts students at a disadvantage because not only do they miss out on learning about less controversial subjects, but also miss important building blocks for their sex education when they reach high school.

“New Jersey standards can help ensure young people get the age-appropriate information they need to stay healthy,” Dr. Laura Lindberg of the Rutgers School of Public Health and an expert on sex education and its consequences, told *The Star-Ledger*. “Because if schools can’t meet their needs for information, they’ll turn to less trustworthy and less accurate sources. We need to create more trusted adults in their lives.” •



1. Many parents believe they have the right to determine how the issues of sex, gender identity and sexual orientation are taught to their children. Do you agree or disagree with that statement? Explain your answer.
2. If someone told you that an interest you had was not for your gender (i.e., “that’s for girls” or “that’s for boys”) what would you say? How would you handle that situation?

LGBTQ+ CONTINUED FROM PAGE ONE

Unlike California's inclusive curriculum law, which required teaching about the contributions of gay people only in social studies curricula, New Jersey's law encompasses all relevant subjects. The law requires districts to: "include instruction on the political, economic and social contributions of persons with disabilities and lesbian, gay, bisexual and transgendered people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards."

Garden State Equality, the largest LGBTQ+ advocacy group in New Jersey, worked with the state in crafting the LGBTQ+ inclusive curriculum, along with Make it Better for Youth, a nonprofit organization that provides educational training and resources "to make it better for LGBTQ+ youth."

While they don't have LGBTQ+ curriculum laws, four states—Utah, Arizona, South Carolina and North Carolina—**repealed** anti-gay curriculum laws in recent years. For example, Alabama's state legislature updated its sex education law in 2021, removing what it termed "stigmatizing language about LGBTQ+ people." That leaves Mississippi, Oklahoma, Louisiana and Texas as the only states in the nation with what have been termed "no promo **homo**" laws on the books. These laws primarily apply to sex education classes and prohibit or limit the discussion of sexual orientation in public schools.

Louisiana's law, for example, specifically states, "no sex education course offered in the public schools shall utilize any sexually explicit materials depicting male or female **homosexuality**." In general, the laws in these four states declare that public education programs must state that "**homosexual** conduct is not an acceptable lifestyle and is a criminal offense." These laws, however, are out of date, as the U.S. Supreme Court decriminalized such conduct in 2003 with its ruling in *Lawrence v. Texas*.

While these four states already had anti-LGBTQ+ laws on the books, Florida recently passed one—the Parental Rights in Education Act, which critics call the "Don't Say Gay" law. Originally the law prohibited classroom instruction on sexual orientation or gender identity for students in kindergarten through third grade. In April 2023, the Florida Board of Education, at the request of Governor Ron DeSantis, approved the same ban for all grade levels. The proposal faces a month-long procedural notice period where Florida citizens can comment before it takes effect.

Positive effects of inclusivity

In states with anti-LGBTQ+ laws, nearly 76% of gay students report being the subject of anti-gay remarks compared to 66% in other states, according to a recent report published by GLSEN, an LGBTQ+ advocacy group that supports more than 4,000 Gay & Straight Alliance organizations nationwide. In addition, the report

found that LGBTQ+ students in states with anti-gay laws were more likely to face harassment and assault at school and had less access to resources.

On the other hand, GLSEN's research revealed the benefits of being exposed to an LGBTQ+ inclusive curriculum. "LGBTQ+ inclusive curriculum can create more affirming and welcoming schools for all students and provide valuable benefits to LGBTQ+ students in particular," according to GLSEN.

Glen Rock attorney Debra E. Guston, past chair of the New Jersey State Bar Association's LGBTQ+ Rights Section, contends that anti-LGBTQ+ laws may violate the free speech of teachers, pointing to an example of teaching the works of James Baldwin, who was gay.

"To restrict teachers from addressing that facet of his life restricts them from doing their job and that's to teach," Guston says. "I'm hoping these laws end up going away because courts say they're restrictions on free speech."

A reaction to the AIDS epidemic

According to Lambda Legal Defense and Education Fund, a national organization dedicated to achieving civil rights for the LGBTQ+ community, many of these anti-gay curriculum laws arose during the AIDS epidemic in the 1980s and early 1990s. According to GLSEN, some of these laws "actively stipulate a restriction on positive representations [of the LGBTQ+ community], meaning that one could teach about homosexuality but only in a negative manner."

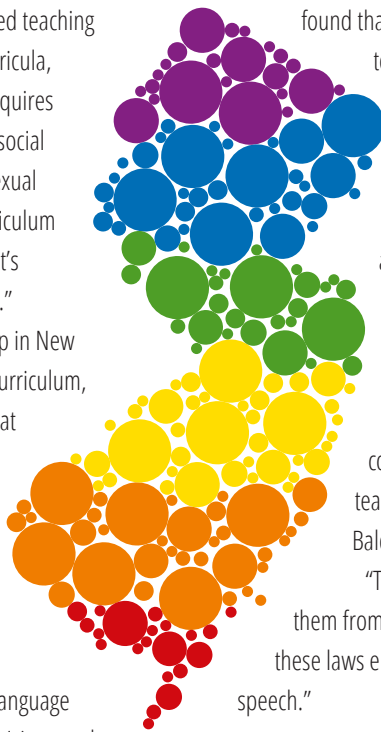
Christian Fuscari, executive director of Garden State Equality, points out that **marginalized** people are often erased from history books and contributions from the LGBTQ+ community is no exception.

"Today, as states enact laws bringing LGBTQ+ historical figures into our lessons, we are seeing the modern-day pushback against the erasure that has existed for centuries," Fuscari explains.

More than just highlighting the contributions of gay people in politics, the arts, and science, New Jersey's LGBTQ+ curriculum shows all students—gay and straight—the importance of respecting people who may be different than they are, Fuscari says.

"For LGBTQ+ kids to see themselves reflected in the lessons they're learning in school, not only are we sending a message to them that they matter, but we are also sending a message to non-LGBTQ+ students that LGBTQ+ people do exist and are contributing members of society," Fuscari says.

Portraying gay people in a positive light is more than merely an academic exercise. Such lessons could reduce the bullying LGBTQ+ students sometimes face in schools.



LGBTQ+ CONTINUED FROM PAGE FOUR

"This is not just about a new lesson to be taught in school," Fuscarino says, "this is about helping to reduce suicide for LGBTQ+ youth, who are living in unsupported environments at home or being bullied at school and rarely see people like them in their daily lives."

Guston says New Jersey's LGBTQ+ curriculum law is in keeping with the state's broad civil rights protections. More than that, the law sends a message to students that all their peers are entitled to respect. As that message permeates through to the younger generation, Guston believes that discrimination against gay people will diminish.

"It's one thing to have laws to tell adults what to do, but it's another thing to help young people hopefully learn so these laws become obsolete," Guston says.

Pushback on curriculum

Not everyone was on board with New Jersey's new curriculum. At a town meeting in the summer before the curriculum was slated for implementation, then Barnegat Mayor Alfonso Cirulli talked at length about how the law would "strip the rights of parents on how to morally raise their children" and took issue with the fact that parents would not be able to opt their children out of these lessons.

"State or federal government has no right to interfere with the religious upbringing or sexual indoctrination of alternative lifestyles concerning our children," Mayor Cirulli said. "Politicians have no right to promote the LGBTQ agenda with laws that are intended to destroy religious freedom."

In addition, a Facebook group called Team Protect Your Children-NJ expressed concern that the curriculum would teach "lifestyles that conflict with certain religious values." Proponents, however, say that is a misrepresentation of the curriculum. Although advocates say teaching young people accurate sexual education is vital, students will learn so much more.

In that same Barnegat town meeting, Briget Nunn, a resident and licensed clinical mental health counselor, pushed back against Mayor Cirulli's comments, saying, "You can have religious convictions and you can also have empathy and compassion. When we teach our children to be inclusive and to understand the difference, they become better human beings."

New Jersey's LGBTQ+ curriculum weaves the accomplishments of gay people across several subjects. For instance, in English, students will learn famed writer Langston Hughes was gay and how that influenced his writing. In addition, computer science students will learn that the father of the modern computer, Alan Turing, identified as a gay man.

It's up to each district in New Jersey to implement the curriculum, but Fuscario notes that all lessons are online for parents to review.

The lessons are targeted for certain grades. For example, "Creating Space for Change," is meant for grade 12 and teaches students how to "evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society." In "Teaching Inclusive Grammar: Pronouns," students in grades 6-8 learn the role pronouns play in writing.

New Jersey's LGBTQ+ curriculum was slated to be used beginning in the 2020-21 school year, however, Fuscario admits the pandemic and remote learning has presented hurdles to implementation.

"While it was a challenge, we know a lot of educators in New Jersey worked hard to incorporate LGBTQ+ identities in lessons that are already being taught," Fuscario says. "That's the ultimate goal."

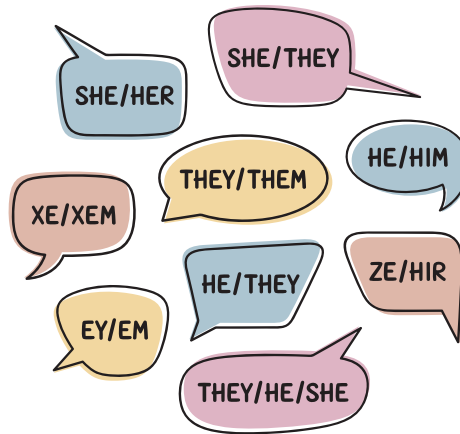
Kate Okeson, co-founder and program director of Make It Better for Youth, says she is working with districts on incorporating the new LGBTQ+ inclusive curriculum.

"I, or my team, work with districts on the framework and educational approaches," Okeson explains. "The content area teachers then work at what that looks like in a science, history, or English class."

Okeson says that plenty of districts are incorporating curriculum to heighten LGBTQ+ awareness.

"It does take time to put in place and they are allocating money in the budget for writing the curriculum," she says.

A spokesperson for the New Jersey State Board of Education couldn't provide an accurate number for how many school districts have implemented the LGBTQ+ inclusive curriculum to date. But did say, "the inclusion of such material is not optional...any districts that do not follow these requirements are subject to applicable state action." •



1. Do you think there are benefits to learning about the contributions of diverse people throughout history? Explain your answer.
2. Some anti-gay laws specify that members of the LGBTQ+ community cannot be portrayed in a positive light. Imagine if a law stipulated that a community to which you belong—whether religious, ethnic or racial—could not be portrayed positively. How would that make you feel and how might you respond?

Uyghur CONTINUED FROM PAGE ONE

Genocide, told PBS News Hour, “The Chinese government’s assault on the Uyghur community—marked by the incarceration of between one and three million people as well as abuses such as forced **sterilization**, torture, sexual violence, and forced labor—is alarming in scale and severity. The damage inflicted upon Uyghur individuals, families, and their community has left deep physical and emotional scars. The trauma from these atrocities will harm generations of Uyghurs.”

Who are the Uyghurs?

The Uyghurs are native to the northwest section of the Xinjiang (pronounced SHIN jong) province in China, called the Xinjiang Uyghur Autonomous Region (XUAR), an area rich in natural resources. In 1949, the Chinese government incorporated the Uyghurs into the People’s Republic of China (PRC). The Uyghurs speak their own language, which is similar to Turkish. They are one of 55 PRC-recognized ethnic minorities and today make up less than half of the Xinjiang Province’s population.

In the 1990s, the Chinese government encouraged large numbers of Han Chinese—China’s largest ethnic group, making up 92% of China’s 1.4 billion population—to move to the Xinjiang Province. This move caused violence and protests between the local Uyghurs and Han residents, who were given preferential treatment and government incentives to move there. Since 2017, China has used widespread persecution to assimilate and/or eliminate the Uyghur culture and identity, according to the Holocaust Museum’s report.

What have the Uyghurs suffered?

It is not clear how many Uyghurs have been detained or are still being detained in the more than 380 detention facilities located in the Xinjiang Province, which have been documented through satellite photos. According to the Council on Foreign Relations (CFR), an American think tank specializing in U.S. foreign policy and international relations, an estimated 800,000 to two million Uyghurs and other Muslims have been detained since 2017. Other estimates put the number closer to three million people. The Chinese government first denied the existence of these camps and then called them “vocational education and training centers.” International media organizations use terms such as reeducation camps, internment camps, as well as concentration camps.

According to the Holocaust Museum’s report, the Chinese government has subjected Uyghurs to mass surveillance and passed laws curtailing their religious

and cultural expression.

“Since 2017, the Chinese government has instituted more restrictive policies and laws limiting Uyghurs in Xinjiang from speaking the Uyghur language, wearing traditional clothing, having beards, wearing headscarves in public places, using traditional Islamic greetings and performing a number of Uyghur religious and cultural practices,” the report states. “Engaging in regular prayer or fasting for Ramadan are considered by the Chinese authorities as ‘signs of extremism.’”

In March 2023, a U.S. House of Representatives subcommittee held hearings to learn more about the Uyghurs. In congressional testimony, Gulbahar Haitiwaji, a Uyghur woman, recounted her harrowing experience in one of these camps. It started with her being tricked into coming back to Xinjiang in 2017. Haitiwaji, who had been living in France with her husband and daughter, thought she was

coming back for two weeks to take care of some paperwork. She was arrested, put on trial without the benefit of a lawyer, and ultimately sentenced to seven years in a “reeducation camp.”

Haitiwaji said the prisoners at the camp were subjected to brainwashing with “whole days spent repeating the same idiotic phrases.” She also recounted an incident where a woman had closed her eyes from exhaustion and a guard accused her of praying, then dragged her from the room.

“The method of the camps is not to kill us in cold blood, but to make us slowly disappear. So slowly that no one would notice,” Haitiwaji said. “We were ordered to deny who we were. To spit on our own traditions, our beliefs. To criticize our

language. To insult our own people. I was made to believe that we [her family], the Haitiwajis, were terrorists.”

After three years in the camp, Haitiwaji made a deal agreeing that she and her family would stop their Uyghur activism in exchange for her freedom. She was forced to make a video denouncing Uyghur activism and praising the Chinese government. Before leaving the camp, Haitiwaji said that Chinese officials issued this warning: “Whatever I had witnessed in the concentration camp, I should not talk about it. If I do, they said they will retaliate against my family members back home.”

In 2021, Haitiwaji published a book about her experiences. She says the Chinese government labeled her a terrorist and she has not been able to contact family members who still live in China.

Why the crackdown?

According to an article posted on CFR’s website, “The Chinese government has come to characterize any expression of Islam in Xinjiang as extremist.” The



Uyghur CONTINUED FROM PAGE SIX

article goes on to explain, “Following the 9/11 attacks, the Chinese government started justifying its actions toward Uyghurs as part of the ‘Global War on Terror.’ It [China] said it would combat what it calls ‘the three evils’—separatism, religious extremism, and international terrorism—at all costs.”

Sean R. Roberts, a professor at George Washington University, is the author of *The War on the Uyghurs: China's Campaign against Xinjiang Muslims*. In an interview with *Made in China Journal*, a publication that focuses on Chinese politics and society, Professor Roberts said he believes that China’s goal is “to marginalize the Uyghurs so that it can develop their homeland as part of a Han-centric nation-building project that is fueled by the state’s economic expansion.” Professor Roberts points out in the interview that the Xinjiang Province is rich in oil and gas and produces one-fifth of the world’s cotton.

In an op-ed for *The Conversation*, Kerry Whigham, Professor of Genocide and Mass Atrocity Prevention at Binghamton University in New York, wrote that genocide is a process, not an event.

“For instance, the Nazis did not build death camps immediately when Adolph Hitler was appointed chancellor of Germany in 1933,” Professor Whigham wrote. “The Holocaust began with smaller steps, like preventing Jewish people from holding certain jobs, then preventing Jews and non-Jews from marrying each other.”

U.S. passes legislation

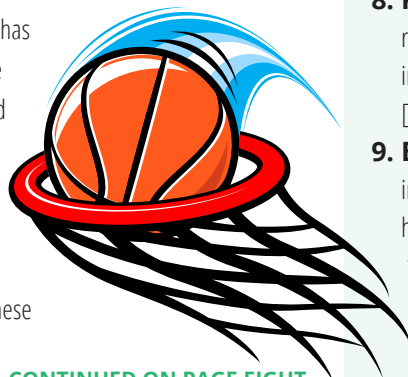
The United States has passed specific **legislation** to support the basic rights of Uyghurs. The Uyghur Human Rights Policy Act condemns human rights violations of Uyghurs and all Muslims in Xinjiang and calls for an end to detention, torture, and harassment. The Uyghur Human Rights Protection Act designates certain residents in Xinjiang (and their families) as prioritized refugees to the United States on humanitarian grounds.

The U.S. also issued sanctions against many Chinese manufacturers who use forced labor by Uyghurs to produce items such as textiles, garments, computer parts, hair products, home appliances and processed cotton. In June 2022, the Uyghur Forced Labor Prevention Act went into effect, which prohibits imports into the United States made by forced labor from the Xinjiang Province.

The NBA’s relationship to China

The National Basketball Association (NBA) has done business with China for many years, as the sport is very popular there. The NBA is estimated to generate about \$5 billion in revenue from China, which is approximately 10% of its total revenue.

In addition, some of the League’s biggest stars “maintain lucrative contracts with four Chinese



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The 10 Stages of Genocide

Genocide never just happens. There is always a set of circumstances which occur, or which are created to build the climate in which genocide can take place, according to research conducted by Dr. Gregory H. Stanton, president of Genocide Watch, the coordinating organization of the Alliance Against Genocide, an international coalition of organizations.

Dr. Stanton developed the 10 stages of genocide which explains the different stages that can lead to genocide. At each of the earlier stages there is an opportunity for members of the community or the international community to halt the stages and stop genocide before it happens.

Here are the stages:

- 1. Classification**—The differences between people are not respected. There’s a division of ‘us’ and ‘them’ which can be carried out using stereotypes, or excluding people who are perceived to be different.
- 2. Symbolism**—This is a visual manifestation of hatred. Jews in Nazi Europe were forced to wear yellow stars to show that they were “different.”
- 3. Discrimination**—The dominant group denies civil rights or even citizenship to identified groups. The 1935 Nuremberg Laws stripped Jews of their German citizenship, made it illegal for them to do many jobs or to marry German non-Jews.
- 4. Dehumanization**—Those perceived as “different” are treated with no form of human rights or personal dignity. During the genocide against the Tutsi in Rwanda, Tutsis were referred to as “cockroaches,” the Nazis referred to Jews as “vermin.”
- 5. Organization**—Genocides are always planned. Regimes of hatred often train those who go on to carry out the destruction of a people.
- 6. Polarization**—Propaganda begins to be spread by hate groups. The Nazis used the newspaper *Der Stürmer* to spread and incite messages of hate about Jewish people.
- 7. Preparation**—Perpetrators plan the genocide. They often use euphemisms such as the Nazis’ phrase “The Final Solution” to cloak their intentions. They create fear of the victim group, building up armies and weapons.
- 8. Persecution**—Victims are identified because of their ethnicity or religion and death lists are drawn up. People are sometimes segregated into ghettos, deported or starved and property is often expropriated [taken away]. Genocidal massacres begin.
- 9. Extermination**—The hate group murders their identified victims in a deliberate and systematic campaign of violence. Millions of lives have been destroyed or changed beyond recognition through genocide.
- 10. Denial**—The perpetrators or later generations deny the existence of any crime.

Source: Holocaust Memorial Day Trust

Uyghur CONTINUED FROM PAGE SEVEN

companies accused of being in conflict with human rights violations,” according to an article from ESPN. These companies use forced labor from Uyghur detention camps to produce their products, such as shoes and apparel.

“In almost all of these cases involving big companies or sports leagues, you simply need to follow the money to understand why certain actors are behaving a certain way,” says Peter Irwin, Senior Program Officer at the Uyghurs Human Rights Project, a research-based advocacy organization located in Washington, DC that promotes human rights for Uyghurs. “The NBA knows full well that basketball is an incredibly popular sport in China, and they make a lot of money in that country, so they tend to do whatever they can to refrain from any kind of criticism [of China].”

Where do we go from here?

Irwin explains that in a country like China “with so much political and economic power” it will take a united and determined effort of the world’s society of nations to push for change.

“The international community has to confront China, economically, especially where Chinese companies are profiting from their connections with the persecution of Uyghurs—like technology and surveillance companies—or



apparel, textiles, manufacturing or the solar sector, which are known to be using forced labor,” Irwin says.

The *United Kingdom Uyghur Tribunal Report* suggests taking China’s actions to the world’s highest court—The International Court of Justice at The Hague in the Netherlands, which is a civil tribunal that hears disputes between countries. The International Criminal Court, also at The Hague, prosecutes those accused of war crimes, crimes against humanity and genocide.

The U.S. Holocaust Memorial Museum report concludes, “It is critical that the community of nations act collectively, based on a common strategy, to prevent further atrocities and establish accountability for the crimes committed by a powerful perpetrator.” •



1. What similarities and differences do you notice between the Jewish people living in 1930s/1940s Germany and the Uyghurs today?
2. In the article, Professor Whigham said that genocide is a process, not an event. What do you think she means by that?
3. Read “The 10 Stages of Genocide” on page 7. Dr. Stanton contends that at some of these stages there is an opportunity to stop genocide before it happens. Select one of the earlier stages and explain what steps could be taken by the community, other countries, etc., to stop the victimization of the persecuted group.

Glossary

explicit — stated clearly leaving no room for confusion. **homo**—an offensive term for a gay person.

homophobia — dislike or prejudice against gay people. **homosexual** — considered an outdated and offensive term to describe someone who is romantically attracted to the same sex. Better terms are gay and lesbian. **homosexuality** — romantically attracted exclusively to those of the same sex. Again, the term is considered outdated, but is often used in legislation. **implicit** — implied but

not plainly expressed or stated. **legislation** — the enactment of a law by a legislative body (i.e., Congress or a state legislature).

marginalized — treated as insignificant. **repeal(ed)** — revoked. A law that is repealed has been withdrawn or cancelled and is no longer a law. **sterilization** — procedure to make a person unable to produce offspring.