

WE CHARGE GENOCIDE AGAIN!

*A Curriculum for Operation Ghetto Storm: Report on the 2012
Extrajudicial Killings of 313 Black People by Police, Security
Guards and Vigilantes.*



ONE EVERY 28 HOURS.

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Introduction

WE CHARGE GENOCIDE AGAIN is the companion curriculum for the *Operation Ghetto Storm: Report on the 2012 Extrajudicial Killings of Black People*.

The objective of the curriculum is to have teacher-students and student-teachers engage the realities of extrajudicial killing of black people with critical thinking and analysis. In 2012, police summarily executed more than 313 Black people—one every 28 hours. The use of deadly force against Black people is standard practice in the US—woven into the very fabric of society. Through our study of the extra-judicial killing of black people, we can understand the apparatus of repression. The intention is for our study of and action against murderous state sanctioned repression be one tool of a complex of resistance to empire.

We encourage teacher- students and student-teachers to use this curriculum as a malleable menu. Not all discussion and writing prompts have to be used. Add prompts and text (of all mediums) of your own. Discussion prompts may be used for writing. Writing prompts may be converted to discussion. Writing and discussion prompts may be converted to visual art or any other medium of expression. Individual work can all be made collective work. We only recommend that you conform this curriculum to the critical energy of the learning circle for which the curriculum is being facilitated.

All we need to achieve as movement educators is to help the people recognize themselves in the material and recognize what they already know in the material. All in order to expand our concept of who we are and what we know. Reading and writing critically (in all mediums) is simply the building of our power of recognition and discovery. Recognition and discovery that we then put into practice. Trust that the people know everything they need to know, and know how to do everything they need to know how to do, to study oppression and resistance. Through this lens, make this curriculum whatever it needs to be.

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The United States cannot commit genocide without mass consent. We will analyze the perception of Black people, and the manufacture of that perception, that inspire the masses to accept extrajudicial killing as justifiable, even necessary.

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We will investigate extrajudicial killing as a tool to maintain the capital oriented dominance of the ruling class. Extrajudicial killing is an expression of the organized violence necessary to maintain exploitative class structure. Ruling class dominance is ultimately capital oriented and militarily anchored.

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We will synthesize past and present examples of extrajudicial killing, and speak up for the multi-century span of murdered people.

1. SAID THE BULLET TO THE BACK

**What does
extrajudicial
killing mean?**

Extrajudicial killing of Black People is killing by police that happens without trial or any due process.

Student-teachers should know:

-Extrajudicial killing of Black People is killing by police that happens without trial or any due process. When a police officer kills one of us, it is an execution in the street.

-It violates human rights when a government and its agents destroy a human being without a trial. Yet we have been killed without due process since the beginning of the United States itself.

-Extrajudicial killing can also be carried out by security guards or any other vigilantes who kill a person because they decide that a Black person is not a human being, but rather an executable criminal and the government lets them get away with it.

-Extrajudicial killing does not have to be with a gun. White lynching of Black people is a form of extrajudicial killing as old as the United States itself.

-We will examine extrajudicial killing as it exists as both a current and historic racist practice of the white power structure that keeps Black People oppressed, exploited, under surveillance and confined.

Whether to justify making us slaves, prisoners, or dead bodies in the street, the idea is that: to be Black is to not be human. Also, to justify making us slaves, prisoners, or dead bodies in the street: To be Black can even mean to be the enemy of human beings.

Questions and comments?

Terms we should be familiar with:

White Supremacy: White supremacy is the philosophy that only white people are human beings. White supremacy is the philosophy that white people are the creators and keepers of civilization and the best of human culture. White supremacy is the philosophy that all Black and Brown people are less than human and less than civilized and therefore should be ruled and dominated by whites.

Examples?

White Power Structure: The White Power Structure is the system of institutions, government, business, media, armies that all work together to maintain the power of white people. The idea is that oppression is not the result or practice of just one part of society. Oppression is enforced by every part of society working together. Racist politicians work with racist corporations who work with racist media companies who work with racist school districts all to:

- Maintain Black suffering and exploitation
- Maintain white ruling class power and profit

Examples?

Ruling class: The small, wealthy, white population within society that control the United States' political, economic, and military actions. The ruling class controls and benefits from the white power structure.

Examples?

Relationship between White Power Structure and Ruling Class: The ruling class controls the white power structure, but the white power structure is made of millions who work in its institutions. Police are workers in the white power structure. Teachers are workers in the white power structure. People who are not white are workers in the white power structure.

Examples?

Let's look generally at where all of this is taking place.

For discussion:

What is the United States?
What is United States about?
What is United States as a concept?
What is United States as a project?
What is United States as a goal?

**Write students answers on board*

Does United States (as fleshed out by the above questions) exist without murder?
Why or why not? How or how not?

Does United States exist without the murder of Black People?
Why or why not? How or how not?

Does United States exist without the murder of Black People by police?
Why or why not? How or how not?

For discussion:

If the United States does not exist without murder; does not exist without the murder of Black people; does not exist without the murder of Black People by police: What is the United States besides a country?

In this section we will investigate extrajudicial killing of Black People both as result of the white power structure and an ingredient of the white power structure. Extrajudicial killing is both a cause and effect within this society.

What does it cause?

What causes it?

What is the relationship between the two lists?

Writing or Discussion Prompt

Let's look at this picture

- 1) In the voice of the young man write a piece that begins "The United States to me:"
- 2) In the voice of the police officer surrounding him write a piece that begins "The United States to me:"



Let's look at what is taking place.

One result of white supremacy and white power structure is genocide of Black People.

What is genocide?

The United Nations is an international organization of countries set up in 1945 after World War II to promote international peace. There are currently 192 countries that are members of the U.N.

According to the United Nations:

Adopted December 9, 1948

"In the present Convention, genocide means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

- a) Killing members of the group;*
- b) Causing serious bodily or mental harm to members of the group;*
- c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;*
- d) Imposing measure intended to prevent births within the group;*
- e) Forcibly transferring children of the group to another group."*

What stands out to you about this definition of genocide?

What does this definition make you think of?

What personal stories do you have as an example of this definition?

What part do the police play in this definition?

Is it possible to police a people without murdering some people?



For Writing:

In the voice of the Black man being grabbed: "The United States is to me:"

In the voice of the police officers grabbing the man: "The United States is to me"

In the voice of the reporter filming the situation "The United States is to me"

Q: What relationship to the government do a people who suffer genocide have?

Q: Who are the police to us?

In 1951, we brought a petition to the UN to charge the United States with genocide of Black people in this country. We wrote: *"Once the classic method of lynching was the rope. Now it is the police man's bullet. To many an American the police are the government, certainly its most visible. We submit that the evidence suggests that the killing of Negroes has become police policy in the United States and that police policy is the most practical expression of government policy."*

Q: Agree/Disagree?

Writing Prompt:

In the voice of the Black person bleeding on the ground write a piece that begins:

“The role of government is...”

In the voice of the police officers write a piece that begins:

“The role of government is...”

Frantz Fanon (Prolific revolutionary writer, theoretician, psychiatrist, and soldier) wrote: *“We have seen how the government’s agent uses a language of pure violence.”*

Q: What/who is government agent?

Exercise on board, write a word cluster off of pure violence (write “pure violence” in the middle of the board then write words or phrases that students associate with the “pure violence” around it. You may want to have the students come up to the board and write the words themselves.)

Q: What does pure violence communicate?



**“We have seen how the
government’s agent uses a
language of pure violence.”**

[Frantz Fanon]



**66% (2/3) of Black People
murdered were under the
age of 32.**

Look at picture:

What especially does the system want to communicate to young people?

According to the study **66% (2/3) of Black People murdered were under the age of 32.**

Fill in this message of the white power structure to the youth:

____ or die
____ or die
____ or die
____ or die
____ or die
____ or die
____ or die

The government, the wealthiest people in this country, their media, their institutions of education and health, and their military all make up the white power structure to maintain control of the world.

We do not have the powerful parts of their white power structure, but we are not powerless. Do they kill what is harmless?

According to our study, **44% of Black people killed did not have a weapon. 36% allegedly had a weapon, but it is**

not likely or what they had was not dangerous.

What made these people dangerous?

What made them powerful?

9% that's 28 people, the police admit, had not violated any law and were not involved in any harmful behavior.

If they were not violating the law, what were they violating?

Writing Prompt:

What is the cop's nightmare?

From the case by case section of Operation Ghetto Storm: Take a person from the report. Imagine the last day of the victim. Imagine the last day of the killer cop.

43% of people killed were not in the middle of committing a crime, but were stopped for "suspicious activity"



Have you been stopped for suspicious activity?
Describe that experience.

Based on the picture write a piece beginning

power is...

powerlessness is...

with power I would...

without power I would...

Ida B. Wells (Who led an anti lynching movement in the 1890s) said:

“Our country’s national crime is lynching. It is not the creature of an hour, the sudden outburst of uncontrolled fury, or the unspeakable brutality of an insane mob.”

What does she mean?

Agree or disagree with the following:

The United States’ national crime is the extrajudicial killing of Black People. It is not just something that happens every once in a while, it is not a random act of violence, it is not just the result of a few bad cops.

45 people were killed running away.

What does the policy of justifiably killing someone who is running away from the police tell you about the United States?



From the report: *The “justice system” gives impunity to murderers. The names of a few of the 313 people on this death roll have become nationally-known rallying cries for justice: like Trayvon Martin and Ramarley Graham. Their murders have sparked massive mobilizations, media commentary, calls for government intervention, lawsuits and endless legal wrangling. However, after the initial announcements in local news media, the lives of most of those who were executed are forgotten. In some cases, scanty police reports and press coverage barely note their deaths at all. It is deliberate that there is no centralized database that documents killings by police, extrajudicial or otherwise.*

The standard procedure in most jurisdictions is for police involved in fatal shootings to be given paid “desk-duty” while the department conducts an investigation of itself. The press applauds their fine records while it screams about the criminal records of the deceased. Almost all killer cops are routinely exonerated and quickly return to the street. Grieving families who invariably ask the modest question, “why did he have to die?” are ignored. If there is some demonstrated community outrage the case may be further investigated. The legal system almost never charges these executioners and even if they do, the killing continues. A number of families attempt legal redress through the civil courts and seek financial restitution. After years of litigation a tiny minority may gain some solace from a financial payment. And the executions continue.

Why have these mass responses not worked in ending the extrajudicial killing of Black People?

Imagine 5 actions that would.

Where in the United States am I?

What is a colony?

A colony is a place where a people are confined by brutal domination for the economic gain of a colonial power. Europe colonized the people of Africa, all of the Americas, and Asia. The United States colonizes the Black and Brown world. They take resources and labor by force. The relationship between the colonizer (Europe and the United States) and the colonized (Black and Brown world) is built on violence and maintained by violence.

Frantz Fanon wrote:

“The colonized world is a world divided in two. The dividing line, the border, is represented by the barracks and the police stations. In the colonies, the official, legitimate agent, the spokesperson for the colonizer and the regime of oppression, is the police officer or the soldier.”

Is it possible that a colony exists within the country that is dominating it? Based on the extrajudicial killing of black people, what can be said about the relationship between black people and white United States society?

Do we live in neighborhoods or colonies?



Using this picture, write a piece in which the first line is:

“Said the bullet to the back...”

2. AT ROLL CALL

**What does
through the mind
of a killer cop?**

What does through the mind of a killer cop?

What does the white power structure teach them?

What were they told at roll call?

7% of the people killed were not in the middle of committing any crime or harmful behavior.

43% Were stopped only for “looking suspicious”.

Ida B. Wells said:

“Brave men do not gather by thousands to torture and murder a single individual, so gagged and bound he cannot make even feeble resistance or defense.”

Q: What type of person would kill someone who is innocent?

Q: What goes on in the mind and heart of a killer?

Q: Now how does that internal reality out of a killer play out with a police officer?



Writing prompt:

Imagine the white shirted sergeant saying to the officers, “We are at war.”

Write the thoughts of 5 of the officers he is addressing.

Q: It has been said that gangster music influences people to kill.

What influences police to kill?

Writing Prompt:

After looking at this picture, write three pieces that begin:

- 1) they learned to...
- 2) they learn to...
- 3) they will learn to...

Writing prompt:

Build a killer cop/security guard/vigilante.

From the face down, describe them physically. What are their features? What is their posture? What are their gestures etc.

- What are their emotions?
- What are their histories?
- What are their fantasies?
- What do they politically believe in?
- What do they spiritually believe in?

What does the cop you have built tell you about the United States?



Writing Prompt:

Write a piece that begins:
“They see just fine...”

Let’s revisit white supremacy.

Write “white people” in the middle of page or board. Word cluster off with synonyms for supremacy

How do they maintain white supremacy?

How does the government maintain white supremacy?

Who benefits from white supremacy?
How?

From our 1951 petition to the UN:
“Bored and gullible people, desperate for something to do, impoverished both mentally and physically by the doctrines and practices of white supremacy, are susceptible to incitation to lynching, particularly when the act is endowed with civic virtue, with an aura of protecting all that is holy from all that is profane.”

Define holy and profane.

If white supremacy is holy then black people are profane.

44% of Black people killed did not have a weapon



Write a piece in the voice of the white shirted sergeant that begins: You will face...”

One of the lies of the United States and those who rule it is that there are things that are good for everybody and that there are things that are bad for everybody.

Examples?

The belief that everything is either good or evil is part of a view that is good for the white power structure.

Q: How?

Q: What else do they lie about?

In the voice of the cop in this picture, write a piece that begins: “why I do it...”

Review: What is a colony?

A colony is a place where a people are confined by brutal domination for the economic gain of a colonial power. Europe colonized the people of Africa, all of the Americas, and Asia. The United States colonizes the Black and Brown world. They take resources and labor by force. The relationship between the colonizer (Europe and the United States) and the colonized (Black and Brown world) is built on violence and maintained by violence.

Frantz Fanon:

“The colonized world is a world divided in two. The dividing line, the border, is represented by the barracks and the police stations. In the colonies, the official, legitimate agent, the spokesperson for the colonizer and the regime of oppression, is the police officer or the soldier.”

Write a piece in the voice of the white shirted sergeant that begins: “Welcome to another day at work in the colony...”

From the UN petition: *“The almost complete immunity from punishment enjoyed by lynchers is merely a striking form of the broad and general immunity from punishment enjoyed by whites in many communities for less extreme offences against Negroes.”*

What does this quote mean?

Examples?

What else do white people get away with?

Could they get away with it without the extrajudicial murder of black people? Why or why not?

Writing Prompt:

In the voice of the cop write two pieces that begin:

- 1) The United States is...
- 2) I am...

From report:

The standard procedure in most jurisdictions is for police involved in fatal shootings to be given paid “desk-duty” while the department conducts an investigation of itself. The press applauds their fine records while it screams about the criminal records of the deceased. Almost all killer cops are routinely exonerated and quickly return to the street. Grieving families who invariably ask the modest question, “why did he have to die?” are ignored. If there is some demonstrated community outrage the case may be further investigated. The legal system almost never charges these executioners and even if they do, the killing continues. A number of families attempt legal redress through the civil courts and seek financial restitution. After years of litigation a tiny minority may gain some solace from a financial payment. And the executions continue.



- ✓ 90 of the Black people who were executed in 2012 seem to have been forgotten. A careful internet search could not find their names after a brief announcement of their killings.
- ✓ 15 security guards and self appointed law enforcers (including the killers of Trayvon Martin, Darius Simmons, Jordan Russell Davis and the Tulsa murderers) have been charged. Security Guards who work for WalMart seem to be less likely to be charged.
- ✓ 8 killer cops have been charged: 3 for vehicular crimes stemming from their crashes, six for manslaughter (the killers of Ramarley Graham, Wendell Allen, Dane Garrett Scott Jr, Christopher Brown, and Bobby Moore Jr.) DA's or Grand Juries only press charges in cases that involve concerted community pressure
- ✓ That is, in 275 cases of extrajudicial killings, the legal system has only charged 9 people, or 8.4% and a disproportionate number of those were security guards and self-appointed law enforcers. The outcome of these charges is yet to be determined.
- ✓ Even when all the evidence points to police culpability, District Attorneys and Grand Juries invariably rule that the homicides they committed were justified. On July 11, 2012, for example, four months after even Newburg's mayor and City Council called for an investigation by the Grand Jury and the Governor, the Grand Jury ruled the officers who shot Michael Lemmbard in the back were justified. Cuomo refused to intervene. Towards the end of the year, in Macon, Georgia, again after mass community mobilization and a former mayor's intervention, the DA announced that the killing of Sammie “Junebug” Davis—a harmless, emotionally distraught man—was “tragic but justified”.

Writing Prompt:

What do you notice?

What message is communicated to police?

What message is communicated to Black People?

Do police and security make up their own caste/class/group/population?

Are they a society to themselves?

How many are there in the U.S.?

-As of 2008, 765,000 police. 1.1 million people employed by the police.

-There are about 500,000 corrections officers in the United States

-There are around a million private security guards.

Is that enough people to make up their own culture?

Note, there are:

-500,000 in the U.S. Army

-350,000 in U.S. Navy

-350,000 U.S. Marines

-total U.S. Military (including coast guard reserves) is roughly 2.5 million people.

Conclusion: There is roughly the same number of people in the U.S. military that goes abroad as there is in the domestic army here that polices and confines us.

With a domestic army that large, what is the culture within it?

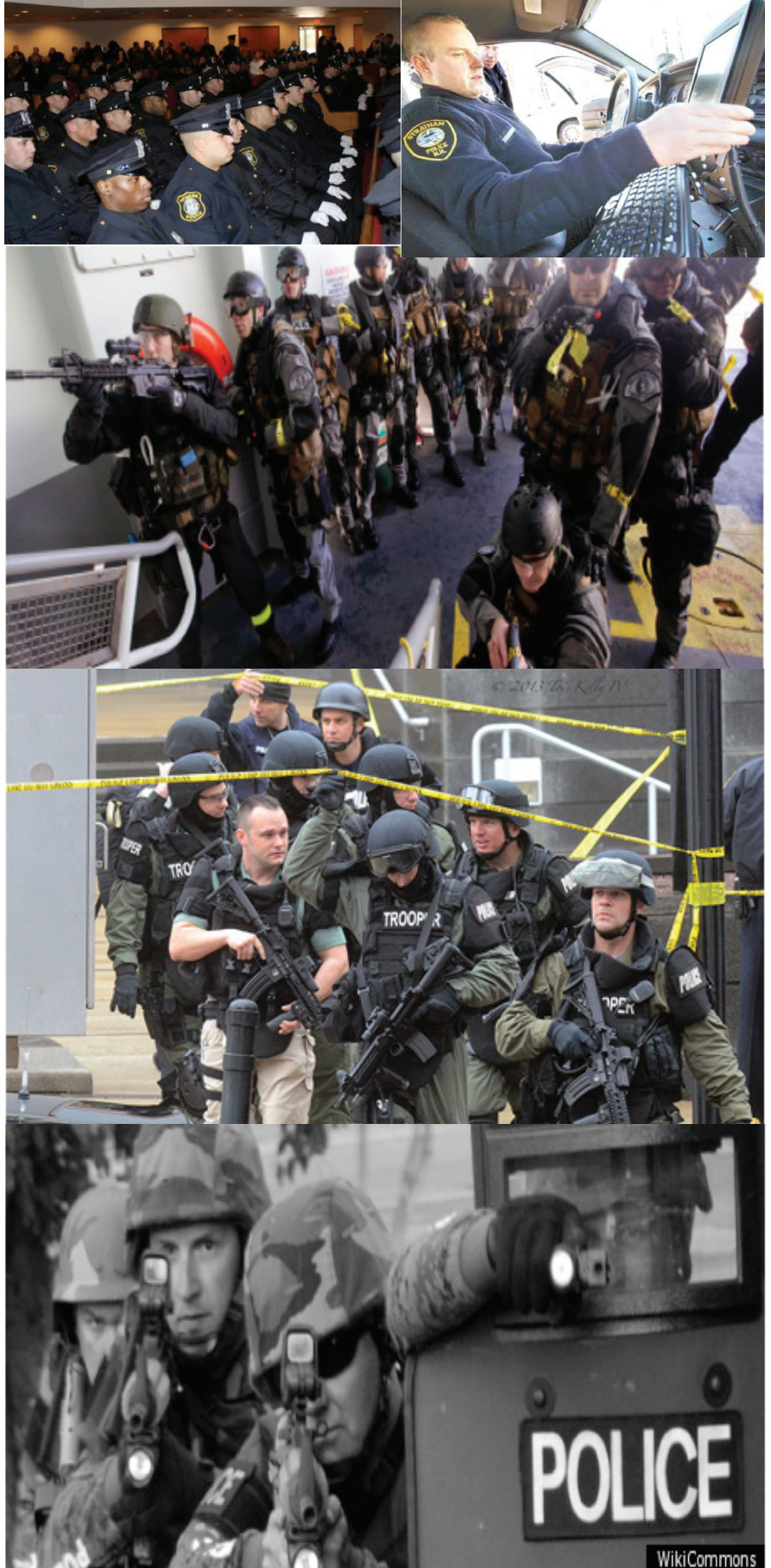
Who is that great an enemy within the United States and why?

7% were not committing a crime or involved in any harmful behavior

What would one killer cop say to themselves? to another?

Based on these pictures and everything you have learned, write a piece that begins:

At roll call...



3. THE EMPIRE'S CULTURE THE EMPIRE'S IMAGINATION

**Can white supremacy
work without having an
enemy at all times?**

Who/what is the enemy of white?

Write: "Enemy of good". Under the "good", have class write synonyms.

Write a list of enemies of the synonyms for good.

What do you notice about the list? How does this list relate to your life?

Can they keep up the existence of an enemy without keeping up fear? Why or why not?

Do they kill who they don't fear? Why or why not?

Why do they fear us?



Writing Prompt:

Write a list of things these two people must always be to white society.

Eduardo Galeano (writer, journalist, novelist, and historian) wrote:

"Origin Of Insecurity:

Greek democracy loved freedom but lived off its prisoners. Slaves, male and female, worked the land, built the roads, mined the mountains in search of silver and stone, erected the houses, wove the clothes, sewed the shoes, cooked, washed, swept, forged lances and shields, hoes and hammers, gave pleasure at parties and in brothels, and raised the children of their owners.

A slave was cheaper than a mule. Slavery, despicable topic, rarely appeared in poetry or onstage or in the paintings that decorated urns and walls. Philosophers ignored it, except to confirm it as the natural fate of inferior beings, and to sound the alarm. Watch out, warned Plato. Slaves, he said, unavoidably hate their owners and only constant vigilance can keep them from murdering us all.

And Aristotle maintained that military training for the citizenry was crucial, given the climate of insecurity."

Q: How does this relate to today?

Q: How does this relate to extrajudicial killing of Black people?

Writing prompt:

What's the significance of the red white and blue on the chains?

One significance of the picture is that the red, white and blue on the chains show that the United States is committing the crime of slavery. The United States is the criminal.

Challenge:

The United States does not want to be seen as the criminal. The United States will not change the situation, but can change how we perceive the situation. It can change how we see the situation.



Writing or Drawing prompt:

Redraw the chains, redraw the people so that the United States does not look like the criminal.

How does the ruling class change perception of their crime?

Media

Malcolm X: *"What does this do? This message -- this is a very skillful message used by racists to make the whites who aren't racists think that the rate of crime in the Black community is so high. This keeps the Black community in the image of a criminal. It makes it appear that anyone in the Black community is a criminal. And as soon as this impression is given, then it makes it possible, or paves the way to set up a police-type state in the Black community, getting the full approval of the white public when the police come in, use all kind of brutal measures to suppress Black people, crush their skulls, sic dogs on them, and things of that type. And the whites go along with it. Because they think that everybody over there's a criminal anyway. This is what -- the press does this."*

Q: What are some examples of this quote?

What is the United States' message?

Malcolm X: *"They accuse us of what they themselves are guilty of. This is what the criminal always does. They'll bomb you, then accuse you of bombing yourself. They'll crush your skull then accuse you of attacking him. This what the racists have always done -- the criminal, the one who has criminal processes developed to a science. Their practice is a criminal action. And then use the press to make you victim -- look like the victim is the criminal, and the criminal is the victim."*

Q: Based on your knowledge of what black people are accused of being guilty of, what is the United States guilty of?

Frantz Fanon: *"As if to illustrate the totalitarian nature of colonial exploitation, the colonist turns the colonized into a kind of quintessence of evil."*

What does this mean?

-In white United States culture: Evil is the only thing they can justify killing before it has actually done anything. Examples?

66% of those killed were under the age of 32

-In white United States culture: "evil" was a person, the closest thing to that person would be a black youth.

Have everyone come to the board and write words around this fragment: "Black youth are..."

How is that perception taught?

Frantz Fanon: *"the black person is declared impervious to ethics, representing not only the absence of values but also the negation of values. He is, dare we say it, the enemy of values."*

What examples of this do you notice with the cases of extrajudicial killing of Black People?

What makes Black People an acceptable target? Why is there not massive outrage when a black person is killed?

Why is there not massive outrage when a black person is killed?



Writing prompt:

Write a piece that begins:

I would not stop to see what's going on because...

Write a President's justification for extrajudicial murder. That begins:

I would not stop to see what's going on because...

From the UN petition:

"White ideologists proclaim those conditions are as blacks want them to be. White ideologists skillfully and cunningly twist facts that expose the evils of racism to enable then to assert the inherent inferiority of blacks. Thus they seek to give credence to the myths of white superiority. Force and violence systematically and consistently employed to quell the righteous anger of blacks is justified by calling murder an exercise 'law and order'."

Have you experienced this?

What happened?

When did it happen?

Where did it happen?

How did it happen?

Why did it happen?

A white supremacist by the name of William Gregg Blanchard, leader of the White Front, Miami, Florida said in their newspaper: *"Racial Nationalism demands that the negro be made a ward of the nation and governed by special codes befitting the dignity of a white state."*

Write a list of synonyms for "ward", "special codes", "white state"

Add to the list of messages to Black youth:

_____ or die

_____ or die

_____ or die

_____ or die

What is United States' message to white people?

4. DOLLARISM



Who is missing from these pictures?

Who is benefiting from these situations?

What is this picture saying?

Give examples



Ida B. Wells said: *"The white man's dollar is his god, and to stop this will be to stop outrages in many localities."*

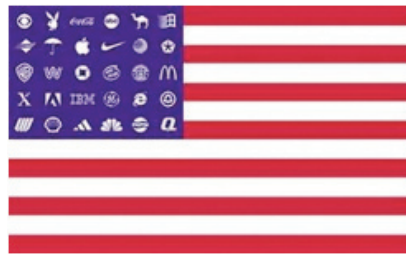
Agree or disagree?

Examples?

If Black People's dollar is god, and if Black People stopped believing that the dollar was god, what outrages would stop?

Compare lists. What do you notice?

Based on these three pictures write a piece that begins: "red, white and blue means..."



Agree or disagree with this statement: To resist the police is to resist the rich.

James Baldwin (writer) wrote::

"Similarly, the only way to police a ghetto is to be oppressive. None of the Police Commissioner's men, even with the best will in the world, have any way of understanding the lives led by the people they swagger about in twos and threes controlling. Their very presence is an insult, and it would be, even if they spent their entire day feeding gumdrops to children. They represent the force of the white world, and that world's real intentions are, simply, for that world's criminal profit and ease, to keep the black man corralled up here, in his place. The badge, the gun in the holster, and the swinging club make vivid what will happen should his rebellion become overt."

Underline what stands out

Why did it stand out?

The white world's real intentions are what?

The corporation controls the politician. The politician controls the police.

If the corporation did not control the politician, what would change about the police?

From the UN petition:

"It [genocidal murder of Black people] is increasing partly because unpopular war requires a silencing of the people, a breaking of their will for resistance. Increasing violence against the Negro people goes hand in hand with increased repression throughout American life. The passive conformity found in American universities, where any new or democratic idea is suspect, according to the New York Times, is but a part of this larger pattern. Reaction knows that liberty is indivisible; that a victory for the Negro people in their fight for freedom may well presage a victory for labor and forces of peace."

What does this mean?

How would Black freedom affect the United States?

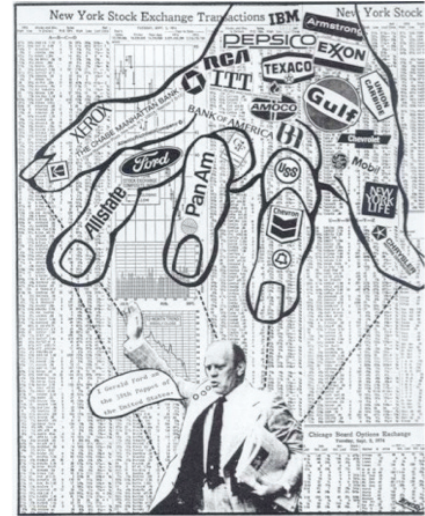
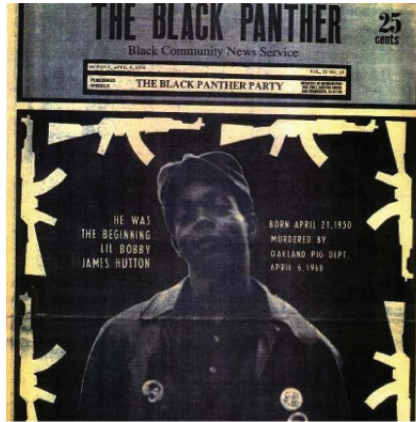
From the UN petition:

"Thus the foundation of this genocide of which we complain is economic. It is genocide for profit. The intricate superstructure of 'law and order' and extra-legal terror enforces an oppression that guarantees profit. This was true of that genocide, perhaps the most bloody ever perpetrated, which for two hundred and fifty years enforced chattel slavery upon the American Negro. Then as now it increased in bloodlines with the militancy of the Negro people as they struggled to achieve democracy for themselves. It was particularly bloody under slavery because the Negro people never ceased fighting for their freedom. There were some two hundred and fifty years of chattel slavery in the United States."

Write a letter to a little brother/sister/nephew/niece about the relationship between violence and money.

Write a piece that begins:

It won't be right until we are free...



Adam Smith, (economist and "father of capitalism"), in 1776, said: *"Those who live by labor come to be confined to a few very simple operations... a man so employed generally becomes as stupid and ignorant as it is possible for a human creature to become."*

What does this mean?

How is one reduced to this stupidity and ignorance?

Why is it ideal to have a stupid and ignorant population of workers?

How does this play out with the police?

From UN petition: *"Bored and gullible people, desperate for something to do, impoverished both mentally and physically by the doctrines and practices of white supremacy, are susceptible to incitation to lynching, particularly when the act is endowed with civic virtue, with an aura of protecting all that is holy from all that is profane."*

Do we have a new understanding of what this means?

Write a piece that begins:

The story of the police is the story of...

Writing prompt:



What would you say to the judges in this image about the extrajudicial killing of Black People?



What would you say to this figure about the extrajudicial killing of Black People?



What would you say to this person about the extrajudicial killing of Black People?

What do you notice in your writing, what do you notice about the process of writing the statements?

What is Neo Colonialism:

Neo Colonialism is the same system as colonialism, but instead of having outside white soldiers, politicians, even business people dominate Black and Brown people; the white power structure positions Black and Brown soldiers, politicians and business people to dominate the Black and Brown people on their behalf. The white power structure still makes the same money off of the oppressed people. The white power structure maintains the same control over the oppressed people. The difference is that white people are not in all of the system's positions. Remember people who are not white still work for the white power structure.

Q: Why is it good for the white power structure to have Black police officers?

Why is it good for the white power structure to have Black mayors?

Why is it good for the white power structure to have Black business people?

Q Why is it good for the white power structure of the United States to have a Black president?

From the UN petition: "United States imperialism today drains profits from all parts of the capitalist world," Mr. Pelo writes in his authoritative study, "But the original base of Wall Street superprofits, and still a larger source than any single foreign country, is the oppression of the Negro people within the United States."



Write a piece that begins:

Said the dollar to the badge...

Writing prompt:

Look back over the writing to the prompt "said the bullet to the back"

Write a piece that begins:

Said the people back...

**5. WE CHARGE
GENOCIDE
AGAIN**

Writing prompt:

Write two pieces that begin:

- 1) They say...
- 2) We say back...

From report:

Read the cases of:

Rekia Boyd
William Allen
Dannaer Fields
Bobby Clark
Kevin McCann
Jimmy Lee Matthews
Anton Barrett Sr.
Robin Taneisha Williams
Ramarley Graham
Lamont Harmon
Manuel Loggins Jr.
Roman Lee Drake
Bo Morrison
Shereese Francis
Raymond Allen
Nehemiah Dillard
Wendell Allen
Dante Price
George Wells
Trayvon Martin

What do you notice about the cases?

What did you notice about yourself while reading them?



Picture of Sean Bell's car, shot up 50 times by police

Writing prompt:

Write a piece in the following format.
Write a name from the list. Then write something that happens in 28 hours of life on earth. Then write another name... Then write another 28 hours of life etc.

Format:

*Name
28 hours of life

*Name
28 hours of life

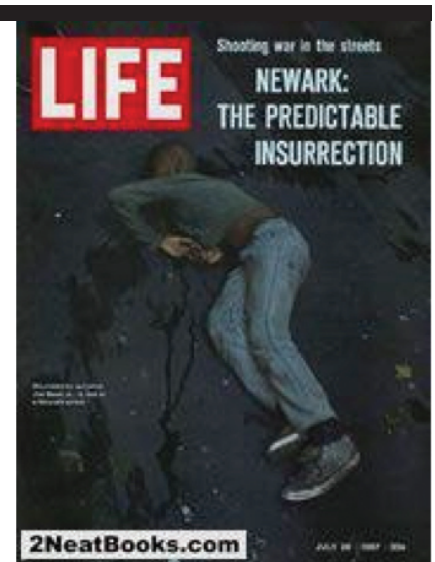
*Name
28 hours of life

Example:

***Wendell Allen**
my mother misses me

***Nehemiah Dillard**
My cellphone proves it is a lesser god for the 100th time

***Dante Price**
Democrats flood the Bronx.



***Trayvon Martin**
Folsom St. is a sleepy genius always in tears

***Robin Taneisha Williams**
My cousin leaves Chicago

Note: The 28 hours can be as long or as short as you want. It can be as poetic as you want. There is no wrong way to write what happens in those 28 hour periods.



What do you notice about these cases?

From the UN petition:

Henry Gilbert, 42, was beaten to death in the Harris County, Georgia jail in May, 1947. That was in the south.

But in the north, **Beverly Lee, 13**, was shot and killed in Detroit, Michigan on October 12, 1947 by patrolman Louis Begin. Mrs. Francis Vonbatten, of 1839 pine Street, Detroit, testified she saw Lee and another boy walking down the street when Gegin's squad car approached. She heard an officer say 'Stop, you little son-of-bitch,' and then she heard a shot. The officer was cleared by Coroner Lloyd K. Babcock.

Roland T. Price, 20-year-old war veteran, was shot and killed in Rochester, New York, by six patrolmen who fired twenty-five bullets into his body just after he had viewed the Bill of Rights and the Declaration of Independence on the 'Freedom Train.' He went into a restaurant where he complained he had been short changed. Patrolman William Hamill was called, drew his gun, forced Price outside, where he was joined by five other officers. All began shooting. All were cleared.

Versie Johnson, 35, a saw mill worker of Prentiss, Mississippi, was shot to death in August, 1947 after he fled when a white woman raised the cry of rape. Three white officers, members of a posse that tracked Johnson down, were arrested with manslaughter. They were exonerated.

Raymond Couser was shot and killed by Patrolman Frank Cacurro on Montrose Street in Philadelphia, on November 16, 1947. Eyewitnesses said they saw the patrolman with drawn revolver stalking Couser as he walked down the street, Couser apparently unaware that he was being followed. The patrolman said he thought Couser was armed and had been called to the vicinity because of a quarrel in the Couser home. Was not armed. The patrolman received no punishment.

Charles Fletcher, also of Philadelphia, was shot and killed on November 16, 1947 by Patrolman Manus McGettingan who claimed he killed him after receiving a call about a prowler. Fletcher, who had no police record,

had worked for ten years at the Exide Battery Company.

Charles Curry, 23, was slain by Patrolman Nolan O. Ray in Dallas, Texas, on December 17, 1947 on the bus. Ray, in civilian clothes, had ordered a Negro sitting beside him to move. The Negro passengers complained and Ray jumped to his feet, drew his revolver, and ordered all Negroes 'to take their hands out of their pockets.' When Curry did not comply swiftly enough, Ray shot and killed him. Ray was dismissed from the force and indicted for murder."

George Thomas, Negro youth, was shot and killed by a Kosciusko, Mississippi patrolman who claimed Thomas tried to escape after being arrested on February 2, 1948.

A Negro prisoner, on May 23rd, 1948 in Augusta, Georgia, was beaten to death by a prison guard when he refused to work in snake-infested ditch.

Roy Cyril Brooks, of Gretna, Louisiana, was shot and killed on February 27m 1948, by Patrolman Alvin Bladsacker. Brooks was a prominent trade unionist. He was involved in an argument with a bus driver when Bladsacker pulled him off the bus and killed him.

James Tolliver, 40, of Little Rock, Arkansas, was beaten to death in February of 1948 by Patrolman Blaylock. Tolliver was trying to help a drunken woman when Blaylock came behind him and struck him on the head. He died almost instantly.

John Johnson, 50, was slain by Birmingham, Alabama, police who claimed he was resisting arrest on March 29, 1948.

Alma Shaw, 42, was slain by Birmingham police on April 19, 1948 who claimed she was resisting arrest.

Marion Franklin Noble, 19, was slain by Birmingham police on April 27, 1948 who said he was resisting arrest.

Willie Johnson was shot to death, on May 3, 1949 by two Brunswick, Georgia police-

men who claimed that 'he was looking at a house suspiciously.' Johnson, 58, had been a resident of Brunswick for fourteen years, was a county employee and a deacon of St. Paul's Baptist Church.

Robert J. Evans, 86 years old, a patriarch of Norfolk, Virginia was shot and seriously wounded on December 12, 1950 by Patrolman E. M. Morgan who said the old man assaulted him.

Danny Bryant, 37, of Covington, Louisiana, was shot and killed in October of 1948 by Policeman Kinsie Jenkins after Bryant refused to remove his hat in the presence of whites.

October 29, 1945. Police emptied their guns into an unidentified Negro man at 8th Avenue and 144th street, in New York City. Eyewitnesses stated that a police patrol car, was alighting from a Buick sedan when he was shot. When a crowd gathered to protest, police reinforcements arrived and clubbed the protesters. Several witnesses went to Harlem Hospital where the man lay bleeding. This and subsequent delegations were unable to find out the man's name.

February 5, 1946. A policeman of Freeport, L.I., New York, shot and killed **PFC. Charles Ferguson and his brother, Alfonso Ferguson**. A third brother, Seaman Third Class Joseph Ferguson was wounded in the shoulder and thrown into the brig, while a fourth brother, Richard Ferguson was arrested and sentenced to 100 days in jail. The brothers had protested Jim Crow at a local cafe, where the proprietor had refused them service because they were Negroes. After the killings, Freeport police threw a cordon around the bus terminal and stationed men with tommyguns and tear gas there, saying that they wanted to "prevent a possible uprising of local Negroes." Investigation proved that none of the brothers was armed, and that they were peaceably on their way from the cafe to the bus station when they were attacked by the policeman. Witnesses, including two white women, made affidavits that the brothers were not disorderly.

The killer-policeman was exonerated by the Chief of Police and by the Nassau Grand Jury. An investigation ordered by Governor Dewy after five months of organized protest, whitewashed the police, the grand jury which refused to indict the policeman, and the District Attorney of Nassau County. The investigation also denied the lawyer for the slain brothers' families the right to cross examination and the right to put specific questions to witnesses.

March 12, 1946 **James Lewis, 14**, and Charles Trudell, 15, condemned to death at Meadville, Mississippi. They were charged with a pistol slaying, and indicted, tried and convicted -- all in one day. The case was appealed to the Mississippi Supreme Court, which overruled a suggestion of error in the trial. They were refused a pardon by Governor Fielding Wright, and were executed.

May 18, 1946 **William Arthur** was killed in Baltimore, Maryland, while allegedly resisting arrest by police officers. The following day, May 19, Wilbur Bundly was killed by an officer. Nine witnesses stated that he was shot in the back while running. A few days later, Isaac Jackson was shot and killed by a policeman. A number of organizations began a protest against consistent police brutality in Baltimore.

July 17. **PVT. Samuel Hicks** was discovered dying of a fractured skull on a road near Geiger Army Field near Spokane, Washington. A white soldier stated that he had seen Hicks slugged by two whites and left on the road. There had been feeling against Negro soldiers at the field for some time. When Hick's death was discovered on July 17, 1946, Negroes started a search for the killers. Then a force of white MPs, armed with guns, clubs and tear gas, invaded the area. One MP carefully aimed and fired at a fleeing Negro soldier. Two tear gas bombs were tossed into the Negro soldiers' quarters.

1947

October 12. **Beverly Lee, 13** year old youth, was shot by Policeman Louis Begin of Detroit, Michigan. Mrs. Francis Vonbatten

of 1839 Pine testified that she saw the dead youth and another walking down the street saw the squad car approach. She heard "Stop, you little so-and-so" and then a shot. The officer was subsequently cleared by Corner Lloyd K. Babcock.

November 6. **Roland T. Price**, 20 year old veteran, was shot to death in Rochester, New York, by six patrolmen who fired a total of twenty five bullets into his body. Price had just come from seeing the "Freedom Train" and was short changed in the Royal Palm Restaurant. He argued with the bartender who called Policeman William Hamill. Hamill rushed into the restaurant, drew his gun, forced Price into the street, where he and the other officers began shooting. All were cleared.

November 16. **Raymond Couser** was walking down Montrose Street in Philadelphia when eye witnesses saw Patrolman Frank Cacurro stalking him with a drawn revolver. Cacurro fired, Couser staggered, wounded. The patrolman fired three more shots and Couser dropped dead. The patrolman claimed he had been dispatched to the Couser home after being notified of a quarrel and that he shot Couser because he thought Couser was armed.

November 16. **Charles Fletcher** of Philadelphia was slain by Patrolman Manus McGettigan who claimed he shot after receiving a call about a prowler. Fletcher worked at the Exide Battery Co. for ten years and had no police record.

1948

April 30. **Eugene Ward**, 1910 13th Avenue, Bessemer, Alabama, was shot to death by Patrolmen Lawton Grimes and Sam Montgomery. The cops claimed Ward "resisted arrest and reached for a knife."

May 5. **Henry Rogers** of Harlem, New York City, was killed by 32nd Precinct Patrolman Thomas Hollinsworth. The policeman was called to settle an argument between Rogers and Clifton Smith, superintendent of a building at 301 West 151st Street. Police

claim Rogers attacked Hollinsworth, and he shot in self-defense.

July 12. **James Burts**, 23 was slain by policeman R.C. Woodall and S.C. Kelly in Greenville, South Carolina. Burts was beaten to death with a blackjack and a night stick and died in General Hospital. Dr. J.R. Bryson, Jr. said Burts was "in a pretty bad condition when he arrived." A General Sessions Court jury freed the policeman in November.

July 14. **Willie Milton**, of Brooklyn, New York, was shot in the back by Patrolman Kilcommons. Milton, a tenant leader in his community, had an altercation with a local bartender who assaulted him and two friends and abused them with racist epithets. Joe Milton, the dead man's brother, was beaten by police in the Bedford Ave. station, who tried to make him admit he started a fracas in the bar.

August. **Joe W. Perkins, 26**, was killed by Birmingham, Alabama police who said he was trying to escape. He was the ninth Negro slain by police in the past four months.

1949

January 16. **Charles Phifer** was shot in the back and killed in the home of his step-mother, Mrs. Anne Phifer, of the Bronx, New York. Patrolman Eugene Stasiuk had been called to settle an argument and claimed Phifer attacked him. He failed to explain how he shot him in the back.

July 4. **Crispin Charles**, a Navy veteran, was slain in New Orleans, La. by Patrolman E. Landry and E. Sahuc after they had arrested him during a family quarrel. The veteran was slain with six bullets after he protested, "I haven't done anything."



Read the previous cases:

What did you notice about the cases?

What did you notice about yourself as you were reading it?

Writing prompts:

Write pieces that begin:

- 1) Said Charles Phifer to Ramarley Graham...
- 2) Said Raymond Couser to Raymond Allen...
- 3) Said Roland T. Price to Dante Price...
- 4) Said Beverly Lee to Rekia Boyd...
- 5) Said James Lewis to Jimmy Lee Matthews...
- 6) Says Trayvon Martin to me...
- 7) Says Oscar Grant to us...

Using everything you have learned and everything you already knew, write a piece that begins:

We Charge Genocide Again

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