Over the past decade hundreds of thousands of Uyghur citizens have been detained in a system of “closed concentrated education and training centers” that are commonly referred to by Uyghurs in the region as “reeducation camps.” While significant media and scholarly attention has been focused on the social violence of this system and its effects on Uyghur society more broadly, the internal political order of the camps themselves has yet to be analyzed. Starting from a reading of the history of internment and education in twentieth century China, before turning to evidence drawn from repeated and ongoing interviews with former detainees and numerous classified police and government documents, this talk examines what happens in the cells and classrooms of these camps. It considers how detainees themselves are ranked in the order of the cell, the digital, aural, and textual pedagogical content of camp instruction, and the role of camp workers who act as “life teachers” for detainees. Ultimately, the talk argues that the education model of cell organization does offer “class monitors” some partial forms of autonomy and the power to provide weak protections for other detainees. Camp workers are at times able to acknowledge the fundamental falseness of the educational labor they are called to enact, even as surveillance and coercion prevents them from overt action in response to this acknowledgement. That is to say, human agency is not fully lost within this system of control, it is however, significantly narrowed by coercive and automated power relations within a system that is a paradigmatic example of contemporary internment.