

Human Rights Policing Program Curriculum

by Dr. Peter Marina and retired New Orleans Police Lieutenant Pedro Marina

Title of Program: Human Rights Policing

Professor Biographies

Peter Marina received a Ph.D. in Sociology from the New School for Social Research in New York City and currently works as a sociologist at the University of Wisconsin – La Crosse. Dr. Marina’s work incorporates the striking dialectic of history and biography that allows him to penetrate and interact with a wide range of culturally diverse social groups — from public high school youths and street kids, to police officers and Hispanic immigrants, to religiously inspired residents of the inner-city and charismatic religious leaders in the Caribbean, and most recently, to down and out urban dwellers — in a quest to make empirical and theoretical sense of this rapidly changing, surprising and highly contradictory late-modern world. Marina’s latest book *Down and Out in New Orleans: Transgressive Living in the Informal Economy* is coming out with Columbia University Press in Summer 2017.

Pedro Marina is a retired New Orleans Police Lieutenant for the New Orleans Police Department with thirty years of law enforcement experience in the Big Easy. He graduated from the University of New Orleans with a degree in sociology and joined the New Orleans Police Department in 1975. Before being promoted to the Civil Service rank of sergeant he served in the Vice Crime Section, the Second Police District in uptown New Orleans as a patrol officer, the Robbery Unit of the Major Crimes Division, The Special Operations Bureau as a SWAT officer and twelve years as narcotics agent. After being promoted to sergeant, Marina served in the Eighth District in the New Orleans French Quarter as a platoon supervisor before returning to the Narcotics Section as a platoon commander. While serving in that section he was promoted to the rank of lieutenant and reassigned to the Eighth District as platoon commander. Lieutenant Marina retired in 2003 from the Third Police District where he was serving as a platoon commander. During his career the Lieutenant received numerous awards for exemplary performance in the line of duty. After his retirement, the Lieutenant returned to the University of New Orleans to earn certification in the State of Louisiana to teach social studies and Spanish. He is presently teaching Spanish at Lakeshore High School in Mandeville, Louisiana.

Abstract of Program: This online, 10- to 12-week, four-module certificate of completion is built with state-of-the-art curriculum for your law enforcement personnel to complete around their work schedule. Human Rights Policing offers new and innovative training on the relationship between human rights and policing in society. Police officers will have the opportunity to learn about how to apply human rights to their everyday policing practices. Police departments will be able to improve the quality of their departments by having their police officers fully trained and certified in human rights policing. In today’s political climate, we believe that human rights policing training will help law enforcement safely and humanely address the many challenges they face while providing safety in our communities. We believe that human rights policing will become an established model for the rest of the country and set the standards for policing in the world today.

Content and Materials for the Course

Videos

Reading Materials

Course Assignments

Discussion Board

Module in Review

Mini-assignments

Literature critiques

Critical Response Assignments

Exams

Program Introduction

The first week of this course introduces the goals of the program and the four performance-based modules necessary to complete the certificate program. We start this program asking students their original motivations for becoming police officers and how these motivations may have transformed through their policing careers. We then discuss some core concepts related to human rights policing. Students are told that what we discuss in this course will challenge some of their core beliefs. Some of the information discussed throughout the semester will shock students and raise important questions for us all to examine and debate in order to better ourselves as professional police officers. The goal is to both provide human rights training to police officers as well as help realize the motivations of why most students in the class decided to become police officers.

Sample Readings: Kevin Gilmartin. *Emotional Survival for Law Enforcement*. E-S Press, 2002.

Class Activity: Assignment- Becoming a Police Officer

Part One: Human Rights and Civil Rights

Questions: What is human rights? Who deserves claims to such rights? How can police officers balance human rights with self defense? Who has the right to grant or take away human rights? What is the difference between human rights and civil rights?

Description: This module focuses on the definition and meaning of human rights in the world today as it relates to policing. We first look at the Declaration of Human Rights to examine its intentions and meanings in the context of policing. Students examine specific aspects of human rights and discuss its merits and relevancy in today's world. The goal is to both interpret the meaning of human rights and to apply them to a variety of relevant situations in policing. We also look at claims to human rights violations in the world and discuss the merits of such claims. Students analyze how to apply our understanding of human rights to policing. In the end, we come to an understanding of the meaning and relevance of human rights today.

Sample Readings: Excerpt from: *Universal Declaration of Human Rights*.

Excerpts from: C. Wright Mills. *The Sociological Imagination*. Oxford University Press, 1959.

Excerpts from: Jock Young. *The Criminological Imagination*. Polity Press, 2011.

Class Activity: Assignment: Applying Human Rights and Civil Rights

Part Two: Policing and Human Rights in the United States

Questions: What is the relationship between policing and human rights? What does it look like to violate human rights? How do we interpret violations to human rights? Under what circumstances do people in authority violate human rights? Why do we need police? What is the relationship between policing and inequality? What are the structural causes of crime in society and what is the role of police in reducing crime? What are the implications of race and policing in society?

Description: This module focuses on claims to police misconduct and abuses in human rights. From U.S. department investigations condemning entire police departments to video and audio clips indicating police officer violations of human rights, we analyze and discuss specific claims of law enforcement human rights violations. Our discussions include specific incidences of claims to human rights violations using US Department of Justice findings to video technology to foster critical class debates on human rights and policing. We will put ourselves in the shoes of various actors associated with the criminal justice system to analyze the many possible interpretations involved in human rights violations in everyday policing. This module also examines the role of police in society as well as the relationship between laws, policing, and social inequality. This analysis also includes a larger discussion on the relationship between race and class in policing. Finally, we also inquire about the structural causes of crime in society and what is the role of police in reducing crime.

Sample Readings: Anastasia Prokos and Irene Padavic. "There oughta be a Law Against Bitches' Masculinity Lessons in the Police Academy." *Gender, Work and Organization*. Vol. 9, Numb. 4, August 2004.

Louise Westmarland. "Blowing the Whistle on Police Violence: Gender, Ethnography and Ethics." *British Journal of Criminology*. *British Journal of Criminology*. Volume 41, pp 523-535.

Peter K. Manning. *Changing Police Culture: Policing in a Multicultural Society*

Christopher Ingraham. "Police arrest more people for marijuana use than for all violent crimes combined." *The Washington Post*, October 12, 2016.

Excerpt from: Jordan Camp and Christina Heatherton. *Policing the Planet: Why the Policing Crisis Led to Black Lives Matter*. Verso (May 24, 2016)

Class Activity: Assignment- Examples of Policing and Human Rights in Everyday Policing

Part Three: On the Arrest Process and Use of Force

Questions: What are the responsibilities of the officer to protect human rights in the process of arrest and use of force? How much force is too much force? What uses of force are reasonable

and under what circumstances? What is the relationship between reasonable suspicion and probable cause when confronting an individual? Can human rights be a guiding principle under such confrontations? How can police officers protect human rights during the arrest process? How can we develop empathy for the people we police and arrest?

Description: Module Three focuses on applying human rights policing during the arrest process and the necessary use of force. We examine the arrest process from the perspectives of various actors including the arresting police officer(s), witnesses, victim(s), and the person getting arrested. We then look at how these various actors interpret arrests and use of force. This module includes extensive discussion on when the use of force is necessary, to what extent, and under what circumstances. We discuss alternative approaches to arrest and use of force and offer discuss potential alternatives using smart policing strategies that neutralize the potential for the use of force and violence. Finally, we address the topic of reasonable suspicion when officers approach a citizen as well as the matter of developing probable cause when confronting an individual. While officers certainly remain focused on the suspected crime, we ask if the issue of human rights can serve as a guiding principle.

Sample Readings: Christopher C. Cooper. “Broken Police Culture and Lack of Police Temperament Explain the Infamous Gates-Crowley Encounter.” From the Selected Works of Christopher C. Cooper, 2009.

Excerpts from: Contreras, Randol. 2012. *The Stickup Kids: Race, Drugs, Violence, and the American Dream*. Berkley, CA: University of California Press.

Victor M. Rios. “The Hyper-Criminalization of Black and Latino Male Youth in the Era of Mass Incarceration. Souls: A Critical Journal of Black Politics, Culture, and Society.” Sept. 21, 2006.

Class Activity: Assignment- Interpreting Police Behaviors

Part Four: Implementing Human Rights Policing

Questions: How can we implement human rights policing in our law enforcement duties? What are the best strategies to police our communities and protect the dignity of all our citizens while keeping police officers safe and productive in their policing assignments? How might implementing human rights policing in our everyday law enforcement practices make both our communities safer but also provide a safer and secure working environment. What are the greatest challenges and obstacles to implementing human rights policing? How can we overcome these obstacles and create police departments that serve as a model for the rest of the country?

Description: This final module applies the ideas, concepts, and lessons learned throughout the program to every day law enforcement activities. We discuss the positives and negatives of implementing human rights policing into our professional lives as law enforcement agents as well as the challenges and obstacles to human rights policing.

Class Activity: Assignment- Strategies for Policing