

Human Rights Policing Certificate of Completion Program Spring 2022

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COURSE DESCRIPTION

Welcome to Human Rights Policing Certificate of Completion. This six-week fully online, asynchronous training provides law enforcement agents the opportunity to complete a human rights policing certificate around their work schedule.

The class offers law enforcement agents new and creative ideas for how to apply human rights to their law enforcement careers. Students will explore and examine the foundational concepts of the course, including understanding and interpreting the meaning of human rights, the evolution of human rights, three types of human rights policing social interactions, the United Nations' Declaration of Human Rights, the nature of power, human agency and determinism, threats to human rights policing, the sociological imagination, verstehen, the relationship between story-telling and human rights, and the application of human rights in a wide variety of policing situations, among other things.

The class heavily relies on both data collected from years of interviewing and observing police officers, as well as direct contributions from police officers' own on policing experience. In this class, we cover how the authors and other contributing police officers understand and interpret human rights as well as how they apply it to their professional law enforcement careers.

A unique learning feature of the course is the incorporation of community engagement experiences in which participants explore how people outside law enforcement understand and define human rights as related to policing. This assignment concludes with a follow-up discussion with their classmates and is designed to help police deepen their personal understanding of and gain insight into how community members perceive human rights in policing.

All discussions and lessons assigned each week develop the class participant's ability to deeply consider human rights and how they apply to a variety of specific policing scenarios. Toward the end of the class, participants engage in rich and layered content provided by both instructors and contributing police officers. These stories demonstrate how they applied human rights policing to real world events encountered in their work. The task is left up to the class participant to develop creative ways to implement human rights policing to a wide variety of situations.

Finally, class participants will use their own experiences on the job to address how human rights policing can be applied to everyday interactions with members of the community. In today's political climate, we believe that human rights policing can support law enforcement

agents and the communities they protect and serve while addressing the many challenges we face in the face of an uncertain future. We believe that human rights policing will become the standard model of law enforcement in the United States, and further, that police officers and criminal justice professionals can become the harbingers of human rights in a world that desperately needs it.

WEEKLY AGENDA

This six-week class consists of six major themes with one online discussion board on selected topics required each week. The discussion board within each weekly module will include a lecture/discussion and discussion board activity. Occasionally, written lectures may include links to short articles, videos, podcasts, songs, and/or other material that will serve as the bases of our weekly class discussions. In addition, community engagement activities will be the core of weeks 4 and 5.

COURSE & CERTIFICATE OF COMPLETION REQUIREMENTS

Discussion Boards (Total 84 Points)

There will be one discussion board each week related to the topics covered that week. A minimum of two postings (7 points each) will be required for each weekly discussion board as follows:

1. One original response to the week’s topic: due Thursday of each week at 11:59 pm CST
2. One in-depth response post to peers’ original posts: due Saturday of each week at 6:00 pm CST

Discussion Board Scoring Rubric

Category	Exemplary (7-6 Points)	Proficient (5-4 Points)	Limited (3-2 Points)	Incomplete (1-0 Points)
Critical Analysis	In-depth and excellent critical analysis of topic. Details and examples are different from those submitted by other participants. Introduces excellent real-world examples by way of external links/videos/news, etc., and explains its relation to the topic. Subject knowledge is	Displays clear knowledge and critically analyzes the topic. Introduces good real-world examples by way of external links/videos/news, etc. Subject knowledge appears to be good and is different from prior postings submitted by other participants.	Discussion posts contain the bare minimum of critical thought; participant shows a less-than basic understanding of course material and does not add ideas to the discussion.	Content of discussion posts contain no critical analysis of the course material; participant copies from text or other participants verbatim or paraphrased without adding any new ideas.

	excellent.			
Participation	Posts more than two original posts and/or more than two reply posts to peers throughout the course of the corresponding week; all posts are engaging, thoughtful and critical to the text, lecture and peers; participant is clearly actively engaged and adds knowledge to course.	Posts two original and two reply posts by the due dates that are clear, thoughtful, and critical.	Posts at least one original and one reply post by due dates.	Posts once or no threads to discussion board; posts are late in a way that does not benefit peer feedback.
Written Proficiency (Grammar, Spelling)	No grammar/spelling errors; quality of writing is excellent.	Discussion postings have fewer than three grammar/spelling mistakes; mistakes do not distract from content and quality.	Discussion posts contain many (at least four) grammar/spelling mistakes; postings are minimally coherent.	Amount of grammar and spelling errors make discussion posts extremely difficult to understand.

Final Report (16 Points)

The goal of this one-page assignment is to give participants the opportunity to demonstrate their understanding of human rights and consider how human rights may be applied in their respective contexts. The successful report will synthesize learning from course materials and assignments, contributions by their colleagues and the analysis of their own policing context.

GRADING

Participants can earn 100 points for the class, a minimum of 70 points to earn the certificate.

Assignment/Activity	Points
Discussion Board Posts	84
Final Report	16
Total	100

Final Grade Scale

Grade	Total Points
Exemplary	100-90
Proficient	89-80
Limited	79-70
Incomplete	Below 70

PROGRAM EVALUATION

The Human Rights Policing Certificate of Completion is an evolving program that depends on research and field observation, current events, and the experiences and insights of the law enforcement professionals who take the course. The comments and suggestions of class participants help inspire significant positive changes to the curriculum. The instructors are constantly finding new and creative ways to keep the content engaging and relevant.

On the last day of class, students will receive a link to a program evaluation survey that will be open through May 27. We encourage you to complete and submit the survey. Student feedback to help us keep the program responsive to our students. Again, we appreciate your feedback.

ADDITIONAL INFORMATION

Make-up Material: If any scheduling conflicts arise, please let us know if you need more time to complete any class activities.

Attendance: Please regularly log into canvas to check up on discussions, lectures, comments, news, posts, and so on.

Assignments: Please read the required articles, videos, documentaries in the links provided in the lecture for each discussion board.

Participation: Participate in online class discussion through reading the discussion/lecture, reading your peers' posts, asking thoughtful questions, making thought-provoking comments, and adding something unique to each discussion.

HUMAN RIGHTS POLICING COURSE OUTLINE

Week One: Human Rights Policing

Sections:

- Introduction Video
- Human Rights in Extraordinary Times
- Coarse Goals: What Do We Want? Human Rights! Who's Gonna Protect it? Cops!
- Who Are We? Cops, Professors, and More Cops, Oh My
- Reflections on Thirty Years of Policing: Thoughts for the Reader
- Points of Departure
- What Happens Next
- Discussion Board Activities

Brief Summary: After instructor and participant introductions, this week begins with an overview of class content, assignments, and expectations for students. In Week One, instructors introduce participants to human rights policing, argue for human rights in extraordinary times, discuss the goals of human rights policing, share thoughts on thirty years of policing, and offer some important points of departure for the class. At the end of the week, we ask class participants how they define human rights, how important they are to policing today, and inquire if they ever thought about applying human rights to their everyday police work. We want to know if the class participants believe in the value of applying human rights policing to the field of law enforcement.

Week Two: Understanding Human Rights and Policing

- Video Lecture/Discussion
- Cops of the World, Unite (Under Human Rights Policing)!
- Human Rights: Words without Meaning, Bark without Bite
- The Nature and Meaning of Human Rights
- Three Types of Human Rights Policing Social Interactions
- Examples of the Three Types of Human Rights Policing Social Interactions
- Evolution of Human Rights
- The United Nations Declaration of Human Rights
- International Covenant on Civil and Political Rights
- Summary of Human Rights
- Human Rights from the Perspective of Police Officers
- Discussion Board Activities

Brief Summary: In Week Two *Understanding Human Rights and Policing*, the instructors call on police officers to unite under the concept of human rights policing. We explore the meaning and evolution of human rights, the United Nations Declaration of Human Rights, the International Covenant on Civil and Political Rights, and finally, human rights from the perspective of various police officers. We discuss how to apply human rights in what we call the "Three Types of Human Rights Policing Social Interactions." At the end of the week, class

participants: 1) give examples of the three types of police social interactions, 2) discuss three human rights they find most important to policing and sharing their interpretation of those rights, and 3) explain why they find those three rights most important to policing in order to apply what they learned during the week.

Week Three: Police, Power, and Human Rights

Sections:

- Video Lecture/Discussion
- Quis Custodiet Ipsos Custodes?
- Defining Power
- From Where Does Power Derive?
- Human Agency Versus Determinism
- The Power of Human Agency
- Human Agency and Policing: A Story from Inside the New Orleans Police Department
- Threats to Human Rights Policing: Moral Panics and the Manufacturing of Folk Devils
- *Black Mirror*: “Men Against Fire”
- Discussion Board Activities

Brief Summary: In Week Three *Police, Power, and Human Rights* we question “who watches the watchman.” We focus on the definition and meaning of power, where power derives, and the great philosophical debate between human agency and determinism. An in-depth discussion follows on the meaning and potential for human agency, and more importantly, the possibilities for applying human agency to human rights policing. Threats to the application of human rights are examined by looking at moral panics and the manufacturing of folk devils, while providing an example from the British television show *Black Mirror*. We ask class participants, “What do you see? ... How will you, as a police officer treat the individual, as a folk devil or as a human being deserving of their rights?” At the end of the week, class participants: 1) discuss whether they believe in the potential of human agency, 2) how they apply their human agency to police work, 3) the importance of human agency to achieve the goals of human rights policing, and 4) how to police people whom society deems as folk devils in order to apply what they learned throughout the week.

Week Four: The Sociological Imagination and Human Rights Policing

Sections:

- Video Lecture/Discussion
- An Invitation to the Sociological Imagination
- The Sociological Imagination
- Using the Sociological Imagination
- *Verstehen*
- The Stories We Tell
- The Relationship between Story-Telling and Human Rights
- Story-Telling and the Double Consciousness

- Thirty Years of Policing a Foreign Community
- Discussion Board Activities

Brief Summary: Week Four introduces the sociological imagination as a tool for understanding people and the world they inhabit, centering on the analysis of the relationship between the sociological imagination and human rights policing. Citing examples from criminology, participants explore how to use the sociological imagination to understand the world beyond the subjective experiences of their own lives. The week continues with a discussion of the relationship between story-telling and human rights. People have the right to tell their own stories, but often academics, journalists, and various media platforms strip people of their voice and right to self-representation, leading to violations of human rights and dignity. In the end, we ask class participants to apply the sociological imagination while talking to a member of the community with whom they have experienced a negative interaction, or someone they have taken into custody. Class participants will tell the story of the “other” from the perspective of the community member to capture the actor’s point of view. Details will be provided in (online) class. The goal of Week Four is to impart the sociological imagination to class participants as a tool to better understand their communities, and further, better protect and serve them while conducting police work.

Week Five: Engaging with the Community on Human Rights

Sections:

- Video Lecture/Discussion
- Soulful Policing
- The 1920s Chicago School Sociology: Getting Dirty
- Tongue Speakers and Religious Fanatics in Brownsville, Brooklyn
- Down and Out in New Orleans: Homeless Shelters of the City
- Sex Workers, Policing, and City Life: Getting to Know Community Members
- The Gay Business Community of the New Orleans French Quarter
- Phil the Maître D’
- A Police officer Story Engaging with Members of the Community on Human Rights
- Discussion Board Activities

Brief Summary: This week takes an in-depth look at the criminal justice system in the United States, including an analysis of the documentary *13th*. We also discuss the meaning of “soulful policing” and the importance of getting to know the community as essential to human rights policing. This sets up our main activity of the week for class participants to talk with members of a community organization, preferably one critical of police (university students or professors, Black Lives Matter activists, religious groups, grassroots organizers, high school students, YWCA, and/or others) to discuss how human rights policing looks from the perspective of community members. The purpose of this assignment is to understand human rights from the point of view of a group whose members share a common set of values, vision or mission.

Week Six: Applying Human Rights to Policing

Sections:

- Video Lecture/Discussion
- Summary of key Ideas
- Brief Chapter Summaries
- On Kindness
- The Blasé Attitude
- Discussion Board Activities: Applying Human Rights Policing while on the Job

Brief Summary: Week Six summarizes some of the central, most salient ideas discussed in class in order to fully apply human rights policing to interactions with community members while conducting police work. We also reiterate the difference between being “kind” and applying human rights policing. We discuss another threat to human rights policing, i.e., the blasé attitude typical of the urban dweller, but equally applying to many police officers today. Class participants are asked to use all the lessons learned in the class (understanding and interpretations of human rights, three types of human rights police social interactions, power and human rights, human agency, story-telling and human rights, interviews with community members, et cetera) to apply human rights to their police interactions with the community. Week six concludes with class participants telling their personal stories of using course concepts ‘on the job’ to apply human rights policing while taking the class.

* **Final Assignment:** Course participants must write a 2-page paper discussing the results of their Week Six assignment applying human rights policing to their jobs while taking this class in order to fulfill the requirements of the Human Rights Policing Certificate of Completion.

Congratulations on completing the Human Rights Policing Certificate of Completion