

# Attitudes Towards Policing in U.S. International Education

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2018 CIEE ANNUAL CONFERENCE

BARCELONA

NOVEMBER 7-10, 2018

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# Agenda and Introductions

- 1415 HRS – 1435 HRS: Students of Color and Policing Abroad (Dr Keshia Abraham)
- 1435 HRS – 1450 HRS: Students of Color and Policing in South Africa (Quinton Redcliffe)
- 1450 HRS – 1505 HRS: Minority Students and Policing in the UK NI Context (Dr Ray Casserly)
- 1505 HRS – 1515 HRS: Reflections on Study Abroad and Policing (Pieré Wilson)
- 1515 HRS – 1530 HRS: Q&A and closing



# Students of Color and Policing Abroad

## How we got here... the Frederick Douglass Global Fellows



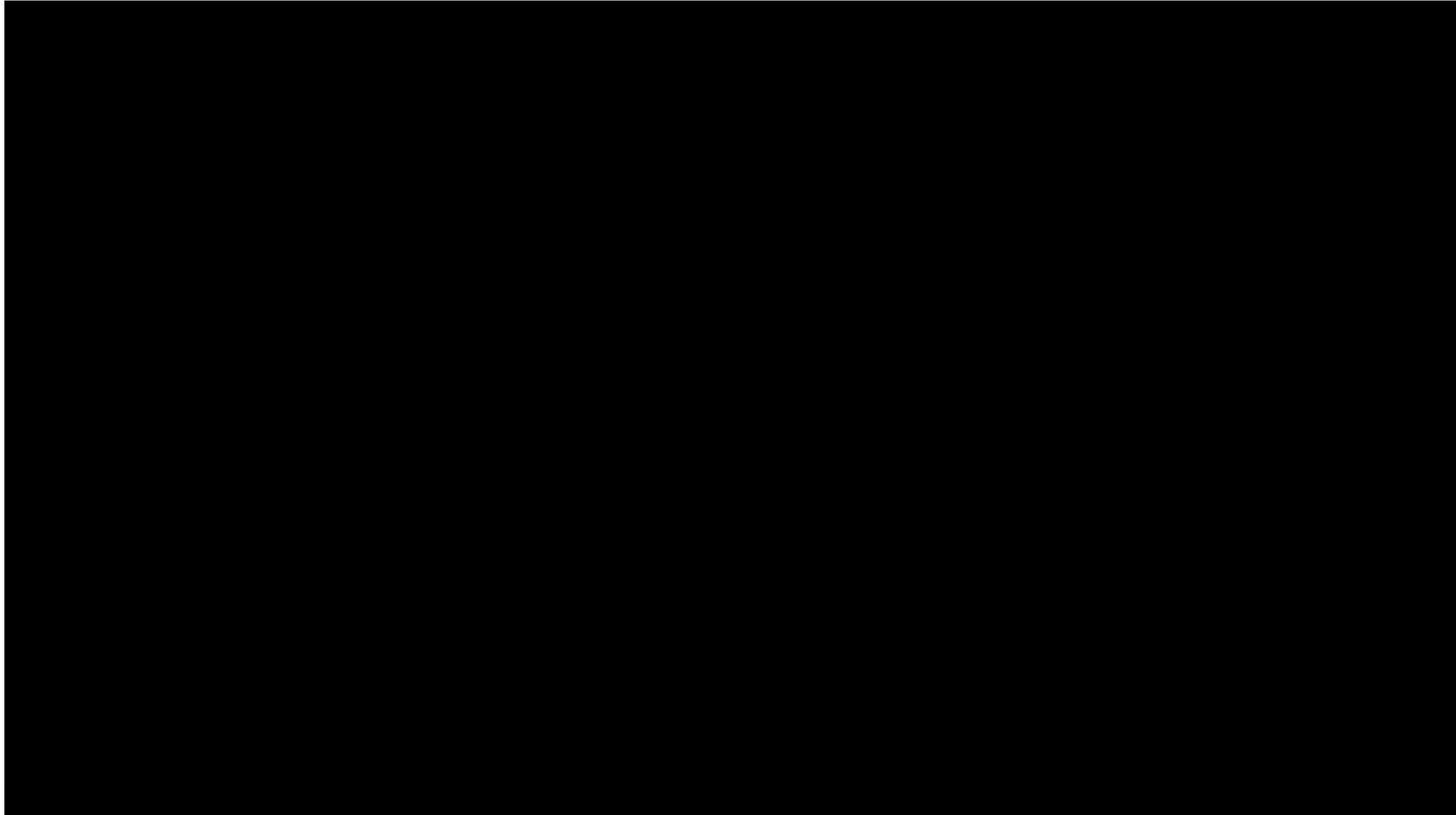
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Thinking about what parents of children of color have to teach their kids...

While many children are introduced to “Officer Friendly” at an early age at school in the US, Black families often add lessons for their children about how to stay safe if they ever have to encounter the police – boys and girls...

Imagine the video as conversations any of our students may have had with their families at an early age...

# “How to Deal With Police”



# Students of Color and Policing Abroad

- For students of color, study abroad experiences have functioned as a brave space out of necessity... seeking safety abroad, students of color often have to be extra brave – seeking out support where none is obvious, speaking out when things feel uncomfortable even and especially when they are the “the only one”
- There are life/ survival skills that students of color learn early and bring with them. When we talk about what’s in your backpack/ what students are bringing with them, how often do we think about attitudes towards policing...
- Timing around FDGF (both cohorts) and police violence against our communities

# Reflections

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- “Do everything you can to get back to me...”

- Are we having conversations about policing with our students and what does this look like?
- Are we having conversations with our students about how they will be perceived by police based on their identities?
- Students of color are arriving around the world with training around policing that comes with them.  
We are taught not to go the police. For students of color, the police are often beyond the last resort.
- What new encounters with policing are our students navigating and returning home with?

# Students of Color and Policing in South Africa

# Policing Pre- Democracy in South Africa

- 1911- Police consisted of 2 forces, SAP and SAMR
  - SAP – regular policing  
(in ‘war” can be conscripted)
  - SAMR – regular military force  
(with police duty in time of peace, especially in Black areas)
- SAP and Military worked together during the Miner’s strike of 1913



# SAP and Military worked together

- 1914 - Reinforcements were sent in to suppress the Indian Passive Resistance Campaign. ( An attempt to limit the **movement** of Indians in parts of South Africa)
- 1922- Rand Rebellion.
- 1927 the SAMR was disbanded.
- **The most important and serious duties of any police force was now to uphold the law and to maintain law and order.** The following laws are created;
  1. Prohibition of Mixed Marriages Act, Act No 55 of 1949
  2. Population Registration Act, Act No 30 of 1950- Racial Classifications
  3. . Bantu Building Workers Act, Act No 27 of 1951 - criminal offence for a black person to perform any skilled work in urban areas.
  4. Bantu Education Act, Act No 47 of 1953 - curriculum that suited the "nature and requirements of the black people“ They must receive an education designed to work in labouring jobs under whites.

# SAP and Military worked together

## **Military functions**

Under the Defense Act in 1913, the SAP was assigned specific powers with regard to national defense. Part of the police force could be directed towards national protection and with the consolidation of the Police Act in 1958 the situation remained unchanged. This meant that by world standards, the SAP's duties exceed normal police duties and are both civil and military. This opened the way for the force to be an arm of the apartheid regime in countries like Zimbabwe, Namibia, Zambia and Tanzania, as it participated in the destabilisation of southern Africa.

# Images of SA Police performing their “duties”



# Images of Police performing their “duties”



# Images of Police performing their “duties”

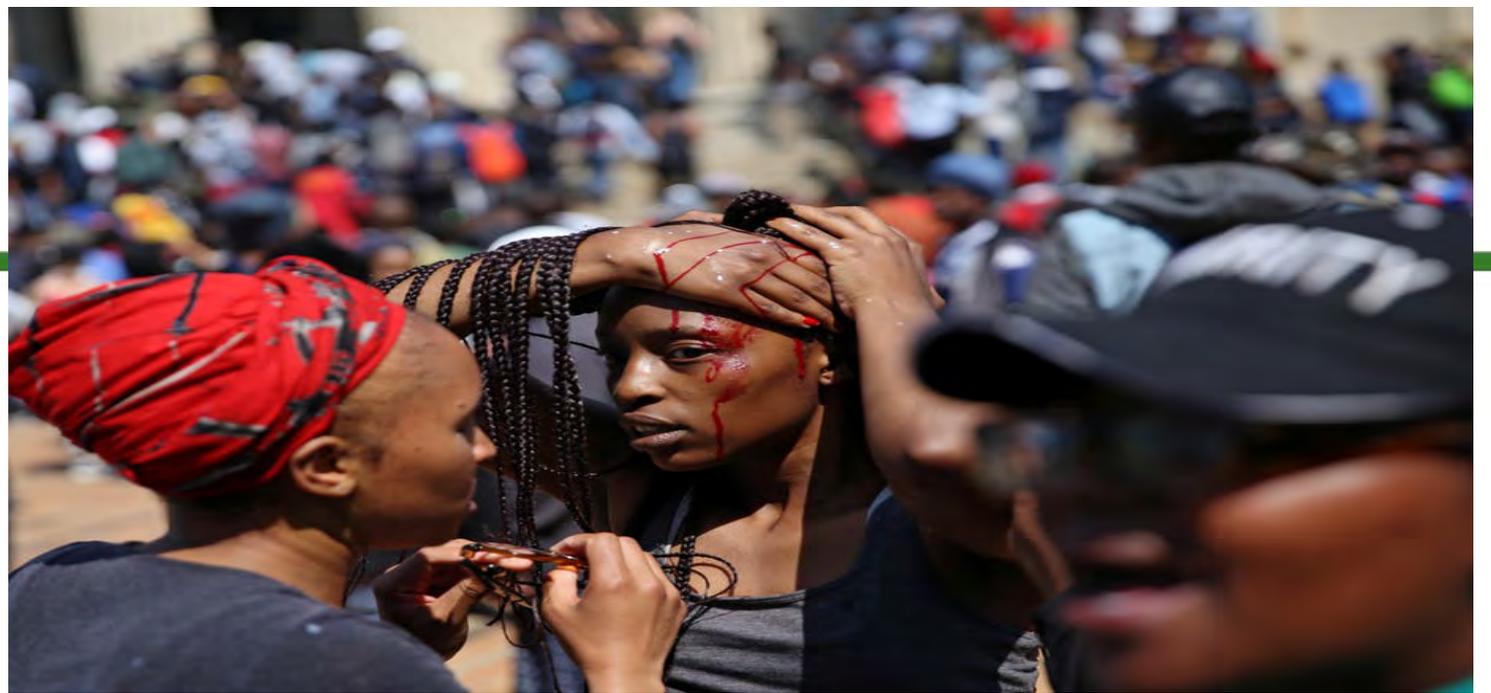


# Winnie Mandela-fearless in the face of danger.



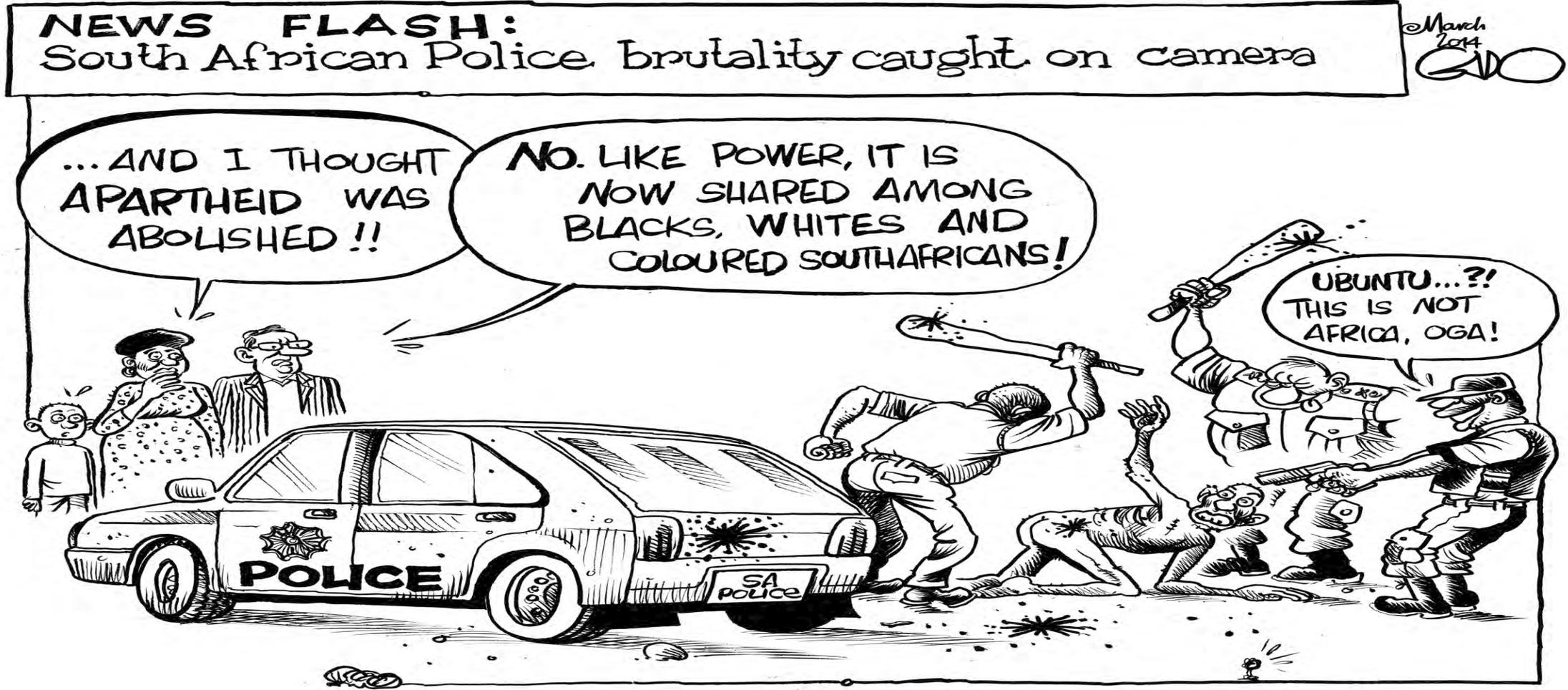
# Policing during a Democratic South Africa

- In 1997 the South African Police Service (SAPS) introduced a code of conduct (Code). The Code was part of sweeping reforms in the wake of South Africa's first democratic elections in 1994 and the formation of the SAPS through a merger of apartheid's eleven police forces in 1995. It was intended to aid the new organisation's shift from authoritarian to **democratic policing**.
- The SAPS Code offers what appears to be a good normative guide to democratic policing, and yet the organisation has been plagued by complaints of corruption, abuse of force, political capture and other undemocratic and unprofessional practices since its founding.



# #FeesMustFall Protests

# The Psychological Effects of Race on policing- White Bodies continue to be valued over Black Bodies.



## #FeesMustFall

UCT student Pam Dlamini is asking for white students to act as human shields.



# White Students Form 'Human Shield' To Protect Black Student Protesters From Police

- <https://thinkprogress.org/white-students-form-human-shield-to-protect-black-student-protesters-from-police-7342576aceae/>

# Police dogs on campus cause anxiety for UCT students



# Our students' interaction with the South African Police Services or policing?

- Our students were affected by the military style writing venue of Fall 2017.
- We have students arrested for “unintentional” shop lifting.
- We have had incidences of neighbours calling police for noise disturbances.
- We have had incidences of racism towards our students. An example of this was when a White reported to the police that some black students were being very loud and noisy in a bar during “Happy Hour”. White Older Male, Black Female students and black female police.
- Students don't take the police very seriously in South Africa because of the rumours that the police are corrupt and are wanting bribes. It is because they don't believe that their reported crimes will be dealt with seriously.

# How are our students impacted by the South African Police Services?

- Our students are instructed NOT to participate in any marches and demonstration by of the potential for these to become violent.
- Our students have become involved in the #RMF/#FMF movement as allies. We students who have provided the students with food and water during sit ins and occupations.
- The #RMF/#FMF movement provided many good learning opportunities to our students.

# Students of Color and Policing in the GB and Northern Ireland Context

# Northern Ireland: The Conflict Within the UK

Two primary communities with terms of convenience:

- CNR (Catholic, Nationalist, and Republican) & PUL (Protestant, Unionist, and Loyalist), representing 45% and 48% of the population respectively according to 2011 Census
- 800 year British / Irish conflict
- NI and Irish Free State form in 1920s
  - 'Home Rule is Rome Rule', and the 'Protestant State for a Protestant People'
- Civil Rights movement in 1960s to redress state repression of CNR community
- Led to recent conflict known as the 'Troubles'
- GFA / Belfast Agreement signed in 1998



# Policing Reforms

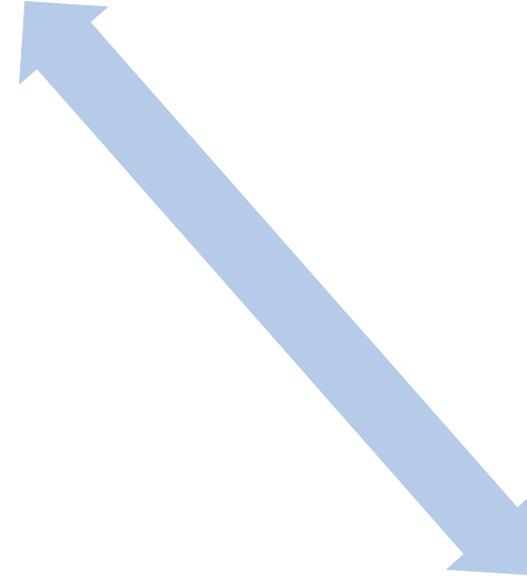
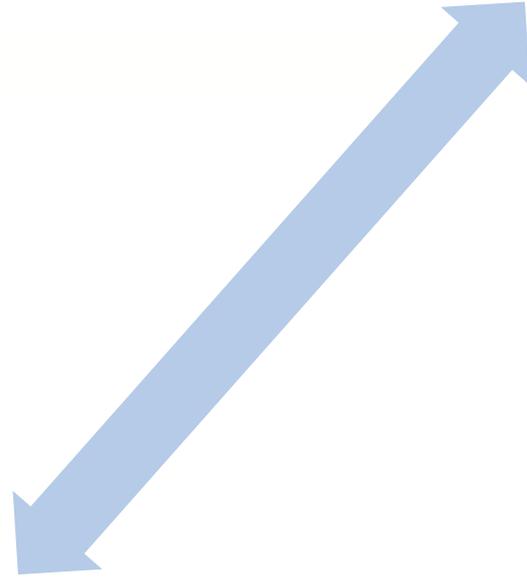
## Pre-2001

- Founded in 1836 as the Constabulary of Ireland by Sir Robert Peel, Chief Secretary in Ireland
- RUC (Royal Ulster Constabulary), formerly RIC (Royal Irish Constabulary), were 90% PUL.
- Policing numbers at 13,500
- 302 officers killed on duty during 1969-1998 conflict
- GFA discussions led to Patten commission
- Patten Commission recommends 175 changes to policing
- 2000 Police (Northern Ireland) Bill

## Post-2001

- RUC name changed to PSNI (Police Service of Northern Ireland)
- Policing numbers reduced to 7,500
- 50:50 Recruitment policy up to 2011
- 32% of PSNI now from CNR community
- British Army's Operation Banner, 1969 – 2007, ends with a peace time garrison of 5,000 troops remaining (down from 21,000)
- Ethics on Equality and Human Rights
- Political and Public Local Accountability via Policing Board
- Officers required to declare membership of single identity groups

Public Order



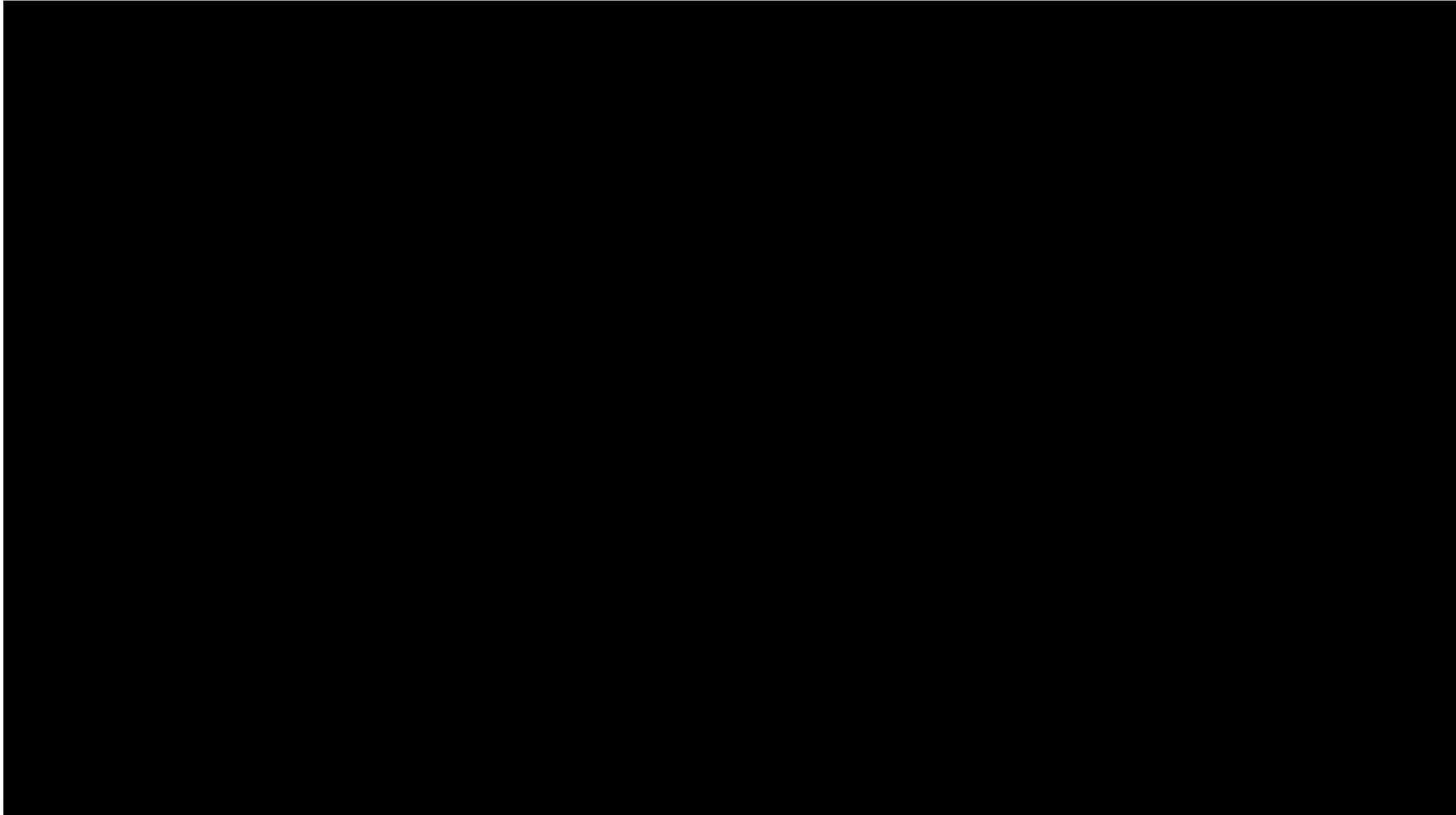
Anti-Terrorism



Community Policing

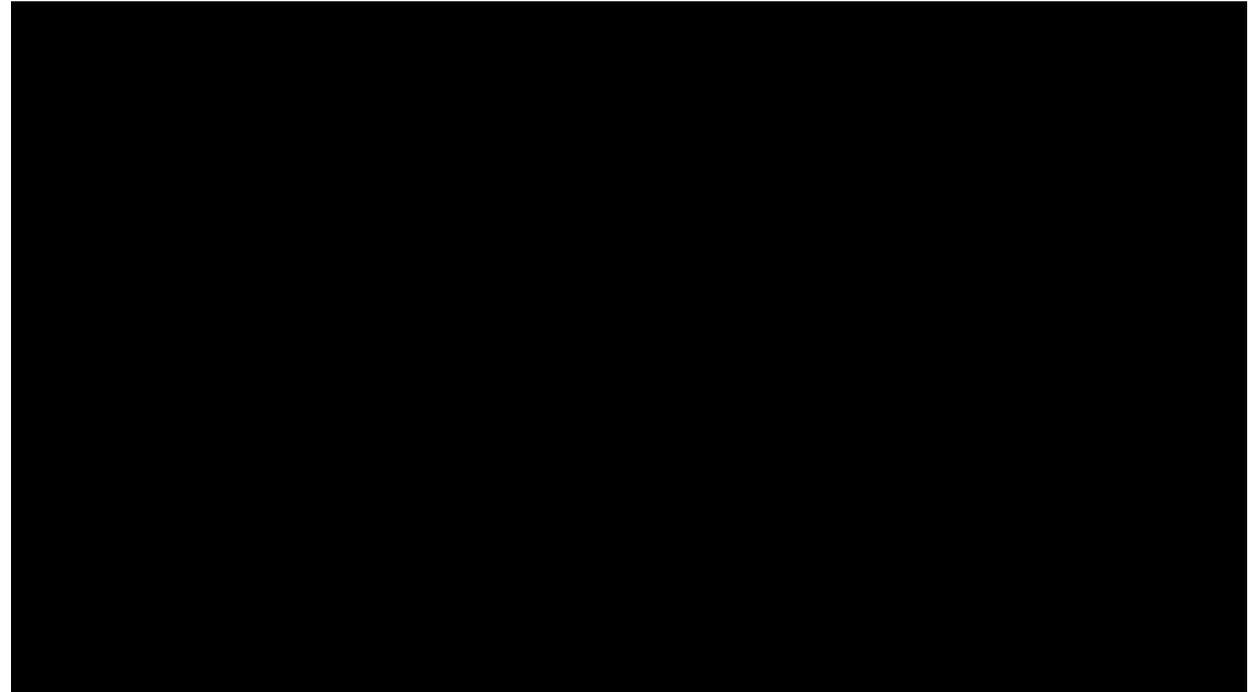
# Public Order and Policing Restraint in NI

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# Police and Justice in London

- The legacy of Stephen Lawrence
  - Young black Londoner murdered 22 April 1993 during “unprovoked racist attack by five white youths” ([The Macpherson Report](#), 1999: 20)
  - The Macpherson Report on The Stephen Lawrence Inquiry finds the police guilty of “Institutional Racism” (The Macpherson Report, 1999: 50)
  - An organic extension of police actions surrounding 1981 Brixton riots wherein some police officers were guilty of “ill considered immature and racially prejudiced actions .... in their dealings on the streets with young black people”. (The Scarman Report, 1981 cited in The Macpherson Report, 1999: 43).
  - Stephen Lawrence Centre opened in February 2008. Centre is subject to vandalism four times in first two weeks in suspected racially motivated crimes
- Policing Drill Music in London



# Why Policing as an Insight of Other?

- UK models of policing are different from other countries.
- Some UK forces are based on the philosophy of community policing as distinct from law enforcement.
- Policing in various parts of the UK demonstrate how resilience is applied differently in different contexts, yet with broadly similar challenges.
- Factors impacting policing and justice, and public support of policing and justice, driven by different demographic nuances in different contexts
  - Religious affiliation, political affiliation, skin complexion, ethnicity, nationality, language group, socio-economic background, sexual orientation
- Contrasting PSNI approaches to minority communities with the London Metropolitan Police approaches.
  - One is armed as standard, and faces direct long term assaults from paramilitary (A.K.A. terrorist) organisations.



# Reflections on Study Abroad and Policing





**THANK YOU**