Law enforcement using the modern state of the art technologies

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Abstract

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I. INTRODUCTION

Thus, the study of motor actions requires the analysis of motor behaviors, that is to say "the significant organization of motor behavior" of the subject and the various relationships that the subject has with time, space, material and others. All of these relationships reveal the elements of uncertainty that will characterize the motor situation studied. Figure 1

Objects of study of motor action

Parlebas distinguishes two major forms of uncertainty: those related to the physical environment and those related to the behavior of others. The physical environment as well as the behavior of others offer a multitude of stimuli to a practitioner during a motor task. This creates unpredictability as to the actions to be performed and requires the practitioner to process information from the physical environment and the behavior of others to adapt his actions. Parlebas addresses this informational dimension of motor action and the participant’s need to adapt to a predefined environment, also qualified as "domestic", as in a large number of sports disciplines. Adaptation to the physical environment is found in motor situations that we qualify as psychomotor. This adaptation to the behavior of another person, singular or plural, requires adjusting as much to partners as to potential adversaries. For this, we must decode and understand their intentions, while concealing his own intentions in order to deceive the opponent. These communication and counter-communication actions are characteristic of socio-motor situations.

Famose differentiates between the uncertainties of an event nature, of a temporal nature and of a spatial nature. These three forms of uncertainty relate to the dimension of the physical arrangement of the motor task of bioinformational nature. For Terrisse, knowledge in judo fight is positioned to the articulation of knowledge already there, elements of decisions born from the relationship between teacher and learner before combat and undecidable elements that result from the unpredictability of combat and adaptation from learner to adverse behavior. Clément proposed to study combat activities based on guard distances, using the association made by Parlebas between the degree of violence in activities and the guard distance. On this basis, wrestling and judo activities, which have a closer guard distance, would be activities that allow a higher degree of violence than combat activities with longer guard distances, such as boxing, aikido or even fencing.

Clément goes further by associating the on-call distance with a process of euphemization of violence and aestheticization of the activities that we observe between wrestling, judo and aikido. Parlebas classified combat sports in the category of activities with a defined environment, without partner and with adversary, which does not reflect the diversity of motor situations that are currently found. To meet the need to offer beacons in order to design a combat driving situation in accordance with the Training program of the Quebec school, it is necessary, on the one hand, to list the reference practices.
of combat activities as combat driving situations and characterize them and, on the other hand, to identify elements necessary to characterize the motor combat situations usable with the physical education and health program.

In this spirit, Vaugeois considers that this program of studies, by adopting a moralizing tone in matters of citizenship, would have moved away from the curricular recommendations put forward by the Working Group on the teaching of history, in what it is agreed to call the Lacoursire report. In the same vein, Sarra-Bourret notes that "the real problem is the subjugation of history to education for citizenship", which would compromise the defined role of cultural transmission by the recommendations of the Task Force on Curriculum Reform, commonly referred to as the Inchausp report. According to this author, the curriculum recommendations formulated by the Beauchemin report would thus have corrected "with intelligence" the shortcomings of the previous program. Following this same concern for continuity, we wonder about these new curricular orientations announced by the Beauchemin report for teaching national history in secondary school. The latter recommends a restructuring of content around the national fact and apprehends the question of education for citizenship in its most restricted sense, as an introduction to critical thinking.

These recommendations do not seem to us in line with those of the Lacoursire and Inchausp reports. The authors of this first report rather expressed themselves in favor of rejecting a teaching of history referring to a genealogy of the nation. Those in the Inchausp report recognize the importance of cultural transmission, but they also emphasize the contribution of history teaching to education for citizenship, without formally referring to a national fabric. In addition, the person responsible for this report specifies that the role of transmission concerns "the elements of collective memory that build identity". He also notes from the Lacoursire report that the word 'nation' is taboo, it smells of sulfur. There is ambiguity, which is generally the case with curriculum recommendations. These are the subject of a political issue, while the curriculum is a symbolic representation of a society and its power relations, and that social groups compete according to ideologies to orient it.

The divergences and ambiguities characterizing these reports lead us to formulate the following research question: are the curricular recommendations advanced in matters of teaching national history in the context of pedagogical renewal convergent? Our objective therefore consists, through a content analysis, in characterizing the curriculum recommendations to identify convergent and divergent orientations.

To do this, we will first situate the theoretical context of this content analysis, so as to secondly justify our methodological choices. The results of the analyzes will be presented and discussed in a third and fourth step.

Theoretical context: curriculum recommendations Definitions of the curriculum construct vary according to research and intervention uses. In the context of this analysis, we will target curriculum recommendations, paving the way for the production of the official curriculum, which specifies intentions in terms of education, training and learning. They are formulated according to what poses a problem for researchers, professional associations or commissions mandated in this regard.

In addition, they describe an ideal for learning and education, based on a system of theoretical values, standards and principles. Unlike the study programs which are written by a more or less hermetic circle of education specialists, the curriculum recommendations correspond to a discussion interface between the different groups outside the school system. From this point of view, they are the expression of the voices of actors, pressure groups, professional associations and opinion leaders seeking to be heard in the media to guide public policies.

Theoretical approach for the characterization of reference practices in a motor combat situation As demonstrated above, combat activities do not constitute a uniform category of activities. They rather designate several reference practices which take the form of different motor situations. The presentation of these different motor situations is made below to complete the classification initially carried out by Parlebas. To make recommendations regarding the use of combat activities in physical education and health valid in the Quebec curriculum context, guidelines are determined as to the constituent elements of a combat driving situation: a) definition of internal logic specific to combat situations and possibilities, b) definition of the relationship to space, c) definition of the relation to time, d) definition of the relation to the material, e) definition of the relation to others and f) definition of the relation to the standards. This last element is added to the classification of Parlebas to better describe the framework of values and norms which regulates the combat situation. The importance of the framework of values and norms in combat activities will be explained below as a founding element for "martiality" and bringing added value to these activities. All these elements make it possible to characterize and differentiate the combat situations between them.

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importance of the framework of values and norms in combat activities will be explained below as a founding element for "martiality" and bringing added value to these activities. All these elements make it possible to characterize and differentiate the combat situations between them. The diversity of driving situations that are combat activities in the early 21st century.

In the 20th century, a large number of combat activities, from traditional practices or not, have been codified in various bases. Since the 2000s, with competitions like the Ultimate Fighting Championship in the United States or Pride in Japan, there has been a hybridization of combat techniques and the development of a new form of spectacularization which led to the creation of mixed martial arts or mixed martial arts. Combat activities can no longer be reduced to the individual sports represented at the Olympic Games or in large international federations. Indeed, combat activities do not form a homogeneous whole of activities.

II. Methodologies

Theeboom and De Knopp, for example, propose a conceptualization of the various Asian martial arts. They distinguish them according to whether they are part of a traditional approach of unification and coordination of body and mind, in an efficiency approach with the aim of defending oneself and surviving an aggression or in a sports approach with the intention of seeking efficiency and improving performance in the context of competition. This conceptualization overlaps in some respects those offered by Johnson and Ha as well as by Nakiri. For Johnson and Ha, combat systems have been developed to allow categories of specialized practitioners such as police, military, members of the security services, etc. to ensure their defense and, ultimately, their survival or that of third parties by reacting effectively to attacks in so-called "wild" environments, that is to say in unmanaged situations, such as areas of everyday life.

A typical environment for self-defense does not exist, because any place can become the scene of aggression. Relying on unarmed combat techniques or with weapons, martial arts would rather seek, according to Nakiri, to participate in the personal and global development of the participants, while combat sports would consist of competitive activities based on codified combat techniques, applied in regulated and standardized sports settings. The arts of combat would include the notions of martial arts, combat sports and even that of budo, the art of living warriors. Parlebas classified combat activities of a sports nature as sociomotor activities without a partner. However, for several years, we have noticed the development of team competitions. In the Olympic Games and the World Combat Games, for example, several team tournaments in fencing, boxing, wrestling and other disciplines are set up. We also note, more marginally, the advent of combat competitions of mixed martial arts by teams, such as the Team Fighting Championship.

In parallel, we are witnessing the development and the institutionalization of medieval team fencing competitions. We
also note the proposal for coded sequence competitions of kata types. These individual choreographic practices eliminate relationships with others and all elements of communication or counter-communication. On the contrary, the sociomotor situations of collective choreographies suppose a communication between partners to favor the collaboration and the synchronization of motor behaviors. Thus, combat sports activities can give rise to psychomotor or sociomotor situations which sometimes include a opponent or opponents. The study of the characteristics of the relationships between weapons and targets of the subjects can supplement the eventual uncertainties linked to the adversary.

Thus, some disciplines use percussion, grasping or projections with natural or artificial weapons, in different ways. Motor situations of a sporting nature have an internal logic to establish the domination of a subject over his adversary through combat. The internal logics of self-defense activities, in which the purpose is to preserve one's integrity in the face of aggression, are different, because they seek emancipation rather than a form of domination. In the more traditional perspective of combat activities and practices of codified sequences, the internal logic is centered on the motor expression of combat.

Elements constituting motor combat situations in a Quebec context: We propose to define in general terms the general internal logic of any combat driving situation as: The connection of a subject's physical or artificial weapons with targets of another fictitious, symbolic or real subject, either to establish a relationship of domination, or to establish a relationship of emancipation of a subject from another subject, either to favor the fighting motor expression of the subject vis-à-vis a symbolic, fictitious or real subject.

This conceptualization of the internal logic of combat situations is intentionally general. It is up to the teacher to specify it to adapt it to the motor situation he wants to create. Here, a weapon designates any part of the body or artifact extension of the subject's body which will be used to act on the targets of its opponent. We can distinguish different types of artificial weapons, natural or mixed. Natural and artificial weapons are extensions of the body; shooting weapons are not retained here, which excludes paintball, archery dodgeball practices or competitions, etc. Thus, a weapon can be the propelled fist, the hand which grasps, the leg which blocks, the arm which strangles, the point or the edge of the blade of the saber which strikes a target, etc. The target, which is targeted by an action of the subject using a weapon, will correspond to any part or artifact extension of the opponent's body or to the object symbolizing an opponent.

It can be, for example, the face that we are trying to strike, the part of the judogi that we are trying to grasp, the elbow joint that we are trying to constrain, the blade of the saber that is struck in order to then access the opponent or the bag of strikes that is struck. Targets are constrained when they are regulated, and free when all parts of the body can be affected. There can be different degrees of freedom of action on targets, but for the sake of simplicity, we will limit ourselves to the typology of constrained or free targets. The logic of domination supposes the establishment of a balance of power from one subject to another. Emancipation supposes the suppression or the reversal of a balance of power exerted by one subject on another.

### III. Possible Directions

The relationships of domination and emancipation are part of socio-motor situations where communication and counter-communication between subjects achieves the objective. Situations with a logic of domination and emancipation can be classified as means of action within disciplinary competence 2. The logic of fighting motor expression, through the realization of more or less codified gestures or sequences vis-à-vis a subject, fits into psychomotor or sociomotor situations depending on the nature individual or collective achievement. In the context of an individual achievement such as a coded sequence or work in a punching bag or a projection mannequin, the psychomotor situation offers a relationship with the material.

This situation meets the specific objectives of disciplinary competence 1 of the Quebec School Training Program. In the context of a motor situation involving a collective production such as a codified sequence in a team or a theatrical simulacrum of combat as in professional struggle, the situation is sociomotor, because its realization supposes communication between partners. It will be considered as a cooperative activity within disciplinary competence 2. Once the internal logic has been defined, it is important to determine the different relationships that practitioners can have with the elements of the combat situation. Indeed, the subject's relationships to the normative framework, to the environment, to time, to space and to others make it possible to define the forms of uncertainty that characterize this situation.

To do this, several benchmarks must be determined. Clarifying the uncertainty linked to space requires differentiating domestic environments from so-called wild environments. The first type of environment includes all practices comparable to sports. There is a space which is defined, arranged and delimited spatially according to the standards of the institution which governs the combat activity. In the second type of environment, we find martial or self-defense activities. As we have already mentioned, in the context of these, any environment can be a theater of aggression, so that it cannot be predefined. To clarify the uncertainty related to time, it is necessary to determine whether the combat driving situation has
a defined or indefinite time. In the case of a situation whose time is defined, a distinction must be made whether it is continuous or discontinuous. To clarify the relationship to the material, it is necessary to establish which artefacts will be used to be targets protecting or representing the opposing subject. There are artificial body targets, such as protective breastplates, helmets, etc. These are devices in contact with bodily targets that are there to protect them in the event of an attack.

There are also artificial non-bodily targets which are devices representing targets on which to act. We can think of the bag of strikes, in particular, or the projection mannequin. To clarify the relationship with others, we must distinguish the relationship with partners and the relationship with the adversary or adversaries, as in the case of a randori in aikido or in that of a self-defense situation involving several attackers. To clarify the uncertainty linked to partners, it is necessary to determine whether there is a relationship with a partner or not. In the context of a relationship with a partner, the partnership temporality can be concomitant or successive.

IV. Our Understandings

To clarify the uncertainty of a report to one or more adversaries, it is necessary to define the characteristics of the weapons and bodily targets. We must distinguish the type of weapon-target relationship as being symbolic or effective. The weapon-target relationship is considered effective when it is possible to undermine the integrity of one's adversary. This is the case with the search for knockout or painful hitting in boxing and strangulation or joint dislocation in judo or aikido. The relationship is considered symbolic when the weapon hits the target or not without seeking to undermine the opponent's integrity. These are touch practices, like in Shotokan karate, fixed assets, as in wrestling and judo as well as seizures and projections in aikido of demonstration, which seek only to get the pinfall of the opponent.

The last element proposed is the form of weapon-target relationship. This relation can consist in a percussion, that is to say in the transmission of a shock wave by a more or less intense and brief pressure of the weapon on the target according to the requirements of the situation. It can consist of a grip when the weapon grabs one of the targets of the opponent or exerts a long pressure of the push type on one of them. Finally, it can consist of a projection when the acting subject uses the grip and takes advantage of the energy deployed by the opponent in his engagement towards her to destabilize her and send her to the ground.

Certain combat activities make it possible to combine percussion, gripping and projection actions; that is why they will be considered mixed. The report on standards asks to identify the framework of values and standards that governs combat activity. It includes elements such as values, which define what is right or wrong, and objects and subjects of authority, which define what is authorized and prohibited. The values transmitted can be respect for others, the quest for non-violence, as in aikido, or the Olympic spirit. The objects of authority may be, for example, the regulatory system of a sports federation; the civil or criminal code during a confrontation on the street; martial law in the case of a military operation; the house rules put in place by a physical educator. This relationship to standards can take different forms: undefined, DiscussionBased on the considerations presented, it is now possible to formulate guidelines and make recommendations regarding the use of combat activities during physical education and health classes in a Quebec context. The definition of internal logic operated by the teacher requires choosing between a logic of domination, emancipation or motor expression.

The logic of domination is specific to opposition activities which seek victory. The logic of emancipation, which seeks to break or reverse a relationship of domination, is more specific to activities such as self-defense. The logic of motor expression, on the other hand, is specific to more choreographic activities or physical fitness training. The teacher could use a normative system defined explicitly and formalized in writing, and should not be content with an oral, non-contractual system. She or he can take over the sporting regulations for an activity, but will have to adapt it. One of the added values of combat activities is the use of a framework of values and standards. Raising awareness of values about what is right and wrong and what to do and what not to do with violence, bullying, use of physical force is particularly important in these activities.

The teaching of these norms and values is the founding stone of the martiality of combat activities and of the educational character of these motor situations. To build a relationship with space, the environment needs to be domesticated, adapted and arranged in such a way as to locate and protect the student. In the construction of the relation to time, it does not seem interesting to resort to discontinuous situations with rest periods of fixed and fixed duration. These characteristics are elements intended to prolong the duration of combat situations during boxing matches or in other sports contexts. In the case of the report to the material, it seems interesting to use artificial non-bodily targets with a logic of production of driving behaviors.
V. DECISIONS

The use of artificial bodily targets will be indicated in the case of situations carried out according to the logic of domination or emancipation. Artifacts that provide an extension of bodily targets are relevant for not directly engaging bodily targets. If they participate in the protection of the protagonists during a situation with an adversary, they also contribute to creating an impression of security which can allow the lack of control of actions or the carrying out of actions with high levels of commitment, which may cause accidents. In building relationships with others, it seems important not to use situations that lead to a relationship with a partner who is part of the logic of domination and emancipation. For the report to the adversary, it is essential to force the weapons to use. The use of physical or artificial weapons is not a problem as long as they are safe. You must glove your fists, check the tips of the foils or the foam protections of the sticks.

However, the number of weapons that can be used should be limited to reduce the information and technical complexity of combat situations. Each target can also be constrained by specifying which weapon can hit it. For example, you touch your stomach with your fist, but not your head; the feet can touch the legs, but not the rest of the body; you can grab the opponent’s belt, but not grab the legs. As for the types of weapon-target relationships, we recommend using either percussion or gripping. The use of mixed practices could only be reserved for expert teachers in situations that put forward a logic of emancipation. Finally, the form of weapon-target relationship must always be symbolic.

No practice aimed at efficiency should be recommended for physical education and health in a situation of domination over bodily targets. Table 2 lists the elements which make it possible to define a combat driving situation in a school context according to the level of mastery of the teacher. All the elements which make it possible to define a combat driving situation in a school context according to the level of mastery of the teacher: achievable by the teacher as part of physical education and school health; -: not achievable by the teacher as part of physical education and school health. See the list of tables. All of these recommendations lead us to propose five options for combat situations.

Options 1 and 2 are intended for teachers who do not master combat activities. The first option offers work on non-physical artefact targets. In this context, these are classic training situations or codified sequences in accordance with the objectives of disciplinary competence. It allows most forms of contact and effective relationships between targets, non-bodily artefacts and weapons, thus allowing students to "let go of their fool". The second option authorizes combat situations with target bodily artefacts of extension which only allow percussion or symbolic grasping. This situation meets the objective of disciplinary competence 2 by acting on bodily artefacts or bodily targets. It will be possible to offer a set of wrestling or touchdown games on different targets. The other three options are reserved for teachers who have mastered combat activities. The third is part of a logic of motor expression using non-bodily targets mixing percussion, grip and projection.

VI. RESULTS

The fourth option is a situation with a logic of emancipation typical of self-defense, which allows the use of percussion, grips and projections in a combined way. The last option consists in a situation of domination which allows use either of percussion or of grasping / projection, by touching bodily targets symbolically. The debate surrounding the teaching of history in Secondary 3 and 4 has recently died down with the publication of a new program, entitled Histoire du Québec et du Canada. This new program was developed in accordance with the curriculum recommendations issued by an advisory committee chaired by the sociologist Jacques Beauchemin and the historian Nadia Fahmy-Eid, whom we will refer to as the Beauchemin report. These recommendations are based on a consultation process started in 2013 to revise the History and education for citizenship program, while respecting the recommendations of the Lacoursière report for an improved and open history. Gaps are identified with regard to its directive civic orientation, the evacuation of Quebec’s historical experience and a detachment from the narrative framework national intelligibility framework.

REFERENCES


