

CRJU 142
Law Enforcement and the Community
3 Credits

Community College of Baltimore County
Common Course Outline

Description

CRJU 142 – Law Enforcement and the Community: is a course in which students examine the relationships between law enforcement officers, management personnel, and the communities they serve. Topics include policing in a culturally, racially, and ethnically diverse society; ethics; and the public image of the police.

Pre-requisites: ACLT 053 or (ESOL 052 and ESOL 054)

Overall Course Objectives

Upon completion of this course, students will be able to:

1. explain the various professional roles of the police;
2. explain the importance of police decision making and discretion;
3. describe the ethical issues and considerations related to policing in America;
4. relate the differences and values of guardian vs. warrior roles of the police;
5. examine the potentially conflicting roles in policing;
6. explain the perceptions, attitudes, beliefs, and values of police internally and externally;
7. describe the issues related to policing minority neighborhoods;
8. summarize the processes for handling complaints and compliments;
9. explain the police/community partnership in crime prevention;
10. describe the ideal police/media partnership;
11. examine the police reform era of the 2020-2023 timeframe and the changes attributed to it; and
12. describe the six pillars of the Task Force on 21st Century Policing.

Major Topics

- I. Fundamentals
 - a. History of American policing
 - b. The concept of police-community relations
 - c. Role and professionalism
 - d. Police discretion vs. zero tolerance policies
 - e. Ethical decision making and the police
- II. Psychological aspects of police and community relations
 - a. Conflicting roles in policing (warrior vs guardian)
 - b. Self-image of the police officer
 - c. Public image of the police officer
 - d. Perceptions, attitudes, beliefs, and values and how they are formed
- III. Sociological considerations
 - a. Social processes, population trends and the urban environment
 - b. The police, demography, and minority/diversity issues

- c. Racial profiling vs. criminal profiling
 - d. Civil disorders and the police role in preventing and controlling them
 - e. Complaints and compliments reported to the police by the public
 - f. Issues related to special populations (youth, women, domestic violence, crime victims, elderly, handicapped, gay, lesbian, transgender, transsexual, etc.)
- IV. Task Force on 21st Century Policing Recommendations
- a. Building trust and legitimacy
 - b. Policy and oversight
 - c. Technology and social media
 - d. Community policing and crime reduction
 - e. Training and education
 - f. Officer safety and wellness
- V. Other considerations
- a. Politics and their influence on policing
 - b. Police collective bargaining units and fraternal organizations
 - c. Issues and programs in crime prevention and environmental design planning
 - d. The police-media relationship
 - e. The police reform era of the early 2020s
 - f. Technology and 4th Amendment considerations
 - g. The police use of force and de-escalation policies and practices
 - h. Police grooming standards and their impact on the public
 - i. Plainclothes units and their impact on crime and the public

Course Requirements

Grading will be determined by the individual faculty member, but shall include the following, at minimum:

- two testing instruments to include examinations and/or tests
- one research project (topics may include any subject related to the course and approved by the instructor) or one analysis of a controversial issue (warrior vs. guardian focus; managing the use of force)
- one written assignment such as a summary of current events and their relation to course material

Written assignments and research projects: Students are required to use appropriate academic resources in their research and cite sources according to the style selected by their professor.

Date Revised: 2/21/2023

The Common Course Outline (CCO) determines the essential nature of each course.
For more information, see your professor's syllabus.