BOR 4310 Maritime Security

Course Description
This is a senior level course addressing the topics of port security and maritime defense. Traditional maritime defense has its origins in anti-smuggling efforts spanning human history. More recently, the potential of terrorism attacks on ports, or terrorists utilizing maritime assets as a means of infiltrating a country, has become a focus of government efforts to secure ports.

From the course catalog: “This course provides students with a broad knowledge of port and coastal security issues and the efforts necessary to protect critical infrastructure. It examines the critical importance of ports of entry (ocean, land, and air) to trade and their vulnerability to disruption and attack. It also examines several contemporary issues, including; the importance of sea borne trade to the North American and United States economies, the vulnerabilities of ports to disruption and asymmetric attack, critical port security incidents, and defensive measures to protect ports from disruption or asymmetric attack. Topics also include immigration, an overview of the federal, state and local organizations involved in port and coastal security, and non-U.S. approaches to border and coastal security.”

This course is taught over an 8-week period.

Course Bibliography and Required Readings:
Author: McNicholas, Michael.
Date: 2016.
ISBN (hardcover): 978-0-12-803672-3

Other readings will be provided to the student in electronic format.

Course Objectives/Learning Outcomes
   This course has several objectives:

   1. To expand the understanding of Border Security from traditional land boundaries to the maritime and coastal realm.

   2. To expose students to the defense in depth policy of Maritime Security in the United States and its importance to our concept of sovereignty.
Students have a right to know what instructors are going to expect that they learn from a course of instruction and how their learning will be measured. This course establishes several learning outcomes that are measured subjectively. When you finish this course you should be able to:

1. Demonstrate a wide knowledge of the defense in depth policies of the U.S. as related to the maritime realm.

2. Evaluate the vulnerability of maritime commerce to smuggling, disruption, and attack and propose solutions to threats.

3. Evaluate and apply critical infrastructure protection ideologies, security, and management theory, to ports, harbors, and ships.


**Note:** in each individual lesson you may see two different terms in the To-Do lists, “read” and “review”. In this course, these have two different meanings. “Read” implies that you will actually read the entire material. “Review” implies that you will skim the materials for interesting or applicable information that will enhance your comprehension of the course materials, other readings, or course focus. Some of the materials identified for “review” are very long, and you are not expected to read all this, simply use it as an appropriate reference.

**Grading Policies**

Discussion board participation: 6 discussion topics at 5% each = 30% of overall grade. Participation in the Discussion Board will be graded using the Discussion Rubric found throughout the Border and Homeland Security program.

Mid-Term exam: taken in Week 4, this open-book exam covers chapters 1-6 of the textbook and supplemental readings assigned in the early lessons. This exam counts for 25% of your overall grade.

Final Exam: taken in Week 8, this open-book exam is comprehensive and includes questions from the supplemental readings assigned in the last 4 weeks of the semester. This exam counts for 25% of your overall grade.

Paper: a major paper of 8 - 10 pages on a topic described below is submitted in Week 7. This paper counts for = 20% of the overall grade. It will be graded using the Writing Assignment Rubric.
found throughout the Border and Homeland Security program. LATE PAPERS WILL NOT BE ACCEPTED.

Angelo State University employs a letter grade system. Grades in this course are determined on a percentage scale:

A = 90 – 100 %
B = 80 – 89 %
C = 70 – 79 %
D = 60 -- 69 %
F = 59 % and below.

Discussion Board Guidelines
Each week in which there is not an exam there will be a discussion topic posted. Students are expected to critically think about the presented topic and apply what they’ve learned to that topic. Each student will make an initial, robust posting of 250 words or more that addresses the topic. **Students will also offer critical responses to the postings of a minimum of two or more other students. Responding to a minimum of two will earn a minimum passing grade.** The intent is to establish a discussion between students over the proposed topic. Discussion board posts will be graded using the discussion rubric.

Writing Guidelines
This course utilizes one writing assignment. This paper counts for 20% of the student’s overall grade. It will be graded using the Writing Assignment Rubric. The paper should be 8-10 full pages in length, with 1 inch margins, using Times New Roman 12 point font. Length is exclusive of the cover page and references. **The paper should include no more than twenty percent (20%) director block quotes.** We want to see your critical thinking and analysis. You should have at minimum six (6) resources outside of the textbook. This paper is due before midnight Saturday in Week 7.

Formal academic writing uses standardized styles and citation formats. The preferred format is the APA style. To access the APA writing guidelines go to this link: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/).

Should you wish to use CHICAGO style that will be acceptable. The Chicago Style guide can be found at [http://www.chicagomanualofstyle.org](http://www.chicagomanualofstyle.org).

Cite your references in EVERY instance and include a properly formatted reference list and cover page with every assignment. **An abstract is not necessary in this class.**
Every writing assignment should be submitted as a WORD document only. If you do not have Microsoft Office, then copy the text you have written directly into the assignment section of Blackboard during the appropriate week. **DO NOT** submit writing assignments in PDF, Word Perfect, Microsoft Works, Google docs, or some other email format. They will not be accepted!

**Writing Assignment**

Nearly three quarters of the planet is covered in water. The vast majority of the world’s population lives within a few hundred miles of the oceans. Because the maritime domain – the world’s oceans, seas, bays, estuaries, islands, coastal areas, littorals, and the airspace above them – supports 90% of the world’s trade, it carries the lifeblood of a global system that links every country on earth. In accordance with the above writing guidelines, address this concept of **COOPERATIVE MARITIME SECURITY**. Use specific examples of current events and trends. This should be approached academically, so use the extensive resources of the ASU Library and incorporate numerous journal articles, historical and current, to address the efficiency and effectiveness of this approach to Maritime Security. Have we, as a country, addressed the issue appropriately? Can you recommend improvements or alterations to the proposals incorporated in your reading assignments? Take all of this into consideration as you work through this course.

Your paper is due before midnight Saturday in week 7.

**Rubrics**

Discussion forums and writing assignments will be graded using a standardized rubric. It is recommended that you be familiar with these grading criteria and keep them in mind as you complete the writing assignments. There are two rubrics. Click the link to download the PDF document:

[Discussion Rubric](#)

[Writing Assignment Rubric](#)
Course Organization:

Lesson One:
The course is opened with a note of welcome, some basic information on the organization of the class, and expectations of student participation. The origin of borders, including maritime borders is discussed along with a fundamental lexicon of terms and concepts associated with Maritime Security.

Lesson Two:
This lesson opens with a look at the documentation, financial transactions, and business entities in Commercial Maritime Transportation. It finishes with a look at the international and U.S. Maritime Security regulations and the programs for implementation.

Lesson Three:
The Maritime Security System is not without its vulnerabilities. This lesson discusses some of the vulnerabilities of the Cargo Supply Chain as well as some of the threats to global maritime commerce.

Lesson Four:
This week we take a look at the ingenious ways the smuggler gets drug shipment aboard vessels.

Mid-Term Exam is this Week.

Lesson Five:
In this lesson, we consider the origins of the National Strategy for Maritime Security and the threat posed by terrorism to global maritime commerce.

Lesson Six:
This lesson looks at port security management and evaluates an example of a World---Class Seaport’s security system.

Lesson Seven:
This lesson continues the previous lesson, looking at threat mitigation strategies.

Paper due: Saturday before Midnight.

Lesson Eight:
This final lesson concludes the course. The function of Information Security as it relates to the globalized maritime economy is covered.
Students take their **Final Exam** between Tuesday morning and Thursday midnight.

**Participation & Communication**

In this class, **everyone** brings something to the table. Your ideas and thoughts do count, not only to me but the entire class. Feel free to ask questions either via e-mail or the discussion board. **Check the discussion board regularly.** Many student questions are applicable to the class as a whole, as are the responses. You may be surprised how many of your classmates have the same questions and concerns as you. I may simply post your particular question on the discussion board and allow your classmates to provide the answer through their own posts.

*To some, this may be their first online class and naturally, it could seem somewhat intimidating. As a class, we are together to help each other with this learning process and share our collective knowledge on how best to communicate; how to resolve technical issues that may arise (if we have the expertise), and to assist each other to find answers to our questions.*

*We will learn and work as a team.*

**Courtesy and Respect**

*Courtesy and Respect are essential ingredients to this course. We respect each other’s opinions and respect their point of view at all times while in our class sessions. The use of profanity & harassment of any form is strictly prohibited (Zero Tolerance), as are those remarks concerning one’s ethnicity, lifestyle, race (ethnicity), religion, etc., violations of these rules will result in immediate dismissal from the course.*

**Office Hours and/or hours of outside-of class contact**

Specific information about office hours and hours of outside contact with the professor is provided in Blackboard. This is an online class and it is expected that any professor assigned to teach it will be available for consultation throughout the week and on weekends. Look under Instructor Information in Blackboard for specifics.

**University Policies**

**Academic Integrity**

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university [Academic Honor Code](#) and the [ASU Student Handbook](#).
Accommodations for Disability
The Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Student Life Office at (325) 942-2191 or (325) 942-2126 (TDD/FAX) or by e-mail at Student.Life@angelo.edu to begin the process. The Student Life Office will establish the particular documentation requirements necessary for the various types of disabilities.

Student absence for religious holidays
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

Title IX at Angelo State University:

The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee meaning that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance.

Students are encouraged to report any incidents of sexual misconduct directly to ASU’s Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator at:

Michelle Boone, J.D.
Director of Title IX Compliance/Title IX Coordinator
Mayer Administration Building, Room 210
325-942-2022
michelle.boone@angelo.edu

You may also file a report online 24/7 at www.angelo.edu/incident-form.

If you are wishing to speak to someone about an incident in confidence you may contact the University Health Clinic and Counseling Center at 325-942-2173 or the ASU Crisis Helpline at 325-486-6345.

For more information about Title IX in general you may visit www.angelo.edu/title-ix.