Course Syllabus and Policy Requirement Statement

In order to access your course materials, you must agree to the following, by clicking the "Mark Reviewed" button below.

By checking the "Mark Reviewed" link below, you are indicating the following:

- You have read, understood, and will comply with the policies and procedures listed in the class syllabus, and that you have acquired the required textbook(s).
- You have read, understood, and will comply with class policies and procedures as specified in the online Student Handbook.
- You have read, understood, and will comply with computer and software requirements as specified in the Student Orientation Course.

Angelo State University

BOR 6311 Transportation Security

Professor: Dr. Kim Schnurbush

E-mail: kschnurbush@angelo.edu

Kim.schnurbush@csus.edu **(for faster responses)**

Office Hours: online, as needed

Course Description/Overview

Click this link for a [printable version of the syllabus](#).

If you've flown on a commercial airplane since September 11, 2001, then you've been exposed to transportation security. In fact, many of us only think of the TSA and their intrusive scanning (pat-down) searches when we consider the topic. Yet there is much more to transportation security than the handful of people we are exposed to in our airports.

This course takes the student through the world on which our economic lifeline depends. From ships and their ports, to railroads, highways, and air transport, the application of technology, logistics, and situational awareness are essential to ensuring the security of our transportation systems.

Course Description:
From the course catalog: "This course examines current and future threats to U.S. and international transportation systems and discusses methods and technologies designed to confront these threats. Coverage of relevant security issues relating to transportation by sea, land, pipeline, and air will be included."

Course Bibliography and Required Readings:

Bragdon, Clifford R.*, Transportation Security*, 2008, Butterworth-Heinemann (Elsevier), ISBN: 978-0-7506-8549-8.
This text is available in hardback from a variety of sources. It is also available as a Kindle book and as an e-book from: http://www.elsevierdirect.com/product.jsp?isbn=9780750685498

Other readings are assigned each week and are provided to you in PDF or WORD format, or will link you directly to the web site of interest.

Additionally, where possible, videos are utilized to enhance student learning.

Course Objectives/Learning Outcomes

Objective One: To identify what transportation infrastructure is.

Objective Two: To identify the threat posed to transportation systems from terrorism

Objective Three: To induce students to think through the processes by which the transportation systems essential to economic survival are effectively secured from potential threats.

Objective Four: To enhance critical thinking and critical writing about Homeland Security topics.

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. Describe the worldwide transportation infrastructure and its importance to a vibrant economy.
2. Identify likely points where economic lifelines can be severed or severely impacted.
3. Discuss at length security solutions for threats to the transportation system.
4. Apply a systems based response to a proposed catastrophic attack on the transportation infrastructure.

This course assumes students have more than a passing familiarity with open source intelligence gathering and analysis technology such as Google Earth, internet search engines, etc. and assignments expect students to utilize these technologies.

A major need identified by Homeland Security professionals is the ability to produce technical reports and briefings, to communicate coherently a wide variety of thoughts to a diverse audience that may not be as knowledgeable of a subject as the person conducting the brief or writing the report. To address this concern, throughout the Border Security and Criminal Justice programs students are assigned writing projects of various lengths and complexity.

This course utilizes three major writing assignments, weekly discussions, and cooperative analysis to measure the student's comprehension of the presented materials. The student should be prepared to spend upwards of six (6) hours each week on this course

Grading Policies

This course employs three writing assignments, and weekly discussions to measure student learning.

Assignment	Percent of Grade	Due
Writing Assignment 1	25%	Friday, midnight, end of 3rd week of class
Writing Assignment 2	25%	Friday, midnight, end of the 6th week of class
Writing Assignment 3	25%	Wednesday, midnight, end of the 8th week of class
Participation in the Discussion Board	25%	Weekly

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 %
F = 59 % and below.

Writing Guidelines

Each writing assignment deals with the topic under discussion. These writing assignments cumulatively account for 75% of the student's grade. Writing assignments are expected to be 1500 - 2000 words. (**There are approximately 250 words per page when typing in 12-point font and in double-spacing with 1" margins all around**.)

Formal academic writing uses standardized styles and citation formats. The preferred format for Criminal Justice programs is the APA style, but MLA is also acceptable. To access the APA writing guidelines go to this link: http://owl.english.purdue.edu/owl/resource/560/01/. However, should you wish to use CHICAGO style that will be acceptable. The Chicago Style guide can be found at http://www.chicagomanualofstyle.org. Papers should have 1-inch margins all around. You are expected to use a standardized font - preferably Times New Roman, 12 point. Cite your references in EVERY instance and include a properly formatted reference list and cover page with every assignment. At least six sources with corresponding citations are required, for each writing assignment.

Every writing assignment should be submitted as a WORD or PDF document. If you do not have Microsoft Office or Adobe Acrobat, then copy the text you have written directly into the assignment section of Blackboard during the appropriate week. **Do NOT** submit writing assignments in Word Perfect, Microsoft Works, or some e-mail format. They will not be accepted.

An abstract is NOT required.

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

Final Exam

This is an online graduate course and does not utilize a final exam as part of evaluating student learning. In lieu of a final exam, students are expected to complete their final assignment and an evaluation of the course by Wednesday of the last week of class.

Course Organization:

This is an eight (8) week course. As such, there is limited time to finish the assigned readings and associated projects. Please keep this in mind as you schedule your work. The assignments are completed in sixteen (16) modules. Unless otherwise directed, you should complete one module each week.

Lesson 1: The course begins with an introduction to transportation security, logistics and their interrelationships. Fundamental terminology associated with the total modal integrated approach is discussed. The complex array of threats from man-made and natural disasters is briefly reviewed. The current national and international approach to transportation security is less one of conceptual organization than an ad hoc assembly of reactions to previous attacks against specific targets. In this lesson the focus shifts to development of a "systems approach" to the concept of transportation.

Lesson 2: Mobility and security concerns are often diametrically opposed. This lesson explores theoretical perspectives of security and threats to security of a mobile social system in light of Rousseau's Social Contract. We think of roads as asphalt and concrete and the security of this core transportation infrastructure as a function of state police and radar/laser speed control devices. There is much more to roadways than this and the security of the fundamental transportation system of any country is of paramount concern.

Lesson 3: Security of aviation transportation has long been the prevue of the corporations themselves and only recently has there been a move to government management and execution of air transportation security. This lesson looks at that evolution and its impact on logistics. The lifeline of the global economy is the maritime shipping industry. From bulk cargo containers to super-tankers, from LNG floating bombs to containerized cargo freighters, the entire modern world functions only through ships and the cargos they carry. Securing ships, their cargo, and the terminals where those loads are assembled and delivered is the topic of this lesson. **The first paper is due on Friday of this week.**

Lesson 4: It is only through fundamental failures in cyber and physical security that change comes about. Developing a holistic approach to security computer and transportation systems is the focus of this lesson. The global supply chain is now dependent upon the ubiquitous "cargo container" which moves 95% of all goods. They are seen everywhere, on trucks, trains, at loading docks, and in farmer's fields. Security of intermodal transportation and its cargo is imperative in today's interconnected world.

Lesson 5: Some components of transportation infrastructure are not portable or don't actually move anything. Yet we see them every day and are entirely dependent upon the products they deliver. If you are reading this, you are using electricity, which was delivered through a grid. If you use natural gas to heat your water, or your home, or as a cooking fuel for your stove, then imagine the impact should the natural gas pipeline be broken or simply shut down. Securing these systems is a key to maintaining modern society. This lesson discusses the topic of securing pipelines and the electrical grid. Trains haul freight worldwide. Shippers that don't want to pay the fee for their cargo to transit the Suez canal simply offload their cargo at one end of the canal and pick it up at the other – after it has been moved the length of the canal by rail. Yet, unless you are associated with the business of rail transportation, you probably see the passing of a train as simply another delay on your way to work. Without a functioning rail system the U.S. economy would simply collapse overnight. This lesson looks at the security of this strategic infrastructure.

Lesson 6: The fact that any means of transportation can become a potential weapon of mass destruction requires a unique approach to security. Situational awareness, intelligence gathering, information dissemination, network connectivity, and data fusion are components discussed in this lesson. **The second paper is due on friday of this week.**
At this point in the course the focus shifts from direct consideration of different systems of transportation and the importance of securing them to developing solutions to security issues. The first lesson of this component of the course is AIDC – The Foundation of Military Transportation Logistics.

Lesson 7: This lesson broaches several very sensitive topics such as illegal and legal immigration, biometric tracking, use of RFID tags as implants, national identification systems, and other topics of interest to national security aspects of securing the transportation infrastructure. This lesson takes a retrospective analytical approach to development of lessons learned from previous transportation infrastructure reconstruction and applies it to the development of a more responsive recovery system than the one currently in place.

Lesson 8: Analysis and critique of existing security systems would be incomplete without development of a proposal to correct current deficiencies and provide a better system to identify, track, and eliminate threats to the lifeline of a globalized economy. **The third paper is due on friday of this week.**
Analysis of the class overall and student suggestions for improvement.

Communication

Participation

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, life style, race (ethnicity), religion, etc., violations of these rules will result in immediate dismissal from the course.

Office Hours/Contacting the Instructor

See the Instructor Information section for contact information.

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

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

Student Affairs 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 emailing studentservices@angelo.edu, or by contacting:

Office of Student Affairs
University Center, Suite 112
325-942-2047 Office
325-942-2211 FAX

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.