



## **POL491 Capstone Senior Seminar in Homeland and National Security**

### **(3 credit hours)**

### **Course Syllabus**

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#### **Course Description**

Students complete a case study/project designed to test the totality of knowledge gained in the GNS major. Seminar projects must demonstrate explicitly, through scholarship, teamwork, and /or creative thinking, a meaningful integration of the student's course of study. This is a writing intensive course.

#### **Course Learning Outcomes**

By the end of this course, you will be able to:

1. Defend, through scholarship, teamwork, and/or creative thinking, a synthesis of skills and knowledge gained over the course of their studies and apply those skills/knowledge to a complex problem and develop an effective, efficient solution.
2. Assess the political, economic, and social implications of the world's geographic boundaries.
3. Analyze the political history, political culture, and political processes of the United States.
4. Examine the history and culture of other parts of the world.
5. Apply the national security and homeland security decision-making processes to complex problems involving competing priorities, limited resources, and short timeframes.

#### **Prerequisites/Corequisites**

Senior Status

## Required Textbook(s) and Resources

Meadows, D., H. (2008, December 3). *Thinking in Systems*. Chelsea Green Publishing. 1st Edition.

A digital version of this book is included automatically as part of your course fees. You can access your book through the DragonACCESS tool below.

Clearfield, C., Tilcsik, A. (2019, March 19). *Meltdown: What Plane Crashes, Oil Spills, and Dumb Business Decisions Can Teach Us About How to Succeed at Work and at Home*. Penguin Books. Reprint Edition.

For this text, you will receive an email from the TU bookstore with instructions and a code to access your book through Wessex Press. Your book will not appear in your RedShelf/Brytewave bookshelf.

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#). You might consider registering for one of the library's many webinars on library research, source evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page. For further assistance email a librarian, at: [library@tiffin.edu](mailto:library@tiffin.edu).

## Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

## Learning Activities

This class's objective is to build on and expand your critical thinking skills, education, and insights gained from your tiffin major and life experiences. This is critical as rapid technological change is challenging our knowledge and understanding of how to solve complex problems. The established ways of solving problems will no longer be sufficient.

The course will use three interrelated strategies to prepare you for this future work environment.

One, class readings will provide you an overview on the nature of technological change and systems thinking. Knowledge of these topics will allow you to apply your tiffin university major to other fields but will also help you work with people who have different backgrounds from you.

Two, discussion posts and forums will show you that you have already studied technological changes and system thinking using the lenses of history, political science, economics. An understanding of systems thinking and technological changes will allow you to extend your education to different fields.

Three, the capstone project and its supporting assignment will help develop the ability to identify, assess, and recommend solutions to complex problems you will face in the future. All of the course's approaches will help maximize your Tiffin University education in your future work.

## Grading

The chart below identifies the individual contributions from each type of activity, per week.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Activity 1.1 Discussion (N.A.) Activity 1.2 Discussion (25)	Activity 2.1 Discussion (25) Activity 2.2 Discussion (25)	Activity 3.1 Discussion (25)	Activity 4.1 Discussion (25) Activity 4.2 Discussion (25)	Activity 5.1 Discussion (45)	Activity 6.1 Discussion (45) Activity 6.2 Discussion (45)	Activity 7.1 Discussion (45)	<b>330</b>
Activity 1.3 Assignment Problem Statement (75)	Activity 2.3 Assignment Topic Outline (75)	Activity 3.2 Assignment Annotated Bibliography (75)	Activity 4.3 Assignment Sentence Outline (75)	Activity 5.2 Assignment Rough Draft (75)			<b>375</b>
						Activity 7.2 Capstone Paper (295)	<b>295</b>
<b>100</b>	<b>125</b>	<b>100</b>	<b>125</b>	<b>120</b>	<b>90</b>	<b>340</b>	<b>1000</b>

## Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
F	<70

Please see the [Academic Bulletin](#) for grade appeal information.

## Course Schedule and Weekly Checklist

Learning Activities (Due by 11:55 p.m. ET on day designated)

### Start Here

- MON: Activity 1.1: Driving Force - Initial Post

## **Week 1 – Technological Change**

- ❑ WED: Activity 1.1: Driving Force - Secondary Post
- ❑ WED: Activity 1.2 Discussion: Six D's and Exponential Change
- ❑ SUN: Activity 1.3 Assignment: Problem Statement & Research Questions

## **Week 2 – Systems Thinking**

- ❑ WED: Activity 2.1 Discussion: System Review
- ❑ WED: Activity 2.2 Discussion: Capstone System Description
- ❑ SUN: Activity 2.3 Assignment: Topic Outline

## **Week 3 – System Archetypes**

- ❑ WED: Activity 3.1 Discussion: System Archetypes
- ❑ SUN: Activity 3.2 Assignment: Annotated Bibliography

## **Week 4 – Normal Accident Theory**

- ❑ WED: Activity 4.1 Discussion: Normal Accident Theory Evaluation
- ❑ WED: Activity 4.2 Discussion: Normal Accident Theory Capstone
- ❑ SUN: Activity 4.3 Assignment: Sentence Outline

## **Week 5 – Leverage Points**

- ❑ WED: Activity 5.1 Discussion: Wicked Environments & Leverage Points
- ❑ SAT: Activity 5.1 Discussion: Wicked Environments & Leverage Points
- ❑ SUN: Activity 5.2: Capstone Project Rough Draft

## **Week 6 – System Tactics**

- ❑ WED: Activity 6.1 Discussion: Dealing with Wicked Environments
- ❑ WED: Activity 6.2 Discussion: Capstone Premortem
- ❑ SAT: Activity 6.1 Discussion: Dealing with Wicked Environments

- SAT: Activity 6.2 Discussion: Capstone Premortem

## **Week 7 – Capstone Project Submission and Reflection**

- WED: Activity 7.1 Discussion: Reflection
- THU: Activity 7.2: Capstone Project Submission
- SAT: Activity 7.1 Discussion: Reflection

### **Tips for Success**

Successful online learning requires a good deal of self-discipline and self-direction. As seekers of the truth, we should be willing to challenge and review one another's academic work in a spirit of respectful comradery and constructiveness. Your course is a place for you to stretch and grow as you benefit from the expertise, knowledge, experience and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge, understanding and application.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

### **Your instructor will expect you to:**

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account **daily** for important updates and announcements.
- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:
  - Fully participate in all learning activities.
  - Complete assignments as described in rubrics or other instructions.
  - Submit all work on time and in the specified format (e.g. APA format for citations). Late assignments will be accepted at the discretion of your instructor. Penalties may apply.
  - Utilize and incorporate instructor-provided feedback to improve your work.
  - Ask questions so you can better understand course material or assignments.
  - Use the highest standards of intellectual honesty and integrity. For more information, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).

- Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

### **You should expect your instructors to:**

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.
- Maintain an active and engaged presence in all course activities and throughout the course.
- Respond to your emailed questions within 48 hours, if not sooner.
- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."
- When grading your work:
  - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
  - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
  - provide constructive feedback that indicates the strengths and weaknesses of your work and provides suggestions on how you can improve your performance on future assignments.
- Advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

### **Accommodations**

The **Office for Disability Services** supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990.

If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity 419.448.3021 or via email at [disabilityservices@tiffin.edu](mailto:disabilityservices@tiffin.edu).

### **Additional Resources & Support**

For technical support, either email [moodlesupport@tiffin.edu](mailto:moodlesupport@tiffin.edu) or call the 24/7 Technical Support Call Center at 855-664-1200.

If you need to consult an academic advisor refer to TU's [Meet the Team](#) page.

For information about TU's peer tutoring program, see the Murphy Center's [Tutoring Policies and Procedures](#) page. Veterans and active military can seek assistance from TU's [Veteran and Military Services Web Page](#).

## **Comments or Concerns**

TU's online programs are designed to be student-driven: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at [online@tiffin.edu](mailto:online@tiffin.edu).