Course Title:
Leadership in Difficult Times

Course Number:
HR 5110-491

Course Description:
This course examines leadership challenges and opportunities in a rapidly changing, often stressful and unpredictable world. In addition to identifying and providing definitions and case studies that illustrate the challenges and the leadership responses, this course provides the student with the opportunity to make connections to real-life situations. Specific topics addressed include an in-depth examination of the impact of stress due to war and traumatic events on the workplace (including military operations), home, family, and the community; the current state of affairs in the workplace, the military, and communities with respect to women, ethnically-defined groups, and race; and challenges of effective team-building when there are shortages of resources, equipment, time, and experienced personnel.

Course Dates:
September 1 – December 31, 2011
Last day to enroll or drop without penalty: August 3, 2011

Site Director:
This is a three-credit hour online course. Please see your local Site Director or e-mail our online site coordinator at aponline@ou.edu

Professor Contact Information:
Course Professor: Susan Smith Nash, Ph.D
Mailing Address: 1108 Westbrooke Terrace
Norman, OK 73072
Telephone Number: (405) 314-7730
Fax Number: (405) 310-6617
E-mail Address: susan@beyondutopia.com
Virtual Office Hours: M-W-F 6:00-9:00 pm EST
Professor availability: The professor will be available via e-mail to students during the above listed Virtual Office Hours and other methods by arrangement.

Textbook(s) and Instructional Materials:
Student materials are available at the Follett/AP Bookstore located in the Oklahoma Memorial Union, 900 Asp Ave., Norman, OK. Orders can be placed online at www.oklahomaunion.bkstr.com or by telephone at 866-369-9713 (toll free in the U.S.) or 405-325-5960 (outside the U.S.). E-mail orders may be sent to oklahomaunion@bkstr.com. Representatives are available from 8 a.m. to 6 p.m. CST Monday through Thursday and 8 a.m. to 5 p.m. CST on Friday. Summer hours: 8 a.m. to 4 p.m. CST. Faxed orders may be placed 24 hours a day to 866-223-5607 (toll free in the U.S.) or 405-325-1557 (outside the U.S.).

Course Objectives:

Students will gain an understanding of the theories used to explain sociological and psychological phenomena, the methods used to detect and describe situations and problems, and strategies used to seek productive resolutions. With the goal of mitigating human suffering as well as developing productive individuals, healthy communities, and transformative workplaces, this course provides the students with an interdisciplinary, multi-pronged approach. The course instructional strategy and course materials are designed to be applicable today yet robust enough to be utilized in the future as well.

Assignments, Grading, and Due Dates:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings from texts and online</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>1,200 word paper – 20% of course grade</td>
<td>September 16</td>
</tr>
<tr>
<td>Regular discussion board postings</td>
<td>September 30</td>
</tr>
</tbody>
</table>

Unit 1 Overview:

This unit examines post-traumatic stress and its impact on individuals, the family, the workplace, the community, and in society at large. The unit examines the sources of stress (war, terrorist attacks, domestic violence, bullying, and economic uncertainty) and examines the methods currently used to detect, assess, and therapeutically deal with post-traumatic stress disorder (PTSD). Case studies are examined, as well as secondary-order consequences and impacts. Strategies for providing support and recovery are discussed. Students will have the opportunity to investigate, discuss, and propose solutions for what they identify as current issues.
Unit 1 Learning Objectives and Outcomes:

Upon successful completion of this unit, the student will be able to:

- Define post-traumatic stress syndrome, and the implications with respect to the workplace, family members, community, and to human relations in general
- Describe the impacts of economic crises, war or traumatic incidents (acts of nature, school violence) on families and the community
- Explain how various approaches to dealing with stress, post-traumatic stress, and secondary traumatization may employ the following awareness and coping strategies -- cognitive, behavioral, biochemical, group / individual talk therapy
- Describe how attitudes and beliefs about help-seeking can impede dealing with post-traumatic stress, and how leadership decisions can help overcome negative attitudes toward a stigmatized condition
- Explore the concept of traumatic re-enactment. Please explain how it might reveal the existence of post-traumatic stress.
- Explain the relationship between school violence and post-traumatic stress. How might the responses differ by age group?

Unit 1 Readings:

- Text: Burns (read entire book)
- Journal Articles: Please select three (or more if they interest you) for use in developing your journal and/or final project. Please look in course documents for these articles.
- Online Readings (Linked from Website – some changes may occur as links change over time):
  - Procedure for reading -- read quickly, for concepts rather than detail. Choose two or
three to read more closely. Please think of ways that what is occurring in the text relates to a current contemporary situation, or a leadership/management issue that you have encountered or been aware of. Be sure to relate the reading to current historical & political issues as well.

- **Post-Traumatic Stress Fact Sheet**: OT Clinical Connection
- **Post-Traumatic Stress Disorder**: 5 Stages. Hot Topics.
- Please look in Course Documents for new articles.
- **The High Cost of Losing Money** - The German industrialist Adolf Merckle was the 94th richest person in the world in 2008, with a net worth of about $9.2 billion. But his poor investment decisions in Volkswagen shares pushed his business empire to the brink of disaster, and on Monday he took his own life at age 74. Click link in title to read more…
- **French Madoff Investor Found Dead in NY Office** - NEW YORK (Reuters) - A French executive who invested with accused swindler Bernard Madoff was found dead in an apparent suicide on Tuesday, reportedly distraught over losing up to $1.4 billion (955 billion pounds) in client money. Click link in title to read more…
- **The Credit Crisis and the Suicide Epidemic** - These are depressing times but it is distressing to see how many financiers and business people affected by the credit crisis are being driven to suicide.
- **Recession Depression** - Are you feeling as depleted as your bank account? In challenging economic times, discovering you've overspent or can't make ends meet can cause feelings of inadequacy, sleeplessness and anxiety. That's why mental health professionals and economic experts say it's important to be optimistic in the face of adversity and create a plan that will help secure a little financial peace.
- **Kevin Bacon Joins Growing List of Madoff Ponzi Scheme Victims** - A string of high profile names have emerged as victims of alleged fraudster Bernard Madoff with pioneer hedge fund manager Michael Steinhardt and Hollywood actor Kevin Bacon understood to be the latest on the list.

**Unit 1 Guiding Questions:**

1. How might economic problems lead to stress? When does economic stress build to the point that one might consider violence against oneself and others? Please discuss examples
2. What are some ways that people might respond to economic stress and crisis?
3. Please describe one way that war or economic stress impacts families. What can be done to alleviate it or cope with it?
4. Describe therapeutic responses to PTSD or economic shocks and what various stages of recovery might look like.
5. How can counseling and group discussions help individuals suffering from war stress, economic trauma, and PTSD? Can it ever hurt? Describe examples.

**Unit 1 Worksheet for Journal:**

1. Identify a situation in which war stress, post-traumatic stress syndrome, or general stress is having a negative impact on a situation.
   a. Describe the situation
   b. Describe the stress
   c. How do you know that stress is having a negative impact? What evidence is there?
2. Who are the impacted individuals? Who are they? How are they affected?
   a. Primary impact: describe the event, circumstances, or issues.
   b. Secondary impact: describe the individuals who are impacted by the stress of those suffering from primary impact, explain how they are affected.
   c. Tertiary impact: describe the general impact that primary & secondary impact has on the community, the workplace, total strangers.
3. Return to the situation. Analyze it in terms of changeable and non-changeable elements:
   a. What can be changed?
   b. What cannot be changed? How do you know?
4. Focus on the changeable. Develop a series of action steps to be followed:
   a. What will they be?
   b. When are they to be implemented?
   c. What is a general timeline? What are the major milestones? What are the steps that need to be taken under the category?

5. Who are the primary people that need to be influenced in order to make the action steps and the general plan doable?
   a. Who do you have to lead?

6. Short-term goals:
   a. How did you select them?
   b. Are they realistic?
   c. How will you know if they have been achieved?

7. Long-term goals:
   a. How did you select them?
   b. Are they realistic?
   c. How will you know if they have been achieved?

8. Summary and overview.

Unit 2

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings from texts and online</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>1,200 word paper (or additional postings substitution) – 20% of course grade</td>
<td>October 14</td>
</tr>
<tr>
<td>Regular discussion board postings</td>
<td>October 28</td>
</tr>
</tbody>
</table>

Unit 2 Overview:
This unit probes the changing face of the American workplace and communities, and looks at the current state of affairs with respect to gender equity, race relations, ethnic or group stereotyping, affirmative action, and other issues in terms of equitable access to economic and educational opportunity. Case studies are examined, particularly those that reflect recent issues and changes. Students will consider leadership approaches that support inclusion and diversity.

Unit 2 Learning Objectives and Outcomes:
Upon successful completion of this unit, the student will be able to:
- define and describe culture clashes and when / how they might occur;
- explore the reasons how and why cultures might misunderstand or misinterpret each other;
- explore the way that "cultures" evolve in organizations, and how they evolve over time in response to specific changes in the context of the organization or the individuals;
- explain how perceptions of gender, ethnicity, and diversity can be utilized to bring about truly inclusive leadership and group ethos;
- describe how concepts of identity relate to gender and ethnicity consciousness, and how differences utilized to build stronger relationships and organizations; and
- explain how transformational leadership can be used to resolve culture clashes.

Unit 2 Readings:
- Text: Avolio and Bass (Parts 1 and 2)
- Journal Articles: Please select three (or more if they interest you) for use in developing your journal and/or final project. Please look in D2L in Course Documents for articles.
Online Readings: Procedure for reading -- read quickly, for concepts rather than detail. Choose two or three to read more closely. Please think of ways that what is occurring in the text relates to a current contemporary situation, or a leadership/management issue that you have encountered or been aware of. Be sure to relate the reading to current historical & political issues as well.

- Audio presentation: Moon Cakes Prompt American Culture Clash. NPR audio presentation.
- Scenes from the Culture Clash: Generational Workplace Clashes. Fast Company.
- Hmong in America.
- Prevent Culture Clashes Among Diverse Workgroups. Reena Jana.
- Viral AntiMarketing: Clashes used for Profit. Podcast and article by Susan Smith Nash.
- Preventing Culture Clash.
- Women at War: Redstone Arsenal
- Wounded in War: The Women Serving in Iraq Audio presentation.
- It's Not Just Walter Reed. Crisis and shortages in military health care.
- Diversity and Leadership
- Gender Consciousness and Gender Blindness. AAD Project. Numerous resources.

Unit 2 Guiding Questions:

1. Describe different types of culture clashes that might occur at the workplace.
2. How do cultures misunderstand each other? Describe two examples.
3. How can differences be an asset to a team? When? Give examples.
4. Describe the impact of diversity and culture on organizational culture. What is the effect on team performance? On the development of a vision? On the accomplishment of a mission?

Unit 2 Worksheet for Journal:

1. Identify a culture clash in your organization. What are the groups and who are the members?
   a. Describe the prevailing "cultures"
   b. How is it apparent that there are conflicting cultures at play in this situation?
   c. Delineate their defining values.
   d. Point out areas of conflict. Describe an example and its possible consequences.
2. Perception issues. How does one group perceive the other?
   a. Problem points.
   b. General issues.
   c. Specific examples.
   d. Are people manipulating others in order to profit from the culture clash? Why? How? When does it happen?
3. Costs of Escalation. What are they? How and when does escalation happen? Provide examples of escalated ethnic, cultural, gender, or class/interest group clash.
4. Perception Correction. How would you go about correcting perceptions and misconceptions? How would you de-escalate a situation? When and where are power issues a factor? How do people perceive their situation vis-à-vis power structures, the distribution of resources, economic access, a voice in community affairs, etc.?
5. Insights gained from this analysis. List them. Comment on what it means to you, and your ability to work for positive change in your community, organization, or group.
Unit 3

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings from texts and online</td>
<td></td>
</tr>
<tr>
<td>1,200 word paper - 20% of course grade</td>
<td>November 18</td>
</tr>
<tr>
<td>Regular discussion board postings</td>
<td>November 30</td>
</tr>
</tbody>
</table>

Unit 3 Overview:

This unit explores how to build effective teams in difficult times typified by a shortage of resources, funding, personnel, and/or time. In addition to dealing with leadership theories, the unit will examine motivation, personality factors, perception, applied problem-solving approaches, and the role of vision, communicating a clear mission, and the development of appropriate tactics. Team-building in times of adversity, or when members from divergent groups are compelled to work together will be highlighted, with a focus on effectiveness and measurable results.

Unit 3 Learning Objectives and Outcomes:

Upon successful completion of this course, the student should be able to do the following:

- When is a team affected by economic stress?
- What happens in the workplace in times of economic crisis? How do individuals act? What are some of their positive behaviors? What are negative ones? How can coaching / leadership help?
- Describe a situation when team-building is impacted by a lack of resources.
- How do ideas found in your textbook apply to stress brought on by economic crisis?
- What are the negative effects of a lack of time?
- Describe situations when Myers-Briggs assessments may be counterproductive. When can they be productive?
- When does distributed leadership make the most difference to the accomplishment of a mission, goals, and objectives?
- Explain how personality indicators such as the Myers-Brigg indicator can be used in conjunction with team-building.
- Describe the importance of vision in team-building, and how that relates to creative approaches to solving problems that arise from shortages of key elements needed to achieve the organization's mission.
- Explain how a lack of time can be as destabilizing as a lack of resources in terms of achieving goals, and how this can impact team members and team performance.
- Describe potential hostile environments, and their impact on individuals and groups.
- Relate transformational leadership to dealing with shortages of time, personnel, resources, and/or being in a hostile environment.

Unit 3 Readings:

- Text: Avolio & Bass (Parts 3 and 4)
- Journal Articles: Please select three (or more if they interest you) for use in developing your journal and/or final project. Please look in D2L in Course Documents for your articles.
Online Readings: Procedure for reading: Read quickly, for concepts rather than detail. Choose two or three to read more closely. Please think of ways that what is occurring in the text relates to a current contemporary situation, or a leadership / management issue that you have encountered or been aware of. Be sure to relate the reading to current historical & political issues as well:

- Meet your new leader *How the fallout from the financial crisis* could breed a new type of corporate leader.
- *Warning: Your boss may be about to blow*
- *Economic Crisis Takes Toll on Emotional Health*
- *The Upside of Downward Mobility*
- *Tyranny of Dead Ideas* excerpt / response
- *Bipolar Disorder: Why Self-Medication Is a Bad Idea*
- *U.S. Suicide On the Rise: Middle-Aged At Risk*
- *Youth Suicides Continue to Rise in the U.S.*
- *Budget Cuts Hit Vulnerable Elders*
- *Downturn fears drove man to commit suicide*
- *Food for thought -- you don't have to agree!*
- *Team Building: Confessions of a Pom Squad Wannabe* (podcast and article by susan smith nash) scroll down….
- *Attitudes, Beliefs, Misconceptions, and Team-Building: Elizabeth Smart and America's "Lurking Polygamists" Fantasy* (podcast and article by susan smith nash)
- *John Diamond. A New View: Distributed Leadership. Video and article. "Distributed leadership" is the latest educational buzz word, but what does it mean? HGSE Associate Professor John Diamond, former director of a major 4-year study on distributed leadership, states, "It's not something that you do or don't do. It's a useful analytical frame that can help you understand leadership activity in your school or district." In this brief written summary and audio excerpt with accompanying slides from a recent class presentation, Diamond clarifies why this latest term offers a powerful new view for school leaders.* [http://www.uknow.gse.harvard.edu/leadership/leadership002a.html](http://www.uknow.gse.harvard.edu/leadership/leadership002a.html)
- *Doing More with Less: Lean Production*
- *Doing More with Less: Automation Tracking*
- *Long Hours, etc. -- Why You Should Really Love Your Job*
- *Employee Stress From doing More with Less*
- *Small Teams, Big Rewards. CIO Magazine.*
- *Dealing with Parts Shortages Nightmares*
- *Article on Shortage of RNs in Nursing: Diagnosis: Shortage*

**Unit 3 Guiding Questions:**

1. Describe a situation when team-building is impacted by a lack of resources.
2. What are the negative effects of a lack of time?
3. Describe situations when Myers-Briggs assessments may be counterproductive. When can they be productive?
4. When does distributed leadership make the most difference to the accomplishment of a mission, goals, and objectives?
Unit 3 Worksheet for Journal:

1. Identifying the difficulties:
   a. Resources: What are the resource difficulties? Are there shortages? List the items, and then prioritize them by their impact on the overall mission.
   b. Funding: Identify funding difficulties. What is the impact on the mission? What are explanations for the funding difficulties? Propose solutions.
   c. Personnel: Identify problems in personnel (shortage, etc.). What is causing the personnel difficulties? Do the difficulties have to do with skills? Are the new personnel/team members new? Prioritize the difficulties, and make a "wish list" of a perfect solution in terms of personnel.
   d. Time: Describe the time difficulties. Not enough time? Why? What are the impacts of not having enough time?

2. Mission-critical needs:
   a. Which are the needs that, if not met, will result in harm to people?
   b. List the top three needs, in order of importance.

3. External factors:
   a. What are the major external factors (exogenous influences) that will impact the timely availability of resources, funding, and personnel?

4. Rapid rate of change:
   a. Quickly evolving scenarios, needs, problems.
   b. Where is the pace of change the most rapid?

5. Role reversal:
   a. Thinking from the other side.
   b. Is there a person in this situation who is placed in difficulties?
   c. Which person would that be?
   d. How does the situation impact him or her, and what are the resulting difficulties on the rest of the team?

6. Making asymmetry work for you:
   a. Asymmetry: Where there are huge imbalances (an oversupply of what you don't need, a shortage of things you do need).
   b. How can you use the imbalances in a positive way, which would result in a resolution of the difficulties?

7. Forecasting and projecting problems/difficult scenarios, and rating the probabilities:
   a. List three different possible scenarios that involve difficulties of shortages of resources, funding, personnel, and/or time. Please state the likelihood of their occurring.

8. Forecasting and projecting solution scenarios, rating the probabilities:
   a. Propose a brief one or two-sentence solution for each of the three scenarios. Rate or state the likelihood of that outcome.

Unit 4

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,500 word final paper (or additional postings substitution) – 20% of course grade</td>
<td>December 16</td>
</tr>
<tr>
<td>Regular discussion board postings</td>
<td>Last day of class</td>
</tr>
</tbody>
</table>

Unit IV: Final Paper – 1,500 words

A key goal is to create the type of knowledge which inspires reflection, and which leads to meaningful and significant reflection. "Reflectionable knowledge" often exists in the form of stories. It provides a context which makes it easy to assimilate and think about new information. It makes explicit the multiple mental models which operate in a given social setting. The knowledge is expressed at different levels of abstraction - from observable data to interpretations, attributions, and generalizations in such a way that the communicator's thought processes are articulated. -- Chris Argyris
Final Project: Please write a 1,500 word essay on an aspect of this course which you find important and/or provocative. Ideally, this essay will give you an opportunity to express your views, and describe how your perspectives and views have been expanded. Your essay can take many forms -- here are a few options:

Please feel free to return to the units and to address the guiding questions or learning objectives that you not have had the opportunity to write about in a previous journal. Your essay can take many forms, your professor will provide examples. You may be informal, or formal. If you use sources, please cite them using APA style.

Research/Literature Search Component: Find at least five journal articles from the online library/online resources and refer to them in your project. Please consider integrating all the concepts you have studied in this course and relating them to your personal experiences and challenges. These may take the form of stories that refer back to the concepts you have encountered. Be sure to make the story as concrete, tangible, and meaningful as possible in order to derive maximum benefit to you now, and in the future as you reflect upon the situations and the theories.

Grading: This is a letter-graded course: A, B, C, D, or F.

NOTICE: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

Attendance Policy:
In addition to interaction via Desire2Learn and E-mail contact, students are required to contact the instructor via E-mail or telephone BEFORE the beginning of the course term for an initial briefing. Although physical class meetings are not part of this course, participation in all interactive, learning activities is required.

Student assignments and student/instructor communications will be conducted via Desire2Learn, although students may contact the instructor via telephone, postal mail, e-mail, or fax as needed

Policy for Late Work:
Please inform me if your work will be late. If you inform me ahead of time, I will not count off for late work. If you do not turn in your work, you will receive a “0” for the grade.

Incomplete Grade Policy:
A grade of “I” is not automatically assigned, but rather must be requested by the student by submitting to the instructor a “Petition for and Work to Remove an Incompleted Grade” form. An “I” can never be used in lieu of an “F” nor can an “I” be assigned because of excessive failure to participate in class activities.

Technical Support Information:
If you experience technical problems, contact Information Technology by visiting their website at: http://webapps.ou.edu/it/ or contacting them by telephone at: (405) 325-HELP (4357).

Procedures for Completion of Course Evaluation:
Upon completion of the course students should go to the Advanced Programs Distance Learning webpage, http://www.goou.ou.edu/distance_learn.html. Students should click on the applicable semester link under “Course Evaluations” which will direct them to the evaluation. The evaluation will take approximately five minutes to complete. Completion of the online evaluation is an important tool allowing Advanced Programs to gain information and student feedback for improvement of courses.

Your responses will be kept confidential. They will be reviewed by the department and only supplied to the professor once grades for the course have been submitted.
Important information you should know about online courses:

- To sign on to Desire2Learn (D2L), log in using your 4+4 and your OU network password (note that this is the same 4+4 and password that you use to access your OU email). Once you are logged in, please look for “My Courses,” locate your course and click on it. Remember to check your course site on D2L every day.

- Students enrolled in online courses may be required to take the CAS student orientation in Desire 2 Learn. To take the orientation, sign-on to D2L and then click on “Self Registration” at the top left corner of the page. Information about and instructions for the orientation can be found at http://casweb.ou.edu/olr/public/students/orientation.htm

- If the course is using a course website, you will find a link for the website on the first page of this syllabus. Please click on this link to start your course.

- Course Materials are available at Follett/AP Bookstore. On this syllabus you will find a link to the Follett Bookstore.

- If you need to drop or withdraw from a course, please contact your Site Director. You can drop a course without a penalty up to the add/drop date. You can drop a course after the add/drop date through the first day of class with a penalty. There will be a 25% penalty if you drop 16-29 days before the start of class, 50% penalty if you drop between 15 days before and the start of the class, or 100% penalty if you drop on the first day of class or later.

- After the class has started, you can only withdraw from the course with the professor’s permission; you will not receive a refund for your tuition. You can only drop without a penalty after the add/drop date by providing proper documentation and receiving approval from the Advanced Programs Theater Director. Provide this documentation to your Site Director.
POLICIES AND NOTICES

Attendance/Grade Policy

Note: Attendance/absences do not apply to online courses. However, participation in all course activities is extremely important to student success in online courses.

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy.

Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the ‘I’ grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Honesty

Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:

- cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement; assisting others in any such act; or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the student code of the University of Oklahoma. All students should review the “Student’s Guide to Academic Integrity” found at http://www.ou.edu/provost/integrity

Accommodation Statement

The College of Continuing Education [Advanced Programs] is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course.

Copyright

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA

SUSAN SMITH NASH, Ph.D.

Education

• 1996  Ph.D., University of Oklahoma – English, Outstanding Ph.D. Dissertation Award
• 1989  M.A., University of Oklahoma – English
• 1981  B.S., University of Oklahoma – Geology (Minor – Business)

Current Positions

• Director of Education and Professional Development, American Association of Petroleum Geologists (AAPG), Tulsa, OK (includes Petroleum Technology Transfer Council, PTTC) http://www.aapg.org
• Advanced Programs Professor since 2001
• Vice President, Victoria Resources, Norman, OK

Past Positions

• Associate Dean, Liberal Arts, Excelsior College, Albany, NY
• Programs Director, University of Oklahoma College of Continuing Education
• Director of International Projects, University of Oklahoma College of Liberal Studies
• Director of Online Curriculum Development, University of Oklahoma

Frequently Taught Advanced Programs Courses

• HR 5110 The Literature of Leadership
• HR 5110 Leadership in Difficult Times
• HR 5100 Graduate Research and Writing for Human Relations

Major Areas of Teaching and Research Interest

• Leadership, Online Instruction, International Strategies for Development, Literature, Translation, Cultural Understanding
• Technical Projects/Programs Developed and/or Managed: Small business and producer solutions for small, multipoint retail, marketing, production
• Developing interface, curriculum, and system for online university courses, avoiding third party turnkey solutions, but focusing on proprietary, in-house, cost-effective and easy-to-implement solution. Low startup costs. High return on investment, cash flow.
• Developing curriculum, interface, and delivery philosophy with subject matter experts for university-level online courses in private, public, and corporate university settings.
• Online courses developed, with faculty training tutorials including the following courses:
  • E-catalog interface, with third-generation relational database integration, with automated point-of-sale relating to logistics coordination, packaging, and production scheduling.
  • Sales and anticipated demand production scheduling for inter- and intranet applications for chemical (pigment and synthetic rutile) producer
  • Integrated logistics coordination for economies of scale for small and medium-sized producers; shipping, packaging, cold storage, warehousing, etc., for use in South America and U.S.
• International Economic Development Programs:
  • Packaging and Brand Image, March 2001 (Azerbaijan)
  • Private Sector Strengthening Mission, Fall 2000 (Azerbaijan)
  • Best Practices for the Use of Internet-based Educational Programs in Developing and Transitional Economies (for Universidad Autonoma, Guadalajara, Mexico, Universidad el Bosque, Bogata, Colombia)
  • English/Cultural Center Curriculum and Program Design, January 2000, (Cuidad del Este, Paraguay)
Representative Publications and Presentations

More than 75 articles and columns on distance learning and leadership, and more than 100 reviews, short stories (in the original Spanish and English), and poems (in the original Spanish and English) have been published in journals in the U.S., France, Germany, Japan, Australia, India, Azerbaijan, Paraguay. Poems have been translated in Russian, Bengali, and French.

Books:

- **Moodle 1.9 Teaching Techniques** (co-authored with William Rice), Packt Publishing (Birmingham, UK), 2010.
- **Catfishes and Jackals,** Potes and Poets Press, Elmwood, CT, September 1997.


Book Chapters:


• “Blended Mobile Learning in Developing nations and Environments with Variable Access: Analysis of Four Cases” Mobile Information Communication Technologies Adoption in Developing Countries: Effects and Implications. London: IGI Global, 2010. (forthcoming)


Articles:


• "E-Learning and the Geoscientist" The Correlator, AAPG Division of Professional Affairs. 1st Quarter, 2011: http://dpa.aapg.org/correlator/e_learnQ111.cfm


• Review of Ana Merino’s *Cell Mate” World Literature Today*. Winter 2009

• “On Jerome McGann’s *The Point is to Change it: Poetry and Criticism in the Continuing Present” Talisman, Spring 2009


• “Subjectivity in Second Life: Enactments in the Space Between the Real and the Virtual” *Talisman*. Fall 2008


• Mobile Learning, Cognitive Architecture and the Study of Literature, Summer 2007, Issues in Informing Sciences, Volume 4,  

• Journal of Issues in Informing Science and Information Technology (IISIT), pages 811-818. It is also listed in the Proceedings of the 2007 Informing Science and IT Education (InSITE) conference

  [http://proceedings.informingscience.org/InSITE2006/ProcNash137.pdf](http://proceedings.informingscience.org/InSITE2006/ProcNash137.pdf)

• "Pedagogically optimizing the use of weblogs and podcasts for maximum effectiveness in online and hybrid learning." with Sabrina Johnson-Taylor. *U.S. -China Forum on Distance Education*. April 2006.


**Short Fiction, Poetry:**


**Edublogs and Online Journals:**

• Project Working Mom: “Why More Moms are Going Back to School” Project Working Mom.  


• edublog: Inside E-Learning (http://community.elearners.com/blogs/default.aspx?GroupId=8) – more than 100 articles on academic writing and research, online education, strategies, career outlook, educational success strategies.
edublog: E-Learning Queen (http://www.elearningqueen.com) – theoretical articles, along with numerous online interviews with innovators and leaders in e-learning. E-Learning Queen has been widely recognized by educators and distance learning providers as a source of high-quality and up-to-date information on online learning, mobile learning, and new trends and technologies.

Papers Presented at Conferences:

- “Avoiding Information Silos in the Distributed Workplace,” AAPG MidContinet Section Conference, Tulsa, OK, October 12, 2009.
- "Leadership and the Strategic Plan" co-presented with George Timmons, at presented at Sloan-C, The Eleventh Sloan-C International Conference on Asynchronous Learning Networks, "The Power of Online Learning: Mobilizing to Expand Community" November 16-18, 2005. (Sloan-C audience evaluation rating 4.6 out of 5.0)
Representative Honors and Awards Received

Many commendations and awards for initiatives and programs that promote democracy and democratic processes:

- ICEM / RIMA, Quebec City, Quebec – March 2004.
- Outstanding Faculty Teaching Award – The University of Oklahoma, April 2002, The University of Oklahoma.
- Trubar Fund (Ljubljana, Slovenia) – Travel grant to attend the Vilenica Literary Festival, Lipica, Slovenia.
- Oklahoma Fund for Poetry, January 2001, for *Flyover States of Mind*. Published by Light and Dust Books, Kenosha, WI.
- Outstanding Staff Award, February 2001, University of Oklahoma College of Continuing Education. Outreach Collaboration Award in Recognition of Unique and Extraordinary Collaborative Efforts for the BLS Internet-Guided Independent Study Program, University of Oklahoma, January 25, 2001.
- Outstanding Professional Staff Award, University of Oklahoma College of Continuing Education, 2001.
- Superior Teaching Award, University of Oklahoma College of Liberal Studies, 2000.
- Contemporary Authors Biography Series (Gale Research).
- Outstanding Achievement Award 00 Centro Cultural Paraguayo Americano and the Asociacion Paraguaya de Profesionales Graduados en USA – 1999.