The University of Oklahoma
College of Continuing Education
Advanced Programs – Course Syllabus

Course Title:
The Literature of Leadership

Course Number:
HR 5110-490

Course Description:
The Literature of Leadership presents the student with an opportunity to read literature and literary accounts of leaders and leadership situations, and to make connections to one's own life situations and goals. The course includes several genres, including memoirs, fiction, biography, and essays, and encourages the students to engage with a wide variety of philosophical issues and to develop creative and strategic approaches and responses to them. The areas of leadership focus that will be foregrounded include the following: leadership and the preservation of the state and/or organization; leadership in the pursuit of community development, social justice and societal reform, and leadership of self in the pursuit of duty, self-actualization, and vision.

Course Dates:
January 2 – April 30, 2014
Last day to enroll or drop without penalty: December 4, 2013

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 - 9 pm CST
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 OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK. Orders can be placed online at www.oklahoma.bkstr.com. Faxed orders may be placed 24 hours a day at (405) 325-7770. Representatives are available by phone at (405) 325-3511 or (800) 522-0772 (toll-free) or E-mail at 0831mgr@fheg.follett.com from 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; and 10 a.m. to 4 p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). (Text prices are available online.)


5. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at [http://learn.ou.edu](http://learn.ou.edu); enter your OU NetID (4+4) and password, and select course to access material. Please contact your local Site Director if you require assistance.

6. **Important**: Course Website (with links to readings, etc.) [http://www.beyondutopia.net/leadership](http://www.beyondutopia.net/leadership)

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

**OU E-Mail:**

All official correspondence from distance learning instructors will be sent only to students’ ou.edu address.

**Online Learning Resource Center:**

The Online Learning Resource Center of the University of Oklahoma’s College of Arts and Sciences Online Program is here to serve you and assist you with any questions, problems, or concerns you may have. For assistance go to [http://casweb.ou.edu/olr/](http://casweb.ou.edu/olr/) or contact us by telephone at: (405) 325-5854 or Email: casonline@ou.edu

**Course Purpose:**

The purpose of this course is to develop critical thinking skills that allow the successful analysis of situations in human relations that require appropriate leadership. By reviewing texts (literary and historical), case studies, and articles, students will gain an understanding of gender, cultural diversity, inclusion, personality, and group dynamics as applied to leadership and human relations.

**Course Objectives:**

The primary objective of this course is to equip the student with historical and theoretical perspectives of leadership styles.

The historical, fictional, and theoretical examples can then be used to analyze current managerial conditions and challenges, with a view toward developing one’s own management philosophy and leadership style.

This course will also provide the student with the opportunity to examine leadership “in extremis” -- that is, in extreme conditions, when pushed to psychological, physical, and political limits. The student will have an opportunity to examine the decisions made and to subject them to a rigorous examination. Would you have made the same decision? Were the values sound or flawed? What are the ethical dilemmas?

Finally, the course looks at how one begins to form an approach for influencing one’s environment, and for analyzing how and why individuals make their choices. The focus is on effectiveness, and learning how to develop one’s strengths in order to achieve personal goals.

**Course Outline:**

**Unit 1:**

- Readings from texts and online
- 1,200 -word paper -- January 15, 2014
- Five Required Discussion Board Posts -- January 27, 2014
Unit 2:
- Readings from texts and online
- Five Required Discussion Board Posts – February 8, 2014
- 1,200 -word paper OR
- 10 additional discussion board posts (5 original posts, 5 responses) - February 23, 2014

Unit 3:
- Readings from texts and online – March 11, 2014
- 1,200-word paper -- March 23, 2014
- Five Required Discussion Board Posts

Unit 4:
- Five Required Discussion Board Posts – April 5, 2014
- Final Paper -- 1,500 words OR
- 15 discussion board posts (7 original posts, 8 responses) April 18, 2014

Assignments, Grading, and Due Dates:
Units: Unit Objectives, Online Readings, Assignments, Grading, and Due Dates. Visit http://www.beyondutopia.net/leadership for all links to online readings. Please visit Desire 2 Learn for articles and required work.

Unit 1 Overview:
In this unit, you will examine various management and leadership theories, with the goal of applying them to specific instances in your life, or to current events. The goal is to be able to compare approaches and philosophies, and be able to understand the costs and benefits of each. Required work: 1,200-word paper

Unit 1 Readings:
Procedure for online readings: 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.

- Machiavelli, N. The Prince and Selected Discourses.
- Daft, The Leadership Experience, Chapters 1- 4
- Online Readings: http://www.beyondutopia.net/leadership/page3.html
  - Anglo Saxon Poem “Battle of Maldon”
  - Elizabeth I, Speech to the troops at Tilbury
  - Henry V Speech, Battle of Agincourt Act III, Scene I
  - Beware the Hubris-Nemesis Complex: A Concept for Leadership Analysis by David Ronfeldt. This essay introduces and defines the concept of the hubris-nemesis complex, illustrates it by drawing upon both mythic characters and real personalities, relates it to other psychological phenomena that have been described well in the past, and discusses some challenges that may be faced in recognizing and dealing with the complex in the course of international relations. The essay argues that the complex is relatively common, but often unappreciated, and that we can see it at work in current-day figures such as Fidel Castro, Saddam Hussein, and Slobodan Milosevic--leaders about whom the United States has made serious misjudgments over the years. Thus, while the essay is intended to be conceptual and scholarly, it may have direct significance for understanding and dealing with foreign leaders in future crises and conflicts.
  - Foucault’s Ideas about Crime, Society, Power, and Influence. Michel Foucault, the French philosopher, was one of the most influential thinkers of the 20th Century.
Discipline and Punish, written in 1975, gave people a new way to view the prison system. In this book, Foucault describes the history of prisons. He explained why prisons continue to be popular even when they are not successful. Foucault believed prisons serve a greater purpose than just incarcerating criminals. He described how prisons really enslave everyone to a life of government-imposed discipline. Today, Foucault’s theories are still popular in all areas of academia.

- Check D2L and course website for additional online readings

- Film: Please feel free to write your paper on the following films. Compare / contrast the heroism / heroes in the following films:
  - Henry V (dir. Kenneth Branaugh)
  - Alexander (Dir. Oliver Stone)
  - The Good Shepherd (dir. Robert DeNiro)

Unit 1 Learning Objectives:
- Make connections between the ideas contained in Machiavelli’s *The Prince* and leadership situations in contemporary society, including the military
- Explain how a person’s core beliefs about the nature of humanity can influence one’s actions and attitudes with respect to leadership
- Categorize types of power in an organization, and make connections between power and leadership in organizations
- Describe how utopian ideas have influenced leadership decisions in the past, and how they may influence them now
- Explore the hubris-nemesis model of leadership
- Explain how followership relates to leadership, and how states of mind (including paranoia) influence the organization’s culture and the behavior of followers.

Unit 1 Guiding Questions:
Please use these questions as springboards for fruitful contemplation, and to help you with your paper. You may respond to the questions if you wish. If you prefer to address other issues regarding the readings and leadership, please feel free to do so.

Option 1: You may write on any of the readings and the topics and relate to your personal experience.

Option 2: Select three or four and answer them in your paper:

1. What are the attributes of a leader as illustrated by Machiavelli? Elizabeth I? Henry V? The soldiers at the Battle of Maldon?
2. In the various readings, which seems to be more important to the author: the state / organization, or the people who make it? Why does this perspective matter in leadership?
3. How does a person’s core belief about the nature of humanity influence how they lead? Does Machiavelli believe that people are inherently good or bad? What difference does this make in leadership decisions?
4. In the various readings, according to the author, which people in the organization benefit most? Why?
5. What is a leader’s role in a utopian experiment?
6. Can a corporation or a unit of the military ever have a kind of utopian vision? For example, in the case of Special Forces, or small units, what type of animating idea keeps the vision alive?
7. What does having a utopian vision mean for the leader? What are various implications?
8. Do followers ever force a vision upon a leader? In that case, are the followers, in fact, shaping the way the leader must behave?
9. Michel Foucault suggests a kind of control-based view of leadership and followership. He suggests that the followers’ belief that their actions — even thoughts and attitudes — are being monitored in order to punish deviation from the norm has a great impact on the organizational dynamics. How do fear and paranoia of the followers result in a reinforcing of power?
10. Anti-hero vs. Hero: What makes an anti-hero compelling? When is the anti-hero appeal most intense? What are the circumstances?
11. Can a charismatic leader even exist without devotees or followers?
12. Do leaders tend to exhibit the archetypal characteristics of a hero?

Unit 2

Unit 2 Overview:
In this unit, you will closely examine a variety of leaders, with the goal of developing a personal vision of what defining traits or attributes make leaders who they are. Often they are hero figures. Often, they are anti-heroes. You will see examples of leaders who did not think of themselves as leading -- but, thanks to their followers, they were thrust into leadership positions. Leadership carries with it a number of rewards, but it also entails risk. Is it worth it? You decide… Required work: 1,200-word paper

Unit 2 Readings:
Procedure for online readings -- 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.

- Gorn, *Mother Jones*. Make connections between the online readings and that text.
- Daft, *The Leadership Experience*: Chapters 5–10
- Articles posted in Desire to Learn:
  - Erikson, E. Eight States of Human Development.
- Online Readings: [http://beyondutopia.net/leadership/page3.html](http://beyondutopia.net/leadership/page3.html)
  - Hours of Opportunity, Volume 1. Lessons from Five Cities on Building Systems to Improve After-School, Summer School, and Other Out-of-School-Time Programs by Susan J. Bodilly, Jennifer Sloan McCombs, Nate Orr, Ethan Scherer, Louay Constant, Daniel Gershwin. High-quality out-of-school-time (OST) programs have a positive effect on youth development, but many cities have found it difficult to address the challenges of expanding and improving the quality of programs offered to underserved and high-need
students. In response, The Wallace Foundation sponsored an initiative to help five cities increase collaboration, access, quality, information sharing, and sustainability in their OST systems. The overall goals of the initiative were to increase access, improve quality, develop information systems for decisionmaking, and plan for financial stability.

- Charismatic leadership and corporate cultism at Enron: The elimination of dissent, the promotion of conformity and organizational collapse [http://www.rickross.com/reference/general/general782.html](http://www.rickross.com/reference/general/general782.html)
- Extraordinary Governance and Non-Traditional Leadership. Over the course of the last two decades, three urban school districts—Chicago, Philadelphia, and New Orleans—have undertaken extraordinary systemic reform shaped by major changes to their governance structures and led by a non-traditional leader focused first on an operations-based strategy. [http://sites.google.com/site/a100educationpolicy2010/home/experimentalgovernancenontraditionalleaders/extraordinary-governance-non-traditional-leaders/finalpaper.extraordinarygovernanceandnon-traditionalleaders.pdf?attredirects=0&d=1](http://sites.google.com/site/a100educationpolicy2010/home/experimentalgovernancenontraditionalleaders/extraordinary-governance-non-traditional-leaders/finalpaper.extraordinarygovernanceandnon-traditionalleaders.pdf?attredirects=0&d=1)
- What Is Your Leadership Script? The Script. “My life is a script” is a coined phrase used by one of my tech guys in regards to recent events with the software that I manage. This phrase stimulated my thinking in what is a life script and who is in charge of writing our scripts? [http://letstalkleadership.wordpress.com/2009/11/20/what-is-your-leadership-script/](http://letstalkleadership.wordpress.com/2009/11/20/what-is-your-leadership-script/)
- Check D2L and course website for additional online readings

Unit 2 Learning Objectives:
- Develop and explain a strategy for leadership given cultural and gender expectations and differences;
- Explain the concept of charismatic leadership, its potentials and limits;
- Describe how the media packages a person to be considered a hero, a leader, or both;
- Explain the role of leadership to initiate and build strong communities.
- Detail the psychological and personality theories that could explain the behaviors of leaders such as Mother Jones, “mad messiahs,” dictatorships, self-sacrificing leaders and heroes.
- List attributes of effective leaders.

Unit 2 Guiding Questions
- Option 1: You may write on any of the readings and the topics and relate to your personal experience.
- Option 2: Select three or four and answer them in your paper:
  1. What are some pressures you face as a leader that challenge your ability to do the right thing? Do you expect to face more or fewer pressures as a leader? Discuss what some of these pressure might be.
  2. Discuss the role of a follower. Why do you think so little emphasis is given to followership compared to leadership in organizations?
  3. Compare the alienated follower with the passive follower. Can you give an example of each? How would you respond to each if you were a leader?
  4. Do you think self-management leadership should be considered a leadership style? Why or why not?
  5. Describe the kinds of needs that people bring to an organization. How might a person's values and attitudes, as described in Chapter 4, influence the needs he or she brings to work?
  6. What is the relationship among needs, rewards, and motivation?
  7. If you were to communicate symbolically with your team to create a sense of trust and team work, what would you do?
8. Why might a person need to go through significant personal changes to be an effective team leader? What are some of the changes required?
9. Based on the readings, what do you see as characteristics or defining traits found in most leaders?
10. How do leaders "package" themselves so that they are immediately identified as leaders? Do you ever consciously do this? Do you think that packaging is unnecessary, and that the innate qualities of the leader will automatically communicate themselves to leaders (even if the individual has bad communication skills)? What are the ways of communicating? Words, appearance, gestures, tone of voice, actions, symbols & other accompanying signs and meaning-filled aspects?
11. How and where can a woman use a different approach to be effective, given that the people she needs to lead have specific ideas about gender roles?
12. How and why do leaders "script" themselves? In the case of "scripting" a "hyper macho male", what are the signs, symbols, and narrative elements (myth, archetype, personality theories) that are employed in order to achieve the desired effect?
13. Do leaders tend to exhibit the archetypal characteristics of a hero?
14. What is it about a hero that makes people want to follow? What does following entail?
15. Does the follower give up something, or does he/she in fact gain something in being a follower?
16. How does the media tend to depict a leader? How do you know that a person is a leader when you are watching a movie or television? What are they wearing? Where are they? What are they doing?
17. Anti-hero vs. Hero: What makes an anti-hero compelling? When is the anti-hero appeal most intense? What are the circumstances?
18. Can a charismatic leader even exist without devotees or followers?

Unit 3

Unit 3 Overview:
Required work: 1,200-word paper

Unit 3 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!

- Daft, R. L., The Leadership Experience: Chapters 8 – 10
- Fox, W., Marine Rifleman
  - In Marine Rifleman: Forty-three Years in the Corps, Col. Wesley L. Fox, USMC (Ret.), former deputy commandant of cadets at Virginia Tech, tells his "life story as a Marine the way [he] remembers it." Retired from the Marine Corps in 1993, Fox is the quintessential soldier's soldier, having received the Medal of Honor, two awards of the Legion of Merit, a Bronze Star with Combat V, four Purple Hearts, and numerous commendations. Fox's memoir begins with his youth in rural Virginia as a ninth-grade dropout and teenage farmer who fulfilled his dream of serving his country by enlisting in the Marines in the early years of the Korean conflict. Subsequent chapters narrate Fox's steady rise through the ranks, and each concludes with a list of "lessons learned."

Dr. Nash’s note: What I liked about this book is that it provides an evolutionary view of leadership, which begins with followership. It was interesting to me to read about Col. Fox’s experiences as a 19-year-old in the Korean War (what a horrific experience, which personalized the faceless statistics), and then in Vietnam, where guerrilla tactics and unethical fighting by the enemy were the norm. It was intriguing to see how his leadership vision evolved — I could see that it was built on practical experience and empathy. He does not base his leadership philosophy on a particular ideology or
philosophical leaning. As a result, I found the later chapters to be a bit dull (I have no way of relating to them); but the day-to-day dehumanization and re-humanization of war was very touching. It made me realize that discipline and keeping a focus on the values that keep you human go a long way, even if they do seem untenable in certain situations (like combat).

I like to think of Marine Rifleman in terms of Richard Dawkins’ idea of memes. Memes are ideas or concepts that seem to replicate instantly through societal consciousness, and they create their own reality. Powerful memes are in collision course in our life and times — for example, the meme of victimization because of post-colonial globalization is one that is in direct conflict with the meme of global prosperity through technology. There are also meme-sources — the powerful characters, ideas, or concepts that find themselves in mirror images throughout our world — often propagated via the media. I see Col. Fox as a kind of meme-source of the quiet hero.

I also very much admire the values– and discipline-based approach which characterizes the military. Without it, there appear to be no limits to the depravity of the human being. A leader puts things into perspective and sets the tone for the entire organization. If they have a “by any means necessary” attitude, what are the implications? If the leader projects elitism, bullying, or cruel acts, what are the implications?

**Online Readings:**
- **Disruptive Innovation** – (Clayton Christensen and Michael Raynor) [http://www.christenseninstitute.org/key-concepts/disruptive-innovation-2/?gclid=CJaZypSvr7kCFUQ6QgodQh8ABA](http://www.christenseninstitute.org/key-concepts/disruptive-innovation-2/?gclid=CJaZypSvr7kCFUQ6QgodQh8ABA)
- **Brief History of Black Women in the Military.** American women have participated in defense of this nation in both war and peacetime. Their contributions, however, have gone largely unrecognized and unrewarded. While women in the United States Armed Forces share a history of discrimination based on gender, black women have faced both race and gender discrimination. Initially barred from official military status, black women persistently pursued their right to serve. [http://www.womensmemorial.org/Education/BBH1998.html](http://www.womensmemorial.org/Education/BBH1998.html)

**Unit 3 Learning Objectives:**
- Describe and explore the importance of values and vision in leadership;
• Explain how disruptive innovation can require leadership changes in strategy
• Explain how a leader’s vision connects with the values and beliefs of his or her context, society at large;
• Describe how women in the military have achieved leadership, and the challenges they have overcome;
• Apply the strategies used by women and military leaders to non-military situations;
• Write a description of how leaders and followers develop a shared vision and successful teamwork effort in difficult times (war, radical change and instability);
• Explain how labels and stereotyping damage a collective effort, and how a leader can either improve the situation, or create conditions that worsen it.
• Describe how a previously marginalized or exploited group can positively influence the majority.

Unit 3 Guiding Question:
1. **You decide** -- what are the implications of memes and leadership? Is Col Fox a "source-meme?" Yes? No? How? Connect to theories in Daft as well.
2. **How does disruptive innovation affect leadership?** What is disruptive innovation? Where has it occurred in your life / career / goals? How can you use disruptive innovation as a force for positive change?
3. **How can leaders deal with uncertain times and change?** **How does vision help the mission cohere when there are unexpected changes?** Consider these questions and respond to them from experiences in your life or in current times.

Unit 4:

Unit 4 Overview:
Required Work: Final Paper -- 1,500 words

Unit 4 Readings:
Daft, *The Leadership Experience*: Chapters 11 - 15

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:

1. **Life, Leadership, and Change:** How can you deal with change in a positive way that builds teams and individual sense of self-worth?
2. **The New Military:** what will be the character and challenges of leaders in the years to come? How do some of the readings you have analyzed make you look at military leadership and leadership challenges from a new perspective? How will leaders productively guide the organization and its people through change? How will tradition be accommodated?
3. **Memoir of Vision and Challenges.** Write an autobiographical account of turning points, extreme situations, or other situations that changed your life, and gave you new insight into the human condition, and how that affects your ability to lead. Discuss your use of self-scripting.
4. **Growing Up Very Quickly:** How does one help develop leadership qualities in a young person who is facing often overwhelming challenges? Please be specific and use examples.
5. **Memoir (can be real or invented, but in it you discuss leadership in day-to-day life. Be sure to use concrete examples, descriptions, etc.**
6. **A Bad Leader / Good Leader Checklist:** Make a list and illustrate, either from the readings, or from other examples
7. **“Dear Abby -- I know you’re on the other side, but HELP!!”** Pretend to be the advice columnist, Abby, responding to letters asking her for advice about knotty workplace/life issues which deal with problematic leaders or managers. The managers addressed can be real -- for example, you might write a letter that begins this way: “Dear Abby, I need your help! Two years ago I joined a
commune built on the values of Niccolo Machiavelli. Now I’m wondering if I did the right thing. I feel manipulated and frustrated.”

8. Debate: write a script for a debate between two leaders (or individuals who represent a certain leadership philosophy) that you have studied in this class. For example, you may want to have a female military colonel debate Machiavelli over the role of women in the military. Or, you could have Col Fox debate Mother Jones about how to inspire loyalty in one’s followers.

9. Other ideas -- check with your professor.

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1</td>
<td>100 points</td>
</tr>
<tr>
<td>Paper 2</td>
<td>100 points</td>
</tr>
<tr>
<td>Paper 3</td>
<td>100 points</td>
</tr>
<tr>
<td>Paper 4</td>
<td>100 points</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>100 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500 Points</strong></td>
</tr>
</tbody>
</table>

450 – 500 points = A
400 – 449 points = B
350 – 399 points = C
0 – 349 points = 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.

Policy for Late Work:
Please contact the professor regarding his/her policy for late work.

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.

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 and 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](http://casweb.ou.edu/olr/public/students/orientation.htm)
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.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. 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.

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local 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  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:

- **E-Learning Success: From Courses to Careers.** Texture Press, March 2012.
- **The Adventures of Tinguely Querer.** Ljubljana, Slovenia: Vodnikova Zalozba, September 2011.
- **Moodle 1.9 Teaching Techniques** (co-authored with William Rice), Packt Publishing (Birmingham, UK), 2010.

Book Chapters:


Articles:
• "Assistive Technologies: Accessing Voice and Selfhood in an Age of Digital Technologies" Feminist Cyberspaces (Winter 2011)
http://www.leafscape.org/press1/v5n2/heartjournal.html
• "E-Learning and the Geoscientist" The Correlator, AAPG Division of Professional Affairs. 1st Quarter, 2011: http://dpa.aapg.org/correlator/ e_learnQ111.cfm
• Effective E-Learning for Geoscientists in the Global, Multi-Generational Workplace, GCAGS 60th Annual Convention, San Antonio, Texas, October 10-12, 2010.
• 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
• 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
• "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, Creative Non-Fiction, Poetry:


Edublogs and Online Journals:


• 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:


• "Wimba and Blackboard Mashup Tools: Incorporating technology that promotes interactivity and student retention." Troy University E-Campus E-Colloquium, April 13, 2011.


• “Knowledge Transfer in the Multi-Generational Workplace,” AAPG MidContinent Section Conference, Tulsa, OK, October 12, 2009.

• “Avoiding Information Silos in the Distributed Workplace,” AAPG MidContinent Section Conference, Tulsa, OK, October 12, 2009.


• “Educational Uses of Mashups” (Keynote Speaker.) New Media Consortium Spring Symposium. April 3, 2008.


• “Quality in an E-Learning Course Featuring Mobile Learning,” 18th Annual Conference on Teaching and Learning, Jacksonville, FL, April 5, 2007.


• "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)
• "Saving Face through Story: Paraguayan Myth and Folklore." presented at AGLSP - Association for Graduate Liberal Studies Programs Conference, October 2005, Minneapolis, MN.

Representative Honors and Awards Received
Many commendations and awards for initiatives and programs that promote democracy and democratic processes:

• International Who’s Who (Europa Biographical Reference Series), 2000 – present
• Trubar Translation awards to Texture Press to support publication of Slovenian literature: 2000 – 2011.
• 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).

Synergistic Activities: Grants and Research

• Recipient of Publications Grant / Award for E-Learning Queen (http://www.elearningqueen.com) from the Open Source Arts and Letters Initiative (OSALI).
• Principal Investigator – RPSEA Technology Transfer. April 2010.
• OpenCourseware: $30,000 from AAPG Foundation: Role Principle Investigator.
• The Impact of Diaspora on Communities and Schools: Teacher Training. April
2007. $105,000. Ford Foundation. Granted to Excelsior College. Role: Principle Investigator:
• Numerous grants and awards, including Ford Foundation (principle investigator), Trubar Fund
(Slovenia – publications grant), Paraguayan Ministry of Navigation and Ports, University of
Oklahoma Outstanding Teaching award; University of Oklahoma Outstanding Dissertation
• American Association of Petroleum Geologists: Education Committee Advisory Board Member
(2004 – present)
• Board of Directors, VOCA Foundation, a division of ACDI-VOCA. Economic development,
with focus on agriculture and energy. Washington, DC. 2006 – present.

Major Professional Affiliations
• American Association of Petroleum Geologists (Active Member); Energy Minerals Division.
• Modern Language Association. Active Member.
• American Society for Training and Development. Active Member.