



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

HR 5110-106: Leadership in Difficult Times

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..

Class Dates, Location and Hours:

Dates: December 3 – 9, 2018

Location: Nellis AFB, Las Vegas, Nevada. See Site Director for classroom location.

Hours: Monday - Friday 6:00 p.m.-9:30 p.m.; Saturday 8:00 a.m.-4:30 p.m.; Sunday 8:00 a.m.-12:00 p.m.

Last day to enroll or drop without penalty: November 4, 2018

Site Director:

Email: apnellis@ou.edu. Phone: 702-643-5354.

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: smithnash@ou.edu or susan@beyondutopia.com

Professor availability: The professor will be available via email to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fhcg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Nash, S. S. (2016) Quick-start writing guide for graduate research and writing. Texture Press. ISBN 9781945784033. **Note:** this text will be made available for free in digital format within the course.
2. American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). New York: American Psychological Association. ISBN 9781433805615. (you may also use online resources available for free)
3. Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

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.

Course Objectives:

1. Describe the characteristics of “difficult times” in society.
2. Explain the impact of difficult times individuals, families, communities, and organizations.
3. Identify different sources, types and consequences of stress, including Post-Traumatic Stress Disorder.
4. Describe effective leadership strategies for difficult times due to economic displacements, politics, and regional conflicts.
5. Describe different types of culture clashes that might occur at the workplace or in one’s community.
6. Explain the impact of diversity and culture on organizational culture.
7. Explain ethical issues associated with social media.
8. Describe how to use social media for positive development of human capital, economic growth, and community participation.
9. Identify emerging challenges and opportunities due to the increasing use of robotics, artificial intelligence, and machine learning.

Assignments, Grading and Due Dates:

Item	Due Date	Points
Short Essay 1	December 5	150
Short Essay 2	December 9	150
Issues Discovery Worksheet 1	December 4	150
Issues Discovery Worksheet 2	December 6	150
Issues Discovery Worksheet 3	December 8	150
Annotated Bibliography Worksheet	December 13	150
Class Participation	December 9	100
Total points possible	NA	1000

Graded Activities

Class Participation and Attendance:

Active participation includes relevant in-class discussion and respectful relations among your colleagues.

Reading Assignments:

All assigned readings must be completed prior to turning in your assignments for the corresponding unit.

Annotated Bibliography:

You will select a topic and find 5 relevant articles by conducting a search of the OU Libraries online databases. For each article, you will write an annotation using APA style. We will use the worksheets found in Quick-Start Writing Guide.

Short Essays:

There are two short (500-word) essay assignments. Instructions are found in Quick-Start Writing Guide. Bring drafts to class. The final versions of the essays will be submitted via the designated Canvas Dropboxes.

Human Relations Issues Discovery Worksheets:

There are three individual Human Relations Issues Discovery assignments. The worksheets will be found in Quick Start guide, and in Canvas. Please complete the worksheets at home. We will discuss the assignments in class. Please bring drafts to class on the day we will discuss them in class. they will be submitted via the designated Canvas Dropboxes.

Date(s)	Unit	Topics or Activities	Learning Outcomes Addressed	Assignments, Exams, or Readings
Dec 3 - 4	I	Difficult Times, Changing Times, and Impacts	1, 2, 3	Issues Discovery Worksheet 1
Dec 5 - 6	II	Culture Clashes, Diversity, and Leadership	4, 5	Issues Discovery Worksheet 2 Short Essay 1
Dec 7-8	III	Social Media	1, 2, 8	Issues Discovery Worksheet 3
Dec 8 - 9	IV	Robotics, Artificial Intelligence, Machine Learning: Developing Creativity to Survive	1, 4, 9	Readings Annotated Bibliography Worksheet Short Essay 2

Unit I: Difficult Times, Changing Times, and Impacts

Overview: In this unit, we look at different types of difficult times and examine their impact on people, communities, organizations, and families. We also review the impact of difficult times on individuals, families, communities, and organizations. In doing so, we focus on the various causes, consequences, and responses to stress, including PTSD.

Required Work:

Class participation

Issues Discovery Worksheet

Readings (in Canvas)

Boatright-Horowitz, S. L., Frazier, S., Harps-Logan, Y., & Crockett, N. (2013). Difficult times for college students of color: teaching white students about White Privilege provides hope for change. *Teaching in Higher Education*, 18(7), 698–708. <https://doi-org.ezproxy.lib.ou.edu/10.1080/13562517.2013.836092>

Kageyama, M., & Solomon, P. (2018). Post-traumatic stress disorder in parents of patients with schizophrenia following familial violence. *PLoS ONE*, 13(5), 1–9. <https://doi-org.ezproxy.lib.ou.edu/10.1371/journal.pone.0198164>

Kengne, S. A. K., Fossaert, M., Girard, B., & Menelas, B.-A. J. (2018). Action-Centered Exposure Therapy (ACET): A New Approach to the Use of Virtual Reality to the Care of People with Post-Traumatic Stress Disorder. *Behavioral Sciences* (2076-328X), 8(8), 1–11. <https://doi-org.ezproxy.lib.ou.edu/10.3390/bs8080076>

Nordenberg, T. (2000). Escaping the Prison of a Past Trauma. *FDA Consumer*, 34(3), 21. Retrieved from <http://libraries.ou.edu/access.aspx?url=http://search.ebscohost.com.ezproxy.lib.ou.edu/login.aspx?direct=true&db=afh&AN=3049529&site=ehost-live>

Unit II: Culture Clashes, Diversity, and Leadership

Overview: This unit probes the nature of culture clashes, and looks at different types of diversity in the world today in order to explain the impact of diversity and culture on organizational culture. We identify effective leadership strategies for difficult times due to economic displacements, politics, and regional conflicts. Finally, we analyze different types of culture clashes that might occur in one's workplace or community.

Required Work:

Class participation

Issues Discovery Worksheet

Short Essay

Readings (in Canvas)

Humphry, T. A., & Ricciardelli, L. A. (2004). The development of eating pathology in Chinese-Australian women: Acculturation versus culture clash. *International Journal of Eating Disorders*, 35(4), 579–588. <https://doi-org.ezproxy.lib.ou.edu/10.1002/eat.10269>

Kim, Moonjoo. (2017). Effects of Team Diversity, Transformational Leadership, and Perceived Organizational Support on Team-Learning Behavior. *Social Behavior & Personality: An International Journal*, 45(8), 1255–1270. <https://doi-org.ezproxy.lib.ou.edu/10.2224/sbp.6325>

Marshall, G. W., Moncrief, W. C., Rudd, J. M., & Lee, N. (2012). Revolution in Sales: The Impact of Social Media and Related Technology on the Selling Environment. *Journal of Personal Selling & Sales Management*, 32(3), 349–363. Retrieved from <http://libraries.ou.edu/access.aspx?url=http://search.ebscohost.com.ezproxy.lib.ou.edu/login.aspx?direct=true&db=bsh&AN=78110790&site=ehost-live>

Takayama, K., Kaplan, M., & Cook-Sather, A. (2017). Advancing Diversity and Inclusion through Strategic Multilevel Leadership. *Liberal Education*, 103(3/4), 22–29. Retrieved from <http://libraries.ou.edu/access.aspx?url=http://search.ebscohost.com.ezproxy.lib.ou.edu/login.aspx?direct=true&db=afh&AN=126506096&site=ehost-live>

Unit III: Social Media

Overview: This unit examines the impact of social media and the ethical issues associated with its use in society, including the promotion of disinformation and censorship. In addition to examining the negative uses of social media (bullying) and its sometimes negative impact (depression), we also look at how it can be used for the positive development of human capital, economic growth, and community participation.

Required Work:

Class participation

Issues Discovery Worksheet

Readings (in Canvas)

Christy, T. (2018). Game of Trolls: The Sinister Face of Facebook. *New American* (08856540), 34(5), 25–27. Retrieved from <http://libraries.ou.edu/access.aspx?url=http://search.ebscohost.com.ezproxy.lib.ou.edu/login.aspx?direct=true&db=afh&AN=128130917&site=ehost-live>

Newman, A. (2018). The way forward: Bypassing Big Tech Censorship. *New American* (08856540), 34(18), 19–23. Retrieved from <http://libraries.ou.edu/access.aspx?url=http://search.ebscohost.com.ezproxy.lib.ou.edu/login.aspx?direct=true&db=afh&AN=131612957&site=ehost-live>

Van Hee, C., Jacobs, G., Emmery, C., Desmet, B., Lefever, E., Verhoeven, B., ... Hoste, V. (2018). Automatic detection of cyberbullying in social media text. *PLoS ONE*, 13(10), 1–22. <https://doi-org.ezproxy.lib.ou.edu/10.1371/journal.pone.0203794>

Unit IV: Robotics, Artificial Intelligence, Machine Learning: Developing Creativity to Survive and Thrive

Overview: In this unit, look at the current state of robotics, automation, AI, and machine learning, and also at what are projected to be future conditions at home, in our communities, and at work. We examine emerging challenges and opportunities due to the increasing use of robotics, artificial intelligence, and machine learning. Finally, we review the role of creativity in a highly volatile context where there is a great deal of disruptive technology. We take a close look at examples of people who have used creativity to develop the kind of harnesses technology and uses it to build viable, sustainable enterprises.

Required Work:

Class participation

Annotated Bibliography Worksheet

Short Essay

Readings (in Canvas)

Biraglia, A., & Kadile, V. (2017). The Role of Entrepreneurial Passion and Creativity in Developing Entrepreneurial Intentions: Insights from American Homebrewers. *Journal of Small Business Management*, 55(1), 170–188. <https://doi-org.ezproxy.lib.ou.edu/10.1111/jsbm.12242>

Cramer, T. (2017). How Not to Lose Your Marketing Job to a Machine. *EContent*, 40(5), 4–8. Retrieved from <http://libraries.ou.edu/access.aspx?url=http://search.ebscohost.com.ezproxy.lib.ou.edu/login.aspx?direct=true&db=tfh&AN=124961115&site=ehost-live>

Drum, K., & D, A. D. (2017). You Will Lose Your Job to a Robot. *Mother Jones*, 42(6), 38–69. Retrieved from <http://libraries.ou.edu/access.aspx?url=http://search.ebscohost.com.ezproxy.lib.ou.edu/login.aspx?direct=true&db=afh&AN=125593362&site=ehost-live>

Friedman, M. B. (2014). Creativity and Psychological Well-Being. *Contemporary Readings in Law & Social Justice*, 6(2), 39–58. Retrieved from <http://libraries.ou.edu/access.aspx?url=http://search.ebscohost.com.ezproxy.lib.ou.edu/login.aspx?direct=true&db=afh&AN=99618143&site=ehost-live>

Gretter, Sarah, and Aman Yadav. 2016. “Computational Thinking and Media & Information Literacy: An Integrated Approach to Teaching Twenty-First Century Skills.” *TechTrends: Linking Research & Practice to Improve Learning* 60 (5): 510–16. doi:10.1007/s11528-016-0098-4.

McCarroll, J. (2018). Six tips for building: Creativity And Innovation. *NZ Business + Management*, 32(1), M14–M15. Retrieved from <http://libraries.ou.edu/access.aspx?url=http://search.ebscohost.com.ezproxy.lib.ou.edu/login.aspx?direct=true&db=bsh&AN=127436492&site=ehost-live>

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.

POLICIES AND NOTICES

Attendance/Grade Policy

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. 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 making 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 Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

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.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

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. Advanced Programs does not provide duplicating services or office supplies.

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. in English, University of Oklahoma
- 1989 M.A. in English, University of Oklahoma
- 1981 B.S. in Geology, University of Oklahoma

Current Positions

- Advanced Programs Professor since 1998
- Adjunct Professor, Human Relations, University of Oklahoma
- Director of Education and Professional Development, American Association of Petroleum Geologists

Frequently Taught Advanced Programs Courses

- HR 5013 Current Problems in Human Relations
- HR 5203 Graduate Research and Writing
- HR 5033 Leadership in Organizations
- HR 5093 Introduction to Human Relations
- HR 5133 Change, Challenge, and Creativity in Organizations

Major Areas of Teaching and Research Interest

- Leadership, Strategic Decision-Making, Risk in Energy and Natural Resources
- Leadership in Difficult Times and the Apocalyptic Narrative
- Persuasive and Technical Writing
- E-Learning, Instructional Design, and Effective Knowledge Transfer
- Shale Plays / Unconventional Resource Plays (emphasis on North America)
- Drones / UAS systems and applications, with emphasis on sensors / missions
- Big Data / Deep Learning applied to problem-solving / pattern recognition

Representative Publications and Presentations (Partial)

- Basin Analysis: Overview and New Uses. *PetroPulse*. No. 5, July, 2017, p. 10-11.
- Fracking Novels: Scrabble, Zombies, and the Problematized Real. *World Literature Today*. March 2017. <https://www.worldliteraturetoday.org/2017/march/fracking-novels-scrabble-zombies-and-problematized-real-susan-smith-nash>
- Inhalaciones, o, la capacidad negativa. *Periodico de Poesia*. No. 96, Febrero 2017. Mexico City, Universidad Autonoma de Mexico. <http://www.periodicodepoesia.unam.mx/index.php/4496>
- Drones and UAVs for Methane Emissions Detection, Monitoring, and Regulatory Compliance. Jan 2, 2017. *IJRDO-Journal of Biological Science* <http://www.ijrdo.org/International-Journal-of-Research-&-Development-Organisation-pdf/Biological%20Science/January-2017/Bio-2017-January-2.pdf>
- Sesiones Plenarias NOC e IOC: El “Escalofrio” del ICE. *Petroleum Revista* (Caracas, VE), Octubre 2016, pp. 23-24.
- Review. *Absolute Solitude* by Dulce María Loynaz. *World Literature Today*. November 2016. <http://www.worldliteraturetoday.org/2016/november/absolute-solitude-dulce-maria-loynaz>
- Sesiones Plenarias NOC e IOC: El “Escalofrio” del ICE. *Petroleum Revista* (Caracas, VE), Octubre 2016, pp. 23-24.
- Blood-Soaked Feathers: Urban Farming Meets Urban Flood Control-Created Habitats. *IJRDO: Journal Agricultural Research*. Volume 2, Issue 8, August 2016. <http://www.ijrdo.org/International-Journal-of-Research-&-Development-Organisation-pdf/Agriculture%20and%20Research/August-2016/Agricultural%20Research-August-3.pdf>

- The “Honor Killing” of Social Media Star Qandeel Baloch: Technological Change, the Changing Roles of Women, and Grassroots Backlash. IFRDO: Journal of Social Science and Humanities Research. Volume 2, Issue 7, July 2016.
- An Apocalyptic yet Abject “Jubilee” Narrative in George Robert Gissing’s *In the Year of Jubilee*: Mobility, Restoration, and Materiality, Journal of English Language and Literature, Vol 4, No. 2 (2015) <http://www.hrpub.org/download/20160130/UJES3-14605339.pdf>
- Effective Technology Strategy for Shale Plays, Universal Journal of Engineering Science Vol. 3(4), pp. 79 - 87 /Horizon Research December 2015
- "La educación y la innovación transformadora en condiciones turbulentas" Petroleum April 2015. <http://www.petroleum.com.ve/>
- "Geologists as Successful Entrepreneurs in Times of Low Oil Prices: The Importance of Innovation and Education" WTGS Bulletin. Vol 54, No. 4 (March/April 2015), pp 8-14.
- "Trije eseji: Postpostmoderniaem: Tehnokratske kulture?" (Three essays: Postpostmodernism: Technocratic Culture?" and "Nepreputnost tu ni dovoljena" (Impermeability Not Allowed Here) and "Pasolini, Boccaccio in Dekameron: Podlage za razumevenje sodobne kozmologije in iskanje odgovorov na tehnologo" in Sodobnost 2014 (Ljubljana, Slovenia): p 1-10.
- "Museum Education in Transition: What Are the Essential Elements? Responses to Interview Questions" (co-authored with Elaine Bontempi) Education Research Journal, Summer 2012
- "Assistive Technologies: Accessing Voice and Selfhood in an Age of Digital Technologies" Feminist Cyberspaces: Pedagogies in Transition. Ed. Sharon Collingwood, Alvina E. Quintana, and Caroline J. Smith. Cambridge, UK: Cambridge Scholars Publishing, 2012: pp. 202-229.

Recent Books

- Moodle 3.0 Teaching Techniques, 4th edition. Packt Publications. Birmingham, England. 2018
- Moodle Course Development Best Practices, 2nd edition. Packt Publishing (Birmingham, England), 2018
- Quick-Start Guide for Graduate Research and Writing. Texture Press, 2017.
- Road Trip of the Mind / Random Thoughts. bilingual edition; translated by Maja Kraigher. Sodobnost: Ljubljana, Slovenia, 2015.

Video Programs Hosted

LifeEdge – 2014 – present (70 shows so far) – co-hosted with Rick Zanotti, RelateCasts.
Interview program / format

Full list of publications available at: <http://www.beyondutopia.net/nashev>