



# EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL  
*and* CONTINUING STUDIES

## HR 5003-495: Theoretical Foundations in Human Relations

### Course Description:

The goal of this course will be to familiarize you with the theoretical underpinnings of a degree in Human Relations. We will explore questions of race, gender, social class, and intersectionality. Throughout the semester we will explore the significance of race, gender, and class to the human experience. We will additionally locate this exploration in the international arena, and we will explore related theories of liberation.

### Course Dates:

September 1 – December 31, 2021

Last day to enroll or drop without penalty: August 3, 2021

### Site Director:

This is a three-credit hour online course. Please see your local Site Director or email our online site coordinator at [aponline@ou.edu](mailto:aponline@ou.edu)

### Professor Contact Information:

Course Professor: Susan Nash, Ph.D.  
Mailing Address: Human Relations Department  
University of Oklahoma  
Norman, OK 73019  
Telephone Number: 405-314-7730  
E-mail Address: [smithnash@ou.edu](mailto:smithnash@ou.edu)  
Virtual Office Hours: Virtual Office Hours will be posted on Canvas at the start of the class.  
Professor availability: The professor will be available via email 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 Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. The website has book selling, renting, buying, returning, and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more information or questions about textbooks, feel free to contact [apsyllabi@ou.edu](mailto:apsyllabi@ou.edu). Text prices are available online

1. Adams, M., Blumenfield, W. J., Catalano, D. C. J., Dejong, K., Hackman, H. W., Hopkins, L. E., Love, B., Peters, M. L., Shlasko, D., & Zuniga, X. (Eds.). (2018), *Readings for diversity and social justice (4th Edition)*. Taylor & Francis
2. 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.

Please consult the Purdue University OWL website for information regarding APA format and general writing style: <http://owl.english.purdue.edu>. The OU Writing Center is also available to you at <http://www.ou.edu/writingcenter>.

### **OU Email:**

All official correspondence from instructors will be sent only to students' ou.edu address.

### **Online Orientation:**

The College of Arts and Sciences offers an online orientation for students who are enrolled in online or blended courses. The purpose of the orientation is to ensure that students are well prepared both technically and practically to take online courses. The orientation can be found on their website at: <http://www.ou.edu/content/cas/online/student-online-orientation.html>

The College of Arts and Sciences Online and Academic Technology Services office is here to assist you with any questions, problems, or concerns you may have. For assistance visit their website at <http://www.ou.edu/content/cas/online/student-information.html> or contact them by telephone at: (405) 325-5854 or email: [casonline@ou.edu](mailto:casonline@ou.edu)

### **Course Objectives:**

The goal of this course will be to familiarize you with key theoretical frameworks that underpin the work of Human Relations professionals. It is intended that by the end of the course you will be conversant with theories of race, gender, and class and that you will be able to articulate the need for social change and the process by which change is created.

### **Assignments, Grading, and Due Dates:**

You will be able to follow the course progression under the “modules” tab on Canvas. You will be expected to complete module-specific work and assignments as well as four major assignments. Module-specific work and assignments will include completing the assigned reading, participating in discussion posts, and providing reactions to materials posted online (e.g., research articles, videos, notes, etc.). Each module-specific assignment will be worth ten points. Five points will be possible simply for completing the assignment, two points will be possible for following the directions correctly, and three points will be possible for the overall quality of the work that is completed. If you complete a module-specific assignment late, your grade for that particular project will be reduced by 50%. Major assignments will receive a grade out of 100. Specific grading criteria will be provided for each major assignment.

Information regarding coursework is provided below, including information about major assignments. In addition, module-specific content will be updated by Monday of each week. You should thus aim to log on to Canvas on Monday or Tuesday of each week. Relevant content will be placed under the “modules” tab. Please also check the announcements and calendar regularly.

All assignments are due by 5:00pm CST on the due date.

### **Reading Material:**

Over the course of the semester, you will be expected to complete numerous reading assignments. You will be expected to complete two reaction papers. The papers will be in response to your assigned reading material. More information will be posted on Canvas. Finally, you will be expected to complete a book reaction relevant to this class. You may select a book from the list below, or you can select your own text. Any text that is not the list below needs to be approved by the instructor first. **These books will not be provided by Advanced Programs.**

### **Book list:**

1. *The new Jim Crow: Mass incarceration in the era of colorblindness*, M. Alexander, 2010
2. *The Lone Ranger and Tonto fistfight in heaven*, S. Alexie, 2013
3. *Hunger: A memoir of (my) body*, R. Gay, 2017
4. *Hunger of memory*, Rodriguez, R., 2004
5. *The immortal life of Henrietta Lacks*, R. Skloot, 2011

## **Types of module-specific assignments:**

### **Discussion posts:**

During weeks where discussions posts are due, you will be expected to make two postings to the relevant discussion forum. First, you will be expected to post a response to the posed question. This response will be due by Wednesday of the week during which the assignment is due. Then, by Friday of that same week, you will be expected to post a response to at least one of your classmates. You are encouraged to engage in a dialogue with one another, however, a minimum of one response to your classmates is necessary. The professor will additionally make relevant postings to the forum.

During weeks that discussion posts are due, you will need to make both postings in order to receive full credit for the assignment. However, the assignment will only be considered late if you do not make the second posting on time. Failure to make the first posting on time will result in a two-point deduction for not following instructions correctly.

### **Reactions/responses:**

During weeks that a response to online notes, videos, or the assigned readings are due, you will be expected to complete a written response to a reaction question. A question to which you are expected to respond, as well as the material needed to respond to the question and any relevant instructions, will be posted under the relevant module. Your response should be at least two double-spaced page long.

### **Major assignments:**

Over the course of the semester, you will be expected to complete four major assignments. These will be outlined below.

### **Reaction paper:**

Your reaction papers provide you with an informal, yet scholarly forum in which to respond to the assigned reading. Your papers should be three to five double-spaced pages long and should be proofread and spell and grammar checked. You are not expected to use outside sources, but rather, are expected to provide your own response and reaction to the assigned reading material. However, any outside sources should be cited appropriately. You should consider the following questions when completing your reaction papers: How are the issues the author raises relevant to human relations? Do you agree with the author's perspective? Why or why not? What are your reactions to the paper?

Additional instructions for completing these papers will be posted on Canvas. Your reaction papers will receive a grade out of 100, with papers demonstrating a high degree of critical thinking in response to the framing questions receiving the highest grades.

### **Book Reaction:**

Throughout the semester, you should be reading your selected text. You will be expected to complete a written review of this book. The book review should be three to five double-spaced pages long and should include your critical analysis of the book. In addition to your perspectives on the materials presented by the authors, I would like you to relate the material to what we have learned in class. Any outside sources should be cited appropriately using correct APA formatting.

Your paper should be typed using 12-point font and conventional margins, should be proofread and spell and grammar checked, and should be formatted using APA stylistic guidelines. All papers should be submitted to Canvas. Your paper will receive a grade out of 100 and will be graded using the following criteria: 20% for using appropriate formatting, etc.; 30% for critical thinking (i.e., the degree to which you provide a thoughtful analysis and discussion of the book); and 50% for the content of your paper (i.e., the degree to which you meet the requirements of the assignment).

Unless prior arrangements have been made with the professor, or you experience a documented personal emergency, all late papers will be subjected to a grade deduction. Five points will be deducted from papers handed in on the due date but after 5pm. Following the due date, ten points will be deducted for each day that your paper is late.

Please do not hesitate to contact the professor if you have any questions about this assignment.

### **Final paper:**

For your final paper, you will be expected to select an issue relevant to human relations to analyze. Specific instructions for selecting a topic will be posted on Canvas. You will additionally be required to obtain approval for your topic from the professor by the relevant date.

For your final paper, you should provide a thorough analysis of the issue that you have selected. You should not only discuss the reasons why this issue is relevant to human relations. As such, your paper should provide a thoughtful analysis of the issue that you choose to address. Additional instructions will be placed on Canvas.

You should use at least **seven** outside sources in your analysis, of which at least **four** should be scholarly books and/or journal articles. The other three sources may be websites of non-governmental organizations or agencies, newspaper articles, and/or reports published by international organizations such as Amnesty International, etc.

Your paper should be ten to fifteen double-spaced pages long, should be typed using 12-point font and conventional margins, should be proofread and spell and grammar checked, and should be formatted using APA stylistic guidelines.

Your paper will receive a grade out of 100 and will be graded using the following criteria: 20% for using appropriate formatting, etc.; 30% for critical thinking (i.e., the degree to which you provide a thoughtful analysis of the issue that you have selected); and 50% for the content of your paper (i.e., the degree to which you meet the requirements of the assignment).

Unless prior arrangements have been made with the professor, or you experience a documented personal emergency, all late papers will be subjected to a grade deduction. Five points will be deducted from papers handed in on the due date but after 5pm. Following the due date, ten points will be deducted for each day that your paper is late.

Please do not hesitate to contact the professor if you have any questions about this assignment.

### **Course Outline:**

- Module 1 – Overview of intersectionality
- Module 2 – Foundational theories of human relations
- Module 3 – Diversity, equity, and inclusion
- Module 4 – Considerations of gender, class, and race
- Module 5 – Considerations of disability and age
- Module 6 – Liberation and social change

### **Grading:**

This is a letter-graded course: A, B, C, D, or F. The following scale will be used: A = 90%-100%; B = 80%-89%; C = 70%-79%; D = 60%-69%; F = < 60%

<b>Assignment</b>	<b>Due Date</b>	<b>Percent of Grade</b>
Module-specific online assignments	See Canvas	30%
Final paper topics due to the professor	October 10, Midnight CST	N/A
Reaction Paper 1 due	October 31, Midnight CST	10%
Reaction Paper 2 due	December 5, Midnight CST	10%
Book review due	December 19, Midnight CST	20%
Final paper due	December 31, Midnight CST	30%

**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 Canvas and email contact, students are required to contact the instructor via email 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 Canvas, although students may contact the instructor via telephone, postal mail, email, 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).

## **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 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](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 the Professor 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](mailto: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**

Extended Campus (also and formerly known as 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 e/mailed to the professor for the course. Neither duplicating services nor office supplies are provided.

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 OU Extended Campus, 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 Extended Campus (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)

- Strategically Leveraging Infrastructure and Financing Options for Sustainable Economic Growth in Resource-based Economies. (2019) *Journal of Education, Society and Behavioural Science*, 30(4), 1-12. <https://doi.org/10.9734/jesbs/2019/v30i430135>  
<http://www.journaljesbs.com/index.php/JESBS/article/view/30135>
- The Role of Big Data and Machine Learning in the Integration and Implementation of Historical, Current, and Continuously Gathered Earth Data. *Acta Geologica Sinica (English Edition)*, 2019. 93 (z1). <http://www.geojournals.cn/dzxben/ch/index.aspx>
- Effective Learning Strategies in the Homes of Famous Artists and Writers Converted to Museums. 2019. *Frontiers in Education Technology*. Vol 2, No. 1: p. 1-16.  
<http://dx.doi.org/10.22158/fet.v2n1p1>
- Avoiding the “Dutch Disease” and “Resource Curse” Maladies through Strategically Deployed Infrastructure and Business-to-Business Economic Development Projects (2019) *Journal of Humanities and Social Sciences Invention*. Vol 1, No 1. p 21-23  
<http://jhssi.com/index.php/JHSSI/issue/view/1> <http://jhssi.com/index.php/JHSSI/article/view/5/3>
- Review of *A Dream Called Home* by Reyna Grande. *World Literature Today*. Winter 2019.  
<https://www.worldliteraturetoday.org/2019/winter/dream-called-home-reyna-grande>
- Revisiting Medieval Philosophers and their Writing: Lessons when Ideas Can Be Dangerous (2018) *Journal of Social Science and Humanities Research*. Vol 3, No. 12. p. 21-31  
<https://ijrdo.org/index.php/sshr/article/view/2589>
- Infrastructure Project Financing Options: Traditional and New Sources, Strategies for Avoiding Dutch Disease, China’s White Knight Interventions, and the U.S. BUILD Act (2018) for

Sustainable Development (November 2018) IJRDO Journal. Journal of Social Science and Humanities Research (ISSN: 2456-2971) Vol. 3, No. 11. pp. 70-82.

<https://ijrdo.org/index.php/sshr/article/view/2550>

<https://ijrdo.org/index.php/sshr/article/view/2550/2158>

- "Mary Elizabeth Braddon's Thou Art the Man (1894): Scoundrel Fathers, Fugue States, and the Problematized Real in Victorian Sensation Novels," IJRDO Journal. Journal of Social Science and Humanities Research (ISSN: 2456-2971) Vol 3, No. 6, pp 13-15.  
<https://ijrdo.org/index.php/sshr/article/view/2101/1851>
- The Victorians' Opioid Epidemic. IJRDO Journal. Journal of Social Science and Humanities Research (ISSN: 2456-2971) Vol 3, No. 6, pp 9-12.  
<https://ijrdo.org/index.php/sshr/article/view/2100/1850>
- New Technologies in the Development of Unconventional Resources in the U.S., Susan Nash, #70359 (2018). adapted from oral presentation given at AAPG Latin America & Caribbean Region, Optimizing Exploration and Development in Thrust Belts and Foreland Basins, Santa Cruz de la Sierra, Bolivia, June 6-8, 2018  
[http://www.searchanddiscovery.com/pdfz/documents/2018/70359nash/ndx\\_nash.pdf.html](http://www.searchanddiscovery.com/pdfz/documents/2018/70359nash/ndx_nash.pdf.html)
- Using Thermal/IR and Multispectral Sensors on Drones to Find the Origin of and Extent of Contamination from Saltwater Spills from Producing Wells, Susan Nash, #80650 (2018). Adapted from oral presentation given at 2018 AAPG Annual Convention and Exhibition, Salt Lake City, Utah, May 20-23, 2018  
[http://www.searchanddiscovery.com/pdfz/documents/2018/80650nash/ndx\\_nash.pdf.html](http://www.searchanddiscovery.com/pdfz/documents/2018/80650nash/ndx_nash.pdf.html) 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-loyna>
- 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. IJRDO: 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 razumevanje 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>**