



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

HR 5110-301: Leadership in Difficult Times

Note: The information on the site location and hours below is for informational purposes **only**. Out of an abundance of caution, this course will be held online using platforms and methods based on the professor's choice. **Please contact your professor for more information on actual meeting times.** This course will count as face-to-face for students who complete the required assignments and modules.

Course Description:

Times of shock change due to pandemic-triggered chain reactions, supply / demand and price instability, rapid technological innovation, new plays and changing markets, distributed teams and workforces, the powerful force of social media, shortages of technical expertise, and supply chain issues have come together to create new challenges and opportunities for leadership. 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 address leadership in rapid social and technological change, stress, and cultural change. We also Explain ethical issues associated with social media. We examine how to use social media for positive growth of human capital, economic growth, and community participation. Further, we 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. 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 of pervasive disruptive technology. We take a close look at examples of people who have used creativity to harness technology and uses it to build viable, sustainable enterprises.

Class Dates, Location and Hours:

Dates: October 18 – 24, 2020
Format: Zoom, with assignments, readings, and recorded lectures on Canvas. We will have discussions and lectures on Zoom. Your work will be turned in via Canvas,
Last day to enroll or drop without penalty: September 19, 2020

Site Director and Information for VA Benefits:

Location: Hangar 2, Room 202, Hickam AFB, Hawaii.
Hours: Sunday 8:30 a.m.-4:30 p.m.; Monday - Friday 6:00-10:00 p.m.; Saturday 8:30 a.m. - 12:30 p.m.
Email: aphickam@ou.edu. Phone: 808-449-6364 (DSN & Commercial).

Professor Contact Information:

Professor: Susan Nash, Ph.D.
Office: via email, phone, text, or Zoom appointment
Phone: 405-314-7730
OU E-mail: smithnash@ou.edu

Professor availability: The professor will be available via e-mail, phone, text, or Zoom appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. There is no longer a physical bookstore, the store will remain, but textbooks will not be stocked. 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. Text prices are available online

1. Nash, S. S. (2016) Quick-start writing guide for graduate research and writing. Texture Press. ISBN 9781945784033. You may purchase it from Amazon.com 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

Learning 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.

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 10 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.

Instructional Strategies:

Students will use written materials, lecture information, demonstrations, visuals, practice activities, and large group discussions. The instructor will provide lectures, content, and guidance in class.

Assignments, Grading and Due Dates

Please note that the dates reflect the day that you turn in your final version of the activity. We will work on drafts and revisions in class, and you will be required to bring drafts to class:

Date(s)	Unit	Topics or Activities	Learning Outcomes Addressed	Assignments, Exams, or Readings
October 18-19	I	Difficult Times, Changing Times, and Impacts	1, 2, 3	Issues Discovery Worksheet 1
October 19-20	II	Culture Clashes, Diversity, and Leadership	4, 5	Issues Discovery Worksheet 2 Short Essay 1
October 21-22	III	Social Media	1, 2, 8	Issues Discovery Worksheet 3
October 23-24	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: A World of Black Swans and Double Black Swans

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. Definition of “black swan”

Historical black swans (1970s oil embargo, 9-11, 2008 global financial crisis, 2014-15 oil price shock, COVID-19 and aggressive trade war)

How do people behave during black swan events?

Near-term risks, medium term risks, long-term risks

Who survives? How? Why

Required Work:

Class participation

Issues Discovery Worksheet

Key articles / thinkers / emergent ideas (in no particular order)

Aristotle: The concept of justice, foundations of Aquinas
Carol Dweck: Mindsets (developing a growth mindset)
Sir Francis Bacon: New Atlantis utopian novel (pub 1627)
Charles Fourier: utopian self-sufficient communities designed (19th century)
Friedrich Nietzsche: Values are social mediated; affected by power structures
Michel Foucault: Power, knowledge, and social control (via institutions)
Daniel Kahneman: Cognitive bias; the reptilian brain will always nullify the rational frontal cortex
Amos Tversky: How to overcome cognitive bias
Herman Melville: Thinking against the grain, kindness toward the disenfranchised
Jacques Lacan: The mirror stage and how we get to know ourselves
Stacy Perman: In-N-Out Burger: A Behind-the-Counter Look at the Fast-food Chain that Breaks All the Rules

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.

Key Themes: Impact of social networking on organizational structure and integrity

- The psychology of influencers
- Rapid pace of technological change: keeping up with social networking
- On-demand knowledge acquisition / learning
- Applied learning / projects
- The power of perception: guiding people to a shared vision
- A vision of respect and regard for each other and the environment
- Career trajectories may be horizontal and skills-focused
 - Changing companies and widening knowledge base
 - Project and skills-focused experience
- Finding a unifying vision and then mission

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, we 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 of pervasive disruptive technology. We take a close look at examples of people who have used creativity to harnesses technology and uses it to build viable, sustainable enterprises.

Required Work:

Class participation
Annotated Bibliography Worksheet
Short Essay

Readings (in Canvas)

Theories of Power and Powerlessness

Friedrich Nietzsche The Will to Power

Michel Foucault Discipline and Punish

The Mindset of Innovation and Creative Mission Actualization

The growth mindset; the brain can change throughout the lifespan

Be guided by a sense of purpose

Reward effort and actions

Mindset by Carol Dweck

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 Scale:

A = 90% -100 % (900-1000 points)

B = 80% - 89 % (800-899 points)

C = 70% - 79 % (700-799 points)

F = below 60% (699 or fewer points)

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.

Note: Due Dates and GRADE POLICY NOTICE

All assignments **are due at midnight CST on the date listed.** Late assignments will receive 0 points. Deviations from this requirement on any one of the assignments must be coordinated with me in advance for approval. Exceptions will be made only for documented Provost-approved University-sponsored activities or legally required activities such as emergency military service, jury duty, or documented serious illness or emergency and then only after discussion with me. Contact me by telephone or email if an emergency situation occurs.

If a student has not completed at least half of the required assignments, a final grade of AW (Administrative Withdrawal) will be assigned with no grade or credit.

Incomplete:

A grade of Incomplete (I) will be given only for a justifiable reason (due to unavoidable circumstances, not lack of planning on the student's part) and only if the student is passing the course. It is the responsibility of the student to request a grade of "I" and to consult with me as early as possible to determine requirements for completing the course. Any incomplete granted must be removed by the deadline specified by the instructor. The time limit set for removal of an incomplete will take into account the circumstances of the situation but may not exceed one calendar year. Professors are not required to allow students a year to make up grades of "Incomplete." My requirement is more restrictive than the University maximum of one year. Exceptions will be made only for documented Provost-approved University-sponsored activities or legally required activities such as emergency military service, jury duty, or documented serious illness or emergency and then only after discussion with me. Contact me by telephone or email if an emergency situation occurs.

Requirements for Assignments:

Grading will be based upon the substantive content and the quality of the student's writing in all assignments, including discussion board postings. Substantive content includes following instructions for the content of the assignment. Quality of writing covers clarity of expression and organization, appropriate use of and citation of references within the text and in reference lists at the end of the paper using APA format. Academic writing style, use of inclusive language, and correct grammar, spelling, and punctuation will be included in the grade determination. Do not rely exclusively on the spell check feature of your word processor, which will not pick up errors such as homonyms, such as "principle" and "principal," or homophones such as the correct use of "its" and "it's." Spelling, grammar, and punctuation will be taken into consideration in grading.

All written assignments should be *double-spaced, typed, Arial 12-point font* and submitted on CANVAS through the electronic Drop Box or as specified. Retain a copy for yourself of everything you submit. If you have any questions on this matter, contact the instructor for clarification.

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
- Economic Development / Supply Chain
- 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)

- Review of *Jakarta*, by Rodrigo Marquez Tizano. *World Literature Today*. Winter 2020. pp. 84-85.
- Strategically Leveraging Infrastructure and Financing Options for Sustainable Economic Growth in Resource-based Economies. Co-authors: Gary Stading and Larry R. Davis. (2019). *Journal of Education, Society, and Behavioral Sciences*. Vol 30: Issue 4. P. 1-12.
- Jobs? Better Operations? Look Under a Different Rock. *GeoExpro*. October 2019. pp. 26-28. <https://www.geoexpro.com/articles/2019/11/jobs-better-operations-look-under-a-different-rock>
- Featured Review: *Carbon*, by Kate Ervine. *World Literature Today*. Summer 2019. <https://www.worldliteraturetoday.org/2019/summer/carbon-kate-ervine>
- 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>
- Eros and Saudade: Languages of Love in the Poetry of Rudencio Morais. *WLT Weekly*. June 4, 2019. <https://www.worldliteraturetoday.org/blog/book-reviews/eros-and-saudade-languages-love-poetry-rudencio-morais-susan-smith-nash>
- Daughters of Prometheus: A Latin American Frankenstein. *WLT Weekly*. April 18, 2019. <https://www.worldliteraturetoday.org/blog/book-reviews/daughters-prometheus-latin-american-frankenstein-susan-smith-nash>

- 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>
- 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
- 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 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>
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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>

ESSAY RUBRIC

Focus	Expert	Proficient	Apprentice	Novice
Integration of Knowledge	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.
Topic focus	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is too broad for the scope of this assignment.	The topic is not clearly defined.
Depth of discussion	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.

Focus	Expert	Proficient	Apprentice	Novice
Cohesiveness	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Sometimes ties together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships
Spelling and grammar	No spelling &/or grammar mistakes.	Minimal spelling &/or grammar mistakes.	Noticeable spelling & grammar mistakes.	Unacceptable number of spelling and/or grammar mistakes.
Sources	More than 5 current sources, of which at least 3 are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All web sites utilized are authoritative.	5 current sources, of which at least 2 are peer-review journal articles or scholarly books. All web sites utilized are authoritative.	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. All web sites utilized are credible.	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. Not all web sites utilized are credible, and/or sources are not current.
Citations	Cites all data obtained from other sources. APA citation style is used in both text and bibliography.	Cites most data obtained from other sources. APA citation style is used in both text and bibliography.	Cites some data obtained from other sources. Citation style is either inconsistent or incorrect.	Does not cite sources.