

Class Information		Instructor Information		First day of classes:	Wed., Sept 7, 2016
Days:	Tues/Thurs	Instructor:	Annette Ford, PhD ABD	Last day to add/drop, or change to audit:	Sun, Sept. 18, 2016
Time:	4:00-5:15 pm	Email:	Annette.Ford@ambrose.edu	Last day to request revised exam:	Mon, Oct 24, 2016
Room:	A1085-1	Phone:	403-410-2000 Ext. 6934	Last day to withdraw from course:	Mon, Nov 14, 2016
Lab/Tut	N/A	Office:	L 2111	Last day to apply for time extension for coursework:	Mon, Nov 21, 2016
Final Exam: No Exam – Ethnography due Dec. 16, 12 noon		Office Hrs:	Tues/Thurs 1-3 pm	Last day of classes:	Mon, Dec 12, 2016

Textbook:

- Howell, Brian H. and Jenell Williams Paris. *Introducing Cultural Anthropology*. Baker Academic, 2011.

(Other required readings are posted on the Moodle class site)

Course Description:

Introduction to cultural anthropology including the concepts of culture, language, status and role, marriage and the family, kinship, legal systems, social groups. Students learn about ethnographic observation methods using cultural locations in or around Calgary.

Expected Learning Outcomes:

By the end of the course, students should be able to:

1. Develop an appreciation for the cultural commonalities and diversities of others and themselves.
2. Examine and assess the basic concepts and findings of cultural anthropology.
3. Demonstrate a knowledge and appreciation of cultural diversity.
4. Relate anthropological insights to the problems of interacting with people of differing cultural backgrounds both in Canada and abroad.
5. Acquire a basic understanding of cultural anthropology and its relationship to Christian mission.

Course Schedule:

Date/Day	Required Readings	Assignments Due
Week One: Introduction to Cultural Anthropology		
Thurs. Sept 8 (Day 1)	(no readings)	(no assignments)
Week Two: The Discipline of Anthropology & the Concept of Culture		
Tues. Sept 13 (Day 2)	• Howell & Paris Ch. 1, 2	1) Reading: Record on Reading Log
Thurs. Sept 15 (Day 3)	• Lee, "Eating Christmas in the Kalahari" (on Moodle) • Miner, "Body Ritual Among the Nacirema" (on Moodle)	1) Reading: Record on Reading Log 2) Ethnography Affinity Group Choice: Due on Moodle at 12 noon
Week Three: Language		
Tues. Sept 20 (Day 4)	• Howell & Paris Ch. 3 • Agar, "Culture Blends" (on Moodle)	1) Reading: Record on Reading Log
Thurs. Sept 22 (Day 5)		1) Mentoring for Learning visual and reflection for Weeks 1 & 2: Due on Moodle at 12 noon
Week Four: Race, Ethnicity & Class		
Tues. Sept 27 (Day 6)	• Howell & Paris Ch. 4 • McIntosh, "White privilege: Unpacking the invisible knapsack." (on Moodle) • Fortgang, "Why I'll never apologize for my white male privilege." (on Moodle)	1) Reading: Record on Reading Log
Sept 29	Spiritual Emphasis Day	No Class
Week Five: Religion & Ritual		
Tues. Oct 4 (Day 7)	• Howell & Paris Ch. 9 • Gmelch, "Baseball Magic" (on Moodle)	1) Reading: Record on Reading Log
Thurs. Oct 6 (Day 8)		1) Mentoring for Learning visual and reflection for Weeks 3 & 4: Due on Moodle at 12 noon
Week Six: Gender & Sexuality		
Tues. Oct 11 (Day 9)	• Howell & Paris Ch. 5 • Mendoza-Dentin, "'Muy Macha': Gender and Ideology in Gang-Girls' Discourse about Makeup" (on Moodle)	1) Reading: Record on Reading Log 2) Reading Log Weeks 1-6: Due on Moodle at 12 noon
Thurs. Oct 13 (Day 10)		1) Ethnographic Observation #1: Due on Moodle at 12 noon
Week Seven: Production & Exchange		
Tues. Oct 18 (Day 11)	• Howell & Paris Ch. 6 • Sahlins, "The Original Affluent Society" (on Moodle)	1) Reading: Record on Reading Log
Thurs. Oct 20 (Day 12)		1) Mentoring for Learning visual and reflection for Weeks 5 & 6: Due on Moodle at 12 noon
Week Eight: Authority & Power		
Tues. Oct 25 (Day 13) <i>NOTE Room Change to RE110</i>	• Howell & Paris Ch. 7 • Opperman, "Coral Roads and their Sorcery: Lost Authority and Spectral Commodification in Buka" (on Moodle)	1) Reading: Record on Reading Log

Thurs. Oct 27 (Day 14)		1) Ethnographic Observation #2: Due on Moodle at 12 noon
Week Nine: Kinship & Marriage		
Tues. Nov. 1 (Day 15)	<ul style="list-style-type: none"> • Howell & Paris Ch. 8 • Human Rights Watch, "Reconciled to Violence: Bride Kidnapping" (on Moodle) 	1) Reading: Record on Reading Log
Thurs. Nov 3 (Day 16)		1) Mentoring for Learning visual and reflection for Weeks 7 & 8: Due on Moodle at 12 noon
Week Ten: Globalization and Culture Change		
Tues. Nov 8 (Day 17)	<ul style="list-style-type: none"> • Howell & Paris Ch. 10 • Lerner, "The Grocer and the Chief" (on Moodle) 	1) Reading: Record on Reading Log 2) Reading Response: Due on Moodle at 12 noon
Nov 10	Mid-Semester Break	No Class
Week Eleven: Theory in Cultural Anthropology		
Tues. Nov 15 (Day 18)	<ul style="list-style-type: none"> • Howell & Paris Ch. 11 • "Theories in Cultural Anthropology" (on Moodle) 	1) Reading: Record on Reading Log
Thurs. Nov 17 (Day 19)		1) Mentoring for Learning visual and reflection for Weeks 9 & 10: Due on Moodle at 12 noon
Week Twelve: Anthropology in Action		
Tues. Nov 22 (Day 20)	<ul style="list-style-type: none"> • Howell & Paris Ch. 12 • Omidian, "Living and Working in a War Zone: An Applied Anthropologist in Afghanistan" (on Moodle) 	1) Reading: Record on Reading Log 2) Reading Log Weeks 7-12: Due on Moodle at 12 noon
Thurs. Nov 24 (Day 21)		1) Ethnographic Observation #3: Due on Moodle at 12 noon
Week Thirteen: Mentoring for Learning Presentations		
Tues. Nov 29 (Day 22)		1) Mentoring for Learning Presentations
Thurs. Dec 1 (Day 23)		1) Mentoring for Learning Presentations 2) Mentoring for Learning visual and reflection for Weeks 11 & 12: Due on Moodle at 12 noon
Week Fourteen: Mentoring for Learning Presentations		
Tues. Dec 6 (Day 24)		1) Mentoring for Learning Presentations
Thurs. Dec 8 (Day 25)		1) Mentoring for Learning Presentations
Fri. Dec 16		1) Ethnography due at 12 noon. 2) Class Participation Rubric Due at 12 noon

Requirements:

This class will be interactive and will integrate lecture and class discussion. You are expected to attend class, read all materials and complete any assignments prior to class, and come prepared to integrate readings/concepts into class discussion and activities. In addition, you are expected to move beyond knowing the material to application, integration, and evaluation of cultural and anthropological concepts.

Assignments	Percent of Grade	Number of Points	Assignment Descriptions
1. Class participation, teamwork and personal engagement	Total: 10%	Total: 100 points	- The benefit you will receive from this class is directly related to the degree of teamwork and vulnerability you bring to the experience. Cultural Anthropology includes becoming self-aware, flexible, and willing to change in order to connect to others who are different from yourself. The readings, activities, and assignments are all designed to facilitate your understanding of your own culture and that of others, which requires social engagement and learning from your interactions with others. - Evaluation will follow the rubric in Appendix #1 – Due Fri. Dec. 16 at 12 noon
2. Reading Assignments	Total: 12%	Total: 120 points	Reading Log (See Appendix #2)
a) Reading Log part 1	6%	60 points	- Weeks 1-6: due Oct 11 on Moodle at 12 noon
b) Reading Log part 2	6%	60 points	- Weeks 7-12: due Nov 22 on Moodle at 12 noon
3. Mentoring for Learning (MFL)	Total: 46%	Total: 460 points	- At the beginning of the semester, you need to find someone (i.e. a friend or relative) who has not yet studied Cultural Anthropology and who is open to a “mentoring for learning” (MFL) relationship for the semester. In this relationship, you will meet with your “mentee student” six times to (a) discuss what you have learned in the course readings and classes in the past two weeks, (b) apply it to the mentee student’s life and experiences, and (c) learn from the mentee student’s perspectives. Throughout the MFL experience, you will seek to understand your mentee student and communicate care.
a) MFL Visuals and Reflections	36%	360 (6 at 60 points each)	MFL Visuals and Reflections 1. At the end of every two weeks in the class, reflect on what you learned in the course readings and classes in that period, summarize the learning, and consider how to present it in a way your mentee student will best understand it. 2. Prepare a summary of the salient points in a visual manner, i.e. through pictures, video, electronic slide presentation, graphic organizer, etc. 3. Use your prepared visual to teach and discuss the concepts with your mentee student. 4. After each meeting, upload a copy of your visual to Moodle and post a 300-600 word reflection on what you learned from (a) the course content, and (b) the mentoring for learning experience, including what you learned from your mentee student in the discussion. Due on Moodle at 12 noon of the day the MFL assignments are due (See Course Schedule above). (Rubric on Moodle.)
b) MFL Final Presentation	10%	100 points	Final Presentation - At the end of the semester, you will combine the biweekly visuals and reflections into a presentation for the class and in this way summarize the course learning. (Rubric on Moodle.)
4. Ethnographic Study	Total: 32%	Total: 320 points	
a) Cultural Group Choice	4%	40 points	Cultural Group Choice 1. What is the cultural group you have chosen to observe in a non-participatory way for your ethnography? 2. Where will the observations take place and what activities do you expect to describe? 3. Discuss the feasibility of doing an ethnographical study of the above cultural group under the following criteria: <ul style="list-style-type: none"> • simplicity • accessibility • unobtrusiveness • permissibleness • frequently recurring activities (Spradley, 1980) Due on Moodle Thursday, September 15 at 12 noon

<p>b) Observations</p>	<p>18%</p>	<p>180 (3 at 60 points each)</p>	<p>Observations - You will conduct three non-participatory observations of a cultural group in the semester. (Rubric on Moodle.)</p> <p>- Conduct a period of observation (approx. 1 hour) and record your experience using the following guidelines for field notes from Spradely, J. P. (1980) <i>Participant Observation</i>. New York, NY: Holt, Rinehart and Winston.</p> <p>a) Condensed Account It is impossible to write everything down. “Condensed accounts often include phrases, single words, and unconnected sentences” (Spradley, 1980, pp. 69-70). The best way is to quickly record key phrases and identify major events. If you don’t write anything during the observation period then make condensed notes immediately following the time.</p> <p>Consider the following:</p> <ul style="list-style-type: none"> • Space: the physical place or places • Actor: the people involved • Activity: a set of related acts people do • Object: the physical things that are present • Act: single actions that people do • Event: a set of related activities that people carry out • Time: the sequencing that takes place over time • Goal: the things people are trying to accomplish • Feeling: the emotions felt and expressed (Spradley, 1980, p. 78). <p>b) Expanded Account This is an expansion of the condensed version. “As soon as possible after each field session...the ethnographer should fill in details and recall things that were not recorded on the spot” (Spradley, 1980, p. 70). Use key words recorded in the condensed account to help. “On each return visit to a research setting the ethnographer observes activities that appear similar, if not identical, to what occurred earlier. Don’t think, ‘I’ve already described that.’ Instead of avoiding repetition, the ethnographer welcomes it as one of the best clues to the culture. The descriptions in your fieldnotes should reflect the actual field situation. If events and activities occur over and over again, you will need to describe them over and over again” (Spradley, 1980, p. 70).</p> <p>c) Fieldwork Journal “Like a diary, this journal will contain a record of experiences, ideas, fears, mistakes, confusions, breakthroughs, and problems that arise during fieldwork. A journal represents the personal side of fieldwork; it includes reactions to informants and the feelings you sense from others” (Spradley, 1980, p. 71). Each journal entry should be dated. “Making an introspective record of fieldwork enables a person to take into account personal biases and feelings, to understand their influences on the research” (Spradley, 1980, p. 72).</p> <p>d) Analysis and Interpretation Provides a link between the ethnographic record and the final written ethnography. “Here is the place to record generalizations, analyses of cultural meanings, interpretations, and insights into the culture studied” (Spradley, 1980, p. 72).</p> <p style="text-align: center;">Due on Moodle October 13, October 27, and November 24 at 12 noon (Rubric on Moodle.)</p>
<p>c) Final Ethnography</p>	<p>10%</p>	<p>100 points</p>	<p>Final Ethnography - The final ethnography will analyze and integrate the three observations with the course readings and discussions.</p> <p>Outline of the final ethonography:</p>

			<p>I. Introduction</p> <p>A. Explain the purpose of this paper</p> <p>B. Introduce the cultural affinity group you observed and the location(s).</p> <p>C. Explain why you chose this cultural group to observe</p> <p>D. Preview the main points of your paper</p> <p>II. Literature Review</p> <p>A. Define culture, anthropology and ethnography</p> <p>B. Reference at least 5 scholarly sources to describe your chosen group's culture</p> <p>III. Description</p> <p>A. Describe the setting of your observations</p> <p>B. Describe what you observed in your chosen cultural group in terms of the cultural anthropological points we read about and discussed in this course (i.e. language, race, ethnicity and class, gender and sexuality, production and exchange, authority and power, religion and rituals, kinship and marriage, and globalization and culture change)</p> <p>IV. Interpretation</p> <p>A. What insights into the cultural group did you gain from your observations?</p> <p>B. How do these compare with the descriptions of the group in the scholarly literature?</p> <p>V. Conclusion</p> <p>A. What were your frustrations or limitations in this research?</p> <p>B. What would you recommend for future research?</p> <p>C. Summarize your key points,</p> <p>D. Include thoughtful concluding remarks</p> <p>Length: 6-8 pages, double-spaced, 1-inch margins. Due on Moodle Friday, December 16, 12 noon (Rubric on Moodle.)</p>
Total	100%	1000 points	

Attendance:

Attendance is not optional. It is a significant part of Class Participation. If you must be absent from class, inform the professor early in the day. Since so much of the class is dependent upon reflection on in-class exercises, it will be impossible to complete the assignments without having been a part of the class. It is also a significant part of the commitment to the community of the class. Because of the hands-on nature of the class, it is impossible to succeed in this class if you are not personally present each day. No allowance will be made for poor reflection that is the result of absenteeism. Absences will only be excused for illness (not just weariness from staying up all night for another class), emergencies (such as a breakdown of your car) or a death in the family.

Grade Summary:

The available letters for course grades are as follows:

Letter Grade		Numerical Range
A+		95% - 100%
A	Excellent	90% - 94%
A-		85% - 89%
B+		80% - 84%
B	Good	76% - 79%
B-		72% - 75%
C+		68% - 71%
C	Satisfactory	64% - 67%
C-		60% - 63%
D+		56% - 59%
D	Minimal Pass	50% - 55%
F	Failure	Below 50%

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Other

Policy on Late Assignments

1. If your assignment is going to be late, you must notify the professor by e-mail before the time it is due.
 2. The professor reserves the right to deduct points for late assignments; typically the deduction will be 5% for each day an assignment is late.
 3. Exceptions regarding deductions for lateness will be made on a case-by-case basis, only for severe illness, emergency situations or a death in the family.
-

APPENDIX #1: ICS 202 Rubric for Class Participation

NAME _____

The following rubric sets out the criteria upon which you will be evaluated (a guide for grading your class participation)

MY EVALUATION OF MY PARTICIPATION, based on this rubric is _____
(THE PROFESSOR'S EVALUATION OF MY PARTICIPATION, based on this rubric is _____)

Grade out of 100 (10%) of course grade is the average of the two scores.

A+ (100 points)	A (90 points)	B (80 Points)	C (60 points)	D (50 points)	F (0 points)
Actively supports, engages and listens to peers (ongoing)	Actively supports, engages and listens to peers (ongoing)	Makes a sincere effort to interact with peers (ongoing)	Limited interaction with peers	Virtually no interaction with peers	No interaction with peers
Arrives fully prepared at every session; obvious that pre-class readings were done and engaged	Arrives fully prepared at almost every session	Arrives mostly, if not fully, prepared (ongoing)	Preparation, and therefore level of participation, are both inconsistent	Rarely prepared	Never prepared
Plays an active role in discussions (ongoing)	Plays an active role in discussions (ongoing)	Participates constructively in discussions (ongoing)	When prepared, participates constructively in discussions	Rarely participates, demonstrates a noticeable lack of interest (on occasion)	Never participates, demonstrates a noticeable lack of interest in the material (on going)
Comments advance the level and depth of the dialogue (consistently)	Comments occasionally advance the level and depth of the dialogue	Makes relevant comments based on the assigned material (ongoing)	When prepared, makes relevant comments based on assigned material	Comments are generally vague or drawn from outside the assigned material	Never contributes (voluntary) comments to the discussion
Group dynamic and level of discussion are consistently better because of the student's presence	Group dynamic and level of discussion are often better because of the student's presence	Group dynamic and level of discussion are not affected by the student's presence	Group dynamic and level of discussion are not affected by the student's presence	Group dynamic and level of discussion are harmed by the student's presence	Group dynamic and level of discussion are significantly harmed by the student's presence

APPENDIX #2: ICS 202 Reading Log

NAME _____

DATE	Reading Log (Part 1) will be submitted on October 11 and again on November 22 (Part 2). Use this same record all semester long.	% read on time	% read late
	READING LOG PART 1		
Week 1 Sept 8	No readings		
Week 2 Sept 13	<ul style="list-style-type: none"> • Howell & Paris Ch. 1, 2 		
Week 2 Sept 15	<ul style="list-style-type: none"> • Lee, "Eating Christmas in the Kalahari" • Miner, "Body Ritual Among the Nacirema" (on Moodle) 		
Week 3 Sept 20	<ul style="list-style-type: none"> • Howell & Paris Ch. 3 • Agar, "Culture Blends" 		
Week 4 Sept 27	<ul style="list-style-type: none"> • Howell & Paris Ch. 4 • McIntosh, "White privilege: Unpacking the invisible knapsack." • Fortgang, "Why I'll never apologize for my white male privilege." 		
Week 5 Oct 4	<ul style="list-style-type: none"> • Howell & Paris Ch. 9 • Gmelch, "Baseball Magic" 		
Week 6 Oct 11	<ul style="list-style-type: none"> • Howell & Paris Ch. 5 • Mendoza-Dentin, "'Muy Macha': Gender and Ideology in Gang-Girls' Discourse about Makeup" <p>Reading Log Part 1 due on Moodle at 12 noon</p>		
	READING LOG PART 2		
Week 7 Oct 18	<ul style="list-style-type: none"> • Howell & Paris Ch. 6 • Sahlins, "The Original Affluent Society" 		
Week 8 Oct. 25	<ul style="list-style-type: none"> • Howell & Paris Ch. 7 • Opperman, "Coral Roads and their Sorcery: Lost Authority and Spectral Commodification in Buka" 		
Week 9 Nov 1	<ul style="list-style-type: none"> • Howell & Paris Ch. 8 • Human Rights Watch, Reconciled to Violence: Bride Kidnapping 		
Week 10 Nov 8	<ul style="list-style-type: none"> • Howell & Paris Ch. 10 • Lerner, "The Grocer and the Chief" (on Moodle) 		
Week 11 Nov 15	<ul style="list-style-type: none"> • Howell & Paris Ch. 11 • Theories in Cultural Anthropology 		
Week 12 Nov 22	<ul style="list-style-type: none"> • Howell & Paris Ch. 12 • Omidian, "Living and Working in a War Zone: An Applied Anthropologist in Afghanistan" <p>Reading Log Part 2 due on Moodle at 12 noon</p>		

Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office

in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Note: Students are strongly advised to retain this syllabus for their records.