

**The University of Texas at El Paso**  
**Intelligence & National Security Studies Courses**  
**INSS 2302: Security Studies**  
Fall 2021 – Online

Location: Online - Blackboard  
Date/Time: Online in asynchronous format by week  
Dates of Course: Fall 2021 (23 Aug 2021 – 10 Oct 2021)  
Credit Hours – 3

**Instructor: John Lash**

Email: [jelash@utep.edu](mailto:jelash@utep.edu)  
Phone: 814.659.4439  
Office Hours: By appointment only

**Communication Guidance:**

Preferred method of communication with instructor is via UTEP email address ([jelash@utep.edu](mailto:jelash@utep.edu)); instructor will respond to student inquiries within 24-hours (usually within 12 hours). If a phone discussion is preferred / required, please email professor to schedule.

**Course Description and Objectives**

This course examines security from a global perspective and discusses security issues that transcend borders, and which can only be adequately addressed through global security cooperation. Most of these global security issues are non-traditional in the sense that they are not directly related to traditional nation state competition and interstate war. The course introduces the concept of "global security" and discusses the key theories, concepts, and issues that fall under its domain, such as realism, liberalism, great power politics, regional issues, and asymmetric conflict.

The course will be focused on evaluating the complex interdisciplinary domains of conventional political-military issues (such as defense strategy, security cooperation, and strategic futures), as well as non-traditional warfare (economic espionage and advanced technologies) that define the future of U.S. foreign and security policy. The course readings and current events will be selected based on the topics covered throughout the course of the semester. Students will then be expected to work individually and use the tools learned to write briefs to explore the embedded issues.

By the end of this course, students will be able to:

1. Use their understanding of theories and conceptual frameworks that establish domestic and global security issues (both traditional and non-traditional);
2. Apply their understanding of what determines the success of nations (and corporations) with regard to evolving foreign policy;
3. Develop well-reasoned arguments about current debates and dilemmas in international conflict, global power, and crisis stability;
4. Critically evaluate and discuss scholarly work in global / international security;
5. Develop and optimize problem-solving skills by addressing relevant national security, defense, and foreign policy issues

6. Develop and optimize technical and intercultural communications skills;
7. Critically evaluate key U.S. foreign policy issues specific to global security concepts
8. Critically evaluate the current relationship between the United States and the world; and devise theories on the best path forward

### **Key Course Concept – Professional Writing and Communication**

The Defense Intelligence Agency (DIA) in the *2016 DIA Style Manual for Intelligence Production* identifies that:

*“Defense Intelligence producers are more than analysts; they are also professional writers. Despite various new media and technological developments, writing is still the principal medium through which the Agency conveys its information, ideas, and concerns to customers. If our written products are to have the impact and inspire the confidence they warrant, they need to be delivered in a well-crafted package.”*

In this course, we will work collaboratively, and you will write extensively on relevant topics in order to develop and refine your communication skills. This will help you to find your authoritative voice in conveying critical information in an impactful manner.

The declassified CIA Directorate of Intelligence, Style Manual and Writers Guide (2011) is available for download at UTEP’s website: <https://www.utep.edu/liberalarts/nssi/student-resources/student-guides.html>

### **Some important points from the CIA Writers Guide:**

- Keep the language crisp and pungent; prefer the forthright to the pompous and ornate.
- Do not stray from the subject; omit the extraneous, no matter how brilliant it may seem or even be.
- Favor the active voice and shun streams of polysyllables and prepositional phrases.
- Keep sentences and paragraphs short and vary the structure of both.
  - Be frugal in the use of adjectives and adverbs; let nouns and verbs show their own power.
  - **affect, effect:** Affect as a verb means to influence, to produce an effect upon. (The blow on the head affected John’s vision.) Effect, as a verb, means to bring about. (The assailant effected a change in John’s vision by striking him on the head.) Effect, as a noun, means result. (The effect of the blow on John’s head was blurred vision.)
  - **disinformation, misinformation:** Disinformation refers to the deliberate planting of false reports. Misinformation equates in meaning but does not carry the same devious connotation.
  - **nonconventional, unconventional:** Nonconventional refers to high-tech weaponry short of nuclear explosives. Fuel-air bombs are effective nonconventional weapons. Unconventional means not bound by convention.

### **Synchronous Sessions:**

There are three (3) optional synchronous sessions during this course. Subsequent to these sessions, within 24-hours, the instructor will post an announcement relative to all topics / key items discussed during the session:

- (1) 08/23/21 (Monday) at 7:30PM EST – Optional 30-minute course kickoff / introduction session
- (2) 09/07/21 (Tues) at 7:30PM EST - Optional 1-hour session for course content update / questions
- (3) 09/21/21 (Tues) at 7:30PM EST – Optional 1-hour session for course content update / questions

## **Textbooks and Resources:**

*There is no required textbook for this course. All reading materials will be posted to Blackboard.*

This course will extensively utilize the work of international research institutes, think-tanks, and government sources to examine the complex domains of foreign policy and international affairs.

Primary Resources:

- RAND Corporation: Global Security
  - <https://www.rand.org/topics/global-security.html>
- Center for New American Security (CNAS): Artificial Intelligence and Global Security
  - <https://www.cnas.org/artificial-intelligence-and-global-security>
- Center for Strategic and International Studies (CSIS): International Security
  - <https://www.csis.org/programs/international-security-program/about-international-security-program>
- International Institute for Strategic Studies
  - <https://www.iiss.org/>
- Council on Foreign Relations
  - <https://www.cfr.org/>

## **Evaluation**

The professor is responsible for assessing student performance and for issuing a final grade. If you meet normal expectations, you can expect to earn a course grade of B. If you exceed normal expectations, you will earn a higher grade; if you do not meet normal expectations, you will earn a lower grade.

Normal expectations include the following:

1. Being an active student who accepts responsibility for learning.
2. Being prepared for and attending all classes and serving as a leader to the learning process.
3. Completing all case analysis / presentations in an acceptable and timely manner.
4. Participating to a high degree in course learning activities in a meaningful and transformational manner.
5. Demonstrating an ability to integrate previous learning into the activities of this course and developing strategies to overcome identified areas of weakness where needed.
6. Conducting yourself in a manner commensurate with professional standards.

## **Final Course Grade**

Students are expected to complete all assignments in the course and to meet required deadlines for papers in order to receive course credit. Late work will not be accepted.

Your performance on the following will determine your final course grade:

### **Discussion Boards (33.3%): Total of 7 for the Course (See Course Calendar)**

➤ **Discussion boards are worth 5 total points each, for a total of 35 course points**

- Students will be required to respond to a discussion board prompt from the instructor.
- Initial student posts should be 250-500 words and are due each Wednesday by 11:59PM EST.
  - Example: Week 1 discussion board post is due by [08/25/21] at 11:59PM
- Students are then required to comment on at least one other student's post. The post should be substantive and contribute to the discussion – due each Sunday by 11:59PM EST.
  - Example: Week 1 discussion board reply is due by [08/29/21] at 11:59PM
- ***Evaluation Criteria:***
  - To receive 4 or 5 points: The discussion board post is insightful, thoughtful, relevant, original, and well-developed. Connections are made between readings, course activities, prior experience and future expectations. The response targets the proper objectives/questions. The main entries for the week are the appropriate length and utilize proper sentence structure and grammar/spelling/punctuation. The responses are submitted on time. The entries show original thought and suggest evidence that all previous threads were read before the post was made.
  - To receive 2 or 3 points: Parts of the discussion board post are insightful, thoughtful, and well developed. Some connections are made between readings, class activities, prior experience and future expectations, but additional expansion or development of ideas is needed. The entries show some relationship to objectives/questions but need considerable explanation and development. The entry shows original thought. There are spelling, grammar, or punctuation errors.
  - To receive 1 point: Little in the discussion board post is insightful, thoughtful, or well developed. Few connections are made between readings, class activities, prior experience and future expectations, and additional expansion or development of ideas is needed. The entry shows little relationship to objectives/questions and needs considerable explanation and development.
  - To receive 0 points: Don't post at all or post late

### **Critical Analysis Papers (33.3%): Total of 4 papers for the course (Weeks 2 – 5)**

➤ **Critical Analysis Papers are worth 10 points each, for a total of 40 course points**

- Prompts / topics are within the Course Calendar. If you'd like to write about a different topic, email the instructor for approval.
  - Week 2: **1-2 page** analysis (double spaced, 12 point font)
  - Week 3: **1-2 page** analysis (double spaced, 12 point font)
  - Week 4: **1-2 page** analysis (double spaced, 12 point font)
  - Week 5: **1-2 page** analysis (double spaced, 12 point font)
- Consider using BLUF (bottom line up front) writing format

The paper must be uploaded to Blackboard before the week ends – due each Sunday by 11:59PM EST - starting with Week 2 of the course (i.e. Week 2 paper is due by 09/05/21 at 11:59PM)

***Evaluation Criteria:***

<b>CATEGORY</b>	<b>2 - Above Standards</b>	<b>1.5 - Meets Standards</b>	<b>1 - Near Standards</b>	<b>0.5 - Below Standards</b>
<b>Focus</b>	The paper is focused and the material is relevant to the issue(s) being addressed.	The paper is focused but deviates from the main points at times.	The paper is a bit too broad and the information substantially deviates from the main topic of the project.	The paper is overly broad and has a serious lack of focus or specificity with respect to the topic being addressed.
<b>Support for Position</b>	Includes complete evidence, facts or analysis that support the premise of the project.	Includes most evidence, facts or analysis that support the premise of the project.	Includes some evidence, facts or analysis that support the premise of the project.	Includes little evidence, facts or analysis that support the premise of the project.
<b>Accuracy</b>	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.
<b>Sources</b>	All sources used for quotes, statistics and facts are credible and cited correctly.	All sources used for quotes, statistics and facts are credible and most are cited correctly.	Most sources used for quotes, statistics and facts are credible and cited correctly.	Many sources are suspect (not credible) AND/OR are not cited correctly.
<b>Grammar &amp; Spelling</b>	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.

**Final Project (33.3%): Due Last Day of Class – [10/08/21] – Note this is Friday not Sunday!**  
 ➤ **The final project is worth 40 points**

***Deliverables: Word Document (5-7 content pages) and PPT (5-7 slides)***

***Note: Upload your paper into Blackboard. Post your PPT into the Discussion Board by Friday***

Your final project for this course is an intelligence brief. It should be 5-7 content pages, 12-point font, double-spaced, and include at least 5 sources (references).

To accompany this intelligence brief, you are to also prepare a 5-7 slide PPT deck which presents the key points of your paper.

**The topic of the final project is the “Gray Zone.”** The gray zone is a period of intensifying strategic competition played out primarily below the threshold of armed conflict, in what is sometimes termed the gray zone between peace and war.

***Your final project can focus on any theoretical construct (or as many of them as you want) of the gray zone and how the U.S. can adapt to compete in the gray zone. You may choose to focus on peace / nation-building activities such as humanitarian efforts, infrastructure building, global diplomacy, globalization and commerce or more conflict-driven activities such as economic espionage, cyber operations, or political coercion.***

CSIS describes the Gray Zone as: The United States is being confronted with the liabilities of its strengths. Given the significant costs of engaging the United States in combat, and the growing range of indirect and non-military tools at their disposal, rivals are seeking ways to achieve relative gains without triggering escalation. From fake news and online troll farms to terrorist financing and paramilitary provocations, these approaches often lie in the contested arena somewhere between routine statecraft and open warfare—the “gray zone.”

The gray zone phenomenon is also referred to as hybrid threats, sharp power, political warfare, malign influence, irregular warfare, and modern deterrence. Although it reflects an age-old approach, it is newly broad in its application. Today, the toolkit for coercion below the level of direct warfare includes information operations, political coercion, economic coercion, cyber operations, proxy support, and provocation by state-controlled Forces.

***Evaluation Criteria:***

<b>CATEGORY</b>	<b>8-10 Above Standards</b>	<b>5-7 Meets Standards</b>	<b>2-4 Near Standards</b>	<b>0-1 Below Standards</b>
<b>Focus</b>	The paper is focused and the material is relevant to the issue(s) being addressed.	The paper is focused but deviates from the main points at times.	The paper is a bit too broad and the information substantially deviates from the main topic of the project.	The paper is overly broad and has a serious lack of focus or specificity with respect to the topic being addressed.

<b>Support for Position</b>	Includes complete evidence, facts or analysis that support the premise of the project.	Includes most evidence, facts or analysis that support the premise of the project.	Includes some evidence, facts or analysis that support the premise of the project.	Includes little evidence, facts or analysis that support the premise of the project.
<b>Accuracy</b>	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.
<b>Sources</b>	All sources used for quotes, statistics and facts are credible and cited correctly.	All sources used for quotes, statistics and facts are credible and most are cited correctly.	Most sources used for quotes, statistics and facts are credible and cited correctly.	Many sources are suspect (not credible) AND/OR are not cited correctly.
<b>Grammar &amp; Spelling</b>	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.

**APA:**

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

**Attendance Policy:**

Because this is an online course, attendance is determined by class participation online. Students must be prepared, participate in online individual/group discussions, and complete the course modules in order to understand and incorporate the rhetorical strategies and processes used to complete the projects.

As this is an online asynchronous course; students are responsible for completing all work assigned. The instructor reserves the right to adjust a student’s final grade based on a pattern of class absences regardless of any other scores.

**Professional Conduct:** In business, your actions will determine how others judge your professionalism. In this class, students are expected to act in a professional manner. The instructor reserves the right to reduce the participation grade for unprofessional conduct.

**Grading:** Grades will be determined on the basis of total points earned. The point distribution will be approximately as follows:

Weekly Discussion Boards (7)	35 pts
Critical Analysis Papers (4)	40 pts
Final Project (1)	<u>40 pts</u>
<b>Total</b>	<b>115 pts</b>

**Percentage Grading Scale:**

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
60-69	D
59 or below	F

**Drop Policy**

To drop this class, please contact the [Registrar’s Office](#) to initiate the drop process. If you cannot complete this course for whatever reason, please contact me. If you do not, you are at risk of receiving an “F” for the course.

**Accommodations Policy**

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to



participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#)

### **Scholastic Integrity**

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more [HOOP: Student Conduct and Discipline](#).

### **Student Resources**

UTEP provides a variety of student services and support:

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [Military Student Success Center](#): UTEP welcomes military-affiliated students to its degree programs, and the Military Student Success Center and its dedicated staff (many of whom are veterans and students themselves) are here to help personnel in any branch of service to reach their educational goals.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

**Technology Backup Plan**: Students should develop a personalized backup plan in the event of computer or internet failure at any point during the course. Students should be familiar with the campus computer lab / library resources with internet connections and necessary applications; including printers, scanners, and other tools to finish your work. Keep all contact information for your instructor in an easily accessible place and print out the syllabus so that you have a hard copy available. Students should consider the benefits of saving assignments and associated course documents in the cloud for accessibility.

**INSS 2302 Course Calendar**

Week	Topic	Assignments
Week 1: [08/23-08/29]	Week 1: Syllabus, Expectations, Strategic Studies Examination <i>*Optional Sync Session on 8/23 (Monday): 7:30PM EST – 30 min.</i>	<p><b>Turn In:</b> Syllabus Agreement  <b>Explore:</b> International Institute for Strategic Studies (IISS)  Topics: <a href="https://www.iiss.org/topics">https://www.iiss.org/topics</a>  <b>Select and Read:</b> Focus on one of the topic areas that most interest you (conflict, defense, environmental, geo-economics, global politics, non-proliferation, terrorism) and explore in greater detail  <b>Discussion Board:</b> Examine your selected topic in detail and provide relevant information / detail for discussion</p>
Week 2: [08/30-09/05]	Week 2: U.S. Competitiveness & The End of World Order and American Foreign Policy Source: Council on Foreign Relations	<p>-----</p> <p><b>Read:</b> CFR Special Report No. 86, May 2020 (42 pages):  <a href="https://www.cfr.org/report/end-world-order-and-american-foreign-policy">https://www.cfr.org/report/end-world-order-and-american-foreign-policy</a>  <b>Read:</b> US Innovation &amp; Competition Act 2021 (CSIS commentary linked; or independently research the bill)  <b>Critical Analysis:</b> 1-2 page brief describing your position on the US Innovation &amp; Competition Act 2021 – what it does right, what it does wrong, where it could be strengthened, what needs scrapped  <b>Discussion Board:</b> Provide the top issue from your critical analysis paper (and support the concept) about the US Innovation &amp; Competition Act so that you and your classmates can discuss / debate</p>
Week 3: [09/06-09/12]	Week 3: Security Challenges & Seven Revolutions – the Most Important Macrotrends 2050 Source: CSIS <i>*Optional Sync Session on 9/07 (Tuesday): 7:30PM EST – 1 hour</i>	<p>-----</p> <p><b>Read:</b> Meeting Security Challenges in a Disordered World (select one chapter within Part 2 to focus on: Chapters 2-6)  <b>PDF -</b> <a href="https://csis-website-prod.s3.amazonaws.com/s3fs-public/publication/170522_Hersman_MeetingSecurityChallenges_Web.pdf">https://csis-website-prod.s3.amazonaws.com/s3fs-public/publication/170522_Hersman_MeetingSecurityChallenges_Web.pdf</a> <b>Found at:</b> <a href="https://www.csis.org/analysis/meeting-security-challenges-disordered-world">https://www.csis.org/analysis/meeting-security-challenges-disordered-world</a>  <b>Read:</b> CSIS Seven Revolutions Fact Sheet (5 pages):  <a href="https://www.csis.org/programs/seven-revolutions">https://www.csis.org/programs/seven-revolutions</a>  <b>Critical Analysis:</b> 1-2 page brief describing the nature and context of the challenge you selected from Part 2 of Meeting Security Challenges in a Disordered World  <b>Discussion Board:</b> Identify which of the Seven Revolutions you deem most pressing and support that position</p>
Week 4: [09/13-09/19]	Week 4: Holistically Assessing the Future of Warfare Source: CNAS	<p>-----</p> <p><b>Read:</b> Peering into the Crystal Ball – Holistically Assessing the Future of Warfare (20 pages):  <a href="https://www.rand.org/pubs/research_briefs/RB10073.html">https://www.rand.org/pubs/research_briefs/RB10073.html</a>  <b>Critical Analysis:</b> 1-2 page brief on report content  <b>Discussion Board:</b> Describe the top 2 critical trends that you took away from the report</p> <p>-----</p>

[Continued on next page]

<p>Week 5: [09/20-09/26]</p>	<p>Week 5: Artificial Intelligence and Global Security <i>*Optional Sync Session 9/21 (Tuesday): 7:30PM EST – 1 hour</i></p>	<p><b>Explore:</b> <a href="https://www.cnas.org/artificial-intelligence-and-global-security">https://www.cnas.org/artificial-intelligence-and-global-security</a>  <b>Select and Read:</b> One of the Reports and Analysis from the CNAS Artificial Intelligence and Global Security Link (these are labeled “Technology and National Security”)  <b>Critical Analysis:</b> 1-2 page brief on your selected Report or Analysis (you may choose more than one if you want)  <b>Discussion Board:</b> Summarize the most critical points of the Report or Analysis you selected to share</p>
<p>Week 6: [09/27-10/03]</p>	<p>Week 6: The Gray Zone <i>*The goal of this week is to prepare you for your final project</i></p>	<p>-----  <b>Read:</b> Gaining Competitive Advantage in the Gray Zone  <a href="https://www.rand.org/pubs/research_reports/RR2942.html">https://www.rand.org/pubs/research_reports/RR2942.html</a>  <b>Explore:</b> <a href="https://www.csis.org/grayzone">https://www.csis.org/grayzone</a>  <b>Explore:</b> <a href="https://www.csis.org/features/competing-gray-zone">https://www.csis.org/features/competing-gray-zone</a>  <b>Watch:</b> <a href="https://youtu.be/fBcib3Ymkhg">https://youtu.be/fBcib3Ymkhg</a>  <b>Discussion Board:</b> Describe your understanding and interpretation of the gray zone; why it is important for the US, for allies, and for adversaries</p> <p><b>Additional Resources About the Gray Zone:</b>  <a href="https://www.rand.org/pubs/research_reports/RR3142.html">https://www.rand.org/pubs/research_reports/RR3142.html</a>  <a href="https://www.rand.org/pubs/research_reports/RR2915.html">https://www.rand.org/pubs/research_reports/RR2915.html</a></p>
<p>Week 7: [10/04-10/08]</p>	<p>Week 7: The Gray Zone <i>Final Week of Class</i></p>	<p>-----  <b>Discussion Board: Post your final PPT for your classmates to view (by Friday)</b></p> <p><b>Final Project: Due by Friday 08 October 2021 at 11:59PM EST</b></p> <p><i>Note: Upload your paper into Blackboard. Post your PPT into the Discussion Board</i></p>

*Disclaimer:* The instructor reserves the right to change or modify any provision of this course syllabus – including the time, order and content of the course schedule.

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**Student Contract**

I, \_\_\_\_\_ (print name), acknowledge that I have read and understand the syllabus for *INSS 2302 Security Studies* and I agree to abide by all course policies, procedures, and schedules therein. I agree to abide by the academic integrity policy of The University of Texas at El Paso. I will refrain from all forms of academic dishonesty. The work I submit is my own without unauthorized aid *of any kind*.

I understand that the instructor reserves the right to make any modifications to this syllabus as necessary to facilitate the instruction of this course. I agree to take responsibility for my learning and the evaluation outcome in this course.

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_