

Fall 2015 History 152-3 CRN # 66755  
Introduction to American History Since 1877  
Room & Time: UNIV 201 MWF 8:30-9:20am

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Office Hours: MW 9:30-10am, 11am-12pm, and by Appointment



## Course Description

Nations have never existed within a vacuum. The United States is no exception. It has always been influenced by events outside of its ideological and geographical borders. This course places the history of the United States in a trans-national context. Beginning with the reconstruction of the Union following the Civil War (starting in 1865) to the present day, this course will explore and interrogate how the interactions of peoples, goods, and ideas across boundaries shaped the history of the American people(s). Rather than following a linear timeline, this class is organized around two major themes: **American Expansion and Global Power and Social Movements and Reform**. Topics such as immigration and migration, politics, pop culture, economics, the environment, race, gender, sexuality, war, and diplomacy will be covered within these two themes in lectures, in-class discussions, documentaries, and other class activities. The grade for this course will be based on how well students master the goals of this course.

## Course Goals

This course has two main goals. The first goal has two interrelated parts. Students will understand significant themes, events, and peoples so as to have a basic

knowledge of American history since 1865. Students will also be introduced to the process by which Historians write history (we will address the question: “What do Historians do?”). The second goal is to assist students in developing critical thinking and writing skills which are invaluable in college and post-college professional careers.

### **Required Textbook**

The textbook can be purchased at the University Bookstore. Please make sure you order the second edition if you purchase the textbook online. You can also rent an e-version of the textbook for 180 days at [www.coursesmart.com](http://www.coursesmart.com). When you are on CourseSmart, just type in the ISBN number to find the second edition. Additional assigned readings – primary source documents and articles – are located on Blackboard.

**Michael Schaller et al. *American Horizons: US History in a Global Context, Volume II since 1865 Second Edition with sources.* Oxford University Press, 2014. ISBN No: 9780199389360**

### **Plagiarism and Cheating**

Plagiarism is the verbatim reproduction of another person’s work without the author’s consent. Plagiarism is considered cheating by the university and is a serious offense. You are expected to produce your own work and must attribute (cite) other people’s work in your assignments. If a student is caught in a first-time plagiarism offense, you will automatically receive a zero (0) for the assignment. If a student is caught in a second or subsequent plagiarism offense, you will automatically receive a zero (0) for the assignment, and will be reported to the Dean of Student’s Office.

For more information about plagiarism please see the following website:  
<https://www.purdue.edu/odos/welcome/academic-integrity/>

### **Attendance**

Attendance in this class is mandatory. Everyone will receive 100 points at the beginning of the course for their attendance grade. There will be an attendance sheet that will be passed around at the beginning of every class (excluding the first day) and students will need to sign it. Students will have one free unexcused absence. 5 points will be deducted from the attendance grade for the second and every subsequent unexcused absence. Students will not be penalized if they miss

class for a university approved reason. These include major illness, experiencing a significant physical injury, a death in the family, a job interview, or participating in a university sanctioned club or sports activity. Please provide proper documentation in order for your absence to be considered excused.

For more information about class absences see the following website:  
<https://www.purdue.edu/advocacy/students/absences.html>

## **Graded Assignments**

### In-Class Discussion

On some Fridays (refer to course calendar), students will be asked to discuss a prompt posted on Blackboard. Students have been divided into groups and a group member list for reference is in the Important Documents folder on Blackboard. During the first half of the discussion, students will divide into their groups to discuss their written answers to the prompt and respond to their group member's posts (see Discussion Submissions in syllabus). About midway through, we will reorganize as a whole and discuss the prompt as a class. Your grade for the discussion will come from your written post and response.

### Discussion Submissions

On the Fridays we have discussion in class, there will be a written discussion assignment due for that week that corresponds to the assigned reading for that week. Students will write a 400-500 word answer to a discussion prompt by **6pm** on the **Wednesday** of the week we have discussion in class. Students will be randomly divided into discussion groups. Once the discussion post is submitted, students will be able to see the submissions from their other group members. After submitting the discussion post, students will read the other submissions by their group members and choose one post they find the most interesting to submit a 150-200 word response. Citations are included in the word count for the post and response. The response is due by **6pm** on the **Thursday** of the week we have discussion in class. The discussion post and response must be written in the text box and submitted through the discussion link in the discussion modules on Blackboard. All discussion posts and responses will be graded based on a rubric available on Blackboard worth 80 points.

Discussion prompts: The discussion prompts may have multiple questions. Discussion posts should answer all the questions in the prompt. They should take a clear position (have a clear thesis statement) as well as use and cite the two

primary sources for the week's discussion and relevant passages from the assigned week's readings to support the argument. The primary source PDFs are in the weekly discussion modules on Blackboard or in the textbook.

Responses: The responses should state whether you found your group member's thesis persuasive and explain why. It should also contribute to your group member's post an original perspective on the discussion question that was not discussed in the post. Do not regurgitate or copy and paste your own discussion post into your response of your other group member's post. Your response should be in reaction to your group member's ideas and your original contribution should reflect your understanding of what your group member was trying to argue. Think of it as trying to move the discussion forward in a direction the post's author did not address nor what you wrote for your post. Using the primary sources in your response is optional.

See the "Discussion Assignment Guidelines" document for more information.

### Contemporary Topic Paper

The Contemporary Topic Paper Assignment has four graded parts: prospectus, outline, rough draft, and final paper.

Students will write and submit on Blackboard ONE (1) 1,300-1,500 word contemporary issue paper during the course. Students will select ONE topic or subject matter that is discussed in class during the semester and tie it to a contemporary topic related to their major and/or potential career field. The purpose of this paper is for students to draw connections between one of the themes or subjects presented in this course with an issue that is relevant to their major or possible future profession. How does using one of the course topics or themes help us understand the topic or issue related to your major or career field and why? How can the topic or theme be used as a lens to examine this aspect of your major and/or future carrier and what insights does that produce for you? The paper should have a clear thesis statement making the case that the topic or theme is significant and relevant for understanding the major and/or professional career topic or subject matter. It should incorporate and cite relevant information from the textbook. Class lectures should also be used but does not need to be cited. In addition, students must also use and cite five outside sources about the selected topic related to their major field and/or future profession. It is optional to use and cite the primary sources assigned for the class discussions.

Prospectus: Students will submit a prospectus on Blackboard. The prospectus must have three parts. Part one states the class topic or theme and contemporary issue related to the major and/or career field. Part two is the discussion of the rationale for why you selected the two topics. The rationale should be at least 2 paragraphs (at least 5 sentences per paragraph) long that explains why you believe that the course topic or subject matter is useful in understanding your contemporary major and/or professional carrier related topic or subject matter. What are the connections between the two? How are you using the course topic to examine your academic/professional topic? Part three is an annotated bibliography of at least five sources you intend to use on the topic related to your major/professional field. Annotations should only be one paragraph long (at least 5 sentences). They should briefly explain the topic of the source and relevance of the source for the paper (how you intend to use the source). In addition to the five outside sources, you should also list your textbook and how you will use your textbook in your paper. It will be graded based on a rubric available on Blackboard and worth 50 points. The due date is **Monday, November 2 at 11:59pm**.

Outline: Students will write a paper outline showing the structure and organization of the paper. The outline should have a preliminary thesis statement and present the secondary arguments that will be used to support the thesis. It should also include the sources listed on the prospectus and roughly demonstrate how those sources will be used to support the thesis. There is no minimum required length. The more detail it has the easier it will be for me to provide helpful feedback. The outline will be graded based on a rubric available on Blackboard worth 50 points. The due date is **Monday, November 9 at 11:59pm**.

Rough Draft: The rough draft should include the thesis, supporting arguments, and sources listed in the outline as well as a bibliography. Drafts will be graded based on a rubric available on Blackboard worth 100 points. The draft is due by **Monday, November 30 at 11:59pm**.

Final Paper: Each paper will be graded based on a rubric available on Blackboard and worth 150 points. The due date is **Monday, December 14 at 6pm**.

The final paper will be screened for plagiarism through SafeAssign. You and I will both receive a SafeAssign report after you submit your paper in Blackboard showing the highlighted phrases, sentences, and paragraphs that came from other sources. It is plagiarism if those highlighted passages are not in quotation marks and/or given citations.

See the “Contemporary Topic Paper Assignment Guidelines” document for more information.

### **Purdue University Writing Lab**

I strongly urge you to schedule an appointment or appointments and visit the Writing Center Lab here on campus for writing assistance on your assignments (especially the rough draft). It is located at 226 Heavilon Hall and the phone number is (765)-494-3723. You can also schedule an appointment with the Online Writing Lab (OWL) if you have brief questions. Please seek assistance if you have any doubts about whether a sentence needs to be cited. It is far better to ask the Writing Lab or me than to guess incorrectly and be found guilty of plagiarizing. The OWL’s website has excellent writing resources and information about scheduling appointments: <http://owl.english.purdue.edu/owl/>

### **Grading Policy**

There will be 11 discussion assignments each worth 80 points equaling 880 points. The entire paper assignment (prospectus, outline, rough draft, and final copy) is worth 350 points. Attendance is worth 100 points. I will round up to the nearest .5% when tabulating your final grade. For example, if your final grade is 89.6-.9%, then I will round your final grade to a 90%. Your final grade will be based on your percentage of earned points out of a possible 1,330 points according to the following scale:

100-93% = A	82-80% = B-	69-67% = D+
92-90% = A-	77-79% = C+	63-66% = D
87-89% = B+	76-73% = C	62-60% = D-
83-86% = B	72-70% = C-	59-0% = F

Late submission policy: You are expected to submit all assignments by the due dates. You will not be able to upload any of the assignments after the deadlines. The exception is the discussion post. You can upload a post late but your submission will be penalized 7 points. No posts or responses can be submitted after the Thursday 6pm deadline. All non-submitted assignments will receive a zero (0). The ONLY exception to this policy is if you have a university approved excuse such as a death in the family or serious illness. Please email me as soon as possible if you have an university approved excuse for missing a due date.

Extra Credit: During week 8 and week 16/17, you will receive links to the midterm and final course evaluations. If 80% of the class submits the evaluations by the due dates, I will give everyone 10 bonus points per evaluation (10 points for the midterm and 10 points for the final evaluation). In addition, I will give you 10 bonus points if you go to the Writing Lab for help in editing and revising your rough draft. I will need a notification from the Writing Lab that you scheduled and attended a session to work on your paper with a Lab staff member. I will add the 10 points to your rough draft score. Appointments at the Writing Lab should be made and attended sometime between the rough draft and final paper due dates.

### **Civility and Respect**

A classroom is meant to be a respectful, safe, and open place where the free exchange of ideas and learning can take place. I expect you all to be courteous to your fellow students and to me, especially when you are discussing in your groups. I promise to be respectful to you all in return. To that end, please silence your cell phones and refrain from surfing the internet and Facebook on your laptops, phones, or iPads. Please be on time for class. Students who continuously disrupt class will be asked to leave. Please use professional and polite language in your assignments and when communicating with me and your fellow students.

### **Learning and Course Accommodations**

If a student needs a course accommodation due to a learning impairment, then it is the student's responsibility to contact The Office of the Dean of Students Disability Resource Center (DRC). The phone number is (765)-494-1247. The DRC's website is <http://www.purdue.edu/drc>

I strongly urge students who speak English as a second language to meet with me during office hours if they are having trouble following the class lectures and/or need help with the writing assignments. Students can also contact the Office of Oral English Proficiency for additional assistance. They are located at 810 Young Hall. The phone number is (765)-494-9380 and e-mail is [oepp@purdue.edu](mailto:oepp@purdue.edu).

### **Disclaimer**

In the event of a major campus emergency or need to alter the syllabus, course requirements, deadlines, and grading percentages are subject to changes as necessitated by a revised semester calendar or other circumstances. Any changes to the syllabus will be announced via email, in class, and on the announcement page

on Blackboard. Please check Blackboard and your Purdue email regularly for announcements.

## Course Calendar and Schedule

### Part I: American Expansion and Global Power

While still emerging following its revolution in the late eighteenth century, Thomas Jefferson called the young United States an “Empire of Liberty”. In his view, America would and should be an expanding continental (and eventual global) power built on the principles of republicanism and freedom. During the nineteenth century, the United States extended its borders westward. By 1900, the American empire of liberty had conquered a continent and the peoples who inhabited those lands. It looked toward lands beyond its borders to develop markets for trade and investment and naval ports to promote and protect its geopolitical interests. After 1898, the United States gained through war colonies in the Caribbean and the Pacific. America during the twentieth century exercised its formal (hard) and informal (soft) power throughout the globe. The first half of this course examines how and why America became first a continental and then a global power. It begins with the final western continental push, part of Manifest Destiny, following the Civil War, The middle section examines the transformation of the United States into a global imperial power between the Spanish War of 1898 and World War Two. It concludes with the post-1945 world, where America sought to craft not a territorial empire but instead used a more informal and soft imperialism through its economic and cultural hegemony in order to promote its values and national interests. The Cold War and Vietnam War severally challenged American power and this section will conclude with evaluating the American empire of liberty after the Cold War and during the “War on Terror”.

Week 1	Monday 8/24	Wednesday 8/26	Friday 8/28
<p>A Continental Nation 1865-1900</p> <p><b>READ:</b> <i>American Horizons</i> Chapter 16</p> <p>No discussion post or response due</p>	<p>Course Introduction</p>	<p>Lecture: Completing Manifest Destiny</p>	<p>Lecture: Subjugation and Assimilation</p>
Week 2	Monday 8/31	Wednesday 9/2	Friday 9/4

<p>A Consumer Empire 1870-1900</p> <p><b>READ</b> <i>American Horizons:</i> Chapter 17 pages 585-586; Chapter 18 pages 632-634</p> <p><i>Major Problems</i> (PDFs): “The Civil War and the Creed of Civilization” and “Economic Primacy, Righteous Nationalism, and an Activist State.”</p> <p>Primary Source: Wild West Show Program and Pears’ Soap Ad PDFs</p> <p><b>Assignments Due:</b> Discussion post by Wednesday 6pm and discussion response by Thursday 6pm</p>	<p>Lecture: Markets and Consumption</p>	<p>Lecture: Exporting Americanness Abroad</p>	<p>Class Discussion</p>
<p>Week 3</p> <p>Establishing An American Empire 1871-1914</p> <p><b>READ:</b> <i>American Horizons</i> Chapter 19</p> <p>No discussion post or response due</p>	<p>Monday 9/7</p> <p>Labor Day – No Class</p>	<p>Wednesday 9/9</p> <p>Lecture: The Spanish-Filipino War</p>	<p>Friday 9/11</p> <p>Lecture: Maritime Imperialism</p>
<p>Week 4</p> <p>Making the World Safe for Democracy 1914-1933</p>	<p>Monday 9/14</p> <p>Lecture: America Enters the Great War</p>	<p>Wednesday 9/16</p> <p>Lecture: America’s Place in a New Post- War World</p>	<p>Friday 9/18</p> <p>Class Discussion</p>

<p><b>READ:</b> <i>American Horizons</i> Chapter 21; Chapter 22 pages 779-781</p> <p>Primary Source: <i>Major Problems</i> document 5 pages 79-82; <i>American Horizons</i> document 21.5 page S21-8-S21-9</p> <p><b>Assignments Due:</b> Discussion post by Wednesday 6pm and discussion response by Thursday 6pm</p>			
<p>Week 5</p> <p>The World on Fire 1933-1945</p> <p><b>READ:</b> <i>American Horizons</i> Chapter 24</p> <p>Primary Sources: <i>Major Problems</i> document 1 pages 115-117 and “Eleven Tips on Getting More Efficiency out of Women Employees” PDF.</p> <p><b>Assignments Due:</b> Discussion post by Wednesday 6pm and discussion response by Thursday 6pm</p>	<p>Monday 9/21</p> <p>Lecture: The Gathering Storm</p>	<p>Wednesday 9/23</p> <p>Guest Lecture: World War Two</p>	<p>Friday 9/25</p> <p>Class Discussion</p>
<p>Week 6</p>	<p>Monday 9/28</p>	<p>Wednesday 9/30</p>	<p>Friday 10/2</p>

<p>The American Superpower 1945-1965</p> <p><b>READ:</b> <i>American Horizons</i> Chapter 25 pages 863-878; Chapter 26 pages 899-907, 914-921; Chapter 27 pages 939-941, 944-946, 952-953</p> <p>Primary Sources: “The Truman Doctrine” PDF; <i>American Horizons</i> document 25.4 pages S25-10-S25-13</p> <p><b>Assignments Due:</b> Discussion post by Wednesday 6pm and discussion response by Thursday 6pm</p>	<p>Lecture: American Power and the Cold War</p>	<p>Lecture The New Look and New Frontier</p>	<p>Class Discussion</p>
<p>Week 7</p> <p>American Power Tested and Renewed 1965-1991</p> <p><b>READ:</b> <i>American Horizons</i> Chapter 28; Chapter 29 pages 1015-1018, 1031-1039</p> <p>Primary Sources: <i>American Horizons</i> document 27.1 pages S27-2-S27-3; <i>Major Problems</i> document 10 pages 470-472 and document 3 pages 506-507</p>	<p>Monday 10/5</p> <p>Lecture: The Vietnam War</p>	<p>Wednesday 10/7</p> <p>Lecture: Détente and The Evil Empire</p>	<p>Friday 10/9</p> <p>Class Discussion</p>

<p><b>Assignments Due:</b> Discussion post by Wednesday 6pm and discussion response by Thursday 6pm</p>			
<p>Week 8</p> <p>A New World Order 1991-present</p> <p><b>READ:</b> <i>American Horizons</i> Chapter 30 pages 1045-1047, 1050-1054, 1068-1071; Chapter 31 pages 1079-1088, 1100-1101</p> <p>No discussion post or response due</p>	<p>Monday 10/12</p> <p>Fall Break – No Class</p>	<p>Wednesday 10/14</p> <p>Lecture: The Cold War Ends and Disintegration of the Soviet Union</p>	<p>Friday 10/16</p> <p>Guest Lecture: The War on Terror</p>

## Part II: Social Movements and Reform

The United States emerged out of its Civil War as an economically, culturally, politically, and legally different nation than what it had been before the conflict. The war made the country (excluding the South) into an industrial and urbanized world power. It exported not just its agriculture and manufactured goods, but also its culture throughout the world. The United States experienced a political and legal revolution during Reconstruction with the expansion of citizenship and suffrage. And yet the excesses of unrestrained capitalism, political machine corruption, and racial and gender discrimination were rampant in post-Civil War America. Social movements seeking reform in America's economy, political system, and culture organized to combat the problems they thought existed in society. The second half of this course examines the conditions in the United States that produced social movements pushing for changes in all aspects of American life. The Greenback and Populist movements of the late nineteenth century fought for changes to the economic and political system of Gilded Age America. In the first half of the twentieth century, the Progressive and Organized Labor Movement took up this mantle and was successful in reforming the economy, political, and

legal system. The courses' second half also scrutinizes the movements fighting for the end to discrimination based on race, gender, and sexual orientation with emphasis placed on the Civil Rights movement of the 1950s and 1960s, first and second wave feminism, and the LGBTQ movement. These more liberal movements sparked conservative counter movements and the Reagan Revolution is given special attention. The course will conclude with the presidency of Barack Obama and the state of reform and activism today.

<p>Week 9</p> <p>An Unfinished Revolution: Reconstruction 1865-1877</p> <p><b>READ:</b> <i>American Horizons</i> Chapter 15; "Reexamining Southern Emancipation in Comparative Perspective" PDF article.</p> <p>Primary Sources: <i>American Horizons</i> documents 15.1 pages S15-2-S15-3 and document 15.3 S15-5-S15-7</p> <p><b>Assignments Due:</b> Discussion post by Wednesday 6pm and discussion response by Thursday 6pm</p>	<p>Monday 10/19</p> <p>Lecture: The Battle Over Reconstruction</p>	<p>Wednesday 10/21</p> <p>Lecture: A Nation Reborn and New Birth of Freedom</p>	<p>Friday 10/23</p> <p>Class Discussion</p>
<p>Week 10</p> <p>Gilded Age America 1865-1900</p> <p><b>READ:</b> <i>American Horizons</i> Chapter 17</p>	<p>Monday 10/26</p> <p>Lecture: The Populist Revolt</p>	<p>Wednesday 10/28</p> <p>Lecture: Immigration and Americanization</p>	<p>Friday 10/30</p> <p>Class Discussion</p>

<p>pages 577-585, 588-609; Chapter 18</p> <p>Primary Sources: <i>American Horizons</i> document 18.2 pages S18-5 and Populist Party Platforms PDF</p> <p><b>Assignments Due:</b> Discussion post by Wednesday 6pm and discussion response by Thursday 6pm</p>			
<p>Week 11</p> <p>The Progressive Movement 1900-1920</p> <p><b>READ:</b> <i>American Horizons</i> Chapter 18 pages 637-640; Chapter 20</p> <p>Primary Sources: <i>American Horizons</i> document 20.1 pages S20-2-S20-4 and document 20.4 pages S20-8-S20-9</p> <p><b>Assignments Due:</b> Discussion post by Wednesday 6pm and discussion response by Thursday 6pm</p> <p>Prospectus by Monday 11:59pm</p>	<p>Monday 11/2</p> <p>Lecture: Activism and Success</p>	<p>Wednesday 11/4</p> <p>Lecture: The Nadir of Race Relations</p>	<p>Friday 11/6</p> <p>Class Discussion</p>
<p>Week 12</p>	<p>Monday 11/9</p>	<p>Wednesday 11/11</p>	<p>Friday 11/13</p>

<p>Trial and Renewal 1920-1945</p> <p><b>READ:</b> <i>American Horizons</i> Chapter 22 and 23</p> <p>No discussion post or response due</p>	<p>Lecture: The Roaring Twenties</p>	<p>Lecture: The New Deal</p>	<p>No Class</p>
<p>Week 13</p> <p>The Activist Age 1945-1980</p> <p><b>READ:</b> <i>American Horizons</i> Chapter 25 page 879-894; Chapter 26 pages 909-933; Chapter 27 pages 941-944, 947-952, 954-970; Chapter 28 pages 986-988, 991-993; Chapter 29 pages 1029-1030</p> <p>Primary Sources: <i>American Horizons</i> document 28.1 pages S28-2-S28-3; Choose <u>at least 1</u> PDF document located in the Week 13-Discussion 10 documents folder to read and use in your discussion post</p> <p><b>Assignments Due:</b> Discussion post by Wednesday 6pm and discussion response by Thursday 6pm</p>	<p>Monday 11/16</p> <p>Lecture: Civil Rights and the Anti-War Movement</p>	<p>Wednesday 11/18</p> <p>Lecture: Women's Rights and the LGBTQ Movement</p>	<p>Friday 11/20</p> <p>Class Discussion</p>

Outline by Monday at 11:59pm			
<p>Week 14</p> <p>The Activist Age (cont) 1945-1980</p> <p>No discussion post or response due</p>	<p>Monday 11/23</p> <p>Lecture: The Great Society</p>	<p>Wednesday 11/25</p> <p>Thanksgiving Break – No Class</p>	<p>Friday 11/27</p> <p>Thanksgiving Break – No Class</p>
<p>Week 15</p> <p>Conservative Revival 1980-2008</p> <p><b>READ:</b> <i>American Horizons</i> Chapter 28 pages 999-1001; Chapter 29 pages 1009-1015, 1019-1031; Chapter 30 pages 1045-1050, 1054-1068, 1071-1074; Chapter 31 pages 1088-1094</p> <p>Primary Sources: <i>American Horizons</i> document 29.2 pages S29.4-S29-6 and document 30.3 pages S30-6-S30-7</p> <p><b>Assignments Due:</b> Discussion post by Wednesday 6pm and discussion response by Thursday 6pm</p> <p>Rough Draft by Monday at 11:59pm</p>	<p>Monday 11/30</p> <p>Lecture: The Regan Revolution</p>	<p>Wednesday 12/2</p> <p>Lecture: The 1990s: A Conservative Era?</p>	<p>Friday 12/4</p> <p>Class Discussion</p>
Week 16	Monday 12/7	Wednesday 12/9	Friday 12/11

<p>The Age of Obama 2008-present</p> <p><b>READ:</b> <i>American Horizons</i> Chapter 31 pages 1094-1112</p> <p>Primary Sources: Tea Party Patriots and Black Lives Matter PDFs.</p> <p>There will be an in-class discussion but no discussion post or response due</p>	<p>Lecture: The Great Recession</p>	<p>Lecture: Activism and Reform in Contemporary America</p>	<p>Class Discussion</p>
<p>Week 17</p> <p>Final Exam Week</p> <p>No Class Meetings</p> <p><b>Assignments Due:</b> Final Paper by Monday at 6pm</p>	<p>Monday 12/14</p>	<p>Wednesday 12/16</p>	<p>Friday 12/18</p>

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