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# American Public University System

*The Ultimate Advantage is an Educated Mind*

## School of Arts and Humanities

**HIST670**

**History and Culture of Latin America**

**3 Credit Hours**

**16 Weeks**

Graduate students are encouraged to take required or core courses prior to enrolling in the seminars, concentration courses or electives.

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### Instructor Information

### Course Description (Catalog)

This course examines the heritage of Latin America from pre-Columbian civilizations (Aztec, Maya, and Inca) and Iberian colonial patterns, through the independence movements of the early 19th century, and the global relationships that oriented the region toward Europe and the United States. Purpose is to distinguish early Latin American history, from the arrival of the first peoples on the American continents through the 19th century, and Latin American culture, economics, and politics.

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### Course Scope

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This course is designed to help graduate students understand the historical evolution of Latin America in terms of cultures, environments, and history. The course begins with an exploration of Mesoamerican and South American peoples, including Aztec and Andean civilizations. It then examines the Spanish Conquest, colonialism, independence movements, formation of national governments, and contemporary revolutionary movements. Examples include an examination of the myths of the conquest, the social basis of power in colonial Peru, the roles of Miguel Hidalgo, Augustin Iturbide and Simon Bolivar in the struggle for national independence, the Mexican Revolution, Peronism, Latin America in the Cold War, liberation theology, and the rise of “Bolivarianism” under Hugo Chavez. In addition to these examples, students will be expected to research topics of their own choosing. The successful student will come away from this course with a healthy understanding of Latin American historiography, research sources, and methodologies.

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## Course Objectives

After successfully completing this course, you will be able to:

1. Understand the hurdles facing historians as they attempt to decode the pre-Columbian past from archaeological data, oral histories, faulty translations, and incomplete colonial records.
2. Analyze the various meanings of the Conquest of the Americas, with special emphasis on Mexico and Peru.
3. Identify the various interpretations of the *Reducciones de Indios*, encomienda system, Repartimiento de Labor, Hacienda Systems, and *Real Audencia*.
4. Understand the interpretations of the independence movements and against Spain and Portugal.
5. Evaluate the relationship between the United States and Latin America over time.
6. Understand the issues that have influenced Latin American attempts at nation-building.
7. Analyze the role of Nationalism, Marxism and Liberation Theology in Latin American revolutionary movements.
8. Evaluate the historiography and major interpretations of several themes in the history of Latin America.

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## Course Delivery

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials (located in Resources in SAKAI) and access to an online learning management system (SAKAI) will be made available to each student. Online assignments include discussion Forum questions accomplished in groups through a threaded forum and individual assignments submitted for review by the Faculty Member. Dr. LaMotta is the assigned faculty who will support the students throughout this sixteen-week course.

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Participation in weekly discussion forums is critical to the success of the course. For each discussion topic, an initial post is due by 11:59pm Thursday of the week of the discussion topic, and replies to at least two of your classmates are due by 11:59pm of the Sunday of the week of the discussion topic.

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## Course Materials

### Required Course Textbooks (paper)

*Colonial Latin America, (7th edition)*, by Mark Burkholder and Lyman Johnson. Oxford University Press, 2009.

**Required Readings (electronic)** All of the following are either in the Resources section of this course or are linked to the Online Library from the Resources section.

- *Seven Myths of the Spanish Conquest*, by Matthew Restall.
- “Burying the White Gods: New Perspectives on the Conquest of Mexico” by Camilla Townsend. *American Historical Review*, June 2003, Vol. 108 Issue 3, pp. 659-687.
- “Resilient Lords and Indian Vagabonds” by Karen Powers. *Ethnohistory*, Summer 1991, Vol. 38, No. 3, pp. 225-249.
- *Heroes and Hero Cults in Latin America*, edited by Samuel Brunk and Ben Fallaw.
- *Modern Latin America, 6th Edition*. Thomas E. Skidmore & Peter H. Smith. The Seventh edition of this book is also available in paper if you wish to purchase it.
- “The Process of Mexican Independence” by Guedea, Virginia. *American Historical Review*, Feb 2000, Vol. 105 Issue 1, pp. 116-130.
- “Elite Politics and Popular Rebellion in the Construction of Post-Colonial Order” by Matthias Rohrig Assuncao. *Journal of Latin American Studies*, Feb. 1999, Vol. 31, No. 1, pp. 1-38.
- “Revisionism and Revolution: Mexico Compared to England and France” by Alan Knight. *Past and Present*, Feb. 1992, Vol. 134, pp. 159-199.
- “Socioeconomic and Political Roots of National Revolts in Central America” by John A. Booth. *Latin American Research Review*, 1991, Vol. 26, No. 1, pp. 33-73.
- “Marxism and Christianity in Latin America” by Michael Lowy. *Latin American Perspectives*, Autumn 1993, Vol. 20, No. 4, pp. 28-42

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- "The Literature behind Venezuelan Bolivarianism" by Irwin Domingo & Luis Alberto Butto. *"Military Review"* Mar/Apr2006, Vol. 86 Issue 2, pp. 82-87.
- "Santo Hugo: The Messiah from the Orinoco" by Christian E. Rieck. *American Foreign Policy Interests*, Jan/Feb2008, Vol. 30 Issue 1, pp. 30-39.
- "Unarmed Utopia Revisited: The Resurgence of Left-of-Centre Politics in Latin America" by Francisco Panizza. *Political Studies*, Dec 2005, Vol. 53 Issue 4, pp. 716-734.
- "The Distinguishing Features of Latin America's New Left in Power: The Chávez, Morales, and Correa Governments" by Steve Ellner. *Latin American Perspectives* January 2012, Vol. 39, pp. 96-114.

**Additional Resources (Recommended)** Accessible through [The Online Library](#).

- *The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003.
- Turabian, Kate L. *Manual for Writers of Research Papers, Theses, and Dissertations*, 7th Edition. Chicago: University of Chicago Press, 2007. *Purchase Optional*.
- Howell, Martha C., and Walter Prevenier. *From Reliable Sources: An Introduction to Historical Methods*. Ithaca: Cornell University Press, 2001.
- Presnell, Jenny L. *The Information-Literate Historian: A Guide to Research for History Students*. New York: Oxford University Press, 2007.

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## Evaluation Procedures

This course requires thoughtful reading and analysis. The discussions, assignments, and research paper are designed to allow you to demonstrate a thorough comprehension of the concepts introduced in the readings. Your perception of the issues introduced in these readings will be shaped by your worldview and experience. Feel free to report your views but do so in a considerate and thoughtful manner, and they must be grounded in scholarly evidence. Since this is graduate-level coursework, do not merely regurgitate information from the reading assignments. You are expected to analyze, critique, and agree, or disagree, with the authors. My expectation is that your work is original. Academic integrity is essential. Scrupulously acknowledge the source of direct quotes, paraphrased passages, and another's ideas.

Forum Topics: 39% of your grade (13 Forum topics, 3 points each)

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Respond to the Forum question(s) of the week in AT LEAST 125 words (this means that 125 words is the bare minimum for a passing grade) using the reading assignments and any outside research you feel is appropriate. Cite relevant examples from the week's reading, and use the opportunity to critique the authors' work (you can comment on issues like author assumption, agenda, research, methodology, etc.) Respond to AT LEAST two other student postings, plus any follow-up questions I ask. Discussion is a very important part of the class. It is a way to interact and learn from each other as well as demonstrate our understanding of course content. I expect all posts to be thoughtful (making good, reasoned, well-written points), thorough (accurate and complete in its response), and interesting (a response that is on point, and relevant to the question asked). When responding to other students it is not enough to simply state "I agree". Respond with at least 2 sentences in a way that moves the discussion forward, and demonstrates your knowledge or unique perspective on the topic. INITIAL POST IS DUE ON THURSDAY, RESPONSES ARE DUE BY SUNDAY. ALL DEADLINES ARE 11:59 EASTERN TIME ON THE DAY DUE.

Research Essays: 30% of your grade (2 essays, 15 points each)

Write two short essays based on both in-class and outside readings. In the first essay, you will analyze the external factors that affected Latin American independence movements against Spain and Portugal. In the second essay, you will evaluate the foreign policy of a U.S. President towards Latin America. The length of each essay should be between 1500 and 1800 words.

Reading List for Bibliographic Essay: 6% of your grade

You will develop a reading list on a topic of your choosing related to the history of Latin America. The list will consist of 8-12 books and/or articles. This list will be used to write your bibliographic essay.

Bibliographic Essay: 25% of your grade

You will select a topic related to the history of Latin America and write an essay evaluating what scholars have said about that topic. For example, you may write about a particular country or region (such as Brazil or Central America), a social characteristic (such as slavery or marriage), a series of events (such as the wars for independence or U.S. policy on a particular subject), important people (such as Simon Bolivar, Evita Peron or Ernesto Guevara) or any other topic that interests you. Through this assignment you should develop a thorough understanding of the scholarly works on the chosen topic. The length of this essay should be between 1800 to 2200 words.

| <a href="#">Grading Scale</a>        | Points |
|--------------------------------------|--------|
| 13 Forum Topics (3 points ea.)       | 39     |
| Research Essays (15 points ea.)      | 30     |
| Reading List for Bibliographic Essay | 6      |
| Bibliographic Essay                  | 25     |
| Total                                | 100    |

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**Weekly Course Outline**

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Please see the [Student Handbook](#) to reference the University's [grading scale](#)

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| <u>Week</u> | <u>Topic(s)</u>  | <u>Learning Objectives</u>   | <u>Readings</u>  | <u>Assignment</u>  |
|-------------|--|--|--|--|
| 1           | Pre-Columbian Latin America: The problems of discerning Nahua, Andean, and Mayan culture and history<br><br>Conquest of the Americas | To understand the major characteristics of the Pre-Colombian societies and how they were affected by the arrival of Europeans (Course Objective #1 and C.O.#2) | <i>Colonial Latin America:</i><br>Chapters 1- 3  | Forum Topic :<br>Introduce yourself to your classmates; include a brief explanation of why you are taking this course.   |
| 2           | Pre-Columbian Latin America: The problems of discerning Nahua, Andean, and Mayan culture and history                                 | To understand the major characteristics of Pre-Colombian societies (C.O.#1)  | <i>Seven Myths:</i> Chapters 1-4   | Forum Topic:<br>Describe the characteristics of a Pre-Colombian Amerindian society.  |
| 3           | Conquest and Colonization  | Analyze how culture shaped the relationship between the Spanish and Amerindians. (C.O.#2)  | <i>Seven Myths:</i> Chapters 5-7<br><br>"Burying the White Gods"<br><br><i>Colonial Latin America:</i><br>Chapters 4-7 | Forum Topic:<br>How were the Spanish with so few numbers able to conquer civilizations such as those of the Aztecs?  |
| 4           | Conquest and Colonization  | Analyze how culture shaped the relationship between the Spanish and Amerindians (C.O.#2, C.O.#3)   | <i>Colonial Latin America:</i><br>Chapters 8-10<br><br><i>Modern Latin America:</i><br>Prologue and Chapter 1          | Forum Topic:<br>Define the following terms: Reducciones de Indios, encomienda system, Repartimiento de Labor, Hacienda Systems, and Real Audencia.   |
| 5           | The Spanish and Portuguese Empires in relation to the native peoples.  | Understand how Spanish and Indian culture melded to become Latin America ( C.O.#2, C.O.#3)   | "Resilient Lords and Indian Vagabonds"   | Forum Topic: Explain how the "Resilient Lords" maintained their social position under Spanish rule, and how the growing number of "Indian vagabonds" signified a major change in Indian society. |
| 6           | Independence Movements: Padre Hidalgo, Augustin de   | Understand the interpretations of the  | <i>Heroes and Hero Cults:</i><br>Chapter 1   | Forum Topic:<br>Compare and contrast   |

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|    | Iturbide, Simon Bolivar   | independence movements and against Spain (C.O.#4)  | “Process of Mexican Independence”  | the three figures mentioned in your syllabus. Have you detected any differences in how historians have approached these figures?                               |
| 7  | Independence Movements: Brazil  | Understand the interpretations of the independence movement in Brazil (C.O.#4)   | <i>Colonial Latin America:</i> Chap 11<br><i>Modern Latin America:</i> Chapter 5<br>“Elite Politics and Popular Rebellion” | Forum Topic: Compare and contrast the Brazilian independence movement to that of Spanish America.  |
| 8  | Independence Movements: Placing Latin America in Global Context                 | Analyze how Latin American independence movements relate to various revolutions in Europe and North America (C.O.#4, C.O.#5)   | No reading assignment  | Essay#1: How did factors outside of Latin America affect the various independence movements?   |
| 9  | The Mexican War and the Spanish American War<br>Historiography of Latin America | Understand the role of the United States in formation of Mexican and Cuban nationhood (C.O.#4, C.O.#5)<br><br>Evaluate the issues that have concerned historians of Latin America (C.O.#8) | <i>Modern Latin America:</i> pp. 254-260 & 296-298   | Reading List for Bibliographic Essay Due.<br><br>Forum Topic: Discuss the similarities and differences of the causes of the U.S. invasions of Mexico and Cuba. |
| 10 | The Mexican Revolution  | Analyze the role of the Mexican Revolution in shaping modern Mexico (C.O.#5, C.O.#6, C.O.#7)<br><br>Evaluate the issues that have concerned historians of Latin America (C.O.#8)           | <i>Modern Latin America:</i> pp. 260-295<br>“Revisionism & Revolution”   | Forum Topic: Understand Traditionalism and Revisionism in the historiography of the Mexican Revolution.  |
| 11 | Argentina: Juan and Eva   | Analyze how the  | <i>Heroes and Hero Cults:</i>  | Forum Topic: How do  |

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|    |  |   |   |   |
|----|--|---|---|---|
|    | Peron, Militarism, the Falkland Islands War, Bankruptcy and Recovery       | economic and social crises gave rise to a unique Peronist regime that political scientists find difficult to classify as either corporatist, fascist or socialist. (C.O.#6) | Chapter 10<br><i>Modern Latin America: Chap 3</i>   | your authors' approach the Peronist regime? Is the romance associated with it via pop culture and Evita warranted? Why so, or not? Explain.   |
| 12 | Cuba, Chile and the Cold War   | Understand the role of Marxist theory and Revolution in Latin America (C.O.#6, C.O.#7)  | <i>Modern Latin America: Chapters 4 &amp; 9</i>   | Forum Topic: Analyze the context in which Fidel Castro and Salvador Allende came to power. How were the same, different?  |
| 13 | Central American Revolutions   | Understand the role of Liberation Theory in Latin American Revolutions (C.O.#6, C.O.#7)   | <i>Modern Latin America: Chapter 11</i><br>"Socioeconomic and Political Roots of National Revolts"<br>"Marxism and Christianity"  | Forum Topic: What have been the roles of Cuba and Liberation Theology in promoting revolution in Central America?   |
| 14 | United States Policy towards Latin America in the 20 <sup>th</sup> century | Evaluate how Latin America is perceived in a global context by the United States (C.O.#5, C.O.#6, C.O.#7)   | No reading assignment   | Essay #2: Evaluate the foreign policy in regards to Latin America of any U.S. President.  |
| 15 | 21st Century: The New Left, Indigenous peoples, and Bolivarianism          | Understand the forces that led to the rise of the current crop of leftist leaders: Chavez, Correa Kirchner, Morales, and Rouseff (C.O.#5, C.O.#6, C.O.#7)                   | "Distinguishing Features of Latin America's New Left in Power"<br>"Santo Hugo"<br>"Unarmed Utopias"<br>"Venezuelan Bolivarianism" | Forum Topic: Place the modern Latin American leaders in the context of what you have learned in this course. Are they the logical conclusion, or an aberration, in the progression of Latin American history? Based on thoughtful reflection, mature expression, and the consideration of everything you have learned in this course, discuss the future role of South America, Central America, and Mexico and the US as we inhabit the same |

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|    |                                 |  |                       |  |
|----|---------------------------------|--|-----------------------|--|
|    |                                 |  |                       | hemisphere.                                    |
| 16 | Historiography of Latin America | Evaluate the issues that have concerned historians of Latin America (C.O.#8) | No reading assignment | Bibliographic Essay–due by the end of the week |

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## Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

## Writing Expectations

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course will require students to use the citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6<sup>th</sup> ed. (Chicago, IL: University of Chicago Press, 1996), which is the most readily available distillation of the *Chicago Manual*. See [Chicago Style Manual](#)

The *Chicago Style Manual* for book-length works and its *Turabian* offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut—including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design/designation.

1. Front matter--e.g., [title page](#), copyright statement, dedication, table of contents, lists of illustrations or tables, acknowledgements, [abstract](#).
2. Narrative with [scholarly attributions](#).
3. Back matter--[bibliography](#), appendices.

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## Citation and Reference Style

History papers are distinguished by standardized notational schema. These display the primary and secondary sources being quoted or used in the construction. Your professors will certainly call for footnotes or endnotes, but also may request a formal bibliography:

- [Endnotes/Footnotes](#), the primary focus in Turabian, are used to indicate the source of a quotation, paraphrase, or resources--as well as to add explanations or digressions outside the flow of the main narrative.
- [Bibliography](#) is an optional device at the end of the paper, which highlights the materials cited as a separate, alphabetized list in addition to the endnotes or footnotes.
- 
- *Turabian* and the *Chicago Manual* use sequential Arabic numbers. The numbers are normally collective and at the end of quotations, paraphrased sentences, or paragraphs for collected references. Note numbers:
  - May be in-line, but preferably set in raised [superscript](#).<sup>1</sup>
  - Should come at the end of the paragraph and collectively account for the resources used. Do not insert for each sentence. The exception is if a short quotation is used within a paragraph. Then cite as appropriate for the information preceding the quotation, the quotation itself (after commas, quotations marks, periods, or other final diacritics), and at the end of the paragraph if needed for subsequent information.
  - Must follow one another in numerical order, beginning with 1 and running continuously throughout the paper.

For a full explanation go to: <http://www.apus.edu/Online-Library/tutorials/chicago.htm#notation>

## Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

## Netiquette

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist.

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Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emojicons" to help alert your readers: ;-), :), ☺

### Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

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### **Online Library**

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to [librarian@apus.edu](mailto:librarian@apus.edu).

- **Inter Library Loans:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Smarthinking:** Students have access to ten free hours of tutoring service per year through [Smarthinking](#). Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Library. From the Online Library home page, click on either the "Writing Center" or "Tutoring Center" and then click "Smarthinking." All login information is available.

**Request a Library Guide for your course** (<http://apus.libguides.com/index.php>)

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The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. These are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., HIST500) or class name.

If a guide you need isn't available yet, let us know by emailing the APUS Library:

[librarian@apus.edu](mailto:librarian@apus.edu)

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## Selected Bibliography

*Sources and General Resources on Latin America* webpage:

<http://www.oberlin.edu/faculty/svolk/latinam.htm>

Bayitch, S. A. *Latin America and the Caribbean; A Bibliographical Guide to Works in English*. Coral Gables, Fl.: University of Miami Press, 1967. xxviii, 943 p. (Interamerican legal studies, v. 10).

Bethell, Leslie. *The Cambridge History of Latin America*. Cambridge [Cambridgeshire] New York: Cambridge University Press, 1984-. v. 11 volumes.

Britton, John A. *The United States and Latin America: A Select Bibliography*. Lanham, Md.: Scarecrow Press, 1997

Covington, Paula Hattox. *Latin America and the Caribbean: A Critical Guide to Research Sources*. New York: Greenwood Press, 1992. xvi, 924 p

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