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ARTS2870

Citizens, Action and Dissent

Term Two // 2019

Course Overview

Staff Contact Details

Convenors

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School Contact Information

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Course Details

Credit Points 6

Summary of the Course

Subject Area: *Sociology and Anthropology*

In this course, you will consider individual and collective action through historical and contemporary case studies. Citizenship is examined as a social relation as well as a form of political participation and boundary making with national, transnational, gendered, racialised and cosmopolitan characteristics. You will have the opportunity to explore historical and contemporary social movements as expressions of civic participation and assembly, as well as of dissent and expressions of impropriety.

Course Learning Outcomes

1. Identify and articulate the debates on citizenship, action and dissent
2. Recognise and explain the diverging approaches to debates on citizenship, action and dissent
3. Analyse policy relevant case studies and connect these to citizenship debates
4. Demonstrate different writing and communication modes

Teaching Strategies

Rationale for the inclusion of content:

Theories of citizenship and the rights that flow from belonging to a social and political community are critical to debates in sociology and anthropology. This course builds on some knowledge students are introduced to in the gateway course, Introduction to Sociology and Anthropology, and applies that knowledge through case studies of the lived experience of belonging and rights in different national and transnational settings. Students are prepared for level 3 courses, especially in the areas of contemporary social theory and human rights.

Teaching strategies:

The teaching mode is based on lectures and seminars. Weekly topics are used to address major themes and where suitable film is used to illustrate case studies. Seminars are designed for students to develop critical knowledge of topics and to engage with the set readings in discussion. As an upper level, specialist course, the lectures and seminars for this course merge in terms of teaching and learning strategies. Both lectures and seminars rely on students to come well prepared, having read at least the set readings and come prepared with their own questions and examples and a willingness to be actively engaged in debates and small group exercises

Assessment

Assessment

Your final mark in the course will be calculated on results achieved in all assessment tasks. All prescribed work must be completed. All three assessments are designed to develop the learning outcomes for this course. The assessments build student learning incrementally and complement each other.

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Peer feedback exercise	15%	19/07/2019 11:59 PM	1,3,4
Critical reflections: Blog posts	40%	02/08/2019 11:59 PM	1,2
Concept essay	45%	16/08/2019 11:59 PM	1,3,4

Assessment Details

Assessment 1: Peer feedback exercise

Start date: Not Applicable

Length: 1200 words.

Details: Students will be placed in groups of 4 to 5 at the beginning of the course and will work together online, commenting on fellow students' blog posts in response to guiding questions. The feedback exercise (formative) will run throughout the course. Students are required to comment and give feedback at three points in the course, Week 3, Week 6 and Week 10. The quality of feedback will be discussed in class. In week 7 a 'flipped classroom' mode is adopted and students will engage in structured online work, submitting an assessment for which each member of the group is marked for their contribution to the task as well as the overall coherence of the assessment. Entire assessment is 1,200 words (each member contributes approximately 300 words).

Additional details:

This assessment consists of two key parts:

1) You will comment on, respond to and give feedback to your group members' blog posts in weeks 3, 6 and 10. This aspect of the task is formative.

2) Your group will produce a 1200 word response to Week 7's topic. An outline of what is required is on our Moodle page, under Week 7. This aspect of the task is assessed. Each group member will receive a different mark based on their contribution.

Turnitin setting: This is not a Turnitin assignment

Assessment 2: Critical reflections: Blog posts

Start date:

Length: 1050 (3 x 350 word entries)

Details: Eight (8) entries are required over the course from weeks 2 to 9 (350 words per entry). In class formative feedback will be given in Week 3. Three (3) blog posts selected for submission in a portfolio. You will receive a grade and feedback within 2 weeks of submitting.

Additional details:

The blog entries require regularity and routine in the on-line environment. One of the advantages of this type of assessment is that it will allow you to be prepared for seminars and also gives you a good background for the other assessments in this course. It is a record of your engagement with the course and with the set readings and also allows you to view the engagement of other students as an aspect of collaborative development of knowledge.

On a weekly basis, blog posts of 350 words each are to be contributed to the course's Moodle discussion boards. As they are preparation exercises, they must be uploaded *before* the seminar for the week for which they are preparing. In week 9, you will choose 3 posts to submit as part of your assessable portfolio. The more posts you have uploaded, the more you will have to choose from when choosing your blog posts. There are **no extensions** granted for this task as it was designed to be completed week by week. You are encouraged to post weekly blog entries, but you **MUST submit not less than 6 posts over the 10 weeks of the course.**

The topics for the blog posts are listed in the week-by-week class guide, later in this outline. These blog posts are meant to be informal, thoughtful and speculative. They are posts, not mini-essays, and so feel free to use the first person 'I'. You may also use the blog posts to comment on brief clippings from diverse media sources that relate to weekly topics and help you to explore key concepts developed in the course through everyday examples and lived experience. The success of this course depends, in large measure, on dialogue in the seminar and also on the blog as well as your careful preparation to facilitate this discussion.

Readings have been selected to stimulate inquiry and reflection. When making your entries, you are expected to focus on an aspect of your readings that appeals to you. A particular passage may appeal to you for various reasons: for its insight, clarity, difficulty, ambiguity, and so forth. The concept diary requires you to engage with the readings (**it does not require you to summarise the readings**). You can enter into a dialogue with a certain passage by applying perspectives learned in the course. We would like you to record your responses to texts, both positive and negative. You will find that writing about a negative response can be very productive.

This form of writing is intended as a complement to the writing skills developed in traditional essay writing. While this form of writing should feel less demanding than essay writing, there is an expectation of responsibility for the work presented. It is also a record of your own learning experience. Writing your ideas and your critique of what you read is a different matter from 'thinking': ideas are developed in the process of writing, however fragmentary and undeveloped they might initially seem. It is the *process* that is important in a blog post. We want to see your workings, not a finished product. Most importantly, we want to see how the posts help bring ideas and experiences to life for you and for other students who can read your posts.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 3: Concept essay

Start date:

Details: The concept essay is 1800 words. It will draw on key ideas in the course and must also demonstrate the use of some blog posts, both from the student and fellow students with URL links to the posts referred to. Written feedback will be provided within 10 working days of submission.

Additional details:

The details of this assessment will be discussed during the course and instructions posted on Moodle. It builds on the critical reflections on weekly topics and readings that you prepare for the weekly blogs.

An essay is an extended intellectual engagement with a particular question or task. It must demonstrate not only an ability to write to an acceptable standard but, just as importantly, an ability to analyse the issues relating to the topic. The essay is your opportunity to undertake in-depth analysis of a specific topic developing issues raised in the lectures and readings.

The essay must demonstrate engagement with the key concepts and theories raised in the course. The course reader should be your starting point in preparing the essay, but you will also be expected to read beyond the course readings to complete this assignment and demonstrate a critical engagement and capacity to review literature. You are asked to query and evaluate all that you read and, through a critical engagement with it, develop your own approach and ideas. These ideas should be developed through argument and substantiated with examples and in a logical order. Your argument must have a clear structure.

This task is designed to improve your skills in engaged reading and writing and in critical thinking.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 3 June - 7 June	Seminar	Topic: Contemporary citizenship
	Reading	<p>Kivisto, Peter and Faist, Thomas (2007) <i>Citizenship, Discourse, Theory and Transnational Prospects</i>, Blackwell Publishing, Malden 'Introduction', pp.1-14</p> <p>Bauböck. (2010), 'Studying Citizenship Constellations', <i>Journal of Ethnic and Migration Studies</i>, 36 (5), pp. 847-859</p>
Week 2: 10 June - 14 June	Seminar	Topic: Models of Citizenship – Forms of Inclusion and Affect
	Reading	<p>SET READINGS</p> <p>Cheliotis, Leonidas, K. (2015) 'The limits of inclusion. Globalization, neoliberal capitalism and state policies or border control' in Weber, Leanne (ed) <i>Rethinking Border Control for a Globalizing World</i>, Routledge, London, pp. 32-43</p> <p>Torpey, John (2000) <i>The Invention of the Passport. Surveillance, Citizenship and the State</i>, Cambridge University Press, Cambridge, pp. 122-157</p> <p>SUPPLEMENTARY</p> <p>Ahmed, Sara (2010) 'Happy Objects' in Gregg, Melissa & Seigworth, Gregory J. <i>The Affect Theory Reader</i>, Duke University Press, Durham & London, pp.29-51</p>
	Online Activity	<p>Blog preparation Task:</p> <p>Comment on readings + any relevant media, social commentary or artistic commentary. You may want to search for any stories, film or art that comments particularly on the role of emotions in contemporary life. Think about the interaction between our rational and emotional selves.</p> <p>PLUS: have a look at the Australian citizenship test</p>

		or any other citizenship test that you are aware of. Do you consider this to be a robust and valid form of making citizenship conditional?
Week 3: 17 June - 21 June	Seminar	Topic: Challenges for Citizenship – Forms of Exclusion
	Reading	<p>SET READINGS</p> <p>Standing, Buy (2014) A Precariat Charter. From Denizens to Citizens, Chapter 1, 'Denizens and the Precariat', Bloomsbury, London, pp. 1-32</p> <p>Walters William (2010) 'Deportation, Expulsion, and the International Police of Aliens' in De Genova, Nicholas & Peutz, Nathalie (eds). The Deportation Regime. Sovereignty, Space, and the Freedom of Movement, Duke University Press, Durham & New York, pp. 69-100</p> <p>SUPPLEMENTARY</p> <p>Kivisto, Peter and Faist, Thomas (2007) Citizenship, Discourse, Theory and Transnational Prospects, Blackwell Publishing, Malden 'Chapter 3 - Erosion', pp.49-74</p>
	Online Activity	<p>Blog preparation Task:</p> <p>Comment on readings + any relevant media, social commentary or artistic commentary</p> <p>PLUS: consider the non-tangible forms of exclusion and mention some examples in your entry. Which forms of exclusion – physical, social, legal or other forms – do you consider do the most harm to persons? Do you think there is a hierarchy of exclusion?</p> <p>Have a look at the news story below on a Dutch city plan to pay citizens a 'basic income'</p> <p>http://www.theguardian.com/world/2015/dec/26/dutch-city-utrecht-basic-income-uk-greens</p> <p>Check the website for activities and projects of the local council in the area in which you live (shared space/planning/community gardens). Consider the way in which planning, urban space, public transport and so on, impacts on a person's daily life, sense of self and the many components of citizenship. In your response look for your own example of an idea or project anywhere in the world that you consider an example of an initiative aimed</p>

		at extending and enriching citizenship.
	Group Activity	You must comment on, respond to and provide feedback on you group members blog posts.
Week 4: 24 June - 28 June	Seminar	Topic: Human Mobility – Rights Beyond Borders
	Reading	<p>SET READINGS</p> <p>Mezzadra, Sandro (2013) <i>Border as Method, or the Multiplication of Labor</i>, Duke University Press, Durham, & New York, Chapter One, 'The Proliferation of Borders' (available as e-book through UNSW library)</p> <p>Hudson, Barbara (2015) 'Moral communities across the border. The particularism of law meets the universalism of ethics' in Weber, Leanne (ed) <i>Rethinking Border Control for a Globalizing World</i>, Routledge, London, pp.116-132</p> <p>SUPPLEMENTARY</p> <p>Tazreiter, C. (2015) 'Lifeboat politics in the Pacific: Affect and the ripples and shimmers of a migrant saturated future', special issue of <i>Emotion, Space and Society</i> 16, pp.99-107, edited by Loretta Baldassar and Paolo Boccagni.</p>
	Online Activity	<p>Blog preparation Task:</p> <p>Comment on readings + any relevant media, social commentary or artistic commentary.</p> <p>PLUS: Make yourself familiar with the work of the Special Rapporteur on the human rights of migrants</p> <p>http://www.ohchr.org/EN/Issues/Migration/SRMigrants/Pages/SRMigrantsIndex.aspx</p> <p>Use this knowledge to help you navigate the boundaries of citizenship, belonging and rights. What are these boundaries? Are they merely or only nation-state boundaries?</p>
	Web	<p>Commence the Online Activity:</p> <p>View 'Everyday Bordering' film and search for two relevant articles that discuss the themes covered in the film. Respond with a critical reflection of 500 words.</p>

		You are expected to spend a total of 6 hours on this project throughout the term. This activity must be submitted to the online forum on Moodle by week 11.
Week 5: 1 July - 5 July	Seminar	Topic: Belonging and Social relations: Beyond Race and Ethnicity
	Reading	<p>SET READINGS</p> <p>Bernard Emily (2010) 'Prologue: the riddle of race' Patterns of Prejudice, 45 (1-2) pp. 5-14.</p> <p>Bourdieu, Pierre (1990) The Logic of Practice, Chapter 3, ' Structures, habitus, practices', Polity Press, Cambridge, pp.52-65</p> <p>Kretsedemas, Philip and Brotherton, David, C. (2008) 'Open Markets, Militarized Borders?Immigration Enforcement Today' in Brotherton , David and Kretsedemas, Philip (eds), Keeping Out the Other. A Critical Introduction to Immigration Enforcement Today, Columbia University Press, New York, pp.1-28</p> <p>SUPPLEMENTARY</p> <p>Kivisto, Peter and Faist, Thomas (2007) Citizenship, Discourse, Theory and Transnational Prospects, Blackwell Publishing, Malden 'Chapter 5 - Expansion', pp.102-129</p> <p>Robinson, Cedric J. (1983) Black Marxism. The making of the black radical tradition, ' African Labor as Capital' and 'Ledgers of a World System', Zed Press, London pp.109-116</p> <p>Chloe Hooper (2008) The Tall Man. Death and Life on Palm Island, Penguin, Victoria.</p>
	Online Activity	<p>Blog Preparation Task:</p> <p>Comment on readings + any relevant media, social commentary or artistic commentary</p> <p>PLUS: Include your comments on Ta-Nehisi Coates Between The World and Me</p> <p>http://www.lrb.co.uk/v37/n23/thomas-chatterton-williams/loaded-dice</p>
Week 6: 8 July - 12 July	Seminar	Topic: Gender and Difference

	Reading	<p>SET READINGS</p> <p>Yuval-Davis, Nira (2011) <i>The Politics of Belonging. Intersectional Contestations</i>, Sage, London. Chapter 6, 'The Caring Question: the Emotional and the Political', pp. 177-199.</p> <p>Bailey, Olga, Guedes (2012) 'Migrant African women: tales of agency and belonging' <i>Ethnic and Racial Studies</i>, 35 (5) pp.850-867</p>
	Online Activity	<p>Blog preparation Task:</p> <p>Comment on readings + any relevant media, social commentary or artistic commentary</p> <p>PLUS have a look at the following:</p> <p>1. For a historical perspective, look at the work of the foundling museum in London. Have a look in particular at the recent 'Fallen Woman' exhibition http://foundlingmuseum.org.uk/exhibitionscollections/exhibitions-displays/</p> <p>Are you aware of any similar initiatives in Australia?</p> <p>2. Respond to the video of Chimamanda Ngozi Adichie's talk on feminism, drawing on the set readings:</p> <p>https://www.youtube.com/watch?v=hg3umXU_qWc</p>
	Group Activity	You must comment on, respond to and provide feedback on you group members' blog posts.
Week 7: 15 July - 19 July	Blended	<p>Topic: Indigenous People and Citizenship</p> <p><i>This weeks class will occur online via Moodle.</i></p>
	Reading	<p>SET READINGS</p> <p>Read, Peter (1998) 'Whose Citizens, Whose Country?' in Nicolas Peterson and Will Sanders (eds) <i>Citizenship and Indigenous Australians: Changing conceptions and possibilities</i>, Cambridge U.P., Melbourne, pp. 169-178.</p> <p>Mick Dodson, (2011) 'Constitutional Recognition of Indigenous Australians' Senate Occasional Lecture Series at Parliament House, Canberra, on 5 August, 2011. Papers on Parliament no. 57</p> <p>Megan Davis (2014) 'Competing Notions of Constitutional Recognition: Truth and Justice</p>

		<p>or Living 'off the Crumbs that Fall off the White Australian Tables'? Papers on Parliament no. 62, October 2014.</p> <p>Noel Pearson (2017) 'Betrayal. The Turnbull government has burned the bridge of bipartisanship' The Monthly, Dec/Jan – available online</p>
	Online Activity	<p>Blog Preparation Task:</p> <p>Comment on readings + any relevant media, social commentary or artistic commentary as well as your response to the link below.</p> <p>PLUS: Watch Stan Grant's presentation at the IQ debate</p> <p>http://www.abc.net.au/news/2016-01-24/stan-grant-s-racism-is-killing-the-australia-dream-speechviral/7110506</p>
	Assessment	<p>Assessment 1 - Peer Feedback Exercise (15%)</p> <p>Due 19th July 11:59pm</p>
Week 8: 22 July - 26 July	Seminar	Topic: Global cities – Inclusion and Exclusion
	Reading	<p>SET READINGS</p> <p>Amin, Ash. (2012) Land of Strangers, Polity, Cambridge, Chapter 3, 'Strangers in the City', pp.59-82.</p> <p>Yuval -Davis Nira, et al. (2017) 'Everyday Bordering, Belonging and the Reorientation of British Immigration Legislation' Sociology, pp. 1-17.</p>
	Online Activity	<p>Blog preparation Task:</p> <p>Comment on readings + any relevant media, social commentary or artistic commentary</p>
Week 9: 29 July - 2 August	Reading	Topic: Civil Society, Social Movements & Dissent
	Reading	<p>SET READINGS</p> <p>Douzinas, Costas (2014) 'The "Right to the Event". The Legality and Morality of Revolution and Resistance', International Studies in Phenomenology and Philosophy, Vol2(1), pp.151-167</p> <p>Tazreiter, C (2010) 'Local to Global Activism: The</p>

		Movement to Protect the Rights of Refugees and Asylum Seekers', Social Movement Studies, Vol. 9, No. 2, pp. 201-214.
	Online Activity	<p>Blog preparation Task:</p> <p>Comment on readings + any relevant media, social commentary or artistic commentary.</p> <p>PLUS: have a look at ABC Foreign Correspondent story on the #BlackLivesMatter campaign</p> <p>http://www.abc.net.au/foreign/content/2015/s4367710.htm</p> <p>As you respond to this campaign, also list any other social movements and dissenting actions you are aware of. Do they operate through national civil societies, or also through a network of global citizens?</p>
	Assessment	<p>Assessment 2 - Critical reflections: Blog posts (40%)</p> <p>Due 02/08/2019 11:59pm</p>
Week 10: 5 August - 9 August	Seminar	Topic: New Forms of Citizenship and Belonging
	Reading	<p>SET READINGS</p> <p>Braidotti, Rosi (2013) The Posthuman, Polity Press, Cambridge, Chapter 2 'Post-Anthropocentrism: Life beyond the Species, pp.55-104,</p> <p>SUPPLEMENTARY</p> <p>Kivisto, Peter and Faist, Thomas (2007) Citizenship, Discourse, Theory and Transnational Prospects, Blackwell Publishing, Malden 'Chapter 6 – Future Trends', pp.130-140</p>
	Group Activity	You must comment on, respond to and provide feedback on you group members' blog posts.
Week 11: 12 August - 16 August	Web	<p>Last week to Submit the Online Activity:</p> <p>This term you were asked to view the 'Everyday Bordering' film and search for two relevant articles that discuss the themes covered in the film. You need to respond with a critical reflection of 500 words.</p> <p>You are expected to spend a total of 6 hours on this project throughout the term. This activity must be submitted to the online forum on Moodle by</p>

		week 11.
	Assessment	Assessment 3 - Concept essay (45%) Due 16th August 2019, 11:59pm.

Resources

Prescribed Resources

Recommended Resources

Reading and resources

Weekly readings will be posted on Moodle. These readings are essential for successful completion of course assessments and preparation for tutorial discussions.

Some excellent journals you can consult on citizenship issues are listed below (though this list is not exhaustive):

1. Population Space & Place
2. Ethnic & Racial Studies
3. Third World Quarterly
4. Journal of Intercultural Studies
5. Globalizations
6. Ethnicities
7. Social Movement Studies
8. Citizenship Studies
9. Patterns of Prejudice
10. Feminist Review
11. Representations
12. Media, Culture & Society
13. Nations & Nationalism
14. European Journal of Social Theory
15. Journal of Refugee Studies
16. Cities
17. International Sociology
18. International Studies Quarterly
19. Identities: Global Studies in Culture & Power
20. Millennium. Journal of International Studies

Course Evaluation and Development

[Briefly outline how student feedback (both formal and informal) on the course will be gathered, how it will be analysed and how it will be acted upon to improve the student learning experience. For example, you might discuss what was identified in past feedback and how this course was changed to address the issue.]

Submission of Assessment Tasks

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

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