Course Syllabus **Sociology 7200 (Advanced Sociological Research Methods)** Fall 2018

Course: Sociology 7200 (Advanced Sociological Research Methods)

### Class Meets: Tuesdays 5:00pm – 7:30pm in room 0224 Manoogian Hall

Dr. Zachary W. Brewster

Office: 2272 Faculty / Administration Building (FAB)

Phone: (313) 577-**2930 (main office)**

E-mail: [zbrewster@wayne.edu](mailto:zbrewster@wayne.edu) (Best way to contact me)

**Office Hours**: Tuesday: 10:00am -12:30pm

Thursday: 9:00am -12:30pm

M/W/F: by appointment (I am in my office most days, send me an email letting me when you intend to stop

by and I will confirm my availability)

Required Readings:

Required course readings are all available through the WSU library webpage or posted on blackboard. All readings are required. Please contact me immediately if you have problems obtaining course readings.

Suggested/Supplemental Readings and Online Sources:

* While not required you may find a research methods textbook to be a helpful supplement to the required readings. Any research methods text would be a sufficient supplement.
* The Social Science Jargon Buster may be a useful tool to familiarize yourself with unfamiliar terms used in the social sciences (see <http://methods.sagepub.com/book/the-social-science-jargon-buster>).
* There is a wealth of relevant resources available via Sage researchmethods (see <http://methods.sagepub.com/>). I encourage you to take some time to familiarize yourself with this resource.

**Course Description**

This graduate level research methods course is intended to introduce and/or further develop students’ knowledge of the fundamental principles in the logic and execution of social research. Students will gain insights into how data are collected, analyzed, and presented to various audiences as empirical evidence of sociological phenomena. This course will provide essential skills that are needed to not only conduct research but also to assess critically the validity and reliability of information derived from both lay and scholarly sources. Such skills will be encouraged by focusing on issues pertaining to research design, sampling, hypotheses construction, variable measurement, and causal inferences. The development of these skills will take practice and as such, students will have opportunities to apply their knowledge of research methods to complete various research projects throughout the semester.

**Learning Outcomes**

After completing this course, students will be able to:

1. Formulate theoretically informed research questions and hypotheses.
2. Understand the criteria for establishing causality.
3. Describe the various research designs used in the social sciences.
4. Describe the strengths and weaknesses associated with the various research designs.
5. Students will understand sampling and how sampling strategies affect the generalizability of research designs.
6. Understand how the process of conceptualization and measurement is approached in research designs, and how conceptualization and operationalization relates to theory.
7. Utilize knowledge of the research process to assess critically extant and emerging knowledge.
8. Identify and critically explore the various ethical concerns associated with conducting research on human beings.

**Expectations**

My expectations of you in this course are commensurate to the degree that you are pursuing. In short, I assume by virtue of your decision to pursue a graduate degree that you want to read extensively, write extensively, think extensively, and engage in intellectual discussions (wait for it), extensively. To the degree that my assumptions are correct, I can guarantee that you will experience a considerable amount of intellectual growth while taking this course. In the event that my assumptions are incorrect, I would suggest reassessing the reasons why you decided to go to graduate school.

**Course Policies**

The following is a description of course policies that are designed and implemented to ensure a quality learning environment. As your professor, my responsibility is to create an environment where students can learn, but it is also the students’ responsibility to respect the policies. Therefore, I take the course policies seriously and I expect that students will abide by them.

*Classroom etiquette and Academic Integrity*

All expressions of ideas are welcome assuming that these expressions are not uncivil to your classmates. Harassment of any nature will not be tolerated. Students are also expected to maintain academic integrity and therefore, cheating of any sort may result in failure of this course. For additional information on academic integrity and related issues refer to the Student Conduct Services homepage (<http://www.doso.wayne.edu/student-conduct/index.html>). Remember, ignorance is not a viable defense against allegations of student conduct violations.

*Assignments*

I expect you to complete and submit all course assignments on the designated due dates. If there is a legitimate reason that you are unable to do so you should contact me immediately to request an extension. If your request is granted a set of accompanying conditions will be outlined, discussed, and agreed upon (e.g., duration of extension, potential late penalty, etc. etc.). If the student fails to meet these conditions, it is unlikely that I will accept the assignment for credit. **Nevertheless, please note that all assignments in this course must be completed in order to receive a passing grade.** All course requirements will be assessed using the following rubric:

**“A” level work** consists of cogent, well-articulated, and well-developed written presentation, demonstrating exceptional understanding, preparation, insight, originality, logical argumentation, and factual accuracy. “A” work is completed on time and according to the guidelines. “A” work is considered excellent.

**“A-“ level work** consists of cogent, well-articulated, and well-developed written presentation, demonstrating very good understanding, preparation, insight, originality, logical argumentation, and factual accuracy. “A-” work is completed on time and according to the guidelines. “A-” work is considered very good.

**“B+” level work** consists of well-written work that demonstrates an acceptable understanding, preparation, insight, originality, logical argumentation, and factual accuracy. “B+” work is acceptable graduate level work, but only shows a basic grasp of concepts and ideas and with only satisfactory levels of communication.

**“B” level work** consists of work that reflects a minimally adequate understanding, preparation, insight, originality, logical argumentation, and factual accuracy. “B” work is considered mediocre and is the lowest passing grade in the course.

**“B-” level work** is not adequate in either form or content, thereby not fully meeting the minimum requirements. “B-” work is not passing at the graduate level. Thus, a final grade of “B-” will require you to retake this course.

**“C” level work** shows the barest understanding of the subject or task assigned, is poorly written, and fails to make a coherent argument. A final grade of “C” may lead you to be removed from the graduate program.

*Attendance*

This is a graduate level course and as such I assume attendance problems will not be an issue. Missing classes will inevitably be reflected in your final course grade. Excessive tardiness and leaving class early will likewise make it difficult for you to do well in this course. If you have a problem with getting to class on time or having to leave early, please see me as soon as possible. You are all adults and are capable of making the decision to attend class. In cases in which you cannot attend class you are responsible for obtaining missed information from a classmate (if you are sick, stay home and get better but **I do not need to see doctors’ notes** if this is the case). I will not provide students with my lecture notes nor will I reiterate lectures and class discussions for individual students. In the case of an emergency, where excessive absences result, please contact me as soon as possible. In the event that you foresee life requiring you to miss more than two classes, I recommend that you drop the course. I also recommend that you drop the course if you find yourself in a situation where life is impeding you from completing the course requirements on schedule. If such a situation materializes and you choose not to drop the course please know that in most cases an “incomplete” will not be granted rather you will be assigned the grade that you have earned. I also do not give students a mercy “B” because a student has tried hard but had issues arise that impeded them from being successful.

*Students with Disabilities*

Wayne State University is working to build a community that is inclusive and welcoming to all people, including those with disabilities. If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is [313-577-1851](callto:+1313-577-1851) or [313-577-3365](callto:+1313-577-3365) (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Please DO NOT request accommodations directly from me without a letter of accommodation from the Office for Student Disability Services.

Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. Please refer to the SDS website for further information about students with disabilities and the services we provide for faculty and students: <http://studentdisability.wayne.edu/>

*Extra Credit*

I do not give extra credit. Focus your time and energy on the learning opportunities, instead of hoping to do additional work toward the end of the course. If you follow the course plan, you will not need extra credit opportunities! This course is intentionally designed with several different types of assignments to give you multiple and varied chances to succeed. However, it is imperative that you keep-up with the readings and projects to avoid falling behind. If you run into any difficulties, please see me immediately so that we can develop a plan for you to meet your goals.

*Course Withdrawals and Incompletes*

Incompletes will only be given in the rare event of a major medical or other verifiable event that preclude a student from completing the final portion of the course (e.g., final exam or final assignment). Incompletes are not given simply because students desire more time to finish the course requirements. In the event that a student is not doing well in this course, they should consult with me and discuss the possibility of withdrawing.

*“Failing” Grades for Graduate Students*

If sociology students receive a B- or lower as their final grade, this is a “failing” grade for a required graduate level course. Thus, if students receive a B- or lower, they must take the course over again in order to receive credit for Sociology 7200. To take a course over a second time, students must formally apply to do so with the Graduate School at Wayne State.

*Changes to the syllabus*

I reserve the right to make adjustments to this syllabus throughout the course if I deem it necessary. However, the syllabus is, in my opinion, a social contract between the instructor and her/his students. As such, I assure you that any alterations to the syllabus that I might make after the semester has started would not result in a notable increase in students’ workload.

**Course Requirements**

1. *Weekly Preparation and Participation (20%)*

Students are required to read all course materials by the time class begins. All of the course readings are available free of charge through the WSU library and/or posted on blackboard. In the event that you experience any difficulty with finding a required reading let me know and I can assist.

This course will be facilitated as a seminar centered on research methods. A seminar by definition is a relatively small group of students who are intellectually advanced and who meet regularly with a faculty member to exchange ideas and actively discuss the current state of knowledge within any particular area. This style of learning can be intellectually rewarding and is the convention in graduate school. However, you should recognize that in a seminar the responsibility for teaching is shared equally among all of the participants. In other words, I will do very little lecturing in this course but will rather contribute to class discussions alongside each of you. As you should see, the success of the course is thus contingent on each of you attending class, reading the assigned readings before we discuss them in class, and contributing to class discussions. To facilitate the success of this seminar on research methods you are required each week to choose three required readings and for each prepare a 1-2 page paper wherein you concisely summarize the main epistemological or methodological insights offered by the author(s). You should end each of your three weekly summary papers by posing 2-3 questions related to the reading. These questions can be technical and specific or more general in nature and will be used to facilitate class discussion. Note that you are required to read all of the assigned weekly readings. In other words, just because you are not required to write summaries for readings in excess of three does mean that you are excused from reading these additional pieces of work.

On two occasions you can choose, without penalty, to opt out of completing the summaries of weekly readings. During these weeks you still must read the articles and come to class prepared to the class discussion. In the event that you have completed your weekly summaries and life precludes you from attending class that week you can email me your summaries for credit. You must do so, however, on or before the Tuesday that you were unable to attend class.

*2. Mini Research Assignments (20%)*

a. How to introduce an empirical study assignment

b. Conceptualization, operationalization, and design assignment

c. Observational design assignment

Each of the above assignments will be described in detail in class.

*3. Mid-term Exam (20%)*

There will be a take-home midterm exam that will require you to answer essay questions based on the course readings; this exam will be described in detail in class.

4. *Human Subjects Research Modules (10%)*

Each student in the class should go to the Wayne State University Institutional Review Board (IRB) website and complete each of the required CITI training modules (<http://research.wayne.edu/irb/mandatory-training.php>). After completing the mandatory modules you should receive an email indicating that you have completed the mandatory CITI training program. Forward this email to me so that I can give you credit for doing so.

5. Research Proposal (30%)

Each student will complete a research proposal for this class. All students will propose a survey based experimental study to assess a research question of their choice. This requirement means that each student’s survey must have a **manipulation** of some kind and that this manipulation will be assigned **randomly** to the survey respondents. You will produce hypotheses about the **causal effect** of your manipulation. This assignment will be explained in more detail during class.

Grading Scale

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 90-100% A | 80-89% B | 70-79% C | 60-69% D | Below 60% F |

**Tentative Schedule** (Tentative meaning that this is not sketched in stone and can be altered according to class interest, time constraints, and other unforeseen events.)

**Week 1 (September 4th):** Introduction to the Course and Course Requirements

**Week 2 (September 11th):** Understanding Social Science: The logic of (social) science and the research process

*Readings:*

Zald, Mayer. 1991 “Sociology as a Discipline: Quasi-Science and Quasi-Humanities.” *The American Sociologist* 22(3/4): 165-187.

Boelen, W.A. Marianne. 1992. “Street Corner Society: Cornerville Revisited.” *Journal of Contemporary Ethnography*. 21(1): 11-51.

Whyte, William, Foote. 1996. “Qualitative Sociology and Deconstructionism.” *Qualitative Inquiry* 2(2): 220-26.

Denzin, Norman. 1992. “Whose Cornerville Is It, Anyway.” *Journal of Contemporary Ethnography* 21 (1): 120-132.

Billsberry, Jon. “A Longitudinal Empirical Study into the Build-Up of Fluff in My Belly Button.” *Journal of Management Education* 37(5) 595-600.

**Week 3 (September 18th):** The Contested Terrain of Sociological Knowledge

*Readings:*

Duster, Troy. 2006. “Comparative Perspectives and Competing Explanations: Taking On the Newly Configured

Reductionist Challenge to Sociology.” *American Sociological Review* 71(1):1-15.

Hammersley, Martyn. 2009. “Challenging Relativism: The Problem of Assessment Criteria.” *Qualitative Inquiry* 15 (1): 3-

29.

Burawoy, Michael. 2004. “Public Sociologies: Contradictions, Dilemmas, and Possibilities.” *Social Forces* 82(4): 1603-

1618.

Nielsen, Francois. 2004. “The Vacant “We”: Remarks on Public Sociology.” *Social Forces* 82(4): 1619-1627.

Tittle, Charles R. 2004. “The Arrogance of Public Sociology.” *Social Forces* 82(4): 1639-1643.

Freese, Jeremy and David Peterson. 2017. “Replication in Social Science.” *Annual Review of Sociology* 43: 147-65.

**Week 4 (September 25th):** Experiments and the Logic of Causation I

*Readings*:

Marini, Margaret Mooney and Burton Singer. 1988. “Causality in the Social Sciences.” *Sociological Methodology* 18: 347-

409.

Grimes, David A. and Kenneth F. Schulz. 2002. “Bias and Causal Associations in Observational Research.” *Lancet* 359:

248-252.

Sampson, Robert. 2008. “Moving to Inequality: Neighborhood Effects and Experiments Meet Structure.” *American Journal*

*of Sociology* 114(11): 189-231.

Hahl, Oliver, Minjae Kim, and Ezra W. Zukerman Silvan. 2018. “The Authentic Appeal of the Lying Demagogue:

Proclaiming the Deeper Truth about Political Illegitimacy.” *American Sociological Review* 83(1): 1-33.

Howe, Kenneth. 2004. “A Critique of Experimentalism.” *Qualitative Inquiry* 10 (1): 42-61.

**\*Introduce an Empirical Study Assignment Due**

**Week 5 (October 2nd):** Experiments and the Logic of Causation II

*Readings:*

Phelan, Jo C. Bruce G. Link and Naumi Feldman. 2013. “The Genomic Revolution and Beliefs about Essential Racial Differences: A Backdoor to Eugenics?” *American Sociological Review* 78(2):167-91.

Lauster, Nathanael, and Adam Easterbrook. 2011. “No Room for New Families? A Field Experiment Measuring Rental Discrimination against Same-Sex Couples and Single Parents.” *Social Problems* 58(3):389-409.

Pager, Devah, Bart Bonikowski, and Bruce Western. 2009. “Discrimination in Low-Wage Labor Market: A Field Experiment.” *American Sociological Review* 74(5): 777-799.

Rivera, Lauren A., and András Tilcsik. 2016. "Class Advantage, Commitment Penalty: The Gendered Effect of Social Class Signals in an Elite Labor Market." *American Sociological Review* 81(6): 1097-31.

**Week 6 (October 9th):** Turning Concepts into Variables I

*Readings:*

Clark, Lee Anna, and David Watson. 1995. “Constructing Validity: Basic Issues in Objective Scale Development.”

*Psychological Assessment* 7(3): 309-319.

Jones, Malia, Anne Pebley “Eyes on the Block: Measuring Urban Physical Disorder through in-person

observation.” *Social Science Research*, 40(2): 523-537.

Henry, Patrick J., and David O. Sears. 2002. "The Symbolic Racism 2000 Scale." *Political Psychology* 23(2): 253-83.

Grasmick, Harold G., Charles R. Tittle, Robert J. Bursik, Jr., and Bruce J. Arneklev. 1993. “Testing the Core Empirical

Implications of Gottfredson and Hirschi’s General Theory of Crime.” *Journal of Research in Crime and Delinquency* 30(1): 5-29.

Maxwell, Joseph. 2010. “Using Numbers in Qualitative Research.” *Qualitative Inquiry* 16(6): 475-482.

Cho, Jeaski and Allen Trent. 2006. “Validity in Qualitative Research Revisited.” *Qualitative Research* 6(3):319-40.

**Week 7 (October 16th):** Turning Concepts into Variables II

Dobash, Russel, E Emerson Dobash, Margo Wilson and Martin Daly. 1992. The Myth of Sexual Symmetry in Marital

Violence. *Social Problems* 39(1): 71-91.

Felson, Richard and Alison Cares. 2005. “Gender and the Seriousness of Assaults on Intimate Partners and Other Victims.” *Journal of Marriage and the Family* 67(5):1182-1195.

Sinozich, Sofi and Lynn Langton. 2014. *Rape and Sexual Assault Victimization Among College-Age Females 1995-2013*.

US Department of Justice: Bureau of Justice Statistics, NCJ 248471

Best, Joel. 2005. “Lies, Calculations and Constructions: Beyond “How to Lie with Statistics.” *Statistical Science* 20(3):

210-214.

Bonilla-Silva, Eduardo and Gianpaolo Baiocchi. 2001. “Anything but Racism: How Sociologists Limit the Significance of

Racism.” *Race and Society* 117-131.

**\*Conceptualization, Operationalization, and Design Assignment Due\***

**Week 8 (October 23rd):** **Midterm Due: No Class**

**Week 9 (October 30th):** Doing Research: Qualitative Data Collection (readings for this week are subject to change because we will have a guest speaker who specializes in qualitative methodology visiting our class)

Ambert, Anne-Marie, Patricia Adler, Peter Adler and Daniel Detzner. 1995. “Understanding and Evaluating Qualitative

Research.” *Journal of Marriage and the Family* 57(4):879-93.

Tracey, Sarah. 2010. “Qualitative Quality: Eight ‘Big Tent’ Criteria for Excellent Qualitative Research.” *Qualitative Inquiry*

16(10): 837-851.

Small, Mario Luis. 2009. "How many cases do I need? 'On science and the logic of case selection in field-based research."

*Ethnography* 10(1): 5-38.

Culyba, Rebecca, Carol A. Heimer and JuLeigh Coleman Petty. 2004. “The Ethnographic Turn: Fact, Fashion, or Fiction.”

*Qualitative Sociology* 27 (4): 365-89.

Flick, Uwe. 2015. “Qualitative Inquiry- 2.0 at 20? Developments, Trends and Challenges for the Politics of Research.”

*Qualitative Inquiry* 21: 599-608.

**Week 10 (November 6th):** Doing Research: Sampling and estimation

Pp 1-90 in Groves et al, “Survey Methodology” (Posted on Canvas)

Kalleberg, Arne et al. 1990. “Comparing Organizational Sampling Frames.” *Administrative Science Quarterly* 35(4): 658-

688.

Simmons, Alicia and Lawrence Bobo. 2015. “Can non-full-probability Internet Surveys Yield Useful Data? A Comparison

with Full-Probability Face-to- face Surveys in the Domain of Race and Social Inequality Attitudes.” *Sociological Methodology* 45: 357-387.

Bhutta, C. B. (2012). Not by the book: Facebook as a sampling frame. *Sociological Methods &*

*Research*, 41(1), 57-88.

Magnani, Robert, Keith Sabin, Todi Saidel and Douglas Heckathorn. 2005. Review of Sampling hard-to-reach and hidden

populations for HIV surveillance.” *AIDS* 19 (S2): 567-572.

Ferguson, Douglas A. 2009. “Name-Based Cluster Sampling.” *Sociological Methods and Research* 37(4): 590-598.

**Week 11: (November 13th):** Doing Research: Content Analysis & Unobtrusive Methods

*Read:*

Brewster, Zachary W. “Behavioral and Interactional Patterns of Strip Club Patrons: Tipping Techniques and Club

attendance*.” Deviant Behavior* 24(3): 221-243.

Turner, Jacob. 2014. “A Longitudinal Content Analysis of Gender and Ethnicity Portrayals on ESPN’s *SportsCenter* from

1999 to 2009.” *Communication & Sport* 2(4): 303-327.

Phelan, Jo C. Bruce G. Link and Naumi Feldman. 2013. “The Genomic Revolution and Beliefs about Essential Racial

Differences: A Backdoor to Eugenics?” *American Sociological Review* 78(2):167-191.

Brown, Hana. 2013. “Race, Legality, and the Social Policy Consequences of Anti-Immigration Mobilization.” *American*

*Sociological Review* 78(2): 290-314.

Bonikowski Bart, Gidron Noam. 2015. “The populist style in American politics: Presidential campaign discourse, 1952–

1996.” *Social Forces* 94(4):1593-621.

Graham R, Smith S. 2016. “The Content of Our# Characters: Black Twitter as Counterpublic.” *Sociology of Race and*

*Ethnicity* 2(4):433-49.

**\*Observational Research Assignment**\*

**Week 12: (November 20th):** Doing Research: Ethics and Controversies

American Sociological Association Code of Ethics (Find at ASA webpage)

Adler, Patricia and Peter Adler. 1983. “Shifts and Oscillations in Deviant Careers: The Case of Upper-Level Drug Dealers

and Smugglers.” *Social Problems* 31(2):195-207.

Homan, Roger. 1980. “The Ethics of Covert Methods.” *The British Journal of Sociology* 31(1):46-59.

Haggerty, Kevin D. 2004. “Ethics Creep: Governing Social Science Research in the Name of Ethics.” Qualitative Sociology

27(4): 391- 413.

LaCour, Michael J. and Donald P. Green. 2014 “When Contact Changes Minds: An Experiment on Transmission of Support

for Gay Equality.” *Science* 346(6215): 1366-1369.

Singal, Jesse. 2015. “The Case of the Amazing Gay-Marriage Data: How a Graduate Student Reluctantly Uncovered a Huge

Scientific Fraud.” <http://nymag.com/scienceofus/2015/05/how-a-grad-student-uncovered-a-huge-fraud.html>

Godlee, Fiona, Jane Smith, and Harvey Marcovitch. 2011. “Wakefield’s article linking MMR vaccine and autism was

fraudulent: Clear evidence of falsification of data should now close the door on this damaging vaccine scare.” British Medical Journal 342(7788): 64-66. (see <http://www.thelancet.com/pdfs/journals/lancet/PIIS0140-6736(97)11096-0.pdf)>.

Baker, Thomas. 2015. “An Evaluation of Journal Impact Factors: A Case Study of the Top Three Journals Ranked in

Criminology and Penology.” *The Criminologist* 40(5): 5-10. (see <http://www.asc41.com/Criminologist/2015/Sept-Oct-2015_TheCriminologist.pdf>).

DeLisi, Matt. 2015. “Response to ‘An Evaluation of Journal Impact Factors: A Case Study of the Top Three Journals

Ranked in Criminology and Penology.” *The Criminologist* 40(6): 5-6.

(see <http://www.asc41.com/Criminologist/2015/Nov-Dec_2015_TheCriminologist.pdf>).

**Week 13 (November 27th):** Proposing and Publishing Empirical Research

Safi, Michael. 2014 “Journal accepts bogus paper requesting removal from mailing list.” *The Guardian,* [*https://www.theguardian.com/australia-news/2014/nov/25/journal-accepts-paper-requesting-removal-from-mailing-list*](https://www.theguardian.com/australia-news/2014/nov/25/journal-accepts-paper-requesting-removal-from-mailing-list)

Mazieres, David and Eddie Kohler. “Get Me off Your F\*\*\*ing Mailing List.”

Bohannon John. 2013 “Who’s afraid of peer review.” *Science*:342(6154).

**Week 14 (December 4th):** Catch-up, Review, and Final Business

**Week 15 (December 11th): Study Day—NO Classes**

**December 14th– Research Proposals Due**

**Important Dates**

**Wednesday, August 29—Welcome Back to Classes**

**Monday, September 3— Labor Day Holiday, university closed**

**Wednesday, September 12—Last day to add a class**

**Wednesday, September 12—Last day to drop w/ tuition cancellation**

**Friday, September 28—Degree application due**

**Sunday, November 11—Last day to withdraw from a course**

**Wednesday, November 21-Staturday, November 24--Thanksgiving Break**

**Monday, December 10—classes end**

**Tuesday, December 11—Study day**

**Wednesday, December 12 – Tuesday, December 18—Final Exam week**

**Have a great semester and work hard!!!!! \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**