

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



**VICTORIA**  
UNIVERSITY OF WELLINGTON

**SCHOOL OF SOCIAL AND CULTURAL STUDIES**

*Te Kura Mahinga Tangata*

**Institute of Criminology**

# **CRIM 421**

*Special Topic: Criminal and  
Investigative Psychology*

## **Course Outline**

**CRN 9196: 30 POINTS: TRIMESTERS 1+2, 2011**

*Teaching dates: 28 February to 14 October 2011*

*Mid-trimester break Trimester One: 18 April to 1 May 2011*

*Mid-trimester break Trimester Two: 22 August to 4 September 2011*

*Study/Examination Period: 17 October to 12 November 2011*

**COURSE COORDINATOR: DR RUSSIL DURRANT**

*Room 1120, Murphy Building*

*Tel: (04) 463 9980*

*E-mail: [Russil.Durrant@vuw.ac.nz](mailto:Russil.Durrant@vuw.ac.nz)*

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**LECTURES: THURSDAY 1-3PM, MURPHY 404**

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**Institute of Criminology**

**CRIM 421 – 2011**

# ***Criminal and Investigative Psychology***

**COURSE COORDINATOR:** Dr Russil Durrant  
Room 1120, Level 11, Murphy Building  
Ph. 463-9980  
E-mail: [Russil.Durrant@vuw.ac.nz](mailto:Russil.Durrant@vuw.ac.nz)

**LECTURE TIMES:** Thursday, 1-3pm, Murphy 404

**OFFICE HOURS:** Thursday, 12.00-1.00pm & 3.00-4.00pm  
Students are encouraged to see Russil during these office hours. However, if this is not possible please contact Russil to arrange an appointment.

The School Administration on level 9, Murphy building is open from 9am to 4pm.

## **COMMUNICATION OF ADDITIONAL INFORMATION**

There are notice boards on level 9 and 11, Murphy Building, which you should check regularly. Further information and notification of any course changes will be posted on Blackboard. Blackboard should be checked regularly for relevant information relating to CRIM 421.

## **COURSE CONTENT**

This course provides an in-depth analysis of several important topics in criminal and investigative psychology. Three main areas will be considered: homicide, offender profiling, and the psychology of punishment. On completion of this course, students will have advanced their understanding of criminal and investigative psychology in several key areas and will be able to apply this knowledge to real world examples.

## COURSE OUTLINE

Date	Topic
3 March	Introduction and overview The nature and extent of homicide
10 March	Explaining homicide, part I – psychological, situational, and social-structural explanations
17 March	Explaining homicide, part II – evolutionary and cultural explanations
24 March	Family homicide
31 March	Multiple homicide
7 April	Collective violence
14 April	The psychology of punishment
<b>MID-TRIMESTER BREAK 18 April – 1 May 2011</b>	
5 May	Decision making in the courtroom – Guest lecturer, Wayne Goodall
12 May	Investigative interviewing – Guest lecturer, Nina Westera (New Zealand Police)
19 May	Lie detection
26 May	Offender profiling – Guest lecturer, David Scott (New Zealand Police)
2 June	Offender profiling
<b>MID-YEAR BREAK 6 June – 10 July 2011</b>	
14 July	Class review Criminal and Investigative Psychology in Film and Literature
21 July	Student presentations
28 July	Student presentations
4 August	Student presentations
11 August	Student presentations
18 August	Student presentations
<b>MID-TRIMESTER BREAK 22 August – 4 September 2011</b>	
	(NB: Student presentations may possibly continue following the break) Research essay preparation <b>Research Essay Due – 6 October</b>

## **LEARNING OBJECTIVES**

The primary aim of CRIM 421 is to provide an in-depth exploration of key issues in criminal and investigative psychology. On completion of the course students will:

- Have developed an understanding of certain key areas – homicide, collective violence, criminal investigation and the psychology of punishment – and issues in criminal and investigative psychology
- Be able to apply relevant theories and research on homicide to address specific questions (as assessed through Assignment 1)
- Have developed critical thinking skills and advanced their ability to analyze and present research in this area (as assessed through the article review and presentation)
- Have developed oral presentation skills (as assessed through the article presentation and oral presentation)
- Have developed advanced writing skills and an in-depth understanding of their chosen research topic (as assessed through the research essay).

## **COURSE STRUCTURE**

The course structure includes lectures, class discussion and student presentations. Each seminar will normally involve a combination of lecturing, class discussion and in-class activities. The discussion is intended to build on the material presented in the lecture and on the course reading for that week. It is imperative that students come to class with the reading completed and prepared to enter into these discussions. Set readings have been kept to a minimum for this reason.

All students are required to deliver at least one class presentation on a topic of their choice and to lead the discussion during this class. It is expected that this presentation will address the area selected by each student for examination in the research essay.

## **EXPECTED WORKLOAD**

Taking into account class attendance, preparatory reading, research for assignments and so on, students should spend around 12 hours per week working for CRIM 421.

## **COURSE ASSESSMENT**

The course will be entirely internally assessed. Assessment in the course will be a written assignment, an article presentation and review, a research essay outline, an oral presentation and a research essay.

Assessment	Length	Due Date	% of Final Grade
Assignment	2500 words	Monday May 2	20%
Article review and presentation	1 page + 5-minute presentation	During Trimester 1	5%
Research essay outline	2-3 pages	Monday July 11	5%
Oral presentation	20-minute presentation	During Trimester 2	10%
Research essay	6500 words	Thursday October 6	60%

### ***Assignment***

A written assignment is due on the 2<sup>nd</sup> of May. Choose ONE of the following questions:

1. What factor or factors can best explain historical trends in homicide rates?
2. Critically evaluate evolutionary approaches to understanding homicide. How useful is an evolutionary approach for understanding homicide?
3. Critically evaluate approaches for understanding **either** (a) intimate partner homicide; **or** (b) filicide. How might the prevalence of intimate partner homicide (or filicide) be reduced?
4. Can we ever provide a satisfactory explanation for mass murder (or, serial murder)?
5. Why do humans engage in collective violence?

### ***Article review and presentation***

During Trimester 1, students will be required to provide a 5 minute presentation on an article. They will also be required to submit a one page summary of this article. The article will be provided by the course coordinator.

### ***Research Essay Outline***

A research essay outline is due on the 11<sup>th</sup> of July. This outline should be based on the research essay that students plan to complete. The research essay outline template that will be provided in class should be used to complete the outline.

### ***Oral class presentation***

This involves a 20-minute oral presentation during Trimester 2 on the topic to be covered in the research essay.

### ***Written research essay***

This should take the form of a 6500 word research essay on a topic to be chosen by the student in consultation with the course convener.

### ***Assessment – General issues***

Students are expected, in their written and oral work, to make a contribution to knowledge. Institute staff are not allowed to comment or provide feedback on drafts of the written assignments, but will provide feedback on a research proposal. It is also possible to discuss assignments in general terms and to receive feedback on the oral presentation. Full details of each piece of assessment and the assessment criteria will be provided to students at the beginning of trimester 1.

Written assignments should be on A4 paper (on one side only) and should either be typed (preferably) or written by hand in black ink. The Institute insists on a high standard of written work from students. You should therefore ensure that there are no spelling or grammatical errors in your assignments, and that references are accurately cited. Careful proof-reading of assignments is essential. Failure to meet these standards will result in the deduction of marks. Further details on the assessment guidelines used to mark all student assignments in CRIM 421 will be provided during the first Trimester.

Assignments should be placed inside the essay box on the level 9, Murphy Building, left of the lift or sent to Russil Durrant at the Institute of Criminology, MY1120 Murphy Building, Kelburn Parade, Victoria University of Wellington, PO Box 600, Wellington, by courier or registered mail postmarked no later than 4.00pm on the due date.

## **MANDATORY COURSE REQUIREMENTS**

To meet mandatory course requirements in CRIM 421, students must:

- ◆ attend all seminars, unless prevented by illness or other reasonable cause;
- ◆ submit assignment 1 by the date specified;
- ◆ present an article review and submit a written summary of this review;
- ◆ submit a research essay outline;
- ◆ make an oral presentation on the topic of their research essay; and
- ◆ submit a research essay by the date specified.

## **SUBMITTING WORK THAT HAS BEEN SUBMITTED FOR ANOTHER COURSE**

It is not acceptable for students to re-submit, in part or in whole, work that they have submitted for another course. If a student submits an essay which is textually the same, or partly the same, as that submitted for another course, then the Institute reserves the right to not accept the essay in question.

## ASSIGNMENT COVER SHEETS

All written work submitted for assessment for Criminology papers must have a School Assignment Cover sheet. A sample is to be found at the back of this Course Outline. Further copies can be located on the reception counter at the Administration Office, and on the Assignment Box, on level 9 of Murphy building. You may wish to have a front sheet of your own, but a School Cover sheet must be used. This is critical for accurate identification and recording of your work.

## EXTENSIONS

All pieces of assessment must be submitted **by the due date**. You are expected to keep to these deadlines, as otherwise it is unfair to other students. Extensions will be granted only in exceptional circumstances, and should be sought from Russil Durrant **prior to the deadline**. An example of an exceptional circumstance would be illness supported by a letter from a medical practitioner. Please note that lack of organisation, word-processing failures and other work demands are not “good reasons”. Late submission of work without permission will be penalised by the following deductions:

One grade = period up to and including 24 hours past due date.

Two grades = period from 24 hours up to and including 72 hours past due date.

**Work that is handed in later than 72 hours without prior permission will not be accepted.**

## COURSE WITHDRAWAL

Information on withdrawals and refunds may be found at:

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

## WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at [www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study). Find out how academic progress is monitored and how enrolment can be restricted at [www.victoria.ac.nz/home/study/academic-progress](http://www.victoria.ac.nz/home/study/academic-progress).

Most statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy), except qualification statutes, which are available via the *Calendar* webpage at [www.victoria.ac.nz/home/study/calendar.aspx](http://www.victoria.ac.nz/home/study/calendar.aspx) (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at [www.victoria.ac.nz/home/about\\_victoria/avcacademic](http://www.victoria.ac.nz/home/about_victoria/avcacademic).

## ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

## OTHER CONTACT INFORMATION

Head of School:	Dr Allison Kirkman, MY1013 Tel: 463 5676 E-m: <a href="mailto:Allison.Kirkman@vuw.ac.nz">Allison.Kirkman@vuw.ac.nz</a>
International Student Liaison:	Dr Hal Levine MY1023 Tel: 463 6132 E-m: <a href="mailto:Hal.Levine@vuw.ac.nz">Hal.Levine@vuw.ac.nz</a>
Maori and Pacific Student Liaison:	Dr Trevor Bradley, MY1101 Tel: 463 5432 E-m: <a href="mailto:Trevor.Bradley@vuw.ac.nz">Trevor.Bradley@vuw.ac.nz</a>
Students with Disabilities Liaison:	Dr Russil Durrant, MY1120 Tel: 463 9980 E-m: <a href="mailto:russil.durrant@vuw.ac.nz">russil.durrant@vuw.ac.nz</a>
School Manager:	Carol Hogan, MY918 Tel: 463 6546 E-m: <a href="mailto:Carol.Hogan@vuw.ac.nz">Carol.Hogan@vuw.ac.nz</a>
School Administrators:	Monica Lichti, Alison Melling, Heather Day MY921, Tel: 463 5317; 463 5258; 463 5677 E-m: <a href="mailto:sacs@vuw.ac.nz">sacs@vuw.ac.nz</a>



## REFERENCING GUIDELINES

The following format for referencing is from the 6<sup>th</sup> Publication Manual of the American Psychological Association (2009). We encourage you to learn and use the format for referencing as part of the coursework done for the Institute of Criminology. If you need further information, please consult the latest edition of the Manual in the library.

### 1. Journals (Periodicals)

The referencing format for the articles are identical in general and yet they slightly differ from one another depending upon the publication formats such as print articles, electronic articles with DOIs (digital object identifiers) or electronic articles without DOIs.

#### (a) Electronic articles - two authors

Bingham, C. R., & Shope, J. T. (2004). Adolescent problem behavior and problem driving in young adulthood. *Journal of Adolescent Research*, 19(2), 205-223. doi.: 10.1177/0743558403258269

In text, use the following each time the work cited: (Bingham & Shope, 2004). Or, Bingham and Shop (2004) have argued...

#### (b) Electronic Article without DOI - one author publication

Henderson, L. N. (1985). The wrongs of victim's rights. *Stanford Law Review*, 37(5), 937-1021.

In text, use the following each time the work is cited: (Henderson, 1985). Or, Henderson (1985) has suggested... (note: this style applies to all those below as well).

#### (c) Print only articles - Three or more author publication

Lang, A. R., Goeckner, D. J., Adesso, V. J., & Marlatt, G. A. (1975). Effects of alcohol on aggression in male social drinkers. *Journal of Abnormal Psychology*, 84(5), 508-518.

In text, use the following the first time the work is cited: (Lang, Goeckner, Adesso & Marlatt, 1975), and every time after this first citation as: (Lang et al., 1975).

#### (d) Journal article in press

Corcoran, D. L., & Williamson, E. M. (in press). Unlearning learned helplessness. *Journal of Personality and Social Psychology*.

In text. Use the following each time the work is cited: (Corcoran & Williamson, in press).

#### (e) Magazine Article

Reid, B. (1993, September 20). Looking into a child's future. *Time*, 589, 34-44.

In text, use the following each time the work is cited: (Reid, 1993).

#### (f) Newspaper article, no author

Jail terms vary for bank robbers (1992, November 7). *Dominion*, p. 3.

In text, use a short title following each time the work is cited: For example ("Jail Terms", 1992) or (Dominion, 7.11.92).

### 2. Books

#### (a) Reference to one author

Pratt, J. (1992). *Punishment in a perfect society*. Wellington: Victoria University Press.

In text, use the following each time the work is cited: (Pratt, 1992)

**(b) Reference to a two author book, second edition**

Downes, D. & Rock, P. (1982). *Understanding deviance* (2nd ed.). Oxford: Clarendon Press.

In text, use the following each time the work is cited: (Downes & Rock, 1982)

**(c) Reference to a chapter in an edited book**

Ford, D. A., & Regoli, M. J. (1993). The criminal prosecution of wife assaulters: Process, problems, and effects. In N. Z. Hilton (Ed.), *Legal responses to wife assault: Current trends and evaluation* (pp. 127-164). California: Sage.

In text, use the following each time the work is cited: (Ford & Regoli, 1993)

### 3. Research Reports

**(a) Government reports**

Ministerial Committee of Inquiry into Pornography. (1989). *Pornography*. Wellington: Ministerial Committee of Inquiry into Pornography.

In text, use the following each time the work is cited: (Ministerial Committee of Inquiry into Pornography, 1989).

**(b) Report available from government department, private author**

Brown, M. M. (1992). *Decision making in district prison boards*. Wellington: Department of Justice.

In text, use the following each time the work is cited: (Brown, 1992).

**(c) University research report**

Deane, H. (1988). *The social effects of imprisonment on male prisoners and their families* (Study Series No.2). Wellington: Victoria University of Wellington, Institute of Criminology.

### 4. The Internet

Where possible follow the format as for printed pages; that is, author, date, title, publication and so on. While this detail is not always provided, what is provided should be referenced. Additional information required is the address or location of the information and the date on which you viewed or downloaded it.

Rethinking Crime and Punishment (2010) *Restorative Justice in New Zealand*. Retrieved from: <http://www.rethinking.org.nz/restorative%20justice.htm>. 15 August 2009.

When citing a work that has no author, use the first few words of the reference list entry, usually a short version of the title: (Restorative Justice, 2010)

## 5. Quoting Sources

Use quotation marks (“ ”) for direct quotes and also provide a page number. For example:

Macpherson (1999: 28) defines institutional racism as “The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin”.

If the quotation is more than three lines long, it should be indented and does not require quotation marks. For example:

Macpherson (1999: 28) states that institutional racism is:

The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantages minority ethnic people.

## READING LIST: Criminal and Investigative Psychology 2011

There is no set text or book of readings for this course. Outlined below is a general reading list. The 'essential reading' is what all students should do prior to class. All of this material is easily accessible through the library or will be made available to students. The 'reading for review' material represents articles that students will be reviewing in class. All students (not just the student doing the review) are encouraged to read these articles. The 'further reading' list represents other relevant articles, books, and book chapters.

For some classes, the final content will be decided in part by student interests and therefore readings will be provided at a later date. An updated reading list will be provided in the second week of trimester to accommodate these changes.

### 1. Explaining homicide, part I – psychological, situational, and social-structural explanations

#### *Essential reading*

Luckenbill, D. F. (1977). Criminal homicide as a situated transaction. *Social Problems*, 25, 176-186.

#### *Reading for review*

Daly, M., Wilson, M., & Vasdev, S. (2001). Income inequality and homicide rates in Canada and the United States. *Canadian Journal of Criminology*, April, 210-236.

#### *Further reading*

Anderson, C. A. (2001). Heat and violence. *Current Directions in Psychological Science*, 10, 33-38.

Dobash, R. P., Dobash, R. E., Cavanagh, K., Smith, D., & Medina-Ariza, J. (2007). Onset of offending and life course among men convicted of murder. *Homicide Studies*, 11, 243-271.

Leary, M. R., Kowalski, R. M., Smith, L., & Phillips, S. (2003). Teasing, rejection, and violence: Case studies of the school shootings. *Aggressive Behavior*, 29, 202-214.

Polk, K. (1999). Males and honor contest violence. *Homicide Studies*, 3, 6-29.

Pridemore, W. A. (2002). What we know about social structure and homicide: A review of the theoretical and empirical literature. *Violence and Victims*, 17, 127-156.

## **2. Explaining homicide, part II – evolutionary and cultural explanations**

### *Essential reading*

Anderson, E. (1994). The code of the streets. *Atlantic Monthly*, 273, 81-94.

Goetz, A. T. (2010). The evolutionary psychology of violence. *Psicothema*, 22, 15-21.

### *Reading for review*

McAlister, A. L. (2006). Acceptance of killing and homicide rates in nineteen nations. *European Journal of Public Health*, 16, 259-265.

### *Further reading*

Baller, R. D., Zevenbergen, M. P., & Messner, S. F. (2009). The heritage of herding and southern homicide: Examining the ecological foundations of the code of honor thesis. *Journal of Research in Crime and Delinquency*, 46, 275-300.

Durrant, R. (2009). Born to kill? A critical evaluation of homicide adaptation theory. *Aggression and Violent Behavior*, 14, 374-381.

Kaighobadi, F., Shackelford, T. K., & Goetz, A. T. (2009). From mate retention to murder: Evolutionary psychological perspectives on men's partner-directed violence. *Review of General Psychology*, 13, 327-334.

## **3. Family homicide**

### *Essential reading*

Garcia, L., Soria, C., & Hurwitz, E. L. (2007). Homicides and intimate partner violence: A literature review. *Trauma, Violence, and Abuse*, 8, 370-383.

### *Reading for review*

Dobash, R. E., Dobash, R. P., Cavanagh, K., & Medina-Ariza, J. (2007). Lethal and nonlethal violence against an intimate female partner: Comparing male murders to nonlethal abusers. *Violence against Women*, 13, 329-352.

### *Further reading*

Harris, G. T., Hilton, N. Z., Rice, M. E., & Eke, A. W. (2007). Children killed by genetic parents versus stepparents. *Evolution and Human Behavior*, 28, 85-95.

Porter, T., & Gavin, H. (2010). Infanticide and neonaticide: A review of 40 years of research literature on incidences and causes. *Trauma, Violence, and Abuse*, 11, 99-112.

Serran, G., & Fireston, P. (2004). Intimate partner homicide: A review of the male proprietariness and the self-defense theories. *Aggression and Violent Behavior, 9*, 1-15.

#### **4. Multiple homicide**

*Essential reading*  
To be arranged

*Reading for review*  
To be arranged

*Further reading*  
To be arranged

#### **5. Collective violence**

*Essential reading*  
To be arranged

*Reading for review*  
To be arranged

*Further reading*  
To be arranged

#### **6. The psychology of punishment**

*Essential reading*  
Darley, J. M. (2009). Morality in the law: The Psychological foundations of citizens' desires to punish transgressions. *Annual Review of Law and Society, 5*, 1-23.

*Reading for review*  
Kwan, Y. K., Chiu, L. L., Ip, W. C., & Kwan, P. (2002). Perceived crime seriousness: consensus and disparity. *Journal of Criminal Justice, 30*, 623-632

*Further reading*  
Brooke, M., Goldenitz, C., Holling, H., & Bilsky, W. (2004). Attitudes towards severity of punishment: A conjoint analytic approach. *Psychology, Crime and Law, 10*, 205-219.

Henrich, J. et al., (2006). Costly punishment across human societies. *Science, 312*, 23 June, 1767-1770.

Robinson, P. H., Kurzban, R., & Jones, O. d. (2007). The origins of shared intuitions of justice. *Vanderbilt Law Review, 60*, 1633-1688.

## **7. Decision making in the courtroom**

### *Essential reading*

To be arranged

### *Reading for review*

To be arranged

### *Further reading*

To be arranged

## **8. Investigative interviewing**

### *Essential reading*

To be arranged

### *Reading for review*

Guest lecturer - no review for this class

### *Further reading*

To be arranged

## **9. Lie detection**

### *Essential reading*

Ford, E. B. (2006). Lie detection: Historical, neuropsychiatric, and legal dimensions. *International Journal of Law and Psychiatry*, 29, 159-177.

### *Reading for review*

Vrij, A., Mann, S., Leal, S., & Granhag, P. A. (2010). Getting into the minds of pairs of liars and truth tellers: An examination of their strategies. *The Open Criminology Journal*, 3, 17-22.

### *Further reading*

Aamodt, M. G., & Custer, H. (2006). Who can best catch a liar: A meta-analysis of individual differences in detecting deception. *The Forensic Examiner*, Spring, 6-11.

DePaulo, B.M., Lindsay, J.J., Malone, B.E., et al. (2003). Cues to deception. *Psychological Bulletin*, 129, 74-118.

Sporer, S. L., & Schwandt, B. (2006). Paraverbal indicators of deception: A meta-analytic synthesis. *Applied Cognitive Psychology*, 20, 421-446.

## **10. Offender profiling**

*Essential reading*

To be arranged

*Reading for review*

Guest lecturer - no review for this class

*Further reading*

To be arranged



**Office use only**

Date Received:

(Date Stamp)

# School of Social and Cultural Studies

Te Kura Mahinga Tangata

ANTHROPOLOGY

CRIMINOLOGY

SOCIOLOGY & SOCIAL POLICY

## Assignment Cover Sheet

(please write legibly)

Full Name: \_\_\_\_\_

Student ID: \_\_\_\_\_ Course (eg ANTH101): \_\_\_\_\_

Tutorial Day: \_\_\_\_\_ Tutorial Time: \_\_\_\_\_

Tutor (if applicable): \_\_\_\_\_

Assignment Due Date: \_\_\_\_\_

### CERTIFICATION OF AUTHENTICITY

*I certify that this paper submitted for assessment is the result of my own work, except where otherwise acknowledged.*

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