

Early Latin American History

HIST 4391-001

Monday-Wednesday-Friday, 9:05-10:00 AM

BUS 259

3 Credit Hours

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Office Hours:
Mondays, 11:15AM-2:15PM
Or by Appointment

Course Description

This course looks at the peoples, cultures, and events of Latin America from 15000 BCE to 1810 CE. From various pre-contact indigenous cultures and peoples to nineteenth-century independence movements, from Spanish colonial administration to differing types of slavery, from Catholic conversion to indigenous rebellions, this course will allow students to understand the cultural, social, economic, and political complexities of early societies in Latin America while providing points of comparison and contrast between Spanish and Portuguese America. Through the use of primary documents, secondary readings, film, music, and other materials, we will look at the ways indigenous and colonial cultures from Mexico to the Tierra del Fuego operated and changed over time.

Objectives

This class is designed to get students to generally understand the various narratives of Early and Colonial Latin American peoples, cultures, and societies at the local, colonial, and global contexts up to the eve of independence in the early 1800s. Simultaneously, this course will foster students' abilities to analyze and think about history and history-making processes more generally at the local, regional, and global levels. The class will use a variety of sources, including primary sources, secondary monographs, film, music, art, and other media to teach students how to analyze historical processes and to formulate their own analysis and understanding of the history of different eras, peoples, and cultures. Finally, this class will help students apply an understanding of history to current events at the local, national, and global levels.

Thus, in accordance with the Student Learning Outcomes for this course, by the end of the semester, students will acquire the following skills:

- Broaden students' understanding of how to pursue historical investigation.
- Develop students' ability to read primary sources and understand the hidden social, cultural, political, economic, and other contexts they contain.
- Develop students' ability to interpret language and understand language as a window into relations of power, emotion, and bias.
- Develop critical thinking skills that reflect an ability to analyze, synthesize, and evaluate information while improving creative thinking, innovation, and inquiry.
- Develop communication skills that reflect the ability to develop, interpret, and express their own ideas through written, oral, and visual communication.

- Develop a sense of social responsibility that reflects intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in local, regional, national, and global communities.
- Develop a sense of personal responsibility that the ability to connect individual choices, actions, and consequences to ethical decision-making.

More specifically, in accordance with the Student Learning Outcomes as they pertain to the material in this course, this course will teach students to:

- Identify key events, people and institutions in Latin American history from pre-Contact up to 1810.
- Evaluate the impact of race, gender, class, and ethnicity in a Latin American comparative and global perspective.
- Understand the societies, cultures, and lives of indigenous groups throughout the Americas in the years before European contact.
- Explore the early causes, methods, and everyday experiences of European colonization in the Americas in the sixteenth century.
- Trace the political, economic and social transformations of the Colonial Era through the sixteenth and seventeenth centuries.
- Trace the political, economic and social transformations of reforms in Spanish and Portuguese America in the eighteenth century.
- Trace the everyday and exceptional moments of indigenous experience in the Colonial Era.
- Trace the rise of and experiences under slavery in the Americas in the Colonial Era.
- Examine the place of Latin America in hemispheric and geopolitical contexts across three centuries.
- Assess the role of individuals in social changes and processes in Latin America in the Colonial Era.

Texts and Readings

This course will approach the history of Early Latin America through the use of a mixture of primary sources and a textbook. These resources will allow students to consider how history is produced, who produces it, and how it is used and interpreted in Latin America specifically and in history more generally. Books for the course will be available in the bookstore. Additional supplementary readings may also be included on Blackboard.

Required texts are:

Restall, Matthew, and Kris Lane. *Latin America in Colonial Times*. New York: Cambridge University Press, 2011. **[Recommended]** – available on Reserves in the Library] (ISBN: 978-0521132602)

Buffington, Robert M., and Lila Caimari, eds. *Keen's Latin American Civilization, A Primary Source Reader – Volume I: The Colonial Era*. Tenth Edition. Boulder, CO: Westview Press, 2016. **[Required]** (ISBN: 978-0813348896)

McKnight, Kathryn Joy, and Leo J. Garofalo, eds. *Afro-Latino Voices: Narratives from the Early Modern Ibero-Atlantic World, 1550-1812*. Shorter Edition. Indianapolis, IN: 2015. **[Required]** (ISBN: 978-1624664007)

- Restall, Matthew, Lisa Sousa, and Kevin Terraciano, eds. *Mesoamerican Voices: Native Language Writings from Colonial Mexico, Yucatan, and Guatemala*. Cambridge: Cambridge University Press, 2007. [Required] (ISBN:978-0521012218)
- Christensen, Allen J. *Popol Vuh: The Sacred Book of the Maya*. Norman, OK: University of Oklahoma Press, 2007. (ISBN: 978-0806138398) [Required]
- Brian, Amber, Bradley Benton, and Pablo García Loaeza, eds. *The Native Conquistador: Alva Ixtlilxochitl's Account of the Conquest of New Spain*. University Park, PA: Pennsylvania State University Press, 2015. [Required] (ISBN: 978-0271066851)
- Staden, Hans. *Hans Staden's True History: An Account of Cannibal Captivity in Brazil*. Ed. Neil Whitehead. Durham: Duke University Press, 2008. [Required] (ISBN: 978-0822342311)

Assignments

Learning is a process that takes place in a variety of ways over days, weeks, months, and years. One of the most rewarding parts of the learning process is the student's direct engagement with learning via classroom interactions and discussions. It is imperative that you participate in your own educational experience; to choose not to do so is to undertake the more tedious parts of learning without enjoying its rewarding parts. Given that we will be working thoroughly with primary sources from a variety of viewpoints, time is set aside each week for students to discuss the readings, both in small groups and as a collective whole. **Therefore, student attendance and participation are required.** Students who miss more than four classes will receive a **zero** for their participation. It is the professor's prerogative to determine whether an absence can be excused, and **all excused** absences must be properly documented. Attendance and Participation make up 10% of the final grade. If it becomes clear that students are not doing the assigned readings, quizzes will become a regular feature of the course and will factor into the Attendance and Participation grade as well.

Because of the work we will be doing with primary sources throughout the semester, students are expected to read anywhere from 100-250 pages of primary readings a week throughout the semester. Discussions between students themselves and together with the professor will be a regular feature of the course, and so students must complete the assigned readings outside of the classroom. These readings and discussions will provide students an opportunity to experience and think about history the way historians in any number of fields do, something that is essential for all budding historians. These readings and discussions will both give the students a chance to directly think about historical processes and the historical record on their own terms, as well as helping them to develop their analytical skills. Readings are due on the date they are listed on the syllabus.

Writing is an essential part of historical study and analysis, and of the liberal arts tradition of education more generally; as a result, students will be given two types of writing assignments. The first of these is a series of ten (10) short primary source analyses based upon the weekly readings. These are relatively short assignments, in which students are to consider a primary document from the week's readings and to provide a brief analysis of it. The form for these short analyses is available on Blackboard. Students are welcome to pick which source from the week's readings that they may analyze. These analyses will also serve as instruments in classroom discussion. Collectively, these primary source analyses are worth 10% of the student's final grade.

Please Note: Primary source analyses are *always* due on Wednesdays.

The other writing assignment will be two mid-length research papers on a topic of the student's choice. Students will **not** have to do outside research; rather, they will construct an original subject and argument that draws on their own selection of primary sources that we will be reading throughout the semester. The first of these two papers will be due at the midpoint of the semester, and the other will be due at the end of the semester. Each paper should be 2000-2500 words in length, and each paper will make up 25% of the student's grade, for a total of 50% of the student's final grade.

All papers will be submitted electronically through Blackboard, with the professor providing specific instructions as the due date approaches. Students are welcome to bring by drafts of their papers at any time before the due date as well, and they are also encouraged to use the Writing Center (located in BUS 202; phone – 903-565-5995).

Finally, students will take two exams during the semester. Students who miss an exam without prior excuse will receive a Zero (0) on the exam. Upon the student's request, it is the professor's prerogative whether to permit the unexcused student to take a make-up exam. Each exam is worth 15% of your final grade. Collectively, these exams are thus worth 30% of your total grade for the course. In the event a student misses the first exam for an emergency, it is **the professor's prerogative** whether or not to permit the unexcused student to take a make-up exam. Make-up exams will be given at 8AM on **the final Monday (December 5)** of the semester; there will be **no exceptions** to this date and time.

Below is the breakdown of how grades will be determined:

| | |
|-------------------------------------|-------------|
| Research Essay #1 | 25% |
| Research Essay #2 | 25% |
| Attendance and Participation | 10% |
| Primary Source Analyses | 10% |
| Midterm Exam | 15% |
| Final Exam | 15% |
| TOTAL | 100% |

Classroom Etiquette

While college can be a fun environment, it is also a learning environment, and a place where certain precepts of etiquette should be followed out of respect for your peers. In general, if you are in class, you are here to learn, not to focus on other matters; if you do not want to be there, then you should reconsider whether or not you should be enrolled in school. With that in mind, please:

- **Be on time:** Sometimes something happens that delays your arrival to class (scheduling, distance between buildings, etc.), but in general, habitual lateness is distracting to your colleagues.
- **Do not leave early:** Once you are in the classroom, you should plan on staying through the class – departing because you feel like it is both disrespectful and distracting to your colleagues. If you think you may have to leave early, please sit near the door and leave in a quiet fashion.

- **Put away your cell phones:** Yes, in this time, it is very easy to become compulsive about checking phones. However, you are here to learn; excepting in the case of an emergency, please do not take out your phones, answer your phones, send text messages in class, play games on your phone, or otherwise use your phone as a distraction, as it is both distracting to yourself and your colleagues and disrespectful to all in the classroom (including yourself). If you are expecting a really important call (i.e., a sick family member, etc.), please alert the professor before class.
- **Computer use:** Some students have become accustomed to using computers in the class. However, they are also an easy distraction for those in the classroom. This has included using social media, playing video games, and even watching movies in class. Unfortunately, as a result, based on the past experiences and actions of students in class, **the use of laptops, tablets, and other devices is COMPLETELY PROHIBITED** without prior consultation with the professor.

Attendance and Makeup Policy

Students must make every effort to be in class regularly. As outlined above, attendance in the class is **mandatory**, and more than four unexcused absences will result in a failing grade on attendance and participation (10% of the total grade). In cases of **emergency** (i.e., serious illness, family emergencies, etc.), however, an absence may be excused. The student should make sure to consult with the professor as soon as possible in order to provide advance warning of absences where possible. Students must also provide documentation in order for an absence to be excused. At the professor's prerogative, makeup exams will be available in the case of an emergency. Students also must put forth every effort to submit their papers on time. Each day the paper is late will result in a reduction of one-letter grade from the student's paper. If the paper is one week late, it will not be accepted, and the student will receive an **automatic zero** for the assignment. In the event a student needs a paper extension due to serious illness, family emergency, etc., they must make every effort to speak with the professor in advance, keeping in mind that paper extensions remain the professor's prerogative.

Syllabus Notice

The instructor reserves the right to alter the syllabus; however, students will be given ample warning to any possible changes.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Definition of Academic Dishonesty

Scholastic dishonesty includes, but is not limited to, submitting work that is not one's own. In the classroom, this generally takes one of two forms: plagiarism or cheating. Cheating can include (but is not limited to) using unauthorized materials to aid in achieving a better grade, inventing information, including citations, on an assignment, and copying answers from a colleague or other source.

Plagiarism is presenting the words or ideas of another person as if they were your own. As a result, Plagiarism can include, but is not limited to, submitting work as if it is your own when it is at least partly the work of others, submitting work that has been purchased or obtained from the internet or another source without authorization, and incorporating the words and ideas of another writer or scholar without providing due credit to the original author.

Any and all cases of plagiarism or cheating will result in an automatic zero for the assignment. The professor also reserves the right to assign the students a zero for the semester, and to refer cases of plagiarism to the student's respective dean.

Please read the complete policy at

<http://www.uttyler.edu/judicialaffairs/scholasticdishonesty.php>

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at

<http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes

of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.



Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a disability diagnosis such as a chronic disease, learning disorder, head injury or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with an Accessibility Case Manager. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR webpage (<http://www.uttyler.edu/disabilityservices/>) or the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to saroffice@uttyler.edu.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Course Outline

PART I – Early Latin American Societies and the Early “Conquest”

Week 1: Introduction

Monday, August 29: Introduction

Wednesday, August 31: The Early Peoples of the Americas, 15000(?)–1000 BCE

Primary Source Analysis Opportunity #1 Due

Friday, September 2: The Societies & Cultures of pre-Contact Indigenous Civilizations

In-Class Discussion of Primary Readings

Week 2: Indigenous Peoples of the Americas

Monday, September 5: **Labor Day: NO CLASS**

Wednesday, September 7: Empires in the Americas, 1200–1518

Primary Source Analysis Opportunity #2 Due

Friday, September 9: Understanding Their World – Indigenous Cultures & Societies

In-Class Discussion of Popol Vuh and Indigenous origin stories (available on Blackboard)

Week 3: Early Forms of Conquest, 1492–1519

Monday, September 12: Europe and Africa on the Eve of Contact

Wednesday, September 14: Mapping the Americas: Spain in the Caribbean and Gulf of Mexico, 1492–1519

Primary Source Analysis Opportunity #3 Due

Friday, September 16: Understanding Conquest – The Spanish Arrive in Mexico

In-Class Discussion of Primary Readings

Week 4: Consolidating Contact: European Colonies, 1500–1534

Monday, September 19: The Invasions of Mexico

Wednesday, September 21: The Challenges of “Conquest,” 1519–1550s

Primary Source Analysis Opportunity #4 Due

Friday, September 23: Conquest to What Degree?

In-Class Discussion of Ixtlilxochitl and Primary Readings

Week 5: Of Cannibals and Colonies: European Understandings of the Americas (and of Itself)

Monday, September 26: Questioning Conquest in Spanish America

Wednesday, September 28: A Brazilian Counterpoint – Portugal in the Americas, 1500–1549

Primary Source Analysis Opportunity #5 Due

Friday, September 30: Creating Cannibals, Creating “Others”

In-Class Discussion of Hans Staden

PART II – The “Colonial Middle” – 1600–1750

Week 6: Consolidating Colonial Control in the Americas

Readings: Restall & Lane, Ch. 5, and Primary Sources on Civil Society [Available on Blackboard]

Monday, October 3: The Early State – Efforts at Establishing Control in Spanish America

Wednesday, October 5: Difficulties and the Dutch: Brazilian (Re)Consolidation

Primary Source Analysis Opportunity #6 Due

Friday, October 7:

In-Class Discussion of Primary Documents

Week 7: Indigenous Peoples in the Colonial Era

Monday, October 10: Indigenous Responses to Colonial Power

Wednesday, October 12: Mechanisms of Control in the Indigenous Americas

Primary Source Analysis Opportunity #7 Due

Friday, October 14: Contesting Colonialism in Spanish America

In-Class Discussion of Primary Readings

Week 8: Religion in the Americas

Monday, October 17: **Midterm Exam**

Wednesday, October 19: Powers both Real and Imagined: The Church in Colonial Society

Primary Source Analysis Opportunity #8 Due

Friday, October 21: Of Witches and Saints: Popular Religion in the Americas

In-Class Discussion of Primary Readings

Week 9: Slavery in the Americas

Monday, October 24: Slave Societies in the Americas

Wednesday, October 26: Afro-Descendants in Latin American Culture & Society

Primary Source Analysis Opportunity #9 Due

Friday, October 28: The Social Life of Slaves

In-Class Discussion of Primary Readings

Week 10: Daily Life in Colonial Latin America

Monday, October 31: Gender and Family Life in the Americas

Wednesday, November 2: Society and Culture in the Colonial Americas

Primary Source Analysis Opportunity #10 Due

Friday, November 4:

In-Class Discussion of Primary Readings

PART III – The Late Colonial Period

Week 11: Colonial Society on the Verge of Major Transformations and Unrest

Monday, November 7: Transformations in Eighteenth-Century Colonial Societies & Cultures

Wednesday, November 9: The Enlightenment's Dubious Legacy: Intellectual, Cultural, and Political Transformations in the Americas

Primary Source Analysis Opportunity #11 Due

Friday, November 11: Challenges Amidst Changes in the Eighteenth Century

In-Class Discussion of Primary Readings

Week 12: The Age of Reforms

Monday, November 14: The Bourbon Reforms in Spanish America

Wednesday, November 16: The Pombaline Reforms of Brazil

Primary Source Analysis Opportunity #12 Due

Friday, November 18: Society Amidst Reforms

In-Class Discussion of Primary Readings

Week 13 –THANKSGIVING BREAK – NO CLASS

Week 14 – Towards Independence: 1789-1810

Monday, November 28: Race, Class, and Caste in the Late Colonial Era

Wednesday, November 30: Growing Unrest in the Eighteenth Century

Primary Source Analysis Opportunity #13 Due

Friday, December 2: The Seeds of Revolution: Revolts and Rebellions, 1789-1810

Research Essay 2 Due by 9:00 AM

In-Class Discussion of Primary Readings

Week 15

Monday, December 5: A Continental Outbreak: Independence Movements in the Americas, 1810-1819

Wednesday, December 7: Suddenly, Independence: Latin America, 1819-1822

Primary Source Analysis Opportunity #14 Due

Friday, December 9: How “Revolutionary”? Independence and Its Fallout

In-Class Discussion of Primary Readings

FINALS WEEK: Final Exam, TBD

Weekly Reading Chart

Below is a chart to remind you which readings are due each week

| | Recommended Reading | Required Reading |
|----------------|---|--|
| Week 1 | <i>Latin America in Colonial Times</i> – Ch. 1 | <i>Keen's Latin American Civilizations</i> (pp. 3-37) Indigenous Origin Stories (Available on Blackboard) |
| Week 2 | [None] | Christensen, <i>Popol Vuh</i> |
| Week 3 | <i>Latin America in Colonial Times</i> – Chs. 2 & 3 | <i>Keen's Latin American Civilizations</i> (pp. 38-69) |
| Week 4 | <i>Latin America in Colonial Times</i> – Chs. 4, 6, & 7 | Alva Ixtlilxochtil, <i>The Native Conquistador</i> (all) <i>Mesoamerican Voices</i> , Ch. 3 and Ch. 9 (pp. 23-61; pp. 202-226) <i>Keen's Latin American Civilizations</i> (pp. 69-90; pp. 109-112)) |
| Week 5 | [None] | Hans Staden, <i>The True Account</i> <i>Keen's Latin American Civilizations</i> (pp. 90-94; 99-106) <i>Afro-Latino Voices</i> , Document 1 (pp. 2-19) |
| Week 6 | <i>Latin America in Colonial Times</i> – Ch. 5 | <i>Keen's Latin American Civilizations</i> (pp. 107-108; 112-126; 128-130; 163-183; 185-189) <i>Mesoamerican Voices</i> , Ch. 5-6 (pp. 94-157) <i>Afro-Latino Voices</i> , Documents 4 & 12 (pp. 35-42; 126-137) |
| Week 7 | <i>Latin America in Colonial Times</i> – Ch. 8 | <i>Keen's Latin American Civilizations</i> (pp. 126-127; 130-134; 254-256) <i>Mesoamerican Voices</i> , Ch. 4 (pp. 62-93) |
| Week 8 | <i>Latin America in Colonial Times</i> – Chs. 10 & 11 | <i>Keen's Latin American Civilizations</i> (pp. 184-185) <i>Mesoamerican Voices</i> , Ch. 8 (pp. 174-201) <i>Afro-Latino Voices</i> , Documents 6, 11, & 13 (pp. 56-67; 116-125; 137-152) |
| Week 9 | <i>Latin America in Colonial Times</i> – Ch. 9 | <i>Keen's Latin American Civilizations</i> (pp. 216-233) <i>Afro-Latino Voices</i> , Documents 2-3, 5, 8, 10 (pp. 20-34; 43-55; 81-92; 101-115) |
| Week 10 | <i>Latin America in Colonial Times</i> – Ch. 12 | <i>Keen's Latin American Civilizations</i> (137-162; 193-212; 234-253; 256-261) <i>Mesoamerican Voices</i> , Ch. 7 (pp. 158-173) <i>Afro-Latino Voices</i> , Documents 7, 9, and 14 (pp. 68-80; 93-100; 153-169) |
| Week 11 | [None] | <i>Keen's Latin American Civilizations</i> (pp. 212-215) |
| Week 12 | <i>Latin America in Colonial Times</i> – Ch. 13 | <i>Keen's Latin American Civilizations</i> (pp. 265-281) <i>Afro-Latino Voices</i> , Documents 15-16 (pp. 170-191) |
| Week 14 | <i>Latin America in Colonial Times</i> – Ch. 14 | <i>Keen's Latin American Civilizations</i> (pp. 282-302) <i>Afro-Latino Voices</i> , Document 17 (pp. 192-199) |
| Week 15 | <i>Latin America in Colonial Times</i> – Ch. 15 | <i>Afro-Latino Voices</i> , Document 18 (pp. 200-207) |