

Department	International College of Liberal Arts		
Semester	Fall 2025	Year Offered (Odd/Even/Every Year)	Every Year
Course Number	SOC1/PART/JPNA330		
Course Title	Folklore and Archeology of Yamanashi		
Prerequisites	SOC1100 Introduction to Anthropology OR SOC1/JPNA160 The Anthropology of Japan		
Course Instructor	ASHMORE Darren	Year Available (Grade Level)	3
Subject Area	Sociology	Number of Credits	3
Class Style	Lecture	Language of instruction	English

(NOTE 1) Depending on the class size and the capacity of the facility, we may not be able to accommodate all students who wish to register for the course

Course Description	<p>Cap (registrant capacity): 20 students</p> <p>This is a small group, fieldwork based seminar course into the archeology of Yamanashi prefecture. Please note the course cap may mean students who initially accepted may be removed in case a place lottery is required (priority will be given to major students)</p> <p>NOTE: Fieldwork is copious and compulsory. If you have weekend commitments, this is not the course for you. This is a group effort and we must all work as one.      --- Absenteeism will be more harshly treated than on other courses. For the sake of the whole group (see below) ---</p> <p>NOTE: Though this course is open to non degree seeking students without pre-requisites, you should be aware that you are expected to have the basics of an archeological education as we have no time to cover the basics and will be hitting the field, week one.</p> <p>We shall be spending most of our time working on a burial mound and Kofun village settlement in Fuefuki. This will involved a great deal of physical labour on sites with no access for students with special physical needs. Please be aware.</p> <p>Moreover, the work takes place, no matter the weather. Archeologists must be ready for rain, mud and worse!</p>
Class plan based on course evaluation from previous academic year	Much more rigorously imposed penalties for absenteeism (as it forces work onto already overloaded students)
Course related to the instructor's practical experience (Summary of experience)	N/A
Learning Goals	<p>Learning Outcomes</p> <ul style="list-style-type: none"> <li>• Over the course of the program, student will:</li> <li>• To develop and express ideas effectively.</li> <li>• To become more reflective, curious, and open-minded.</li> <li>• Apply learned technical skills in a collaborative environment.</li> <li>• Possess Critical, Creative, Independent and technical skills.</li> <li>• Student Feedback</li> <li>• Note that the course is ever in a state of evolution, and feedback is essential for its continued growth.</li> </ul>

iCLA Diploma Policy	DP1/DP2/DP3/DP4
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## iCLA Diploma Policy

(DP1) To Value Knowledge – Having high oral and written communication skills to be able to both comprehend and transfer knowledge

(DP2) To Be Able to Adapt to a Changing World – Having critical, creative, problem-solving, intercultural skills, global and independent mindset to adopt to a changing world

(DP3) To Believe in Collaboration – Having a disposition to work effectively and inclusively in teams

(DP4) To Act from a Sense of Personal and Social Responsibility – Having good ethical and moral values to make positive impacts in the world

Active Learning Methods	Problem-Based Learning/Flipped Classroom/Discussion, Debate/Group Work/Presentation/Workshop, Fieldwork				
More details/supplemental information on Active Learning Methods	<p>(DP1) To Value Knowledge – Having high oral and written communication skills to be able to both comprehend and transfer knowledge            (DP2) To Be Able to Adapt to a Changing World – Having critical, creative, problem-solving, intercultural skills, global and independent mindset to adopt to a changing world            (DP3) To Believe in Collaboration – Having a disposition to work effectively and inclusively in teams            (DP4) To Act from a Sense of Personal and Social Responsibility – Having good ethical and moral values to make positive impacts in the world</p> <p>It is unusual to address all diploma policies, but this is the nature of human studies. The value of knowledge for its own sake is a laudable goal, but greater yet is the understanding of our common history. This reflects our need to adapt as individuals and societies and the collaborative ideal which is our only saving grace as students of the past. In the end, students will have a better understanding of how, though we may not be responsible for the history into which we are born we are responsible for how we respond to its impact on the human realm in which we live.</p>				
Use of ICT	The course itself is entirely interactive in its education protocols, as it is based in fieldwork and observation. The specific instruments will depend on the project settled on closer to the time (determined by opportunity and access).				
Contents of class preparation and review	Preparation expectations will vary, week to week, depending on assigned readings and/or project work. It is expected that all materials which are assigned should be diligently worked on prior to the class, for both testing and discussion. In terms of review, each item of prep will also have reflection work associated with it, both in class and beyond. The reflection work is to consolidate each lesson and will be discussed with the class. Each session, questions based on the assigned readings will be given at the end of the lecture. These questions will be used to guide your discussion. You will be given a daily grade ranging from 1-5 for day in class. This will be based on the following scale: 5 - Thoughtful, engaged & prepared; facilitating/encouraging classmates' participation. 4 - Adequate preparation and good participation 2 to 3 - Inadequate preparation and/or inadequate participation 1 - The spirit has flown 0 - Absent, or present but disruptive.	Hours expected to be spent preparing for class (hours per week)	2 hours	Hours expected to be spent on class review (hours per week)	3 hours
Feedback Methods	As this is an advanced seminar project course, feedback will be made available during and after each session. As the assessment for the course is ongoing, regular feedback is essential. Moreover, at any time a student may consult on the course during office hours, or by appointment. Seeking feedback is an expected part of the course progress. I will not enforce it, but I urge you not to waste an opportunity for guidance.				

Grading Criteria		
Grading Methods	Grading Weights	Grading Content
Weekly Site Reports (10 tests weeks 4 to 13) @2%	20%	Site awareness and accountability
Mid Term Field Report	30%	Project Stage 1
Presentation	20%	Comprehension and findings
Final Site Report	30%	Project Stage 2

Required Textbook(s)	To be Provided by Faculty
Other Reading Materials/URL	Further readings will be provided as required at the due time via the learning management system.
Plagiarism Policy	<p><b>iCLA ACADEMIC DISHONESTY POLICY</b>            Acts of Academic Dishonesty: In accord with University policies and good practices in higher education, acts of academic dishonesty such as plagiarism, cheating, forgery (on a paper, examination, test, or other assignment) will result in the failure of the course at a minimum. An act of academic dishonesty during the final examination or assignment in lieu of the final examination will result in failure of all courses registered in the relevant academic term. Cases of academic dishonesty will be reported to the Dean of Academic Affairs for relevant action.</p>
Other Additional Notes (Outline crucial policies and info not mentioned above)	<p><b>Class Policies in Addition to iCLA Policies</b>            1. Group Workload: Any student unfairly burdening their fellows will be actioned appropriately.            2. Use of devices in class: Phones are banned. Laptops, tablets and other devices may only be used during class tests, or assigned tasks.            3. Test Proctoring: If proctors detect any suspect activity during tests, the student will be withdrawn from the test and actioned by Admin.            4: Attendance is a given, naturally, as a consequence absences will be considered demerits. If you accrue 5-7 absences, you will lose -1 letter grade from your final score at the end of the semester; 8-9 absences -2 letter grades; 10 absences - 3 letter grades; 11 or more and you fail automatically in line with iCLA attendance policy.            5: Being more than 10 minutes late to class will be considered absent.</p> <p>Exceptions to participation rule are documented evidence of illness from a clinic or hospital; these must be presented within one week of the missed class. Documented official family emergencies, requiring leaving campus; notify before or just after missed class session.</p>

(NOTE 2) Class schedule is subject to change

Class Schedule	
Class Number	Content
Class 1	<p>Week 1: Introduction to Shinpu Castle &amp; Initial Site Research</p> <p>Overview of Shinpu Castle's history, location, and importance.            Discuss the role of archaeological surveys in site preservation and understanding the past.            Team roles will be introduced, with each student responsible for specific aspects of the research and fieldwork.            Preliminary research on the site will begin, including maps, historical records, and past excavation findings.            Individual assignments: Write an introductory research paper on Shinpu Castle's historical context.</p>
Class 2	<p>Week 1: Introduction to Shinpu Castle &amp; Initial Site Research</p> <p>Overview of Shinpu Castle's history, location, and importance.            Discuss the role of archaeological surveys in site preservation and understanding the past.            Team roles will be introduced, with each student responsible for specific aspects of the research and fieldwork.            Preliminary research on the site will begin, including maps, historical records, and past excavation findings.            Individual assignments: Write an introductory research paper on Shinpu Castle's historical context.</p>
Class 3	<p>Week 2: Research Methodology &amp; Site Mapping</p> <p>Introduction to archaeological survey methods, including different types of surveys (e.g., pedestrian, geophysical).            Students will learn how to create accurate site maps and diagrams, including the use of GIS tools.            Students will be assigned to different areas of the castle site for surveying and mapping.            Fieldwork preparation: practice using measuring tools and site drawing techniques.            Individual assignments: Prepare a report on different survey methodologies and their applications at Shinpu Castle.</p>
Class 4	<p>Week 2: Research Methodology &amp; Site Mapping</p> <p>Introduction to archaeological survey methods, including different types of surveys (e.g., pedestrian, geophysical).            Students will learn how to create accurate site maps and diagrams, including the use of GIS tools.            Students will be assigned to different areas of the castle site for surveying and mapping.            Fieldwork preparation: practice using measuring tools and site drawing techniques.            Individual assignments: Prepare a report on different survey methodologies and their applications at Shinpu Castle.</p>
Class 5	<p>Week 3: Field Study 1 – Site Surveying            ****            Fieldwork begins, students will be on-site conducting surveys, measuring, and mapping.            Focus on the physical layout of the site, identifying key features of the castle.            Students will record their findings on maps, photographs, and notes.            Group collaboration to ensure thorough data collection.            Weekly debriefing: Discuss challenges encountered during fieldwork and review data.</p>

Class 6	<p>Week 3: Field Study 1 – Site Surveying **** Fieldwork begins, students will be on-site conducting surveys, measuring, and mapping. Focus on the physical layout of the site, identifying key features of the castle. Students will record their findings on maps, photographs, and notes. Group collaboration to ensure thorough data collection. Weekly debriefing: Discuss challenges encountered during fieldwork and review data.</p>
Class 7	<p>Week 4: Stratigraphy and Excavation Techniques  Introduction to stratigraphy and its role in archaeological excavations. Discussion of excavation methods, including how to dig, record, and analyze stratigraphic layers. Students will practice these techniques using soil samples from the Shinpu Castle site. Field practice: mock excavation in a controlled area. Individual assignment: Report on stratigraphic methods and the importance of understanding soil layers in site interpretation.</p>
Class 8	<p>Week 4: Stratigraphy and Excavation Techniques  Introduction to stratigraphy and its role in archaeological excavations. Discussion of excavation methods, including how to dig, record, and analyze stratigraphic layers. Students will practice these techniques using soil samples from the Shinpu Castle site. Field practice: mock excavation in a controlled area. Individual assignment: Report on stratigraphic methods and the importance of understanding soil layers in site interpretation.</p>
Class 9	<p>Week 5: Cultural Material Analysis &amp; Site Context  Explore different types of artifacts and their relevance to understanding historical periods. Study of pottery, stone tools, architecture, and other cultural materials found at castle sites. Discuss site context and how artifacts are tied to specific locations within the castle. Students will be assigned to analyze and catalog cultural materials collected from the site. Individual assignment: Research report on a selected artifact type and its significance at Shinpu Castle.</p>
Class 10	<p>Week 5: Cultural Material Analysis &amp; Site Context  Explore different types of artifacts and their relevance to understanding historical periods. Study of pottery, stone tools, architecture, and other cultural materials found at castle sites. Discuss site context and how artifacts are tied to specific locations within the castle. Students will be assigned to analyze and catalog cultural materials collected from the site. Individual assignment: Research report on a selected artifact type and its significance at Shinpu Castle.</p>
Class 11	<p>Week 6: Field Study 2 – Excavation **** Fieldwork continues with a focus on excavation in designated areas of the Shinpu Castle site. Emphasis on careful documentation of artifacts and features uncovered. Students work in teams to excavate, record, and analyze their findings. Group collaboration on mapping and recording excavated data. Weekly debriefing: Discuss progress and any newly uncovered features of the site.</p>
Class 12	<p>Week 6: Field Study 2 – Excavation **** Fieldwork continues with a focus on excavation in designated areas of the Shinpu Castle site. Emphasis on careful documentation of artifacts and features uncovered. Students work in teams to excavate, record, and analyze their findings. Group collaboration on mapping and recording excavated data. Weekly debriefing: Discuss progress and any newly uncovered features of the site.</p>
Class 13	<p>Week 7: Post-Excavation Analysis and Artifact Preservation  Introduction to post-excavation analysis methods and techniques for preserving artifacts. Students will learn how to catalog, clean, and classify artifacts. Focus on creating a preservation plan for materials uncovered at the Shinpu Castle site. Individual assignment: Write a report on the preservation methods used for artifacts found at the site.</p>
Class 14	<p>Week 7: Post-Excavation Analysis and Artifact Preservation  Introduction to post-excavation analysis methods and techniques for preserving artifacts. Students will learn how to catalog, clean, and classify artifacts. Focus on creating a preservation plan for materials uncovered at the Shinpu Castle site. Individual assignment: Write a report on the preservation methods used for artifacts found at the site.</p>
Class 15	<p>Week 8: Field Study 3 – Final Excavation and Site Documentation **** Final fieldwork session for excavation and final documentation of the site. Students will complete their excavation tasks and finalize maps and surveys. Ensure that all field notes and collected data are complete and organized for later analysis. Group review: Discuss findings and prepare for reporting.</p>

Class 16	<p>Week 8: Field Study 3 – Final Excavation and Site Documentation **** Final fieldwork session for excavation and final documentation of the site. Students will complete their excavation tasks and finalize maps and surveys. Ensure that all field notes and collected data are complete and organized for later analysis. Group review: Discuss findings and prepare for reporting.</p>
Class 17	<p>Week 9: Field Study 4 – Finalizing Reports and Analysis  Fieldwork concludes, and students finalize their reports. Students will consolidate data, analyze findings, and prepare individual reports detailing the significance of the Shinpu Castle site. Group presentation preparation: Each team member will contribute to a final group presentation on the site. Focus on drawing conclusions from the fieldwork and ensuring all data is accurately represented.</p>
Class 18	<p>Week 9: Field Study 4 – Finalizing Reports and Analysis  Fieldwork concludes, and students finalize their reports. Students will consolidate data, analyze findings, and prepare individual reports detailing the significance of the Shinpu Castle site. Group presentation preparation: Each team member will contribute to a final group presentation on the site. Focus on drawing conclusions from the fieldwork and ensuring all data is accurately represented.</p>
Class 19	<p>Week 10: Interpretation and Historical Context  Focus on the historical context of the site, interpreting findings in relation to Shinpu Castle's role in Japanese history. Discuss how archaeological findings help us understand historical events and everyday life at the site. Students will begin drafting their final analysis reports and conclusions. Individual assignment: Submit a draft of your analysis report.</p>
Class 20	<p>Week 10: Interpretation and Historical Context  Focus on the historical context of the site, interpreting findings in relation to Shinpu Castle's role in Japanese history. Discuss how archaeological findings help us understand historical events and everyday life at the site. Students will begin drafting their final analysis reports and conclusions. Individual assignment: Submit a draft of your analysis report.</p>
Class 21	<p>Week 11: Integration of Archaeological Data  Discuss how to integrate archaeological data into broader historical and cultural contexts. Students will work on synthesizing the findings from their excavation and research into a cohesive understanding of Shinpu Castle. Group discussion: How do archaeological findings change our view of the past? Peer review of report drafts.</p>
Class 22	<p>Week 11: Integration of Archaeological Data  Discuss how to integrate archaeological data into broader historical and cultural contexts. Students will work on synthesizing the findings from their excavation and research into a cohesive understanding of Shinpu Castle. Group discussion: How do archaeological findings change our view of the past? Peer review of report drafts.</p>
Class 23	<p>Week 12: Field Study Reflection &amp; Final Report Writing  Reflect on the fieldwork process: What were the key takeaways, challenges, and discoveries made during excavation? Students will work on completing their final reports and presentations. Group feedback sessions: Share progress with peers and receive feedback. Focus on ensuring all reports are cohesive and well-supported by data from the field.</p>
Class 24	<p>Week 12: Field Study Reflection &amp; Final Report Writing  Reflect on the fieldwork process: What were the key takeaways, challenges, and discoveries made during excavation? Students will work on completing their final reports and presentations. Group feedback sessions: Share progress with peers and receive feedback. Focus on ensuring all reports are cohesive and well-supported by data from the field.</p>
Class 25	<p>Week 13: Preparing for Final Presentations  Students will prepare their final group presentations on Shinpu Castle. Discuss presentation strategies, including visual aids, clear communication of findings, and addressing questions. Rehearsal of presentations and peer feedback. Individual assignment: Submit a final report on the site, summarizing research and findings.</p>

Class 26	<p>Week 13: Preparing for Final Presentations</p> <p>Students will prepare their final group presentations on Shinpu Castle. Discuss presentation strategies, including visual aids, clear communication of findings, and addressing questions. Rehearsal of presentations and peer feedback. Individual assignment: Submit a final report on the site, summarizing research and findings.</p>
Class 27	<p>Week 14: Group Presentations &amp; Peer Review</p> <p>Overview: In this session, students will present their findings from the archaeological survey of Shinpu Castle. Presentations will cover the site's history, key archaeological discoveries, and their significance in understanding Japan's past. Following the presentations, students will participate in a peer review process, providing constructive feedback on each other's work, including both the presentations and the accompanying reports.</p> <p>Key Points for the Week:</p> <p>Group Presentations: Each group will present their findings on the Shinpu Castle site, focusing on the historical context, significant discoveries, and the broader implications for Japanese archaeology. Peer Review: After the presentations, students will engage in a peer review process. They will assess each other's work, offering feedback on clarity, research depth, and the effectiveness of their conclusions. Objectives:</p> <p>Provide a platform for students to showcase their research and critical thinking. Encourage collaborative learning and constructive critique. Foster skills in presenting complex information clearly and effectively to an audience. Outcome: Students will gain experience in presenting archaeological research, developing both their public speaking and analytical skills. The peer review process will allow them to refine their work through feedback and to critically evaluate the research and presentations of their peers.</p>
Class 28	<p>Week 14: Group Presentations &amp; Peer Review</p> <p>Overview: In this session, students will present their findings from the archaeological survey of Shinpu Castle. Presentations will cover the site's history, key archaeological discoveries, and their significance in understanding Japan's past. Following the presentations, students will participate in a peer review process, providing constructive feedback on each other's work, including both the presentations and the accompanying reports.</p> <p>Key Points for the Week:</p> <p>Group Presentations: Each group will present their findings on the Shinpu Castle site, focusing on the historical context, significant discoveries, and the broader implications for Japanese archaeology. Peer Review: After the presentations, students will engage in a peer review process. They will assess each other's work, offering feedback on clarity, research depth, and the effectiveness of their conclusions. Objectives:</p> <p>Provide a platform for students to showcase their research and critical thinking. Encourage collaborative learning and constructive critique. Foster skills in presenting complex information clearly and effectively to an audience. Outcome: Students will gain experience in presenting archaeological research, developing both their public speaking and analytical skills. The peer review process will allow them to refine their work through feedback and to critically evaluate the research and presentations of their peers.</p>
Class 29	<p>Week 15: Final Report Submission &amp; Course Reflection</p> <p>Overview: This week marks the culmination of the fieldwork project. Students will submit their final reports, both individual and group-based, detailing their findings from the archaeological survey of the Shinpu Castle site. The class will then engage in a comprehensive reflection session, looking back on the entire project, the challenges faced, and the knowledge gained throughout the course. This session will emphasize the personal growth and collective learning that has occurred, both in terms of fieldwork and broader archaeological methodologies.</p> <p>Key Points for the Week:</p> <p>Final Report Submission: Individual Reports: Students must submit a detailed written report that includes their specific contributions to the fieldwork, analysis, and any relevant findings. Group Reports: Students should submit a joint report summarizing the overall results of the group's fieldwork, including the site survey, any conclusions drawn from the data, and any shared challenges faced during the project. Class Reflection Session:</p> <p>Course Learning Recap: Reflect on the key lessons from the fieldwork experience. How did the hands-on archaeological work complement the theoretical aspects of archaeology covered earlier in the course? What concepts or skills have students found most useful in real-world applications? Challenges and Growth: Discuss challenges that arose during fieldwork (e.g., environmental factors, unanticipated obstacles, teamwork issues) and how they were overcome. How did the group respond to these challenges, and what did each student learn from the experience? The Importance of Teamwork: Emphasize the value of collaboration in archaeological research. What skills did students develop working in a team, and how does this relate to archaeological practice in the professional world? Discuss how each student's individual strengths contributed to the success of the group. Practical vs. Theoretical Learning: Reflect on the difference between the theoretical knowledge gained in the classroom and the practical skills developed during the fieldwork. What new insights were gained that cannot be taught in a lecture? How has the course shaped students' understanding of the archaeological process from excavation to analysis? Objectives for the Week:</p> <p>Reflection on Personal and Group Contributions: Encourage students to reflect on both their individual contributions and the role they played in the group's success. How did they apply their academic learning in a practical setting, and how can this be integrated into their future work in archaeology or related fields? Fostering a Professional Mindset: The class reflection aims to instill a professional approach to archaeological fieldwork, emphasizing the need for adaptability, problem-solving, and interdisciplinary collaboration. Preparation for Future Work: This session should prepare students for future academic or professional work, providing them with insight into how fieldwork can impact their career path in archaeology or other related disciplines. Outcome: Students will gain a deeper understanding of the archaeological process, the challenges of fieldwork, and the significance of teamwork in research. The reflection will serve as a platform for both personal growth and as an opportunity to connect the fieldwork experience to broader academic and professional goals.</p>

Class 30	<p><b>Week 15: Final Report Submission &amp; Course Reflection</b></p> <p><b>Overview:</b> This week marks the culmination of the fieldwork project. Students will submit their final reports, both individual and group-based, detailing their findings from the archaeological survey of the Shinpu Castle site. The class will then engage in a comprehensive reflection session, looking back on the entire project, the challenges faced, and the knowledge gained throughout the course. This session will emphasize the personal growth and collective learning that has occurred, both in terms of fieldwork and broader archaeological methodologies.</p> <p><b>Key Points for the Week:</b></p> <p><b>Final Report Submission:</b>  <b>Individual Reports:</b> Students must submit a detailed written report that includes their specific contributions to the fieldwork, analysis, and any relevant findings.  <b>Group Reports:</b> Students should submit a joint report summarizing the overall results of the group's fieldwork, including the site survey, any conclusions drawn from the data, and any shared challenges faced during the project.  <b>Class Reflection Session:</b></p> <p><b>Course Learning Recap:</b> Reflect on the key lessons from the fieldwork experience. How did the hands-on archaeological work complement the theoretical aspects of archaeology covered earlier in the course? What concepts or skills have students found most useful in real-world applications?</p> <p><b>Challenges and Growth:</b> Discuss challenges that arose during fieldwork (e.g., environmental factors, unanticipated obstacles, teamwork issues) and how they were overcome. How did the group respond to these challenges, and what did each student learn from the experience?</p> <p><b>The Importance of Teamwork:</b> Emphasize the value of collaboration in archaeological research. What skills did students develop working in a team, and how does this relate to archaeological practice in the professional world? Discuss how each student's individual strengths contributed to the success of the group.</p> <p><b>Practical vs. Theoretical Learning:</b> Reflect on the difference between the theoretical knowledge gained in the classroom and the practical skills developed during the fieldwork. What new insights were gained that cannot be taught in a lecture? How has the course shaped students' understanding of the archaeological process from excavation to analysis?</p> <p><b>Objectives for the Week:</b></p> <p><b>Reflection on Personal and Group Contributions:</b> Encourage students to reflect on both their individual contributions and the role they played in the group's success. How did they apply their academic learning in a practical setting, and how can this be integrated into their future work in archaeology or related fields?</p> <p><b>Fostering a Professional Mindset:</b> The class reflection aims to instill a professional approach to archaeological fieldwork, emphasizing the need for adaptability, problem-solving, and interdisciplinary collaboration.</p> <p><b>Preparation for Future Work:</b> This session should prepare students for future academic or professional work, providing them with insight into how fieldwork can impact their career path in archaeology or other related disciplines.</p> <p><b>Outcome:</b> Students will gain a deeper understanding of the archaeological process, the challenges of fieldwork, and the significance of teamwork in research. The reflection will serve as a platform for both personal growth and as an opportunity to connect the fieldwork experience to broader academic and professional goals.</p>
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