

AZUSA PACIFIC UNIVERSITY
Department of Biblical Studies
Course Instruction Plan
 Fall 2008

Course: **UBBL-100 H**
Introduction to Biblical Literature: Exodus-Deuteronomy
(3 units)

Instructor: Dr. William Yarchin, Professor of Biblical Studies yarchin@apu.edu
Office phone ext. 5683 Office @ Duke 212

**APU Mission
and Purpose
Statement:**

Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.

Biblical Studies
Department

Mission: The Department of Biblical Studies at Azusa Pacific University aims to equip undergraduate students by offering degree programs in biblical studies, supporting the General Studies program with courses in Biblical Studies, and preparing undergraduate men and women for ministry and/or graduate programs. Emphasis is placed upon training them in leadership perspectives, intelligent interpretation of the Christian scriptures, and integrating their understanding of the Bible with their responses to God, self, and neighbor as well as to just responses to human need.

Biblical Studies
Program Student
Learning

Outcomes	<p>Students who complete the Biblical Studies program will be able to:</p> <ul style="list-style-type: none"> • Explain current methodological approaches used to study the Christian Scriptures • Explain how history and culture influence the interpretation of the Christian Scriptures • Write an acceptable Biblical Studies research paper or prepare an equivalent project • Articulate how scripture, tradition, experience, and reason shape our Christian worldview • Articulate biblically responsible perspectives on gender, race, and ethnic and cultural diversity
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Student
Learning
Outcomes:

Student Learning Outcome “By the end of this course, students should be able to. . .	IDEA Objective	Assignments Used to Assess
1. Develop ability to work carefully with the biblical text by means of an inductive methodical approach	Developing specific skills, competencies, and points of view needed by professionals in the field	Reinforced readings from primary and secondary texts, structure analyses, 3 rd writing project
2. Learn basic information about the historical and geographical background to the Old Testament	Gaining factual knowledge	1 st exam; textbook readings
3. Learn the content of the books of Exodus and Deuteronomy by means of the reading of these entire books, the study of their discourse and major themes, and a focus on central passages	Gaining factual knowledge	Essay assignments, class session summaries, 2 nd and 3 rd exams
4. Develop awareness of issues that have arisen in biblical interpretation, and of options for responding to those issues	Learning to analyze and critically evaluate ideas, arguments, and points of view; Developing skills in expressing oneself orally or in writing	1 st writing project, structure analyses, 2 nd writing project
5. Identify the major theological, anthropological, and social themes of Exodus and Deuteronomy	Developing specific skills, competencies, and points of view needed by professionals in the field; Developing skills in expressing oneself orally or in writing	2 nd writing project, 3 rd writing project
6. Explore the relevance of these themes for the life of the contemporary Christian and of the contemporary church	Explore integration of faith and learning	Writing projects, class discussions

Catalog Course

Description: This course introduces Old Testament biblical literature, hermeneutics, and inductive methodology with a primary focus on the books of Exodus and Deuteronomy. Students learn to observe the overall structure of these books, their historical settings, and modern approaches to their literary analysis. Students learn to interpret individual texts within each book. Students study how Deuteronomy uses the material of Exodus to communicate God’s Word to a new generation. Meets general studies core requirement for God’s Word and the Christian response.

Prerequisites: None.

General

Policy: All university and departmental policies affecting student work, appeals, and grievances as outlined in the Undergraduate catalogue and Student Handbook will apply to this course, unless otherwise indicated in this syllabus.

Disclaimer: In the light of the Biblical material we will read, discuss and study, it is important to understand the considerable and extensive array of situations presented in the Old Testament. Students are formally advised to be aware of the honest portrayal of human life including violence, abuse, language, sexuality and gender roles. This is not an exhaustive list; the Biblical readings will vary from session to session and may or may not include such elements. The concepts are not only found in scripture, but found in everyday life. Topics are expected to be addressed in a mature and adult manner befitting the college classroom in order for them to be discussed. We are not looking to sensationalize the Bible or its content, but to understand God as humanity experiences life's challenges. We seek to become better equipped to address unjust actions in our own contemporary world. There may be times the content is of a difficult or sensitive matter. If at any time you are uncomfortable with a topic, please contact the professor immediately. Lastly, please remember the class will critically examine the Old Testament via integrating faith and one's personal spiritual journey.

Required

Textbooks: *The New Oxford Annotated Bible with Apocrypha* (NRSV)

John H. Walton & Victor H. Matthews

2003 *The IVP Bible Background Commentary: Old Testament*
Downers Grove: InterVarsity. ISBN 0830814191

Michael McGehee

2000 *The Bible Doesn't Have to Be Hard to Read*. Macon, GA:
Smyth & Helwys. ISBN 1573123285

Recommended

Textbooks: T. Desmond Alexander & David W. Baker, eds.

2003 *Dictionary of the Old Testament, Pentateuch: A Compendium of Contemporary Scholarship*. Downers Grove: InterVarsity. ISBN 0830817816

Course

Requirements: **I. Exams.** This course requires two exams, but no comprehensive final exam. The first exam constitutes 20%, and the final exam 10%, of the total grade. (These exams correspond to Students Outcomes 2 and 3.)

Sept 23	History of Israel & of the Old Testament
Dec 11	The Book of Deuteronomy (FINAL EXAM)

There will be **NO MAKE-UP EXAMS** except in the case of a documented illness or emergency on the date of the exam. In the case of an official APU event it is the student's responsibility to make arrangements in such a case. If you know you cannot avoid an absence on an exam date, you must make arrangements *prior* to the exam date. No early finals are permitted by APU policy.

Grading scale per exam:

A+ 100-98	C+ 79-77
A 97-94	C 76-74
A- 93-90	C- 73-70
B+ 89-87	D+ 69-67
B 86-84	D 66-64
B- 83-80	D- 63-60
	F 59- 0

II. CLASS PREPARATION. This course is built upon preparation for each session on the part of both the instructor and the students. It is therefore very important that you keep up with the assignments for each session.

READING: The assigned material is listed for each class session in the Class Schedule elsewhere in this syllabus.

DISCUSSION: If you find insufficient opportunity in our class sessions to contribute to discussion, send me your comments by e-mail, and you will get credit for class participation.

RANDOM SUMMARIES At the beginning of every class session, a student will be chosen at random to briefly summarize what was covered in the preceding class session. Notes may not be consulted during the presentation of this summary. You will be graded on the fullness and accuracy of your summary.

(These requirements correspond to Student Outcomes 1, 4 and 5.)

III. Writing projects. This course requires three projects, each of which constitutes 20% of the total grade.

A. The FIRST WRITING PROJECT IS **DUE OCTOBER 7** IN CLASS.

Exodus 15:1-18	Matthew 13:44-46	Exodus 21:28-36	Genesis 2-3	Jeremiah 52:3b-34
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In the light of your own observations as you study these pericopes, and in the light of common sense, and in the light of Michael McGehee's book *The Bible Doesn't Have to Be Hard to Read*, discuss each of these pericopes, responding to the following four questions.

- 1) In what genre-category would you place each pericope?
- 2) What elements in each pericope justify that genre-designation?
- 3) What effect does your genre designation have on the interpretation* of that pericope? (*"Interpretation" = "process of deriving meaning")
- 4) What difference does it make whether or not your genre designation is accurate?

For background information on any of the particulars relevant to these texts, you are welcome to consult secondary sources from the library or from the Internet. You are not *required* to consult any secondary sources. (This requirement corresponds to Student Outcomes 1, 4 and 5.)

B. The SECOND WRITING PROJECT IS **DUE November 4** IN CLASS. "Contextual Approaches to Reading the Bible: A Report." Students will read and summarize four articles on contextualized reading of the Bible and offer an assessment of perceived strengths and weaknesses. These articles, along with an item-by-item description of expectations for this project, will be distributed on October 30. (This requirement corresponds to Student Outcomes 3, 4 and 5.)

C. The THIRD WRITING PROJECT IS **DUE DECEMBER 2** IN CLASS.

It will be a study of a Bible passage: Deuteronomy 26:1-15. You are expected to make use of Bible study methods covered during class. This project will consist of approximately 8-10 pages:

Page 1: Introduce the paper, and summarize the *contents* of these verses in the context of Deuteronomy as a whole.

Pages 2 & 3: Tell me what *genre(s)* you are dealing with in this passage, and what difference recognizing the genre makes for how you study any passage of Scripture. Tell me what signals in the text itself indicate that Deut 26:1-15 constitute a distinct section of text to study. Show me, in outline form, what is the basic structure or arrangement of this passage as you see it, and tell me what signals in the text indicate to you this particular structure. Does the structure of this passage indicate anything about its message overall?

Pages 4 & 5: Tell me what are the main *theological* points this text scores. That is, what does this text tell the reader about God? How does the author manage to get these pictures of God across?

Pages 6 & 7: Tell me what are the main *socio-ethical* points this passage scores. That is, what does this text tell the reader about human beings relating to each other? How does the author highlight these points?

Pages 8-10: *Assess this text*. Tell me what is the *value* of this passage of Scripture for us today, in the light of the text's main theological and anthropological insights, noting the “glasses” you are wearing when you assess the text for application.

Finally, *assess this paper*. In a separate paragraph assess your own paper. Tell me what grade you think this paper has earned, and refer to specific elements in the paper that justify your assessment. Part of the grade you receive on this paper will derive from how well you yourself assess it. (This assignment corresponds to Student Outcomes 1, 4, 5 and 6.)

NOTA BENE:

Both writing projects must be:

1. typewritten, double-spaced
2. documented to indicate the name of the source from which an idea or information has been derived.
3. accompanied by a bibliographical list of works consulted, if any. **For guidance on proper documentation format in the Humanities see the Chicago Manual of Style guide that will be distributed.**
PLAGIARISM OF ANY KIND AUTOMATICALLY DISQUALIFIES THE PROJECT FROM RECEIVING ANY CREDIT.
4. written using correct English.
5. **TURNED IN ON THE DUE DATE DURING CLASS; NO LATE PAPERS ACCEPTED.**

Always save your work on a portable device. *Computer- or printer-related excuses for late work will not be accepted.*

Grading:

	percent / points	
Attendance, assignments, quizzes, participation	10%	100
Exam I	20%	200
Final Exam	10%	100
Writing Project I	20%	200
Writing Project II	20%	200
Writing Project III	20%	200
Total Grade	100% = 1000	

Situations meeting the criteria stated in the APU catalog can result in an Incomplete grade for the semester.

Here is What the Grading Levels Mean

“A” work = Outstanding Above and beyond the requirements of the assignment, reflecting industrious effort resulting in a significant achievement both in substance and expression.

“B” work = Above average Fulfills all aspects of the assignment with obvious competence and goes a bit beyond minimum competence to demonstrate extra effort or extra achievement both in substance and expression.

“C” work = Average Fulfills essential aspects of the assignment as assigned.

“D” work = Below average Below average, either because some aspect of the assignment has not been fulfilled or because a preponderance of errors (more than one or two per page) interferes with clear communication. A “D” grade may also indicate a failure to follow directions, failure to follow specific recommendations, or failure to demonstrate personal effort.

“F” = Not Acceptable Not acceptable, either because the student did not complete the assignment as directed, or because the level of performance is below an acceptable level for college work.

Here is How Your Work Will be Assessed

Written work - - If you are to develop as one who thinks soundly about the Bible, you will need to develop as someone who writes clearly about the Bible as well. In order to develop as a writer, you must impose upon yourself the same standards that all good writers impose upon themselves. As I assess your written work the key question I will constantly ask myself is “What specifically does your writing demonstrate about your ability to read the Bible with understanding and think about the Bible clearly?”

As you write, here are some key points to keep in mind:

- When you
 - ⇒ write sentences that can be interpreted in many different ways
and
 - ⇒ you do not make clear which meaning you intend,you demonstrate that you are writing and presumably thinking in a vague way.
You should therefore strive to write so that you make clear precisely what you mean. Good theological thinking is clear and precise.

- When you
 - ⇒ do not give concrete examples and illustrations to help make your point clear,you demonstrate that you do not know how to clarify your thought (or for some reason have chosen not to).
You should therefore give examples and illustrations wherever clarification of your meaning is needed.
Good theological thinking is focused on the biblical text and on the real world.

- When you

⇒ do not make clear—with appropriate transitional words and demarcating vocabulary—the logical relations between the sentences that you write, you make evident that that you are not thinking according to the logic of your thought, and that you do not fully understand the structure of your own reasoning.

You should therefore make clear the logical relations between the sentences and paragraphs that you write.

Good theological thinking is logical.

- When you

⇒ do not make clear the question or issue you are dealing with

or

⇒ drift (for no apparent reason) from one issue to another,

you reveal that you lack the intellectual discipline and focus to recognize what each issue requires of you. You demonstrate that you lack a sense of relevance.

You should therefore clarify the question you are focused on and stick to that question throughout the written piece (paragraph, section, or essay) showing how each point in the piece is relevant to that question.

Good theological thinking is always focused on well-defined issues.

- When you

⇒ make sweeping judgments about positions or opinions you have not sufficiently analyzed empathetically,

you demonstrate intellectual arrogance.

You should therefore show in your writing that you have fully considered all reasonable ways of looking at the issue.

Good theological thinking does not jump to conclusions.

Class discussion - - - If you are to develop as one who thinks soundly about the Bible, you will need to develop as someone who speaks intelligibly about the Bible as well. Much of what was covered above under “written work” assessment applies to assessing your performance in class discussion. The following points, however, are more applicable to the give-and-take of verbal exchange:

- In an edifying social setting, speaking intelligibly does not reduce to the words coming out of your mouth. It includes listening carefully and asking for clarification when you don’t understand something.
- This portion of your grade will be based in part on your attitude toward your peers and toward the learning process. It will factor in attendance, honesty, diligence (your work ethic), respect for others in the class, as well as participation in class discussion. Above all, it will derive from your contribution to the classroom.

Therefore, you should constantly assess your own role in the class sessions, asking yourself: “Is this a better class because I am here?”

How to Stay Out of Trouble in This Course

1. SHOW UP.

In this class every student is responsible for the ENTIRE contents of EVERY class session, regardless of whether or not that student is present. This includes announcements made in class that may revise this syllabus or alter the class schedule. **Attendance** will be taken frequently, and each **unexcused absence** will deduct 10 points from your point total for the semester.

2. DO YOUR OWN WORK.

Avoid **the crime of plagiarism**. Plagiarism is literary theft: stealing and passing off as one's own the words or ideas of another (this definition is taken from *Webster's New Collegiate Dictionary*, 1974). Whenever the ideas or words used in your writings are consciously taken from some source, this source must be given credit (as just illustrated). This applies not only to direct quotations, but also to indirect quotations, in which the original statement is paraphrased. It also holds true for less direct borrowings, if the ideas in question are distinctive to the source as opposed to being ideas considered to be common currency. (This is often a matter of judgment. When in doubt, it is better to err on the side of giving too many citations rather than too few.)

Sources that must be given credit include not only published books, journals, magazines, newspapers, etc., but also other types of media, such as film, television, radio, and cassette recordings. The same applies to work of other students.

Violation of these standards is regarded as an extremely serious offense. Discovery of such a violation will result in an "F" grade for the work in question; students found guilty of plagiarism will be reported to the Provost, and a memorandum of each plagiarism event will be placed in the student's permanent file at the Provost's Office.

Expectations are consistent with those outlined in the Academic Integrity Policy: *The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor but rather as an act which is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the Academic Integrity Policy is available in the Office of Student Life, the Office of the Vice Provost for Undergraduate Programs, and online.*

3. IF YOU NEED HELP, GET HELP.

Any student in this course who has a disability that might interfere with full demonstration of academic abilities should meet with an advisor in the Learning Enrichment Center as soon as possible to pursue disability verification and to discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

Beginning Old Testament Bibliography

Aharoni, Y. and M. Avi-Yonah, *The Macmillan Bible Atlas*, rev. ed. New York: Macmillan Publishing Company, 1977.

Anchor Bible Dictionary. David Noel Freedman, ed. New York: Doubleday, 1992.

Baker, David W. and Bill T. Arnold eds., *The Face of Old Testament Studies: A Survey of Contemporary Approaches*. Grand Rapids: Baker, 1999.

Bowker, John. *Complete Bible Handbook: An Illustrated Companion*. New York: DK Publishing, 2001.

Bromiley, Geoffrey W. et al., eds. *The International Standard Bible Encyclopedia*. Grand Rapids: Eerdmans, 1979-88.

Comfort, Philip Wesley. *The Complete Guide to Bible Versions*. Wheaton, Ill: Living Books, 1991.

Craigie, Peter. *The Old Testament: Its Background, Growth, and Content*. Nashville: Abingdon Press, 1986.

Dillard, Raymond B. and Tremper Longman III, *An Introduction to the Old Testament*. Grand Rapids: Zondervan, 1994.

Harris, R. Laird, Gleason L. Archer, and Bruce K. Waltke, *Theological Wordbook of the Old Testament*. 2 vols. Chicago: Moody Press, 1980.

LaSor, W.S., D.A. Hubbard, and F.W. Bush. *Old Testament Survey*. Grand Rapids: Eerdmans, 1982. Second edition, 1996.

The New Interpreter's Bible in 12 volumes (Nashville: Abingdon Press).

Thorpe, R. Samuel. *A Handbook for Basic Biblical Exegesis*. New York: University Press of America, 1999.

VanGemenen, Willem A. (ed.). *New International Dictionary of Old Testament Theology and Exegesis*. 5 vols. Grand Rapids: Zondervan, 1997.

Whitaker, Richard E. *The Eerdmans Analytical Concordance to the Revised Standard Version of the Bible*. Grand Rapids: Eerdmans, 1988.

Old Testament Gateway

<http://www.otgateway.com/index.htm>

Exodus-Deuteronomy H Class Schedule, Fall 2008

(subject to revision)

- Sept. 4 *Introduction to the course:* Discussion of ways to study the Bible (different methods for different settings)
Assignment: Familiarize yourself with this syllabus and class schedule.
- Sept 9 *Survey of ancient Near Eastern history:* Principle names, dates, places.
Assignment: Begin reading Genesis 12-50 and the Book of Exodus. (This is background reading of material we will cover in more depth later.) For today's class session, Maps 6 and 7 in the back of your NOAB may be helpful to you.
- Sept 11 *Survey of Israel's history:* Principle names, dates, places.
Assignment: Continue reading Genesis and Exodus. For today's class session, Maps 1,3,4,& 5 in the back of your NOAB may be helpful to you.
- Sept 16 *Survey of OT texts and canon:* Manuscripts, translations, formation of the OT, canonical status of the OT as Scripture.
Assignment: Continue your reading of Genesis & Exodus.
- Sept 18 *The OT as the Word of God:* Revelation, inspiration, authority.
Assignment: Complete your reading of Genesis & Exodus.
- Sept 23 **Exam:** History of Israel & of the Old Testament
- Sept 25 *History & geography of the "ancestral era."*
Assignment: Read Genesis 12-25 again, consulting relevant entries in the *IVPBBC* to fill in gaps in your knowledge of ancient customs.
- Sept 30 *The OT & history: The Exodus, wilderness travels, and arrival in the land of promise*
Assignment: See if you can trace the travels of the Israelites according to Numbers 33, using Map 3 in the back of your NOAB.
- Oct 2 *Introduction to method in study of the Bible*
Assignment: Read Exodus 3-4. Can you discern major text-sections that make up this passage of Scripture? Are there geographic or cultural references that you are unfamiliar with? How would you go about making them more familiar to you? Who are the prominent characters in this passage? How do they relate to each other? Are there any changes in characters and their relations within this pericope? Come to class prepared to discuss these questions.

- Oct 7 *Recognizing the Bible's literary forms*
⇒ 1st writing project due today, in class ⇐
- Oct 9 *The structure of the book of Exodus*
Assignment: Develop a STRUCTURE ANALYSIS of the entire book of Exodus. A STRUCTURE ANALYSIS includes:
a.) your own outline of Exodus 1-40
b.) an explanation of your outline; what specific things in the text change, signaling to you new sections in the book?
You will turn in this assignment.
- Oct 14 *Revelation of Yahweh: Moses, Pharaoh, and the plagues of Egypt*
Assignment: Read Exodus 1-15, consulting entries in the *IVPBBC* as needed to fill in gaps in your knowledge of ancient history & culture.
- Oct 16 *The passover ritual tradition*
Assignment: Develop a STRUCTURE ANALYSIS of Exodus 12-13:16. As always, a STRUCTURE ANALYSIS includes:
a.) your own outline of Exodus 12-13:16
b.) an explanation of your outline; what specific things in the text changed, signalling to you new sections in this passage?
You will turn in this assignment.
- Oct 21 *Sinai and the laws of ancient Israel*
Assignment: Familiarize yourself with the contents of the book of Leviticus and the book of Numbers. As certain points strike your interest, consult the relevant entries in the *IVPBBC*.
- Oct 23 *The Sinai covenant*
Assignment: Develop a STRUCTURE ANALYSIS of Exodus 19-24. You recall, of course, that a STRUCTURE ANALYSIS includes:
a.) your own outline of Exodus 19-24
b.) an explanation of your outline; what specific things in the text changed, signalling to you new sections in this passage?
You will turn in this assignment.
- Oct 28 *The incident of the Golden Calf*
Assignment: Read Exodus 32-34, and the corresponding entries in the *IVPBBC*. Come to class prepared to answer this question: Why is this story located precisely where it is in the book of Exodus?
- Oct 30 *The Bible, theology, and hermeneutics*
Assignment: In the light of the biblical literature you have studied thus far in this course, write a two-page typed essay on what you have learned about God from this literature.

- Nov 4 *Contextual approaches to biblical interpretation*
⇒ **2nd Writing Project due today, in class.** ⇐
Assignment: Come to class prepared to discuss with other students your understanding of the assigned readings in this project.
- Nov 6 *The structure of Deuteronomy*
Assignment: Read Deuteronomy 1-34 and develop a STRUCTURE ANALYSIS of this book. As always, a STRUCTURE ANALYSIS includes:
a.) your own outline of Deuteronomy
b.) an explanation of your outline; what specific things in the text changed, signalling to you new sections in this book?
You will turn in this assignment.
- Nov 11 *The speeches of Moses: Deuteronomistic historiography*
Assignment: Deuteronomy 1-4, consulting entries in the *IVPBBC* as needed to fill in gaps in your knowledge of ancient history & culture.
- Nov 13 *The speeches of Moses: Deuteronomistic legal hermeneutics*
Assignment: Review Deuteronomy 12-26, consulting entries in the *IVPBBC* as needed to fill in gaps in your knowledge of ancient history & culture. A guiding question: how would we go about applying these biblical laws to our contemporary situation?
- Nov 18 *The Speeches of Moses: Deuteronomistic social ethos*
Assignment: Read Deuteronomy 15:1-18; 14:28-29; 24:19-22; 16:9-16, consulting relevant entries in the *IVPBBC* as needed to fill in gaps in your knowledge of ancient history and culture.
- Nov 20 No class session today. This time could be spent well by working on the 2nd major writing project for this course, which is due December 2.
- Nov 25 *Workshop on 2nd writing project*
The instructor will be available to preview, on a student by student basis, your rough draft of the 3rd writing project—which is due next class session.
- Nov 27 Thanksgiving break: no class today.
- Dec 2 *The response of Israel*
⇒ **3rd Writing Project due today, in class.** ⇐
- Dec 4 *Yahweh, Israel, and Moses: The People of God*
Concluding and summative reflections on the biblical traditions covered in this course.
- Dec 11 **Final exam: The Book of Deuteronomy (12:15)**

STUDENT INFORMATION SHEET

Fall 2008

1. Name: _____

(Please print)

2. APU Box No. _____

Phone No. () _____

Work Phone () _____

email: _____

Residence/Campus

3. Home Address:

City

Zip Code

☐ I am a commuter ... please phone me if class is suddenly canceled.

4. Major: _____ Why did you choose this major?

6. Previous languages studied: (please name)

7. Present Standing: ☐ Sr. ☐ Jr. ☐ Soph. ☐ Fresh. /Grad.Date_____

8. Career plans:

9. Why did you choose to take this course?

10. Anything you would like me to know about you?

(Please turn in at 2nd class session)