

**US ARMY COMMAND AND GENERAL STAFF COLLEGE**  
**Command and General Staff Officers Course Electives Program**

**Advance Sheet for A536**  
**Crime-Terror Nexus and the United States Response**

**Date: 04 January 2018**

**1. SCOPE**

A536 explores the convergence of transnational terrorist and organized criminal threats to the United States and Unified Action responses to contain or defeat them. While links between terrorism and organized crime are now widely acknowledged, the nature of the nexus and ways in which it challenges international peace and security are poorly understood. This U.S. Office of Naval Research MINERVA sponsored pilot elective addresses the knowledge gap. First, it explores the nature of terrorism-criminal nexus – conceptually, substantively in terms of specific criminal activities, and across geographic regions. Second, the elective examines the conditions under which terrorist-trafficking alliances are forged and changed, and how the nexus influences the dynamics and strategies of terrorist organizations. Finally, the elective assesses the capacity of the United States government to prevent, monitor, disrupt, or dismantle the crime-terror nexus. Upon completion, students will be able to contribute policy-relevant assessments of the crime-terror convergence and recommend changes to the DoD approaches to terrorism and conflict.

A536 is a graduate education seminar that engages students in small group discussions and independent (instructor-guided) policy-oriented research. It provides an opportunity to interact with subject matter experts and reinforces Officer Professional Military Education Program requirements to coordinate military activities with Unified Action partners.

**2. LEARNING OBJECTIVES**

**JPME Learning Areas Supported:**

Learning Area 3 – Joint and Multinational Forces at the Operational Level of War

a. Comprehend the security environment within which Joint Forces are created, employed and sustained in support of JFCs and component commanders.

e. Comprehend the relationships between all elements of national power and the importance of comprehensive approaches, the whole of government response, multinational cooperation, and building partnership capacity in support of security interests.

Learning Area 4 – Joint Planning and Execution Processes

f. Comprehend the roles that factors such as geopolitics, geostrategy, society, region, culture/diversity, and religion play in shaping planning and execution of joint force operations across the range of military operations.

Learning Area 6 – Joint Operational Leadership and the Profession of Arms

f. Analyze the importance of adaptation and innovation on military planning and operations.

**Terminal Learning Objective A536.00**

Action: Analyze the patterns and sources of intersections between terrorism and organized crime.

Condition: Given assigned readings and classroom discussion.

Standard: Analysis includes-

- a. Analyze the nature of the crime-terror nexus
- b. Examine conditions that give rise to different forms of criminal-terrorist intersections
- c. Appraise United States government capacity to prevent, monitor, disrupt, or dismantle the nexus of crime and terrorism

Learning domain: Cognitive    Learning level: Analysis

### 3. ISSUE MATERIAL

Advance Issue: Advance Sheet and the A536 blackboard webpage.

- a. This elective requires online access to the Combined Arms Research Library.
- b. Students may find a library card useful for access to CARL databases. They may be obtained from the CARL.
- c. An optional Open Source Enterprise account and website at <https://www.opensource.gov/public/content/login/login.fcc> is often useful.

During Class: Refer to lesson appendices.

### 4. HOMEWORK ASSIGNMENT

- a. Refer to lesson appendices. Because of last minute changes, class sessions are not necessarily in numerical order. Check the title of the scheduled lesson and then refer to the appropriate appendix.
- b. Homework will be from CARL databases, provided documents, or the internet. CARL databases require a library card number or the use of a government computer.

### 5. ASSESSMENT PLAN

- a. Instruments. The final grade is based on four assessments.

Policy Memorandum 1	30%
Policy Memorandum 2	30%
Contribution to Learning	25%
Presentation	15%

(1) Policy Memorandum 1. Refer to Appendix 10. This requirement is due before the fourth class session.

(2) Policy Memorandum 2. Refer to Appendix 10. This requirement is due before the seventh class session.

(3) Contribution to Learning: Instructors assess demonstrated understanding of the readings and ability to develop and deliver cogent arguments or observations in a clear and concise manner. Students contribute to learning through the quality and focus of their discussion comments and questions and their value to group work.

(4) Presentation: Conduct a 7-10 minute summary presentation on Policy Memorandum 2, followed by Q&A with students and instructor. Visual aids are optional. The intent is to inform the class on your research. Presentations will be scheduled for class sessions 7 and/or 8.

- b. Grades: Instructors award grades in accordance with CGSC Bulletin No. 903.

c. Feedback: Instructors record a student's grades on CGSC Form 1002, CGSOC Evaluation Form or directly on the product or its reproduction. Instructors will provide candid and constructive appraisal (criticism and/or praise) regarding the student's strengths, weaknesses, and performance during the elective. Instructors will provide feedback within 7 days of the assignment's completion.

d. Counseling: The elective does not have a formal counseling period. However, instructors will counsel students with performance indicators of less than "B" work.

e. Reclamas: A student may contest a final grade. Students must submit the request in writing to the Director, DJIMO, within three working days from receipt of the grade. If the request involves re-grading, the second grade, whether higher or lower, is final. Unless a student presents substantive evidence of error, the Director, DJIMO does not approve challenges to an instructor's contribution to learning evaluation.

f. Remediation: CGSOC graduate officers proficient in all TLOs. Remediation assures this goal is met. DJIMO departmental policy stresses a proactive approach to student remediation before a student falls short of achieving the learning objectives. Students or instructors may initiate remediation.

g. Attendance: Participation with other students in the learning environment is a significant part of the educational process. Understandably, circumstances may dictate absences. Report anticipated absences to your instructor as soon as you are aware of them. If you miss a class meeting, coordinate with your instructor and make up the absence as directed by the instructor.

## **6. APPENDICES**

01 Introduction

02 Introducing the Nexus: Typology of Intersections

03 Approaches to Convergence

04 Human Trafficking and Terrorism

05 Oil, Diamonds, Kidnappings for Ransom, and Cultural Artifacts

06 Criminal Groups use of Political Violence

07 Analysis and Assessment of State Responses to the Terror-Crime Nexus

08 Presentations

09 CGSC Form 1009C Assessing Contribution to Learning

10 CGSC Form 1009W Assessing Writing

11 CGSC Form 1009S Assessing Speaking and Presentations

## Appendix 01 – Introduction/ March 29

This lesson introduces the elective, explains expectations, assignments, and evaluation rubrics, answers questions, and reviews the Terminal Learning Objective. This meeting sets the stage and is the foundational link with all the other elective lessons. In class work includes an exercise asking students to apply a crime-terror typology to empirical examples of the nexus. The intent is to understand elective direction, educational expectations, individual and group participation and deliverables, how to access on line readings, and the protocol for classroom discussion.

### HOMEWORK ASSIGNMENT

a. Study Requirements:

#### Read

A536 Advance Sheet. Available on the Blackboard webpage.

Makarenko, Tamara. 2004. "The Crime–Terror Continuum: Tracing the Interplay between Transnational Organised Crime and Terrorism." *Global Crime* 6 (1):129-145.

b. **Bring to Class:** N/A

Makarenko, Tamara. 2004. "The Crime–Terror Continuum: Tracing the Interplay between Transnational Organised Crime and Terrorism." *Global Crime* 6 (1):129-145.

c. **Classroom issue:**

In-class work with excerpts from Makarenko (2004), “The Crime-Terror Continuum”: application of the crime-terror typology to empirical examples of the nexus from around the world.

## Appendix 02 - Introducing the Nexus: Typology of Intersections/ April 10

### HOMEWORK ASSIGNMENT:

a. Study Requirements:

#### Read

Omelicheva, Mariya Y. and Larry Markowitz, Introduction and Chapter 1, *Trafficking/Terrorism Nexus* (forthcoming)

Picarelli, John T. 2012. "Osama bin Corleone? Vito the Jackal? Framing Threat Convergence Through an Examination of Transnational Organized Crime and International Terrorism." *Terrorism and Political Violence* 24 (2):180-198.

b. **Bring to Class:** N/A

c. **Classroom issue:** Excerpts from Omelicheva, Mariya Y. and Larry Markowitz, *Trafficking/Terrorism Nexus* (forthcoming)

Omelicheva and Markowitz' chapter will be used to (1) critique the conventional approach to the intersections of crime and terrorism; (2) "unpack" the "terror" side of the nexus by illuminating differences between transnational terrorist movements and localized militant groups engaged in campaigns of terrorist violence; (3) discuss the spatiality of terrorism and crime; and (4) consider explanations for both the emergence of the crime-terror nexus in specific locations as well as the type of intersections that may emerge.

## Appendix 03 - Approaches to Convergence/ April 13

### HOMEWORK ASSIGNMENT

#### a. Study Requirements:

##### Read:

Asal, Victor, H. Brinton Milward, and Eric W. Schoon. 2015. "When Terrorists Go Bad: Analyzing Terrorist Organizations' Involvement in Drug Smuggling." *International Studies Quarterly* 59 (112-123).

Piazza, James A. 2012. "The Opium Trade and Patterns of Terrorism in the Provinces of Afghanistan: An Empirical Analysis." *Terrorism and Political Violence* 24 (2):213-234.

Excerpts from Omelicheva, Mariya Y. and Larry Markowitz, *Trafficking/Terrorism Nexus* (forthcoming)

#### b. Bring to Class: N/A

##### c. Classroom issue:

The class will focus on assessing the explanations for terrorist groups' engagement in drug trade by applying Asal et. al, Piazza, and Omelicheva and Markowitz' frameworks to Al Qaeda and Foreign Military Organizations (Islamic Movement of Uzbekistan, Islamic Jihad Group, etc.) in Central Asia

## Appendix 04 - Human Trafficking and Terrorism/ April 17

### HOMEWORK ASSIGNMENT

#### a. Study Requirements:

##### Read:

O'Brien, McKenzie. 2012. "Fluctuations Between Crime and Terror: The Case of Abu Sayyaf's Kidnapping Activities." *Terrorism and Political Violence* 24 (2):320-36.

Solomon, Hussein. 2017. "Introduction: Theorizing Boko Haram: Understanding the Terrorist Threat," in *Understanding Boko Haram: Terrorism and Insurgency in Africa*, eds. J. Hentz and H. Solomon. New York: Routledge.

##### Optional Read:

Nikita Malik. 2017. "Trafficking Terror: How Modern Slavery and Sexual Violence Fund Terrorism." London: The Henry Jackson Society. <http://henryjacksonsociety.org/wp-content/uploads/2017/10/HJS-Trafficking-Terror-Report-web.pdf>

#### b. Bring to Class: N/A

#### c. Classroom issue:

Comparison of Boko Haram, Abu Sayyaf and ISIS in their use of human trafficking, slavery, and sexual exploitation. Discussing implications for the U.S. security assistance

## Appendix 05 - Oil, Diamonds, Kidnappings for Ransom, and Cultural Artifacts / April 20

### HOMEWORK ASSIGNMENT

#### a. Study Requirements:

##### Read:

Lee, Chia-yi. 2016. "Oil and Terrorism: Uncovering the Mechanisms." *Journal of Conflict Resolution*:1-26. [Doi. 10.1177/0022002716673702](https://doi.org/10.1177/0022002716673702)

Philipponne, Doug. 2012. "Hezbollah: The Organization and its Finances," in *Financing Terrorism: Case Studies*, ed. M. Freeman. New York: Routledge.

##### Optional Reads:

Horgan, John G., Max Taylor, Mia Bloom, and Charlie Winter. 2017. "From Cubs to Lions: A Six Stage Model of Child Socialization into the Islamic State." *Studies in Conflict and Terrorism* 40 (7):645-664.

Losson, Pierre. 2017. "Does the International Trafficking of Cultural Heritage Really Fuel Military Conflicts?" *Studies in Conflict and Terrorism* 40 (6):484-495.

#### b. Bring to Class: N/A

#### c. Classroom issue

The class will critically examine the underexplored and contentious issue of the terrorist groups' engagement in the illicit markets of oil, diamonds, and cultural artifacts. It will apply the arguments from the "resource-curse" literature to assess the implications of the terrorist groups' involvement in trafficking of natural resources to assess implications of these types of activities.

## Appendix 06 - Criminal Groups' Use of Political Violence/ April 24

### HOMEWORK ASSIGNMENT

#### a. Study Requirements:

##### Read:

Flanigan, Shawn Teresa. 2012. "Terrorists Next Door? A Comparison of Mexican Drug Cartels and Middle Eastern Terrorist Organizations." *Terrorism and Political Violence* 24 (2):279-294.

Williams, Phil. 2012. "The Terrorism Debate over Mexican Drug Trafficking Violence." *Terrorism and Political Violence* 24 (2):259-278.

#### b. Bring to Class: N/A

#### c. Classroom issue

Shall violent Latin American drug cartels be re-considered as terrorist groups? This class will engage with this question and assess the consequences for the transnational drug trafficking groups' resorting to organized violence for the U.S. anti-drug and counterterrorism policy.

## **Appendix 07 - Analysis and Assessment of State Responses to the Terror-Crime Nexus / April 26**

### **HOMEWORK ASSIGNMENT**

#### **a. Study Requirements:**

##### **Read:**

Felbab-Brown, Vanda. 2013. "Counterinsurgency, Counternarcotics, and Illicit Economies in Afghanistan: Lessons for State-Building." In *Convergence: Illicit Networks and National Security in the Age of Globalization*, ed. M. Miklaucic and J. Brewer. Washington D.C.: National Defense University Press.

Phillips, Brian J. 2015. "How Does Leadership Decapitation Affect Violence? The Case of Drug Trafficking Organizations in Mexico." *Journal of Politics* 77 (2):324-336.

##### **Optional Read:**

Felbab-Brown, Vanda. 2005. "Afghanistan: When Counternarcotics Undermines Counterterrorism." *The Washington Quarterly* 28 (4):55-72.

#### **b. Bring to Class: N/A**

#### **c. Classroom Issue:**

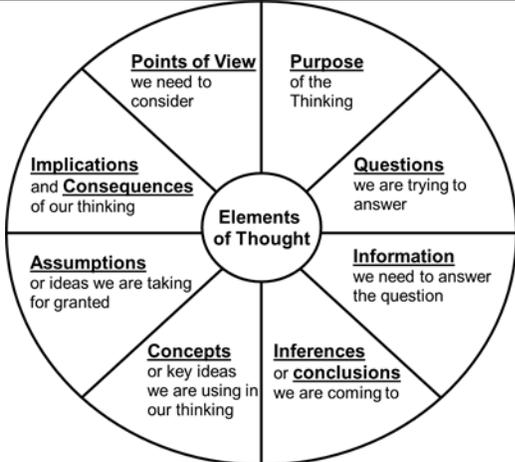
The goal of this class is to assess the implications of the crime-terror nexus for the U.S. security efforts overseas.

## **Appendix 08 – Presentations/ May 1**

In this lesson, students give a presentation of their Policy Memorandum 2. The presentation should be 7-10 minutes in length, adjusted by class size, and summarize the student's research findings. The use of visual aids is optional, but may help to support understanding. The intent is to educate all students on the research.

Class session 8 will end with an After Action Review. Come prepared to discuss 2-3 sustains and 2-3 areas for improvement.

## Appendix 09 - Assessing Contribution to Learning

STUDENT NAME:				STAFF GROUP:		DATE:		
COURSE TITLE:				ASSIGNMENT:				
INSTRUCTOR:				DEPARTMENT:				
Contribution to Learning Standards: <i>Communicates ideas effectively, demonstrating critical thinking that contributes to group learning.</i>								
Overall Grade								
97+: A+	96.99 - 94: A	93.99 - 90: A-	89.99 - 87: B+	86.99 - 80: B	79.99 - 78: C+	77.99 - 70: C	<70: U	Total:
Critical Thinking Assessment						Usually	Sometimes	Never
Comments often responded to or built logically on those of others. Helped the group keep a line of reasoning going.								
Questions and comments were thought-provoking and relevant.								
Not hesitant to state an alternate, creative, and/or controversial position.								
Supported positions and comments with evidence indicating critical reasoning, modes of analysis, synthesis, and judgment.								
Did not make random, superficial, or off topic comments that distracted the group from the on-going discussion.								
Tied thoughts to previous instruction or other writings and information about the topic at hand.								
Questions and comments made the group think about alternative positions.								
Communicated clearly and concisely.								
Respectfully challenged others to provide evidence or support for their position.								
Approached the discussion or problem in a creative manner.								
Approached the discussion in a thoughtful, reasoned manner.								
Comments were precise, and accurate.								
Comments demonstrated breadth and depth of understanding.								
Logic was sound.								
Comments demonstrated depth of analysis.								
Asked tough questions that challenged deeply held beliefs.								
Showed tolerance toward opposing beliefs, ideas or opinions.								
Encouraged peers not to dismiss out of hand the opinions and ideas of others.								
Instructor Comments:								
Cognitive Level Attained ↓ (Higher levels include characteristics of lower levels)	Elements of Thought						Universal Intellectual Standards	
EVALUATION (Judging or weighing by building and using criteria and standards)							-Clarity	
SYNTHESIS (Integrating parts into a new whole)							-Accuracy	
ANALYSIS (Breaking material down into component parts to determine structures and relationships)							-Precision	
APPLICATION (Use of knowledge to solve problems)							-Relevance	
COMPREHENSION (Understanding of the material)							-Depth	
KNOWLEDGE (Recall of specific information)							-Breadth	
							-Logic	
							-Significance	
							-Fairness	

## Appendix 10 - Policy Memorandum Guidelines

A policy memo is a practical and professionally written document that provides analysis and recommendations regarding a specific topic intended for a predetermined audience. Each student will be required to prepare two policy memos.

First policy memo should be about 1,200 words and submitted by the fourth meeting of the class. Second policy memo should be about 1,500 words and submitting by the seventh meeting of the class. Use 2.0 spacing and Arial, Calibri, or Times New Roman 12 font. The suggested word limit includes any footnotes and references. Use one of the established citations styles (MLA, Chicago, etc.).

Each policy memo should address any aspect of the crime-terror nexus and the U.S. government response to it. The topic can be defined narrowly (e.g., criminalization of FARC or Boko Haram) or broadly (e.g., the place of human trafficking in the crime-terror nexus: implications for the U.S. counterterrorism policy), but has to be focused.

You should not approach writing a policy memo like you would an academic research paper. While there are certain commonalities in how the content is presented (for example, both feature a clear problem statement), the overarching objective of a policy memo is not to discover or create new knowledge. Rather, it is focused on providing a pre-determined group of readers the rationale for choosing a particular policy alternative or specific course of action. In this sense, most policy memos possess a component of advocacy and policy advice intended to promote evidence-based dialog about an issue.

The suggested structure for the policy memo is as follows. First, policy memo should have a concise title that represents the main idea or argument of the policy memo and facilitates curiosity to read more. A policy memo begins with a short introduction that identifies the driving argument and places it in the appropriate context. The argument should be stated concisely and powerfully and revisited at key points in the memo. The memo can be divided into a few sections consistent with the main argument. For example, if the argument is that the U.S. foreign security assistance to authoritarian regimes should focus on the transfer of skills that cannot be translated into the instruments of repression (under the premise that state's collusion in organized crime mediates the relationship between organized crime and terrorism), then the body of the paper can consist of three parts, with the first one providing a brief overview of the volumes and nature of the U.S. security assistance to a state or the region, the second one demonstrating the persistence of the security problems (e.g., terrorism) that this aid seeks to remedy, and the third one discussing how state's collusion in crime shapes the relationship between crime and terrorism and reduces the effectiveness of the U.S. assistance. Policy memo should conclude with a brief overview of the author's position and specific policy recommendations.

As you work on the policy memo, please, keep these things in mind:

- (1) The purpose of the memo is to convince the target audience in the accuracy of your analysis and credibility of your policy recommendations. Do remember, though, that convincing based on the manipulation and/or fabrication of research and facts is not the same as persuading based on the critical assessment of the existing evidence.
- (2) The presentation and content of the memo should be free of flamboyant, inflammatory, or emotional language, and jargon. Keep it professional and ground your policy recommendations in logic, solid reasoning, and a polished writing style.

- (3) Although, the policy memo advocates for a particular position, it is different from an argumentative debate paper in that it provides evidence-based assessment of different sides of the issue.
- (4) Subdivide the text using clear and descriptive headings to guide the reader. You can use some capitalization, bullet points, and/or bold text to stress the most important aspects of the memo, but don't overdo it.

***Additional resources:***

You can find numerous online sources with further advice on how to write a policy memo.

For example, NYU Wagner provides a set of specific recommendations and examples:

<https://wagner.nyu.edu/files/students/NYU%20Wagner%20Policy%20Memo%20%26%20Brief%20Samples.pdf>

PONARS Eurasia publishes policy memos prepared by its members. Some examples of the policy memos can be found here:

<http://www.ponarseurasia.org/policy-memos/2017>

## Evaluation Rubric for Policy Memos

<u>Elements</u>	<u>Excellent</u>	<u>Good</u>	<u>Average</u>	<u>Poor</u>	<u>Comments</u>
1. Choice of the topic. The topic relevant to the content of the course, timely, and clearly defined.					
2. A clear thesis statement that identifies the driving argument or position of the author. This should be stated concisely and powerfully at the beginning of the policy memo and revisited at key points in the paper.					
3. Sufficient and persuasive evidence is provided in support of the driving argument.					
4. Driving argument is explained and defended vis-à-vis potential counterarguments.					
5. The text is subdivided using clear and descriptive headings to guide the reader. The organization of the memo follows the line of the main argument.					
6. Clear, concise and engaging writing. Avoids flowery language, tangents, and irrelevant arguments. Edited carefully for grammar.					
<b>Overall Evaluation (maximum 30%):</b>					

## Appendix 11 - Assessing Speaking and Presentations

**STUDENT NAME:** \_\_\_\_\_ **STAFF GROUP:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**ASSIGNMENT/COURSE TITLE:** \_\_\_\_\_

**INSTRUCTOR/DEPARTMENT** \_\_\_\_\_

**ARMY STANDARD:** *Transmits a clear, concise, organized message that communicated the speaker's intent.*

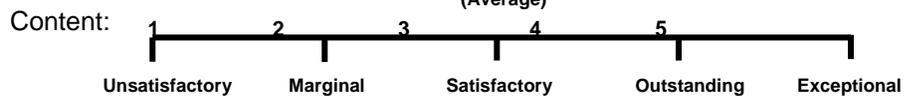
Grade							
U	C	C+	B	B+	A-	A	A+

Assessment				
1	2	3	4	5
Unsatisfactory	Marginal	Satisfactory (Average)	Outstanding	Exceptional

**Instructions:** Immediately following the end of the presentation, ask the student(s) to assess their own performance using the questions below as a guide.

**Student Assessment of Performance:**

*Student Question: How do you think you did?*



**Briefing Start:** \_\_\_\_\_

**Briefing Stop:** \_\_\_\_\_

**Total Time:** \_\_\_\_\_

**Did you practice/rehearse?** \_\_\_\_\_

Describe one thing that you did well in this presentation.

Describe one thing that you would change about your preparation of this presentation and do differently next time.

**Synopsis of Instructor's Comments:**



**Instructions: Use this scale to assess the student's performance for each criterion below:  
 1 = Unsatisfactory; 2 = Marginal; 3 = Satisfactory (Average); 4 = Outstanding; 5 = Exceptional**

SUBSTANCE/ORGANIZATION (Discernible, balanced plan of presentation)	STYLE
<p><input type="checkbox"/> <b>Introduction</b>            Greeting (<i>poised, confident</i>)</p> <p>Purpose (<i>presents BLUF, relevant, focused, clearly and concisely stated controlling idea/ thesis</i>)</p> <p>References (<i>current, meaningful</i>)</p> <p>Procedure/Outline (<i>logical, posted and/or embedded throughout brief</i>)</p>	<p><input type="checkbox"/> <b>Physical Behavior</b>            Eye Contact (<i>maintains with audience, natural, avoids excessive reference to slides or notes</i>)</p> <p>Movement (<i>appropriate, not excessive, uses pointer properly</i>)</p> <p>Gestures (<i>meaningful, appropriate, well timed, provided emphasis</i>)</p> <p><input type="checkbox"/> <b>Speaking Voice</b> (<i>appropriate volume, comfortable pace, uses pauses effectively</i>)</p>
<p><b>Body</b></p> <p><input type="checkbox"/> <b>Accuracy/Completeness</b> (<i>all major points, facts/ assumptions precisely stated, information is relevant and accurate, no major points omitted, level of detail suitable</i>)</p> <p><input type="checkbox"/> <b>Support/Significance</b> (<i>appropriate use of facts; ample evidence and other perspectives/ examples/ opinions, offered; answers the "So what?" and/or "Therefore..."; demonstrates analysis</i>)</p> <p><input type="checkbox"/> <b>Sequence</b> (<i>conveys information in clear, logical, and meaningful sequence; easy to follow</i>)</p> <p><input type="checkbox"/> <b>Transitions</b> (<i>appears rehearsed, present logical flow, maintains appropriate tempo</i>)</p>	<p><input type="checkbox"/> <b>Vocabulary</b> (<i>clear/concise vocabulary, pronounces words correctly, enunciates clearly</i>)</p> <p><input type="checkbox"/> <b>Enthusiasm/Confidence</b> (<i>conveys sense of "ownership" and confidence in own knowledge and abilities</i>)</p> <hr/> <p style="text-align: center;"><b>CORRECTNESS</b></p> <hr/> <p><input type="checkbox"/> <b>Visuals/Slides/Graphics</b>            Format (<i>sequencing, numbering, font, centering, abbreviations</i>)</p>
<p><b>Closing</b></p> <p><input type="checkbox"/> <b>Summary</b> (<i>emphasizes main point, no new information</i>)</p> <p>Ask for Questions</p> <p>Conclusion (<i>appropriate, meaningful, clear and concise</i>)</p>	<p>Content (<i>relevant, appropriate use of pictures/graphics, not to busy</i>)</p> <p>Handouts/Video-clips, etc. (<i>introduced, relevant</i>)</p>