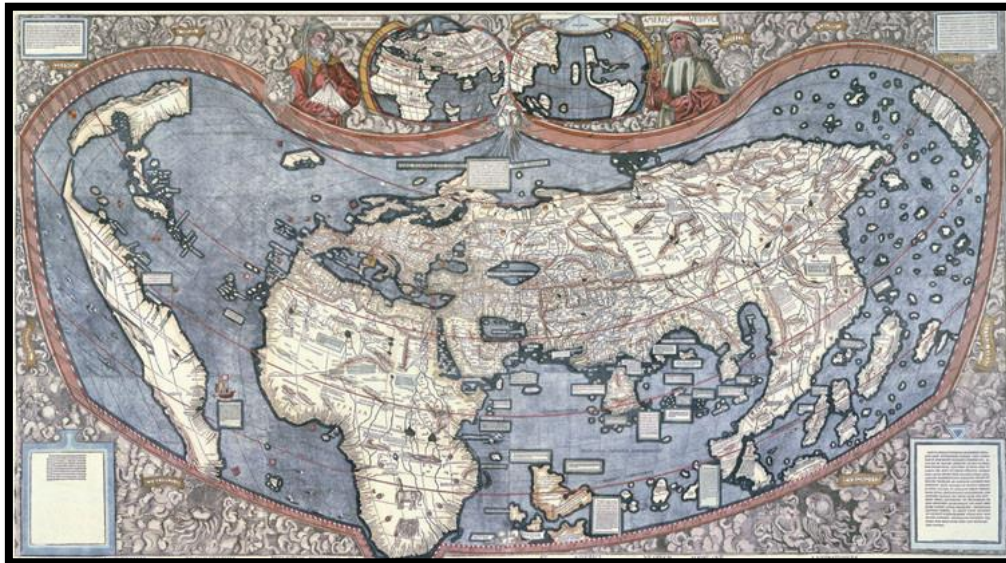


**TOPICS IN PRE-MODERN WORLD HISTORY: CULTURES IN CONTACT**  
HIS 207-04 AND HIS 207-04D, ONLINE, SPRING 2018  
UNIVERSITY OF NORTH CAROLINA AT GREENSBORO



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*\*This syllabus is subject to change at the discretion of the instructor. Changes in the syllabus or course schedule will prioritize effectiveness for student learning. Any changes will be announced in-class and on Canvas.*

**Course Description:** This course provides a broad overview of world history in the premodern and early modern eras from roughly 500 C.E. to 1750 C.E.. It emphasizes connection, comparison, and change across Africa, Asia and the Americas, and highlights "big picture" moments that impacted the world population. Particular attention is given to commercial networks and the spread of religions and ideologies across the Indian Ocean and Atlantic Ocean, which brought cultures into contact.

**Required Course Materials:** All readings and course materials are available on Canvas or through links to other internet sites.

**Computer Requirements:** To complete this course, you will need a computer and reliable internet access. You will need to access Canvas, the Canvas Message Center, and your UNCG email regularly. All course components use Canvas, and it is your responsibility to understand how to navigate Canvas to ensure your success in this course.

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<sup>1</sup> *The Waldseemüller Map of 1507* was created by German cartographer Martin Waldseemüller just fifteen years after Columbus landed in the Western Hemisphere. This map was the first to identify "America," and it reflected a growing European awareness of the planet's global dimensions and the locations of the major landmasses. (Bildarchiv Preussischer Kulturbesitz/ Art Resource, NY).  
<http://www.loc.gov/loc/lcib/0309/maps.html>

## GENERAL EDUCATION REQUIREMENTS

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This course satisfies General Education Core (GEC) requirements established by the UNCG faculty for Historical Perspectives (GHP), Global Premodern (GPM), and Global Non-Western Perspectives Marker (GN) markers:

### **Historical Perspectives (GHP)**

Students use an historical approach to a specific region and period to explore the context of events (social structure, economics, political systems, culture, or beliefs), evaluate evidence and divergent interpretations, and communicate historical ideas in writing.

### **Global Premodern (GPM)**

Students demonstrate an understanding of diverse historical events, forces, and/or contexts in the ancient (GPM – before the 1500's) world.

### **Global Perspectives Non-Western (GN)**

In a course in any subject, students focus on the interconnections among regions of the world other than North America, Great Britain and continental Europe, interpret and evaluate information on diverse ecologies, human societies, artistic achievements, or political systems, and gain sensitivity to cultural differences on a global scale.

### **General Education Historical Perspectives Student Learning Outcomes:**

1. Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives.
2. Use evidence to interpret the past coherently, orally and/or in writing.

## COURSE LEARNING OBJECTIVES

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Upon completing HIS 207, you will be able to:

- Analyze continuity and change and explain large-scale and long-term historical developments of regional, interregional, and global scope from roughly 500 to 1750 C.E.. [Historical Comprehension]
- Analyze ways in which human groups have come into contact and interacted with one another, including systems of communication, migration, commercial exchange, conquest, and cultural diffusion across time periods and regions in order to define enduring issues as well as large-scale or long-term developments that go beyond regional and temporal boundaries.
- Assess the significance of key turning points in world history.
- Use Historical Thinking to contextualize and analyze *primary* and *secondary sources* representing different points of view. [Historical Thinking/Analysis]
  - *Goals for Primary Sources:*
    - Analyze historical sources by evaluating their authenticity and credibility, and their social, political, and economic context.
    - Reconstruct the literal meaning of a historical passage using Historical Thinking skills.

- Read historical narratives imaginatively, taking into account what the narrative reveals of the humanity of the individuals and groups involved—their probable values, outlook, motives, hopes, fears, strengths, and weaknesses.
- Appreciate historical perspectives: (a) describing the past on its own terms through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, and the like; (b) considering the historical context in which the event unfolded—the values, outlook, options, and contingencies of that time and place; and (c) avoiding “present-mindedness”—judging the past in terms of present-day norms and values.
- *Goals for Secondary Sources:*
  - Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.
  - Hold interpretations of history as tentative, subject to changes as new information is uncovered, new voices heard, and new interpretations broached.
  - Challenge arguments of historical inevitability by formulating examples of how different choices could have led to different consequences.
- Develop research skills by investigating and interpreting primary and secondary sources. [Historical Research]
- Use evidence-based reasoning to interpret the past coherently in formal and informal writing. [Historical Interpretation]
  - Support interpretations with historical evidence in order to construct closely reasoned arguments rather than opinions.

## COURSE POLICIES

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*\*Each Unit will be available on Friday at 12am prior to the Unit’s beginning date. There are weekly assignments due within each Unit. This is designed to give you the greatest flexibility in completing the assignments. I may adjust this schedule if needed.*

**Canvas:** This course utilizes the Canvas learning system provided and supported by UNCG. It is your responsibility to ensure that you are able to log-in to Canvas. There are numerous reasons why students may not be able to log-in to Canvas, such as using an unsupported internet browser, an unpaid tuition bill, or a failure to obtain state-required immunizations. I cannot assist you in resolving these issues. If you are having difficulty logging into Canvas, first contact 6-Tech Online at: <http://its.uncg.edu/services> . If you continue to have issues, contact the Registrar’s Office.

**Modules:** Activities and Assignments are listed within their associated Unit within the “Modules” tab on Canvas. The Units are designed with the readings and assignments in order, so you should complete a given assignment before moving on to the next one.

- ❖ *There is a “next” button at the bottom of each component within the Modules, so you can click through a Module to complete the associated Unit.*

**Attendance Policy:** This is an online class, so there is not a traditional attendance policy. You will be assessed based on your engagement with the materials and completion of each aspect of the course.

**Assignment Policy:** All assignments will be completed in Canvas or uploaded to Canvas. Late assignments will only be accepted at my discretion with appropriate documentation. It is your responsibility to contact me should any issues arise that would prevent you from completing course components on-time.

**Late Assignment Policy:** You should always be in communication with the instructor if you are unable to complete an assignment by its due date. Assignments submitted after the due date without prior approval from the instructor will receive the following deductions.

- ❖ Late assignments submitted within one week of the due date will be accepted, but will receive a 10% deduction.
- ❖ Assignments submitted more than one week late or after the final date of the course will not be accepted.
- ❖ The instructor will review special circumstances (e.g. death in the family, personal health issues) on a case-by-case basis.

**Discussion Board:** We will utilize the Canvas Discussion Board to facilitate class interaction and discussion. There will be detailed instructions for each post on Canvas.

- ❖ **Timeline Collaboration:** Most of the weekly Canvas Discussion Board posts will be related to creating a timeline for each unit. These Discussion Board posts will ask you to select dates related to a specific theme in the unit and explain their significance. These themes will include the:
  - Role of individuals (e.g. decision makers, rulers/leaders, the role of men/women, entrepreneurs, consumers, laborers/workers, migrants, immigrants, etc.)
  - Role of the environment and geography
  - Role of the state/empire (e.g. government and political developments, policies, etc.)
  - Role of technology (e.g. inventions, scientific developments, etc.)
  - Role of global interconnections over time (e.g. trade, exchange of diseases and crops, migration, etc.)
  - Role of religion and ideology (e.g. spiritual beliefs, Buddhism, Christianity, Confucianism, Hinduism, Islam, ideology of natural/human rights, etc.)
- ❖ **Frequently Asked Questions:** There is a thread dedicated to Frequently Asked Questions on the Canvas Discussion Board. Should I receive questions that are applicable to the entire class, I will post them there.
- ❖ **Class Café:** The Canvas Discussion Board is available for you for informal class discussion outside of class-time. There is a thread solely dedicated to student interaction, so that you may chat with your classmates, ask each other questions, etc. I will have access to this Discussion Board; however, it is your space to communicate with each other.

**Electronic Communication:** I will utilize the Canvas message center and *UNCG iSpartan* email address, for ALL class emails, so be sure to check both regularly. I will reply to all emails, and I try to respond promptly, so if you do not hear from me within 24 hours, email me again. Please be aware that an email response will not be instantaneous and plan accordingly, but do not hesitate to contact me with any questions.

- All emails should include “HIS 207” in the subject line.
- Emails should be professional and courteous. You should begin with a salutation and conclude with your name.

- ❖ **3-Before-Me:** Before you email me to ask a question, you should check in at least three appropriate places to find the answer. For example, you might check the Syllabus, the Course Announcements on Canvas, or the specific Unit on Canvas. You could also email a classmate, check the Class Café or Frequently Asked Questions Discussion Boards, or post in the Class Café. When you email me, please include a list of the 3 places you checked for the information.

**Accessibility:** UNCG seeks to promote access to educational opportunities for all students and comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Office of Accessibility Resources and Services (OARS) on the 2<sup>nd</sup> floor of the Elliott University Center. You can contact OARS at (336) 334-5440 or through their website <https://oars.uncg.edu/>.

**Academic Integrity:** You should adhere to the highest standards of academic integrity. It is your responsibility to avoid even the appearance of dishonesty regarding your work.

- ❖ All assignments must be your own work and all sources must be properly cited or it will be considered plagiarism. Any instance of plagiarism will receive a 0 for the assignment and may be referred to the Office of Student Conduct for appropriate action.
- ❖ UNCG defines plagiarism as “intentionally or knowingly representing the words of another, as one’s own in any academic exercise” and the university’s Academic Integrity policy is available online: <http://sa.uncg.edu/handbook/academic-integrity-policy/>.

## **COURSE COMPONENTS, EVALUATION, & ASSESSMENT**

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**Syllabus Quiz:** There is a quiz on the contents of the syllabus that ***you must complete on Canvas by 11:59pm on Sunday, January 14.*** The quiz is “open syllabus” and asks questions about the syllabus content to ensure that you understand the course components and class policies.

**Unit Quizzes:** There are quizzes related to each Unit’s assigned readings, websites, and videos. These quizzes are multiple choice and they are “open book” and “open note.”

**Discussion Board – Timelines:** Understanding chronology is vital to the study of history. Discussion Board posts ask you to create a timeline using content from each Unit. Specific directions are in the associated Unit and Discussion Board thread.

Timeline themes include:

- Role of individuals (e.g. decision makers, rulers/leaders, the role of men/women, entrepreneurs, consumers, laborers/workers, migrants, immigrants, etc.)
- Role of the environment and geography
- Role of the state/empire (e.g. government and political developments, policies, etc.)
- Role of technology (e.g. inventions, scientific developments, etc.)
- Role of global interconnections over time (e.g. trade, exchange of diseases and crops, migration, etc.)
- Role of religion and ideology (e.g. spiritual beliefs, Buddhism, Christianity, Confucianism, Hinduism, Islam, ideology of natural/human rights, etc.)

**History Labs:** History Labs consist of Historical Thinking and Information Literacy Activities. These activities provide the opportunity to practice the “tool kit” of skills historians use to analyze, evaluate, and interpret history.

- ❖ Historical Thinking addresses questions related to sourcing, contextualizing, close reading, and corroborating sources. You will specifically use these skills to analyze primary sources (documents, images, objects, and places contemporary to a specific time we are studying) and secondary sources (historical research and writing completed by historians).
- ❖ Information Literacy addresses skills associated with locating, evaluating, and synthesizing information and historical content. It is particularly related to analyzing websites, media, and other source materials.
  - *These activities allow me to provide feedback that you can review prior to completing the Unit Writing Assignments, which often utilize or build on these activities.*

**Writing Assignments:** You will complete short writing assignments for each Unit. You will craft an essay in response to a prompt posted in the associated Unit on Canvas. Assignments should be written using Microsoft Word or another note-taking software and uploaded to Canvas in the appropriate location in doc, docx, or pdf format.

**Final Assignment:** The Final Assignment asks you to look at the big picture of World History. Its format will be similar to the History Labs and Writing Assignments you complete throughout the semester. The Assignment should be written using Microsoft Word or another note-taking software and uploaded to Canvas in the appropriate location.

## GRADING BREAKDOWN

<b>Unit Quizzes (5)</b>	<b>25%</b>
<b>Film Quizzes (2)</b>	<b>5%</b>
<b>Discussion Board (5)</b>	<b>15%</b>
<b>History Labs (5)</b>	<b>25%</b>
<b>Writing Assignments (4)</b>	<b>20%</b>
<b>Final Assignment</b>	<b>10%</b>

Final Grade Scale			
<b>A+</b>	99-100	<b>C</b>	73-76
<b>A</b>	93-98	<b>C-</b>	70-72
<b>A-</b>	90-92	<b>D+</b>	67-69
<b>B+</b>	87-89	<b>D</b>	63-66
<b>B</b>	83-86	<b>D-</b>	60-62
<b>B-</b>	80-82	<b>F</b>	59 & lower
<b>C+</b>	77-79		

## GRADING BREAKDOWN BY UNIT

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### INTRODUCTION TO HIS 207 – CULTURES IN CONTACT

Syllabus Quiz

Discussion Board #1 3%

### UNIT 1 – WHAT IS WORLD HISTORY AND WHY STUDY IT?

Writing Assignment #1 – Why Study History? 5%

### UNIT 2 – A WORLD OF ACCELERATING CONNECTIONS

Unit 2 Quiz 5%

History Lab #1 ~ Travelers' Tales 5%

Writing Assignment #2 ~ Travelers' Tales 5%

"Footsteps of Marco Polo" Film Quiz 2.5%

Discussion Board #2 3%

### UNIT 3 – A WORLD OF CONNECTION AND DIVISION

Unit 3 Quiz 5%

History Lab #2 ~ Religion and Ideology 5%

Writing Assignment #3 ~ Islam and Cultural Encounter 5%

Discussion Board #3 3%

### UNIT 4 – A WORLD OF INTERACTION

Unit 4 Quiz 5%

History Lab #3 ~ Interactions 5%

"Chinese Treasure Fleet" Film Quiz 2.5%

Writing Assignment #4 ~ Interactions in the 15<sup>th</sup> Century 5%

Discussion Board #4 3%

### UNIT 5 – A WORLD OF EXPANSION & EXCHANGE

Unit 5 Quiz 5%

History Lab #4 ~ Exchange 5%

History Lab #5 ~ Slavery and the Trans-Atlantic Slave Trade 5%

Discussion Board #5 3%

Final Assignment 10%

## COURSE SCHEDULE

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*\*Each Unit is available on the Friday prior to the Unit's beginning date at 12am. There are weekly assignments due within each Unit. This is designed to give you the greatest flexibility in completing the assignments. I may adjust this schedule if needed.*

## INTRODUCTION TO HIS 207- CULTURES IN CONTACT (JANUARY 8-14)

### Readings:

HIS 207-04, Spring 2018 - Syllabus

### Deadlines for Course Introduction:

- ❖ Syllabus Quiz: Complete the Syllabus Quiz by *Sunday, January 14<sup>th</sup> at 11:59pm.*
- ❖ Discussion Board: Introduce yourself by *Sunday, January 14<sup>th</sup> at 11:59pm.*

## UNIT 1: WHAT IS WORLD HISTORY AND WHY STUDY IT? (JANUARY 8 – 21)

### Readings:

#### **What is history?**

Stearns, Peter, “Why Study History?”

Grossman, James, “History isn't a 'useless' major”

“Why Learn World History?”

#### **The big picture of world history**

“Prologue – The Three Cs of World History: Change, Comparison, and Connection”

#### **Why study history?**

The Value of a History Degree

Anbinder, Jacob – “How a Major in History Gives You an Intangible Edge”

Lewis Jonathan – “How My Degree in History Helps my Stem Career”

Glenn, David – “Thinking Like a Historian in Scrubs”

Takahara, Kamarin – “The Flexibility of a History Degree”

Snyder, Rachel – “History, Economics, and Food”

UNCG – “What can you do with a history degree?”

Careers for History Majors

### Deadlines for Unit 1:

- ❖ Writing Assignment: Complete the Unit 1 readings and use them to respond to the Writing Assignment #1 prompt. Submit your assignment through Canvas by *Sunday, January 21<sup>st</sup> at 11:59pm.*

## UNIT 2: A WORLD OF ACCELERATING CONNECTIONS (JANUARY 22–FEBRUARY 11)

### Readings:

#### **Accelerating Connections across the World**

“Commerce and Culture”

#### **History Lab #1 – Travelers’ Tales**

“Working with Primary Sources: Written Documents”

“Considering the Evidence: Travelers’ Tales”

### Videos:

Crash Course – “The Silk Road and Ancient Trade”

<https://www.youtube.com/watch?v=vfe-eNq-Qyg&t=562s>



Crash Course – “International Commerce, Snorkeling Camels, & the Indian Ocean Trade” – <https://www.youtube.com/watch?v=a6XtBLDmPA0>

Crash Course – “Wait for it... The Mongols!” – <https://www.youtube.com/watch?v=szxPar0BcMo>

### **Film/Quiz:**

“In the Footsteps of Marco Polo” (1:27:18 min.) (on <http://thesteppofpolo.org/> )

Quiz - “In the Footsteps of Marco Polo” (on Canvas)

### **Deadlines for Unit 2:**

- ❖ Unit Quiz: Complete the Unit 2 Readings and watch the videos, then take the Unit 2 Quiz by *Sunday, February 4, at 11:59pm.*
- ❖ History Lab #1: Use the “Working with Primary Sources” and “Considering the Evidence: Travelers’ Tales” readings to complete History Lab #1 on Canvas by *Sunday, January 28<sup>th</sup> at 11:59pm.*
- ❖ Discussion Board: After completing the Unit 2 readings, craft your Unit 2 Discussion Board Timeline post by *Sunday, February 4, at 11:59pm..*
- ❖ Film: Watch the “In the Footsteps of Marco Polo” documentary and complete the quiz by *Sunday, February 11<sup>th</sup> at 11:59pm* (the quiz is open note, so I recommend opening it in a separate window, so you can complete it as you watch the film).
- ❖ Writing Assignment #2: Use the Unit 2 readings to respond to the prompt for Writing Assignment #2. Submit your assignment through Canvas by *Sunday, February 11<sup>th</sup> at 11:59pm.*

## **UNIT 3: A WORLD OF CONNECTION & DIVISION (FEBRUARY 12 – MARCH 4)**

### **Readings:**

#### **Islam & Christianity**

“The Worlds of Islam: Afro-Eurasian Connections”

“Western Christendom: Contraction, Expansion, and Division”

#### **History Lab #2 – Islamic Civilization in Art**

“Working with Primary Sources: Visual Sources”

“Considering the Evidence: Islamic Civilization in Persian Miniature Paintings”

### **Videos:**

Crash Course – “Islam, the Quran, and the Five Pillars all without a Flamewar” – <https://www.youtube.com/watch?v=TpcbfxtdoI8>

Crash Course – “Mansa Musa and Islam in Africa” – <https://www.youtube.com/watch?v=jvnU0v6hcUo>

Crash Course – “Christianity from Judaism to Constantine” – <https://www.youtube.com/watch?v=TG55ErfdaeY>

### **Deadlines for Unit 3:**

- ❖ Unit Quiz: Complete the Unit 3 Readings and watch the videos, then take the Unit 3 Quiz by *Sunday, February 25<sup>th</sup> at 11:59pm.*

- ❖ History Lab #2: Use the “Working with Primary Sources” and “Considering the Evidence: Islamic Civilization in Persian Miniature Paintings” readings to complete History Lab #2 on Canvas by *Sunday, February 25<sup>th</sup> at 11:59pm.*
- ❖ Discussion Board: After completing the Unit 3 readings, craft your Unit 3 Discussion Board Timeline post by *Sunday, February 25<sup>th</sup> at 11:59pm.*
- ❖ Writing Assignment #3: Use the Unit 3 readings to respond to the prompt for Writing Assignment #3. Submit your assignment through Canvas by *Sunday, March 4<sup>th</sup> at 11:59pm.*

### ***SPRING BREAK (MARCH 5 – 11)***

### **UNIT 4: A WORLD OF INTERACTION (MARCH 12 – MARCH 25)**

#### **Readings:**

##### **The Worlds of the Fifteenth Century**

“The Worlds of the Fifteenth Century”

##### **History Lab #3 – Zheng He and the Chinese Treasure Fleets**

“Working with Primary Sources: Written Documents”

Cook, Theodore, “Zheng He,” overview

Ma Huan, “Ying-Yai Sheng-Lan: The Overall Survey of the Ocean’s Shores”

#### **Videos:**

Crash Course – “Columbus, de Gama, and Zheng He! 15<sup>th</sup> Century Mariners” –

<https://www.youtube.com/watch?v=NjEGncridoQ&t=371s>

#### **Film/Quiz:**

“Chinese Treasure Fleet – Adventures of Zheng He” (1:33:00) –

<https://www.youtube.com/watch?v=Ckdn18SAldg&t=4795s>

Quiz – “Chinese Treasure Fleet”

#### **Deadlines for Unit 4:**

- ❖ Unit Quiz: Complete the Unit 4 Readings and watch the videos, then take the Unit 4 Quiz by *Sunday, March 18<sup>th</sup> at 11:59pm.*
- ❖ Discussion Board: After completing the Unit 4 readings, craft your Unit 4 Discussion Board Timeline post by *Sunday, March 18<sup>th</sup> at 11:59pm.*
- ❖ History Lab #3: Use the “Working with Primary Sources,” “Zheng He, overview,” and “Ying-Yai Sheng-Lan” readings to complete and submit History Lab #3 on Canvas by *Sunday, March 25<sup>th</sup> at 11:59pm.*
- ❖ Film: Watch the “Chinese Treasure Fleet” documentary and complete the quiz by *Sunday, March 25<sup>th</sup> at 11:59pm.*
- ❖ Writing Assignment #4: Use the Unit 4 readings to respond to the prompt for Writing Assignment #4. Submit your assignment through Canvas by *Sunday, March 25<sup>th</sup> at 11:59pm.*

## UNIT 5: A WORLD OF EXPANSION & EXCHANGE (MARCH 26 – APRIL 22)

### Readings:

#### **Transformations in the Early Modern Era**

“Political Transformation: Empires and Encounters”

“Political Transformation: Comparing Colonial Societies”

“Economic Transformation: Commerce and Consequences”

“Economic Transformation: Commerce in People – “The Atlantic Slave Trade”

#### **History Lab #4 – Objects of Exchange**

Victoria & Albert Museum:

<https://www.vam.ac.uk/collections?toggleType=places>

Metropolitan Museum of Art: <http://www.metmuseum.org/art/collection#>

British Museum: <http://www.bbc.co.uk/ahistoryoftheworld/about/british-museum-objects/>

#### **History Lab #5 – The Trans-Atlantic Slave Trade & Slavery Visualized**

Slavery & Remembrance: <http://slaveryandremembrance.org/>

The Atlantic Slave Trade and Slave Life in the Americas: A Visual Record  
<http://slaveryimages.org/>

### Videos:

Crash Course – “The Columbian Exchange” –

<https://www.youtube.com/watch?v=HOPA5oNpfM4&t=324s>

Crash Course – “The Atlantic Slave Trade” –

[https://www.youtube.com/watch?v=dnV\\_MTFEGIY](https://www.youtube.com/watch?v=dnV_MTFEGIY)

Crash Course – “The Spanish Empire, Silver, & Runaway Inflation” –

<https://www.youtube.com/watch?v=rjhIzemLdos>

### Deadlines for Unit 5:

- ❖ Unit Quiz: Complete the Unit 5 readings and watch the videos, then take the Unit 5 Quiz by *Sunday, April 8<sup>th</sup> at 11:59pm.*
- ❖ Discussion Board: Use the Unit 5 readings to complete the Discussion Board Timeline post by *Sunday, April 15<sup>th</sup> at 11:59pm.*
- ❖ History Lab #4: Use the Unit 5 readings and websites to complete and submit History Lab #4 on Canvas by *Sunday, April 15<sup>th</sup> at 11:59pm.*
- ❖ History Lab #5: Use the Unit 5 readings and websites to complete and submit History Lab #5 on Canvas by *Sunday, April 22<sup>nd</sup> at 11:59pm.*

## CONCLUSION (APRIL 23-25)

### Deadlines for Conclusion:

- ❖ Final Assignment: Final Assignment must be submitted to Canvas on *Wednesday, April 25<sup>th</sup> at 11:59pm.*

