**Calendar for Ethnic Studies & Civics (Fall)**

|  |  |
| --- | --- |
| Sept 6 | Fork in the Road Activity; **Table Talk on** *We Are America* ([Cena](https://www.youtube.com/watch?v=IApvU6SMq-8)) |
| Sept 7 | **Table Talk on** *The Danger of a Single Story* ([Adichie](https://www.youtube.com/watch?v=D9Ihs241zeg)); [Romano’s article](https://www.vox.com/22537261/chimamanda-ngozi-adichie-transphobia-cancel-culture-jk-rowling-akwaeke-emezi-olutimehin-adegbeye) on criticism of Adichie over transphobia  [**Assessment #1** Overview](#sum1)  Identity Prompt 1: Create a visual representation of THE STORY of your “school” self currently |
| Sept 8 | **Baker:** Breaking News about College Admissions, Credit, Financing, Planning  Independent Read & Reflect: [College Podcast 1](https://www.everettsd.org/Page/3080); Baker’s website [COLLEGE ADMISSIONS/FINANCIAL AID RESOURCES](https://www.everettsd.org/Page/4969)  Identity Assignment 1: continue/complete/submit to Canvas or jbaker@everettsd.org |
| Sept 11 | Independent Read & Reflect: [College Podcast 2](https://www.everettsd.org/Page/3080)  **Baker**: Overview, Ask *Anything* about Student Loans, Grants, Work Study, Training/Ed Funds  Identity Assignment 1: continue/complete/submit to Canvas or jbaker@everettsd.org |
| Sept 12 | **Baker:** College Application and “Diversity”—Supreme Court Cases  *Univ of CA v Bakke (1978) Grutter v Bollinger (2003) Gratz v Bollinger (2003)*  *Fisher v Univ of TX (2012 & 2015) Students for Fair Admissions v Harvard & UNC (2023)*  [**Assessment 1 ALTERNATE: Diversity Essay**](#altsum1) **Draft—**submit via EMAIL not Canvas |
| Sept 13 | Independent Read & Reflect: [College Podcast 3](https://www.everettsd.org/Page/3080)  **Baker**: Overview for Dual Enrollment  Canvas/Website Seek-and-Find: What are *the* 5 CCRS Required-for-Graduation Items?  **Table Talk on** Naviance® Career Interest Profiler, College SuperMatch and/or Applications  **High School & Beyond Part 1: Career Interest Profiler**  Identity Prompt 2: State your post-high school “next step” |
| Sept 14 | **Table Talk on** *Agents of Change* ([Dawson and Ginzberg](http://agentsofchangefilmnational.com/)) Part 1: San Francisco State University  Identity Assignment 1: **DUE** to Canvas or [jbaker@everettsd.org](mailto:jbaker@everettsd.org)  Identity Assignment 2: **DUE** to Canvas or [jbaker@everettsd.org](mailto:jbaker@everettsd.org) |
| Sept 15 | **Class Meeting**  **Affinity Groups Meet Up:** review profiles,post-high school plans/majors/interests |
| Sept 18 | **Table Talk on** *Agents of Change* ([Dawson and Ginzberg](http://agentsofchangefilmnational.com/)) Part 2: Cornell University |
| Sept 19 | Independent Read & Reflect: [Common App](https://www.commonapp.org/blog/2023-2024-common-app-essay-prompts) and [Coalition](https://www.coalitionforcollegeaccess.org/essays) Essay Prompts  **Baker:** Identity = Assets; [Identity Assessment Overview](#sum1)  Independent Read & Reflect: [Khoshaba,](https://www.everettsd.org/Page/3080) Simplicables  Identity Prompt 3: State **values** you hold as a student/pre-professional and **where/when** (not FROM WHOM) you learned/applied them  **CURRICULUM NIGHT** |
| Sept 20 | **Silent Reflection**  Identity Assignment continue/complete/submit to Canvas or [jbaker@everettsd.org](mailto:jbaker@everettsd.org)  High School & Beyond Part 1: Career Interest Profiler |
| Sept 21 | [Identity](#identitydef) and Class Values, Story  Independent Read & Reflect: [2023 Tribal Canoe Journey](https://www.youtube.com/watch?v=3J0Q1VZ-23M)  **Table Talk on** [Pull with Pride and Purpose](https://www.dshs.wa.gov/sites/default/files/ESA/dcs/documents/Tribal/2016Tribal%20Journeys%20Handbook.pdf) (Intertribal Canoe Society and AFSC)  Complete Online Survey: <https://forms.gle/N9qtsKE6fUMSibbz7> |
| Sept 22 | Independent Read & Reflect: [College Podcast 4](https://www.everettsd.org/Page/3080)  **Explore Time**  Identity Assignment 3: continue/complete/submit to Canvas or jbaker@everettsd.org |
| Sept 25 | **Baker:** *Syllabus;* Charter=Constitution |
| Sept 26 | **Class Meeting:** Survey results, inquiry: “rules” for participating |
| Sept 27 | INFO SESSIONS for High School & Beyond hosted by counselors |
| Sept 28 | US Constitution: <https://www.archives.gov/founding-docs/constitution/what-does-it-say>; <https://www.dummies.com/article/academics-the-arts/political-science/the-7-articles-of-the-us-constitution-149118/> |
| Sept 29 | Identity Assignment 3: **DUE** to Canvas or [jbaker@everettsd.org](mailto:jbaker@everettsd.org) |
| Oct 2 | *US Constitution*: 1787 Convention <https://www.youtube.com/watch?v=TCYJUlmNWzU> (National Constitution Center) |
| Oct 3 | **Table Talk on** *The Preamble*: mission (purpose) for the charter |
| Oct 4 | Independent Read & Reflect: Iroquois Six Nations [*Gayanashagowa* [Great Law of Peace]](https://www.pbs.org/native-america/blogs/native-voices/how-the-iroquois-great-law-of-peace-shaped-us-democracy/)  **Table Talk on** [Excerpts from *Gayanashagowa*](http://ushistoryatlas.com/era1/USHAcom_PS_U01_iroquois_R2.pdf) |
| Oct 5 | Marshawn Lynch [SuperBowl Media Day 2015](https://www.youtube.com/watch?v=G1kvwXsZtU8)  [Mediaite](https://www.mediaite.com/sports/im-just-here-so-i-dont-get-fined-marshawn-lynch-reveals-the-backstory-behind-one-of-the-most-infamous-pressers-in-sports-history/) article on Lynch’s explanation  **Discussion**: Who makes school rules?  Public School Review’s [article](https://www.publicschoolreview.com/blog/who-oversees-public-schools). |
| Oct 6 | **Class Meeting:** meet up with group to name at least 1 topic/person/event/idea you want to learn about for Civics, for Ethnic Studies and for High School and Beyond  [**High School & Beyond Plan Graduation Requirement**](#ccrshsb) **#1** |
| Oct 9 | **INDIGENOUS PEOPLES DAY** ([UW’s info on this](https://thewholeu.uw.edu/2023/10/03/honor-indigenous-peoples-day/))  *Hokule’a*([Polynesian Voyaging Society](https://www.youtube.com/watch?v=bFrrY3B_9R4)) and its history |
| Oct 10 | **Discussion**: What is the one story you know/were taught about WHY Europeans were successful at invading and colonizing “the New World” (the Americas and Pacific lands)?  [*He Wa`a, He Honua – The Earth is Our Canoe*](https://www.youtube.com/watch?v=E8dZnyxdgFw&list=PLAhTtWWA68ZSpRSolNJ9dCdV339hnwDsm&index=2)  **Reflection:** What revisions/additions/deletions to your story does this documentary offer? |
| Oct 11 | [Summative Assessment #1](#sum1)—scoring Q n A |
| Oct 12 | **Explore Time** |
| Oct 16 | [Using GoogleDrive](#googledriveinst) to create and manage shared notes  **Table Talk:** Structure of the US *Constitution* [Articles](https://www.law.cornell.edu/constitution/index.html); [Bill of Rights](https://www.archives.gov/founding-docs/bill-of-rights/what-does-it-say) and [other Amendments](https://www.archives.gov/founding-docs/amendments-11-27)  [**Assessment 1: Academic Identity**](#ass1) **Prez or Diversity Essay** draft **DUE** for reviewer comments; final deadline Jan 25 for class grade. |
| Oct 17 | WYK&WTK about government view/use of “identity?”  Article 6 of the *Constitution* |
| Oct 18 | Amendment 1 and 14; Title 6—federal and state “[protected classes](#defprotectedclass)” |
| Oct 19 | **Table Talk:** assess and evaluate federal and state anti-discrimination laws with 3 ten minute questions |
| Oct 20 | Independent Read & Reflect: *Remembering Stonewall* ([CBS](https://www.youtube.com/watch?v=eJviA-bQaL0&t=1s)); *Stonewall Forever* ([Haber](https://www.youtube.com/watch?v=GjRv7dJTync&t=5s))  **Baker:** Group Resistance, Adaptation, Recognition, Evolution as a shared story of [identity](#identitydef) |
| Oct 23 | What is the outcome of the LGBTQIA+-identity groups’ activism? [*Everett Public Schools Board Policy 3213P*](https://go.boarddocs.com/wa/waesd/Board.nsf/Public)  What are the general rules about school bathroom access? [*Washington Administrative Code 246-366-040*](https://apps.leg.wa.gov/wac/default.aspx?cite=246-366&full=true#246-366-060)  What is the **due process** guaranteed to students who feel they are experiencing discrimination based on gender/sex? [*Everett Public Schools Board Policy 3210P*](https://go.boarddocs.com/wa/waesd/Board.nsf/Public)  **Table Talk:** What would an informal or formal complaint about discrimination in bathroom access/supplies say? |
| Oct 24 | Executive Function Tips for Students (on my website’s homepage)  **Class Meeting:** How can we set up class to let you practice/experiment with these? |
| Oct 26 | [*Race: The Power of an Illusion*](https://www.racepowerofanillusion.org/) |
| Oct 27 | **10 min Table Talks:** Do We Fully Understand Diversity? ([Ladd](https://rickladd.com/2014/03/24/do-we-fully-understand-diversity/)) |
| Oct 30 | *An American Puzzle: Fitting Race In A Box* ([Lai and Medina](https://www.nytimes.com/interactive/2023/10/16/us/census-race-ethnicity.html)) |
| Oct 31 | US government [5 categories of race](#races5) ([census](https://www.census.gov/topics/population/race/about.html)) |
| Nov 1 | What is Race? ([Nye](https://www.youtube.com/watch?v=78n_FK0CK70)); [Racism](#racismterm) vs Colorism; [Scientific Racism](#scirac): Linnaeus |
| Nov 2 | [Scientific Racism](#scirac): Buffon, Blumenbach, Morton |
| Nov 3 | **Choose Your Fighter!** |
| Nov 6 | *Code Talkers* ([Colburn](https://www.youtube.com/watch?v=9r_KExR5Njw)) |
| Nov 7 | *Code Talkers* ([Colburn](https://www.youtube.com/watch?v=9r_KExR5Njw)) |
| Nov 8 | **COLLEGE APP WORKDAY** |
| Nov 9 | *Newfies* ([Brookes](https://www.thisamericanlife.org/201/them/act-three)) |
| Nov 13 | **Brave Space:** Stereotypes |
| Nov 14 | **Class Meeting:** How do we define [*Ethnic Group*](#ethnicdef) for this class? |
| Nov 16-17 | **Workday**: [**Assessment 1**](#ass1) **prompts** [**1**](#ID1)**,** [**2**](#ID2) **and** [**3**](#ID3) **OR** [**Alternate essay**](#altsum1) Revisions |
| Nov 20 | **EvCC registration opens!** |
| Nov 27 | How to Learn and Teach History You Weren’t Taught: **Summative Assessment #2**  **Model:** *The Making of* Malcolm X(Lee) |
| Nov 28 | *Malcolm X* (Lee) |
| Dec 4 | **Class Meeting:** What did Lee’s movie “teach” you about US history that you didn’t learn in school? |
| Dec 5 | [**Summative Assessment #2**](#sum2) overview |
| Dec 6 | FAFSA: <https://studentaid.gov/h/apply-for-aid/fafsa>  WASFA: <https://wsac.wa.gov/WASFAelig> |
| Dec 7 | **10 Minute Table Talks:** What you remember learning about people in school. |
| Dec 8 | **Reflection:** Who doing what was missing/presented negatively in school? |
| Dec 11-14 | *Hip-Hop Evolution* ([Kabango](https://www.imdb.com/title/tt4130418/)) |
| Jan 2 | FAFSA/WASFA is open—review of [financial aid info](#finaid) |
| Jan 3 | Review of [Summative Assessment #2](#sum2)  Independent Read & Reflect: *How the US Stole the Philippines* ([Harris](https://www.youtube.com/watch?v=7fcqhU-23TA))  [Kipling and History Matters](https://historymatters.gmu.edu/d/5478/) |
| Jan 4-5 | *Singing Our Way to Freedom* ([Espinosa](https://www.chunkyfilm.com/)) |
| Jan 8 | Planning your Summative #2: **Proposal** <https://forms.gle/y5pKwh5bGnsMHir67> |
| Jan 11 | *Trouble the Water* ([Roberts and Roberts](https://www.imdb.com/title/tt1149405/)) |
| Jan 19 | *Presidential Primaries* ([Vox](https://www.youtube.com/watch?v=tCvMtkEVqdA))  [PBS’](https://kcts9.pbslearningmedia.org/resource/is-the-electoral-college-killing-democracy-video/above-the-noise/) *The Electoral College: Why Such a Big Debate?*  Voter Registration Info  *Moore v Harper* (2023) rejects Independent State Elector Theory ([Slate](https://slate.com/transcripts/d2pLNnBlQVdVMkJab0doU1lWNVhvR05oc2MzeDNRNk5rZWF3Z2p6YUF6bz0=)) |
| Jan 23 | **Class Meeting:** Table Interviews |
| Jan 25 | [**Assessment 1**](#ass1) **prompts** [**1**](#ID1)**,** [**2**](#ID2) **and** [**3**](#ID3) **OR** [**Alternate essay**](#altsum1) **FINAL DUEDATE** |
| Jan 25 | **Assessment 2** [**Proposal**](https://forms.gle/y5pKwh5bGnsMHir67) **DUE** |
| Jan 30 | [**High School & Beyond Plan Graduation Requirements**](#ccrshsb) **#1 FINAL DUEDATE** |
| Feb 1 | [**High School & Beyond Plan Graduation Requirement**](#ccrshsb) **#2 DUE** |

**Daily Lesson Materials (in chronological order—latest lesson is at the end—use CTRL+END button)**

September 6

Welcome—find a seat and check out the merch (!): dry erase paddles, dry erase markers, journals.

Write **the name you’d like to be called** on one side of the paddle, then your **pronouns** on the flip side of the paddle.

She/They

Dr. Bae

**Baker:** Land and Language Acknowledgements

Riffing on the old school text-only computer games…

**In a crowd, each of us is ourselves.**

****

**With \_\_\_\_ leading us, we come to a Fork in the Road.**

**Each one of us must choose one path or the other—nothing in-between.**

**Let us see what happens on our journey together.**

Each person gets to show us their name (and tell us how they say it). Then, I reveal the two “roads.” All of us turn our paddle to show our **name** (if we’re choosing Option A) OR our **pronouns** (if we’re choosing Option B).

****

[Striking actors and writers picket in front of Netflix headquarters in Hollywood. (Jay L. Clendenin / Los Angeles Times)](https://www.latimes.com/entertainment-arts/business/story/2023-09-01/writers-strike-actors-strike-sag-aftra-wga-hollywood-labor-strife)

**Table Talk:** Right now Hollywood writers, actors, VFX (and soon game creators?) are on strike. So, they cannot create a remake of THIS short film from 2016:

Watch/Listen: *We Are America* ([Cena](https://www.youtube.com/watch?v=IApvU6SMq-8))

With those at your table, **share ideas about what a 2023 updated version of this should change/add/alter/remove. One person** record in writing an outline of what the group discusses.

September 7

*The Danger of a Single Story* ([Adichie](https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en))

**Watch/Listen/Read:** Today we hear from a prominent voice discussing the stories we learn (and don’t learn), Chamamanda Ngozi Adichie. Some of you may have seen criticism of her recently regarding feminism and transphobia. I posted [an article by Romano](https://www.vox.com/22537261/chimamanda-ngozi-adichie-transphobia-cancel-culture-jk-rowling-akwaeke-emezi-olutimehin-adegbeye) with links to original sources that details that discussion for you on Canvas and my website.



**Table Talk:** Stories (or stereotypes) get told and believed not just about people in different countries, but about people with different life experiences, jobs, appearances, ages, incomes, hobbies, religions, and on and on and on.

Share an **experience of having someone having a “story” about you** or **you having a story about someone else that wasn’t right.** One person **record in writing a list of what the group discusses.**

**Assessment #1** Overview

**Me, by Me (Summative Assessment #1)**

Create a multi-stage, multimedia introduction of your academic/pre-professional self using Adobe Express (or alternate platform), responding to prompts I give you.

Identity Prompt 1: Create a visual representation (may include words, can be drawn, photo, video, meme, etc) of THE STORY of your “school” self currently—for viewing by your peers/teachers.

If you have your device, [explore Adobe Express](https://www.adobe.com/express/)® as one option for creating videos and images. Not yet? Brainstorm ideas for what and how to show your story for Prompt 1.

September 8

ASSEMBLY SCHEDULE

**Baker:** Breaking News about College Admissions, Credit, Financing, Planning

Baker’s website [COLLEGE ADMISSIONS/FINANCIAL AID RESOURCES](https://www.everettsd.org/Page/4969)

FAFSA is being revised—it won’t be open until DECEMBER (not October). Rules for what counts as need have changed. Monday I will do a presentation and an ASK ANYTHING about paying for college, internship, training.

What colleges can consider about YOU for admissions has changed, due to a Supreme Court Case. Tuesday I will walk you through the case and what you need to know about new admissions’ rules!

Washington state’s legislature voted to make college credit FREE in high schools for everyone! Wednesday I will walk you through the new set up and hold an ASK ANYTHING about the pros/cons, etc of taking and transferring college credit from high school.

Naviance…has not been revised [*sigh*]. Next week we’ll go through what 5 things you MUST do on Naviance to graduate and what else is there that you might WANT to use (but is optional).

Listen to my dated (2021!) podcast on basics about college and/or work on your assignment:

Independent Read & Reflect: [College Podcast 1](https://www.everettsd.org/Page/3080)

Identity Assignment 1: continue/complete/submit to Canvas or [jbaker@everettsd.org](mailto:jbaker@everettsd.org)

Numerous students in every period DO NOT CONSENT TO POST name/image outside of in-class for their safety. Do not repost anything a peer posts, please!!!

September 11

**Tuesday** we will have a fire drill during “PACK” time; so tomorrow is a PACK schedule.

As promised, here’s descriptions of high paying jobs requiring only an Associates!

<https://www.usnews.com/education/best-colleges/paying-for-college/slideshows/10-community-college-degree-jobs-that-pay-50k>

**Higher-paying jobs for an associate degree (2 years full time at community college)**

* Architectural and civil drafters
* Calibration technologists and technicians
* Electro-mechanical technicians
* Radio, cellular and tower equipment installers and repairers
* Mechanical engineering technologists and technicians
* Cardiovascular technologists and technicians
* Physical therapist assistants
* Radiological technologists and technicians
* Electrical and electronics drafters
* Occupational therapy assistants
* Respiratory therapists
* Engineering technologists and technicians
* Hydrologic technicians
* Computer network support specialists
* Electrical and electronic engineering technologists and technicians
* Avionics technicians
* Aerospace engineering and operations technologists and technicians
* Funeral home managers
* Magnetic resonance imaging technologists
* Diagnostic medical sonographers
* Dental hygienists
* Nuclear medicine technologists
* Radiation therapists
* Nuclear technicians
* Air traffic controllers

**Washington College Grant** info <https://wsac.wa.gov/wcg-awards>

**The gist:** there’s no application, your FAFSA/WASFA form tells colleges your family income and that you are a WA resident. When you enroll in any Washington college it automatically gets awarded to you. Tuition + fees means YOU will pay only for books, room and board. You’re allowed to go full or part time—the program will cover your tuition+fees for 4 *full time* years (until you get your Bachelor’s degree). You can do that *part time* over 8 years, say—or take a break in between years, etc. Even if your family does not qualify right now—the fact that the state will be paying for this means schools will have more money to offer other students—it’s a win-win-win! Plus, situations change, right?

Tell your friends and family!!!!

Independent Read & Reflect: [College Podcast 2](https://www.everettsd.org/Page/3080)

Continue/complete/submit to Canvas or jbaker@everettsd.org:

Prompt 1: Create a visual representation (may include words, can be drawn, photo, video, meme, etc) of THE STORY of your “school” self currently—for viewing by your peers/teachers.

[Explore Adobe Express](https://www.adobe.com/express/)® as one option for creating videos and images.

Ask *Anything* about Student Loans, Grants, Work Study, Training/Ed Funds

Why do people need to fill out applications for government aid?—

‘Cuz this is the ONLY way schools/apprenticeships/training programs can verify your income to qualify for any need-based aid (including grants!).

What is the application I fill out?

**FAFSA vs WASFA**—don’t have a social security number and live in WA? [WASFA](https://www.everettsd.org/cms/lib/WA01920133/Centricity/Domain/1464/Google.mp4)! Have a social security number and live anywhere? FAFSA!

When do I apply? DECEMBER.

**Student Loans** versus Pell (and other) **Grants**

**The gist:** there are GUARANTEED [government] student **loans** and there are PRIVATE **loans**, including for parents to take out and pay back. Guaranteed ones are limited in amount per year, but paying them back will never cost you more than 5% of your income (with no extra interest!), and if they are under 12K, they’re forgiven after 10 years of payment (even if you could only pay your 5% income).

There are government **grants** (Pell) and PRIVATE **grants**, too (like Merit grants from your program, scholarships, etc)—these are money you don’t have to ever pay back!

*Government* loans and grants can be used to cover all **Costs of Attendance** (private loans and grants may be restricted to only certain costs). What counts as a CoA? You might be surprised:

computers, wifi/cell service, phone, transportation (gas, airfare, bike, car payment, etc), HEALTH INSURANCE, food (meal plan as well as groceries), clothes, **rent** (on-campus as well as off)

If you need it to be able to live while you are in school, it’s a cost of attendance! (vacations, unfortunately do not count ☹)

You are eligible for grants if you cannot count on your parents/guardians to have a place for you to live because they don’t have the means or because they kick you out

**Homeless** means lacking fixed, regular, **and** adequate housing. You may be homeless if you’re temporarily living with other people because you have nowhere else to go. If you’re **fleeing an abusive/nonsupportive parent**, we may consider you homeless even if your parent would otherwise provide you a place to live.

**Unstable housing** includes spending time living with different family or friends for awhile.

**Unaccompanied** means you’re not living in the physical custody of your parent or guardian.

This can be certified by

* [Your high school or school district homeless liaison](https://studentaid.gov/2324/help/unaccompanied-youth-district-liaison)
* [The director of an emergency shelter or transitional housing program funded by the U.S. Department of Housing and Urban Development](https://studentaid.gov/2324/help/unaccompanied-youth-shelter-hud)
* [The director of a runaway or homeless youth basic center or transitional living program](https://studentaid.gov/2324/help/unaccompanied-youth-runaway-transitional)

Email or talk to me if you/someone you know could use info/help on this!

September 12

**College Admissions and “Diversity” in 2023**

AKA—*So, my race/ethnicity/heritage/color is going to mean I will/won’t get in, right?*

**Short answer:** **No**—even private colleges, if they get federal funding (including tuition paid by students’ government loans/grants) are bound by a set of legal decisions from **before you were born** which ended affirmative action in college admissions.

*OK…but then, what’s different now?*

**Longer answer: the history**

As part of Civil Rights laws that came after [*Brown vs Board of Ed of Topeka, KS*](https://supreme.findlaw.com/supreme-court-insights/understanding-brown-v--board-of-education--a-case-summary.html) *(1954),* President Kennedy and then President LB Johnson set up **Affirmative Action**—a way to make up for the severe and widespread discrimination that had kept People of Color, Jews and women out of colleges, jobs and contracts (even after the 14th Amendment in 1868 made everyone **equal** under the law).

Starting in 1965, Affirmative Action required schools, businesses and governments to report who they hired/accepted to the government and allowed people to sue if there was still discrimination. For many organizations, having a QUOTA—a set number of “minority” hires, acceptances, promotions, contracts, etc—was the way they made sure they were following the law.

Public schools (K-12 and colleges) were mandated to **desegregate**. Until then, many places (not just in the South—in Washington, California,…) PoC, immigrant and poor children were assigned to separate schools. Desegregation meant all students had to be blended. This is where busing minority kids to White schools began.

\*I am the very first desegregated kindergarten class (Class of 1987, entering 1974) in Tampa, FL\*

[*Univ of CA v Bakke (1978)*](https://supreme.findlaw.com/supreme_court/landmark/bakke.html) challenged Affirmative Action for colleges. The Supreme Court upheld Affirmative Action, but agreed it was discrimination to have quotas, since the number was arbitrary. So, quotas became **illegal**.

[*Grutter v Bollinger*](https://caselaw.findlaw.com/court/us-supreme-court/539/306.html) *(2003)* [*Gratz v Bollinger*](https://caselaw.findlaw.com/court/us-supreme-court/539/244.html) *(2003)* challenged how admissions defined “diversity” when they considered applications. Here’s how it was done:

Admissions made two “piles” of applications—“diversity” and “regular.” People who marked a racial, age, ethnicity, gender, etc category were put in the “diversity” pile separate from the rest. A certain percentage of admissions would be chosen from that pile ONLY. Say it was 10%. Then the rest of the admissions (90%) were from the regular pile AND the “diversity” applicants that didn’t get selected.

The Supreme Court found this to be unfair preferential treatment for “minority” applicants **because it was based solely on a demographic trait**. The justices agreed that ***diversity*** was a legitimate goal for colleges, but assigning slots based only on the checkboxes for race/ethnicity/age/etc wasn’t “diversity,” it was a kind of Affirmative Action quota.

But what COULD be done, they said, was THIS:

Admissions could ask ALL applicants to make a case that they…*see if this sounds familiar*…**would contribute to/support diversity in the college’s community if admitted**. Then ALL applicants would be eligible to be rated higher as an applicant if they brought something to the school that enhanced its programs. And that boost in rating would be based on **evidence they had given** NOT a checkbox.

[*Fisher v Univ of TX*](https://caselaw.findlaw.com/court/us-5th-circuit/1673260.html) *(2012 & 2015)* challenged the emphasis on diversity. A White student argued her test scores and transcript were equal to or better than “minority” applicants who got in, so *she* was being discriminated against for being White (TWICE!). The Supreme Court disagreed both times, saying schools have the right to choose students who would make up the best class based on lots of factors, not just numbers.

\*The Fisher cases were brought by Students for Fair Admissions\*

That brings us to today! [*Students for Fair Admissions v Harvard & UNC*](https://caselaw.findlaw.com/court/us-supreme-court/20-1199.html) *(2023)* showed evidence that despite greater and greater numbers of Asian-American students applying every year, these schools’ numbers of Asian-American acceptances stayed pretty much the same. This meant they MUST be discriminating.

These schools ranked all their applicants and then, when it came time to choose which ones at the top of the list got in, they added points for being a legacy, a recruited athlete, the ability to pay full tuition and/or *underrepresented* race/ethnicity/religion to break ties.

The Supreme Court argued that the fourth category (underrepresented group) was discrimination. So, the Bollinger cases still stand:

THIS IS WHAT THE “DIVERSITY” QUESTION for Colleges IS *REALLY* ASKING—

* What contribution do *you* bring (what value to OTHER STUDENTS is there in your skills, resources, experience, viewpoint, knowledge?)…that they can’t get easily or don’t already have? *NOT* what category you fill, but what extra knowledge/ skills/ experience/ involvement/ access you bring. NOT WHAT DEMOGRAPHIC CATEGORY (Culture, Race, Ethnicity, Age, Gender, etc) ARE YOU!!

*How can this class help?*

**Identity Essay/Presentation (Alternate Assessment #1)**

Draft a maximum 650 word essay/2 minute presentation (other format of your choice) explaining “I bring **?** contributions (not already sufficiently available) to **?** college/org by using **?** experience/knowledge in **?** way.” *Only essays submitted by* ***OCTOBER 16*** *are guaranteed to receive comments.*

**Me, by Me (Summative Assessment #1)**

Create a multi-stage, multimedia introduction of your academic/pre-professional identity, responding to prompts.

September 13

Independent Read & Reflect: [College Podcast 3](https://www.everettsd.org/Page/3080)

**College Credit Options for Baker's Ethnic Studies & Civics Course**

 On both [Baker’s website](https://www.everettsd.org/Page/4969) and Canvas, I’ve posted a syllabus that contains specifics about what we cover in this class: Civics, CCRS, Ethnic Studies.

OVERVIEW of taking college credit during high school for ANY course is [HERE (with audio)](/cms/lib/WA01920133/Centricity/Domain/965/so%20you%20wanna%20take%20a%20course%20for%20college%20credit.mp4).

If you are taking Ethnic Studies & Civics, you have the option of taking it as 2 EvCC college courses.

This makes the course worth 10 college credits at EvCC and 2.0 JHS Social Studies credits (you use transfer form in Counseling to add additional credit to your JHS transcript).

**Dual Enrollment Info:**

Course #1: **HUM 110D Intro to American Cultural Studies** (**Winter 2024; class ID TBD**)

Course #2: **POLS &202 American Government** (**Winter 2024; class ID TBD**)

**Deadlines**: New students apply to EvCC by December 8; **Registration opens November 14. Register by January 1.**

**Considerations**: Uses EvCC Grade Scale on EvCC transcript and JHS Honors Scale on JHS transcript, often transfers within Washington (check your college to be sure--this is not guaranteed), gives you EvCC student privileges\*, transfer credits advance registration priority at 4 year colleges. Is a permanent record of your performance in a college level course that can be used for eligibility, etc.

**Application to be a new student** (and get a Student ID # required for registration): <http://www.everettcc.edu/enrollment/>

**Registration online and info** is available at: <https://www.everettcc.edu/ccec/college-in-high-school/registration-and-refund-deadlines>

Why take THIS option? You are going to college **IN STATE** and want to have as many credits DONE as possible; AND your school will take the credit to fulfill a requirement and/or elective (check to be sure!).

 \*You aren’t an EvCC student until your registration is in and processed.

**Contact Information:** [CollegeinHS@everettcc.edu](mailto:CollegeinHS@everettcc.edu)

**JHS ONLY OPTION for Ethnic Studies & Civics** (no college credit)

Credits: 0.5 at Jackson per semester for a total of 1.0 credits for the year

Courses: Ethnic Studies, Civics and CCRS--one semester Civics + one semester social studies elective credit + High School and Beyond Plan graduation requirement

**Considerations**: Uses JHS Honors Grade Scale; shows only on JHS transcript. Is a college level course matching the demands/material of Social Studies electives at most universities/colleges, taught at a stress-reducing pace. Having this course on your high school transcript is evidence that you have experience taking college courses, even if you didn't receive college credit for doing so. It is a great way to KNOW you're ready for college by practicing it beforehand!

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| EvCC  transcript shows | EvCC Scale |  | **JHS CIHS Scale** | **JHS**  **transcript shows** |  |
| A | **3.8-4.0** |  | **3.3-4.0** | **A** |  |
| A- | **3.4-3.7** |  | **3.0-3.2** | **A-** |  |
| B+ | **3.1-3.3** |  | **2.7-2.9** | **B+** |  |
| B | **2.8-3.0** |  | **2.3-2.6** | **B** |  |
| B- | **2.4-2.7** |  | **2.0-2.2** | **B-** |  |
| C+ | **2.1-2.3** |  | **1.8-1.9** | **C+** |  |
| C | **1.8-2.0** |  | **1.4-1.7** | **C** |  |
| C- | **1.4-1.7** |  | **1.1-1.3** | **C-** |  |
| D+ | **1.1-1.3** |  | **0.9-1.0** | **D+** |  |
| D | **0.8-1.0** |  | **0.7-0.8** | **D** |  |
| D- | **0.7** |  | **No D-………………** | |  |
| F | **0.0-0.6** |  | **0.0-0.6** | **F** |  |

**Tomorrow** I would like to have everyone’s Identity Prompt 1 submitted to Canvas or emailed to me [jbaker@evrettsd.org](mailto:jbaker@evrettsd.org)

AND I would ALSO like you to **add something** to it by then:

Identity Prompt 2: State your **post-high school “next step”** (apprenticeship? Military? Community college? University? Gap year?...etc)

Canvas/Website Seek-and-Find: What are *the* 5 CCRS Required-for-Graduation Items?

**Table Talk on** Naviance® Career Interest Profiler, College SuperMatch and/or Applications

**High School & Beyond Part 1: Career Interest Profiler**

This is 1/5 of the graduation requirements—get ‘er done if you’ve not already completed it!

September 14

You’ve been hearing (too much!) of me talking this week—thank you for your patience while I got a lot of important info out to you!

Today I present to you the WHY for this course (and some of the HOW we got here and WHO got us here): [*Agents of Change*](http://agentsofchangefilmnational.com/), a documentary.

**Table Talk on** *Agents of Change*: **What didn’t you know or believed to be different than what this documentary showed? Anything surprise you to find out?**

September 15

**Class Meeting**

* Grab a paddle and with the DRY ERASE MARKERS write **your name** on one side
* On the other side write THE NUMBER that best fits your post-HS plan:

1 apprenticeship/training/military 2 associate’s degree/part time 2 year college

3 bachelor’s degree/4 year college 4 working/other

* Take a seat!

Agenda

1. **Check in:** To YOU, PERSONALLY, what is a WHY for learning Ethnic Studies?
2. **Meet up:** Find others with the same number as you in the room. Rearrange chairs so you can talk with one another. Share your Identity visual with others in your group and explain/listen to explanations of what each other’s “school self” stories are.

Sept 27’s class will be separate sessions to give you info and resources on your post-HS plans, which you can attend for multiple periods!

September 18

**Table Talk on** *Agents of Change*: **Compare what you were taught about “civil rights” in previous classes and what this documentary shows went on. WHY do you think the differences exist?**

September 19

Read & Reflect: [Common App](https://www.commonapp.org/blog/2023-2024-common-app-essay-prompts) and [Coalition](https://www.coalitionforcollegeaccess.org/essays) Essay Prompts

**Identity** = The assets you use for YOU to live the life you wish to have.

See how this is connected to…

**Me, by Me (Summative Assessment #1)**

Create a multi-stage, multimedia introduction of your academic/pre-professional self, responding to prompts [1](#ID1), [2](#ID2), [3](#ID3).

AND/OR

**Identity Essay/Presentation (Alternate Assessment #1)**

Draft a **maximum** 650 word essay/2 minute presentation (other format of your choice) explaining “I bring **?** contributions (not already sufficiently available) to **?** college/org by using **?** experience/knowledge in **?** way.” *Only essays EMAILED (DO NOT SUBMIT TO CANVAS!!) by* ***OCTOBER 16*** *are guaranteed to receive comments.*

Let’s listen to some professional advice about how to talk about (and TO) yourself about your identity in either of these Assessments:

Read & Reflect: [Khoshaba,](https://www.everettsd.org/Page/3080) Simplicables

[](https://www.psychologytoday.com/us/contributors/deborah-khoshaba-psyd) [Deborah Khoshaba Psy.D.](https://www.psychologytoday.com/us/contributors/deborah-khoshaba-psyd) March 19, 2014

**How We *Story* Our Life Experience Matters: Make your story one of meaning, wisdom and resilience.**

“A man is always a teller of stories. He sees everything that happens to him through them.

And, he tries to live his life, as if he were telling a story.” Jean Paul Sartre

All of us have a point of view on the things that happen to us that we articulate in form of a story about our lives. We *story* family struggles, the loves of our lives, friendships, and ups and downs of circumstance and the ways we manage them. We even *story* the funny things that happen to us through the day. Our stories disclose our [goals](https://www.psychologytoday.com/us/basics/motivation) and aspirations, fears, [identity](https://www.psychologytoday.com/us/basics/identity) and [self-worth](https://www.psychologytoday.com/us/basics/self-esteem), the roles we choose to play in life, the way we handle adversity and the values and beliefs that we hold dear. We may not choose what happens to us, but the stories we give to experience are ours alone.

It’s easy enough to narrate the good times in our lives into meanings that fit with our purpose, goals and [dreams](https://www.psychologytoday.com/us/basics/dreaming). But, it’s harder to make sense of experiences that turn our lives upside down and challenge what we know, believe and trust. How are we to understand such experiences? But, even more, how do we integrate their meanings into a cohesive narration of our lives?

An example: the scandal that alleged that Preacher Ted Haggard had [sexual](https://www.psychologytoday.com/us/basics/sex) relations with his male masseuse and also bought and used crystal methamphetamine. This scandal forced [him to resign as senior pastor of New Life Church in Colorado Springs, Colorado](http://www.people.com/people/article/0,,20530368,00.html). Until this scandal broke, I didn’t know much about the Preacher Ted Haggard. But, in the days that followed, I learned a lot about his spouse Gayle Haggard and how she coped with this difficult time in her life.

In an interview Gayle Haggard talked about the effects of the scandal on her [marriage](https://www.psychologytoday.com/us/basics/marriage) and on her emotional well being. She asked herself: **“Who am I going to be in this story? What do I really believe, and what do I really value, and what’s worth fighting for, for me?”** I could not have asked better questions of her, if she had been my patient. How would she make sense of what happened relative to the life she had created thus far and the life that she wants for herself in the future? These are exactly the questions that we need to ask ourselves when circumstance challenge what we had thought was certain and real.

Gayle Haggard decided to *story* this hard time in her life as a wife who would fight for her marriage and the faith, beliefs and values for which she stands. This is how she preferred to narrate this difficult life chapter into her entire life story. Her meanings helped her to move forward with her life rather than to stay stuck in the past.

**Is Your Story Moving You Forward or Keeping You in the Past?**

Not all personal stories promote our welfare in helping us to meaningfully move from points A to B in our lives or allow us to endure, learn and grow. We may prefer understandings that limit our development so we don’t have to change. Our stories may emphasize blame and victimization that pin us to the past. Gayle Haggard could have blamed her husband for ruining their marriage and her life. I’m sure she felt this way, at times. But, she concluded that [divorcing](https://www.psychologytoday.com/us/basics/divorce) was not the story that she wanted to tell. *It doesn’t matter if she was right or wrong, or if you or I would do the same. What matters is that she is expressing a personal point of view that at the end of the day is the story that Gayle Haggard wants to tell.*Only she will know down the road what this chapter means to the rest of her life. She is the one who will have to make sense of the decisions that she’s made with regard to her personal story.

**The Personal Story Approach To Change**

There are two schools of thoughts in therapy about the way to bring about change. We can change our behavior, or we can change our dialogue. The personal story approach emphasizes the latter. Here, people learn how to reflect upon and organize their thoughts and feelings into a meaningful dialogue about their lives and the things that happen to them (good or bad).

How do you know if *your* meanings are more right than wrong? If it is really **right** (for you), you will feel freer and ready to move forward with your decision and life. The meanings will highlight needs and desires that fit the life you’ve lived thus far. You will feel a certainty in heart, mind and spirit that minimizes your doubt.

As you can imagine, this activity isn’t easy. You have to deeply immerse yourself in honest and sometimes very painful reflections to make sense of difficult times. We are not just looking to turn lemons into lemonade by ignoring negatives or putting a positive spin on things. Quite the contrary! The reflective process asks “**Who am I going to be in this story? What do I really believe, and what do I really value, and what’s worth fighting for, for me?”** You have to:

**First**, consider your TRUE thoughts and feelings, even the ones that you may be trying to avoid or deny. I’m sure Gayle Haggard had feelings of betrayal, [fear](https://www.psychologytoday.com/us/basics/fear) and doubt. She may have wondered why she didn’t know this part of her husband. Or, she realized that she always knew this about him, but chose to look the other way. Whatever she found, she had to face her inner world squarely to make her decisions.

**Second**, understanding and meaning shows you the role that best serves the aims, goals, and purpose of your whole life. “Who are you?” is the question here. I don’t know the details of Gayle Haggard’s thought process. But, I can imagine it went something like this: What matters most to me now? Is it my hurt and disillusionment with my husband or the principles on which I have based my life? It seems by her story that Gayle Haggard is fighting more for her principles than even her marriage. This is how she understands and gives meaning to this hard time in her life.

**Third**, get back in touch with the stories inside of you that perhaps you have forgotten, missed or lost. These stories often contain aspects of your [personality](https://www.psychologytoday.com/us/basics/personality) that you can use to start a new chapter in your life. A patient of mine was diagnosed with a life-threatening illness that required him to have a stem cell transplant. This led to him being wrongfully terminated from his job, just at the time when he needed support. He was a very successful businessman, pulling down six figures a year. He had to reach deep inside of himself to decide his story.

He re-discovered the teacher in himself. He never really thought about himself in this way. But, in his teenage years, my patient started to care for others when he lost his father. He took on caring for his mother and siblings. He helped to support them financially and taught them how to get their needs met in America. Reflecting on his life as a whole, his role as a teacher re-emerged into his awareness. He began to work for a non-profit agency that found donor matches for people who needed stem cell transplants. And, of course, with his business savvy, you better believe, he helped this agency grow to a newer, more prosperous level!

I’ve said many times to my patients over the years,

**“Is this how you will *story* this part of your life experience?**

**What story could you tell so you can carve out the next chapter of your life?”**

For admissions, recruiting, applying for a program you’re probably going to be asked to present WHO you are to others. So…

Identity Prompt 3: State **values** you hold as a student/pre-professional and explain **where/when** (not FROM WHOM) you learned OR applied them

Some ideas for **Why (values**): <https://simplicable.com/talent/personal-why>

Some ideas for **When (experience)**: <https://simplicable.com/talent/life-experience>

**The Bottom Line:**

The college admissions essay is like a job application: the people reading your application are thinking, “what can *you* do **for *us***?” You’ve got one shot to make them think—*we NEED to get this one!*

What applicants do **WRONG**:

* Write the essay like a **love letter**: “How do I love thee, [school]? Let me count the ways”—if you have a line like “I have dreamed of being a [school mascot] since I was a child” you are guilty! Start OVER—why should they love *YOU*?!? They *know* you love them—why should they text you after this date?
* **Hype your family** instead of yourself. MODEST PEOPLE ARE PRONE TO THIS! I’m going to give it to you straight: Schools do not care about the sacrifices your family made, the hard work your parents do or tough times in the past. Prove that YOU do something different, better, more than other applicants because of their influence. Otherwise, just let Mom apply!
* Describe yourself as a **resume**—list off the “headlines” of your life (won best X award, was elected Y, volunteered at Z) instead of offering a glimpse of you LIVING your life. Talking about what a typical day corralling your siblings, spending time on things that interest you, keeping in touch with friends, getting your school work done, etc tells them more about who you are and what you care about than titles!
* Perform a **tragedy**: Your “compelling story” isn’t the trauma/pain you’ve suffered. It’s what you can do NOW, know NOW, focus on NOW that they care about. They don’t offer admission to someone because they feel bad about what the person suffered—they offer admission because they think the person was made strong(er), more aware, wise, skilled, focused…from suffering or from NOT suffering, than other candidates.

Check out my *If/Then Guide to Writing the College Admissions Essay* on the website for help that is specific to what might be hard for you.

September 20

**Silent Reflection:** Think back to Adichie’s *Danger of a Single Story;* try to remember Khoshaba’s *How We* Story *Our Life Experience Matters.*

Adichie wants us to see how a single story can be dehumanizing. Khoshaba wants us to see that telling our OWN story is powerful.

Now answer these questions in your head:

Which kinds of/groups of people living *in the US* do you know more than “one story” about? How did you learn their stories?

Which colors? Cultures? Jobs? Religious beliefs? Ages? Relationships? Disabilities? Family situations?

Who haven’t you learned more than one story about/whose identities do you think of as categories rather than people with stories that help them live the life they want?

**10 minutes:** Walk around the room and look at the books, posters and other resources. Is there something you see that you can learn from? We’ll have regular time in class for you to explore what you’re interested in.

**Work Time**

Identity assignments [1](#ID1), [2](#ID2), [3](#ID3) or [admissions essay](#altsum1)

Naviance—

Career Interest Profiler (required)

Explore Careers, Personality, College Match (optional)

List colleges interested in/applying to, request transcripts (optional)

September 21

If someone asked you today what you’ve learned so far in this class, I hope you’d say

Info about FAFSA, loans, college credit, admissions and Naviance requirements

--which is **CCRS**.

For **Ethnic Studies**, I hope you’d say you’re working on how to think about identity *differently*.

For this class…

**I****dentity** is the story we tell about ourselves to live the life we want, …so this means…

identity is made up of one’s values (WHY), actions (HOW) and dreams (WHAT).

And so this means…

Every **individual’s** identity is their personal WHYs, HOWs, WHATs—their lived experience as *their* stories,

*not* preset categories.

Which leads us to…

A **group’s** identity is values (WHYs), actions (HOWs) and dreams (WHATs) that make up ***shared*** stories.

Groups are individuals who show each other [**share**] that their identities match,

So…

they connect people who believe, act and hope in similar [**shared**] ways.

Groups’ identities are *not* preset categories, either.

Learning something you didn’t know can be hard, right?

*Changing* something you knew—relearning something—is much harder.

What I hope you’d say about Ethnic Studies so far is

you’re working on relearning what **identity** means for individuals and for groups.

This leads me to the next learning (or relearning):

What will be our shared story?

Independent Read & Reflect: [2023 Tribal Canoe Journey](https://www.youtube.com/watch?v=3J0Q1VZ-23M)

**Table Talk on** [Pull with Pride and Purpose](https://www.dshs.wa.gov/sites/default/files/ESA/dcs/documents/Tribal/2016Tribal%20Journeys%20Handbook.pdf) (Intertribal Canoe Society and AFSC)

Complete Online Survey: <https://forms.gle/N9qtsKE6fUMSibbz7> THIS WEEK

September 22

Fall Begins (and Summer Ends ☹) Today

Independent Read & Reflect: [College Podcast 4](https://www.everettsd.org/Page/3080)

**Explore Time**—see something you like on the tables?...on the shelves?...on the walls?

Complete Online Survey: <https://forms.gle/N9qtsKE6fUMSibbz7>

Identity Assignment 3: continue/complete/submit to Canvas or [jbaker@everettsd.org](mailto:jbaker@everettsd.org)

Naviance—

Career Interest Profiler (required)

Explore Careers, Personality, College Match (optional)

List colleges interested in/applying to, request transcripts (optional)

September 25

**Baker**: present the proposed Syllabus (view on Canvas and on Website) for your review

Charter=Constitution; teaming is a skillset that will be useful for job/intern interviews!



**Mission and objectives:** What **skills, experiences, info are students and teacher seeking to learn/do**? (Anything to ADD, CHANGE, DELETE from Syllabus?)

**Roles and responsibilities:** What are the **duties, powers and rights** of every student, teacher, guest during this class? What are their limits?

**Budget and resources:** What **room set ups**, **materials, supplies, digital programs, other sources** must be available?

**Work processes:** What are the HOWS for learning, experiencing and sharing with 1) large groups/class, 2) small groups/partners and 3) solo? What ways are not OK? [Anything to ADD, CHANGE, DELETE about videos, readings, lectures, silent reflections, paddle QnA, group meet ups, table talk, table journals, exploration time, work time in class, solo/collab projects, chat/oral discussions, etc]

**Performance assessment:** How do students and teacher **get and give input on grades** for learning, experiences and skills? What is not allowed to affect student and teacher grading? (Anything to ADD, CHANGE, DELETE from Syllabus?)

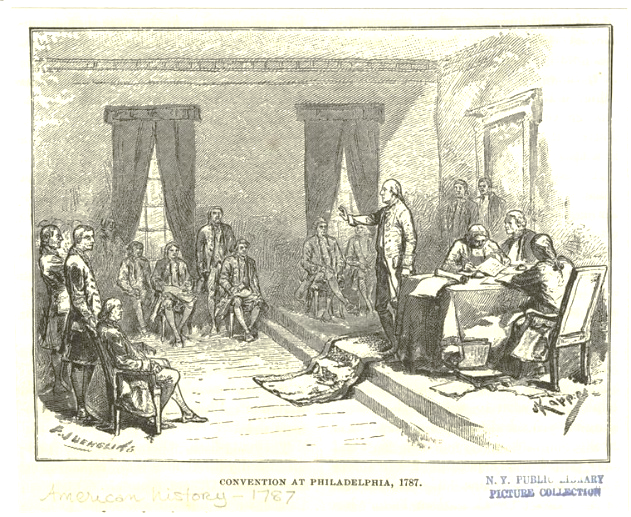
**Communication norms:** What is OK when students and teacher **interact, speak, listen, write and read to each** other in this class? What is not allowed?

**Rules and conflict resolution:** What if a student or the teacher **violates** the “rules?” How does someone “**call it out**?” What happens to make things right again?

**Signatures:** What is the process for everyone in this class to **participate in creating, adopting and implementing** the “rules?”

September 26

[*Convention at Philadelphia, 1787* (engraving) by Frederick Juengling and Alfred Kappes (1881)](https://digitalcollections.nypl.org/items/510d47e0-f646-a3d9-e040-e00a18064a99)



**Class Meeting**

* Review Survey results
* Match up data to the relevant parts of a charter
* **Inquiry:** What will be the process for everyone in this class to **participate in creating, adopting and implementing** the “rules?”



[*The Signing of the United States Constitution* (painting) by Louis S. Glanzman (1987)](https://teachingamericanhistory.org/resource/convention/glanzman/)

October 2

Independent Read & Reflect: How did the colonists decide the first and then the revised, final “charter” of the US?

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

What was the final result of the convention?

US Constitution’s “charter”--<https://www.archives.gov/founding-docs/constitution/what-does-it-say>; <https://www.dummies.com/article/academics-the-arts/political-science/the-7-articles-of-the-us-constitution-149118/>

With the infamous Art 1, Sec 9 “compromise” about the international slave trade:

The Migration or Importation of **such Persons** as any of the States now existing shall think proper to admit, shall not be prohibited by the Congress prior to the Year 1808, but a tax or duty may be imposed on such Importation, not exceeding ten dollars for each Person.

And about “counting” enslaved people to up a state’s representatives, even though they were given no rights—Article 2, Section 3

Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of **free Persons**, including those bound to Service for a Term of Years, and excluding **Indians** not taxed, **three fifths** of all other Persons.

October 3

The US *Constitution* lays out its mission (its **purpose**) in the Preamble:

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

In the Preamble, the phrase “In Order to form a more perfect Union” was used to strengthen the idea that the American colonies were now going to be united as one government; did you know that an early draft of the Constitution read, “We the People of the states of Virginia, New Hampshire, etc?” Eventually the Drafters changed this language to again reflect that idea that the new government was one government, not 13.

Other principles expressed by the Preamble included the idea of “Establishing Justice” as a way to ensure that the government would treat its citizens fairly, and to avoid the unfair conditions created by the King of England prior to the War of Independence. “Domestic Tranquility” referred to the new government’s commitment to keep peace within the country’s borders.

The phrase “Provide for the Common Defense” was meant to help the states feel safe from the threat of foreign nations, such as Great Britain and Spain, who felt that they had a claim to American territory.

“Promote the general Welfare” was meant to ensure that the Federal Government would help take care of the citizens’ well-being. Finally, “Secure the Blessings of Liberty” was a promise to promote a free and fair system of government that would protect citizens’ freedoms, especially those laid out in *The Declaration of Independence*.

**Table Talk:** Use your Table Journals to take a stab at defining 6? purposes the “rules” for this class are aiming to achieve. You can use my syllabus, the data from the surveys and your own ideas.

October 4

There’s more than a single story about the US *Constitution*. Let’s take Adichie’s advice and see what we learn if we start before—*way* before—colonial settlers.

Independent Read & Reflect: The 1142 Iroquois Nations [*Gayanashagowa* [Great Law of Peace]](https://www.pbs.org/native-america/blogs/native-voices/how-the-iroquois-great-law-of-peace-shaped-us-democracy/)

Text

Description automatically generated with medium confidence

Other GREAT sources on the history, symbols, etc of this document:

* <https://www.history.com/news/iroquois-confederacy-hiawatha-peacemaker-great-law-of-peace>
* [*Haudenosaunee Guide*](https://americanindian.si.edu/sites/1/files/pdf/education/HaudenosauneeGuide.pdf)

**Table Talk:** What surprised, impressed or confused you in/about the [Excerpts from *Gayanashagowa*](http://ushistoryatlas.com/era1/USHAcom_PS_U01_iroquois_R2.pdf)? What do you notice about the choices they made to “charter” how they work together—similar and different from choices made by the Constitutional Convention of 1787?

October 5

Marshawn Lynch [SuperBowl Media Day 2015](https://www.youtube.com/watch?v=G1kvwXsZtU8)

**Table Talk:** What do you know/can you share with others about the WHEN, WHERE, WHO, WHATs, HOWs and WHYs of this real life situation?

[Mediaite](https://www.mediaite.com/sports/im-just-here-so-i-dont-get-fined-marshawn-lynch-reveals-the-backstory-behind-one-of-the-most-infamous-pressers-in-sports-history/) article on Lynch’s explanation

**Discussion**: Who makes school rules?

Public School Review’s [article](https://www.publicschoolreview.com/blog/who-oversees-public-schools).

**Discussion**: Who makes *student* rules?

**Table Talk:** What do you know/can you share with others about the WHEN, WHERE, WHO, WHATs, HOWs and WHYs of the real life situation in this classroom?

October 6

Happy Homecoming!!!!

**Class Meeting**

You and I have 30 weeks left in this class together. We have 4 until midterm.

Meet up with your “group” (whomever that is) and work together to name at least 1 topic/person/event/idea you WANT to learn about in the next month:

for **Civics** (US government, political system, laws, history)

for **Ethnic Studies** (what isn’t taught/accurately about groups living in the US)

for **High School and Beyond** (your PERSONAL goals, worries, needs for next step)

Use the sheets of paper to record your 3 (or more!) WANT TO LEARNs.

October 9

Indigenous Peoples Day (UW’s [info](https://thewholeu.uw.edu/2023/10/03/honor-indigenous-peoples-day/))

To celebrate this day, let us learn about *Hokule’a*([Polynesian Voyaging Society](https://www.youtube.com/watch?v=bFrrY3B_9R4)) and its current work.

October 10

What is the **one story** you know/were taught about WHY Europeans were successful at invading and colonizing “the New World” (the Americas and Pacific lands)?

[*He Wa`a, He Honua – The Earth is Our Canoe*](https://www.youtube.com/watch?v=E8dZnyxdgFw&list=PLAhTtWWA68ZSpRSolNJ9dCdV339hnwDsm&index=2)

**Discussion/Reflection:** What revisions/additions/deletions does this documentary make to your “one story” of indigenous Hawai’ians?

October 11

The info sheet on the **graded** Summative Assessment #1 below is on my website and on Canvas.

**Table Talk:** What questions do you have about what you have to do, do well, etc for this? RECORD ANSWERS/IDEAS so you don’t forget!

**Summative Assessment #1:** **Personal Identity**

**Identity** is the story we tell about ourselves to live the life we want,…so this means…identity is made up of one’s values (WHY), actions (HOW) and dreams (WHAT). And so this means…Every **individual’s** identity is their personal WHYs, HOWs, WHATs—their lived experience as *their* stories, *not* preset categories. Which leads us to…A **group’s** identity is values (WHYs), actions (HOWs) and dreams (WHATs) that make up ***shared*** stories. Groups are individuals who show each other [**share**] that their identities match. So…they connect people who believe, act and hope in similar [**shared**] ways.

**To show how you have thought—and re-learned!—about this class’ different definition of identity, submit one of the following:**

**Me, by Me (Summative Assessment #1)**

Create a multi-stage, multimedia introduction of your academic/pre-professional identity using Adobe Express (or alternate platform), responding to 3 prompts:

Prompt 1: Create a visual representation (may include words, can be drawn, photo, video, meme, etc) of **THE STORY of your “school” self currently**—for viewing by your peers/teachers.

Prompt 2: State your **post-high school “next step”** (apprenticeship? Military? Community college? University? Gap year?...etc)

Prompt 3: State **values** you hold as a student/pre-professional and explain **where/when** (not FROM WHOM) you learned OR applied them.

Some ideas for **Why (values**): <https://simplicable.com/talent/personal-why>

Some ideas for **When (experience)**: <https://simplicable.com/talent/life-experience>

OR

**Identity Essay/Presentation (Alternate Assessment #1)**

Draft a maximum 650 word essay/2 minute presentation (or format of your choice) explaining “I bring **?** contributions (not already sufficiently available) to **?** college/org by using **?** experience/knowledge in **?** way.” *Only essays submitted by the feedback deadline will receive “admissions” comments.*

What contribution do *you* bring (what value to OTHER STUDENTS is there in your skills, resources, experience, viewpoint, knowledge?)…that the school or program can’t get easily or don’t already have? *NOT* what category you fill, but what extra knowledge/ skills/ experience/ involvement/ access you bring. NOT WHAT DEMOGRAPHIC CATEGORY (Culture, Race, Ethnicity, Age, Gender, etc) YOU ARE!!

Summative Grading

**4+** This work demonstrates end-of-year COLLEGE LEVEL targets for skills and knowledge.

**4** This work meets end-of-year HIGH SCHOOL/current quarter COLLEGE LEVEL targets.

**3** This work demonstrates current quarter HIGH SCHOOL LEVEL skills and knowledge.

**2** This work attempts targeted HIGH SCHOOL LEVEL skills and knowledge.

**1** This work is an incomplete attempt (some requirements missing).

**MI** No submission received.

Skills and Knowledge Targets

Everett Community College **Core** Learning Outcomes

|  |
| --- |
| Engage and take responsibility as active learners |
| Think critically |
| Communicate effectively |
| Participate in diverse environments |
| Utilize information literacy skills |
| Demonstrate computer and technology proficiency |

Everett Community College **Humanities** Outcomes

|  |
| --- |
| Ask questions about the meaning and value of human life and experience. |
| Provide examples of how culture, history, and memories are passed on from generation to generation. |
| Articulate a deepened understanding of oneself and one’s place in the world. |

High School **Social Studies** Learning Outcomes

|  |
| --- |
| Assess options for individual and collective action to address local, regional, or global problems by engaging in self reflection, strategy identification, and complex causal reasoning. |
| Evaluate the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. |
| Analyze interactions and conflicts between various cultures in the United States. |
| Assess the social, economic, and political factors affecting cultural interactions. |

October 16

**Table Talk**: What ways would work best for you/your group to find info AND record it for use again and again throughout this class? (the journal is a hard copy option; others?)

Today you’ll be investigating:

* What is the **outline**/layout of the parts of the “supreme law of the land?”
* How can you **summarize** what each part says for use in the future?

If online is better for you, consider… a shared file on Google Drive.

Google Docs, Slides, etc **automatically save as you work.** You can easily name your files and search for them in your Drive. AND you can share them with others.

I find setting up a FOLDER to store all my class files is best for me. Here’s how to do it:

Open **Chrome**.

Look for the Google Apps in the top right corner:

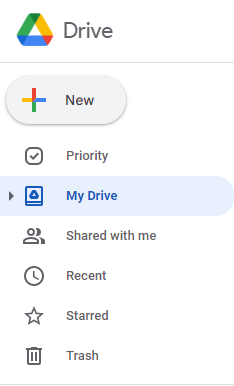
Graphical user interface

Description automatically generated with medium confidence

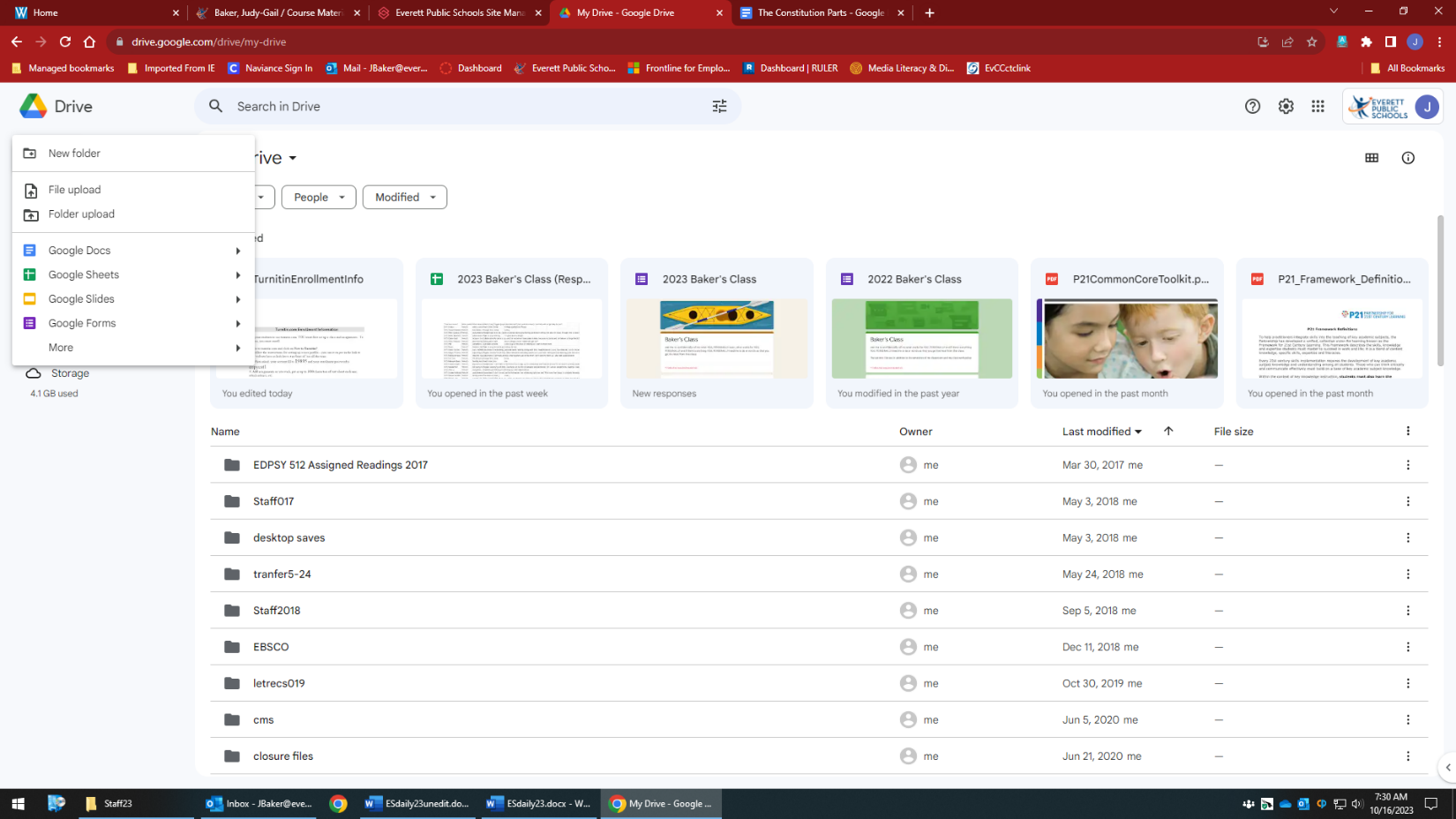
Find and click on the DRIVE icon



To make a NEW FOLDER, click on NEW on the top left corner.

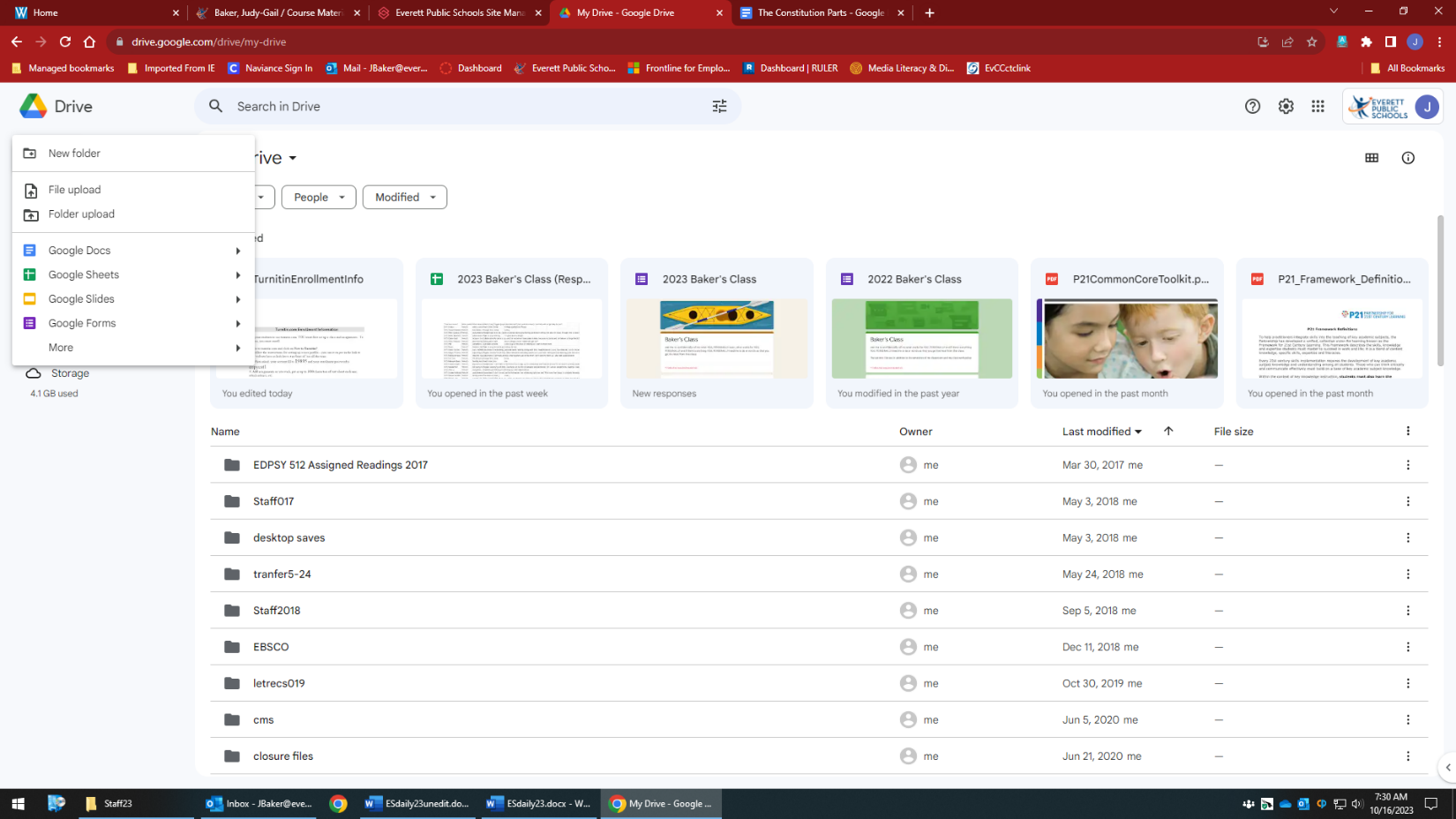


Choose New Folder



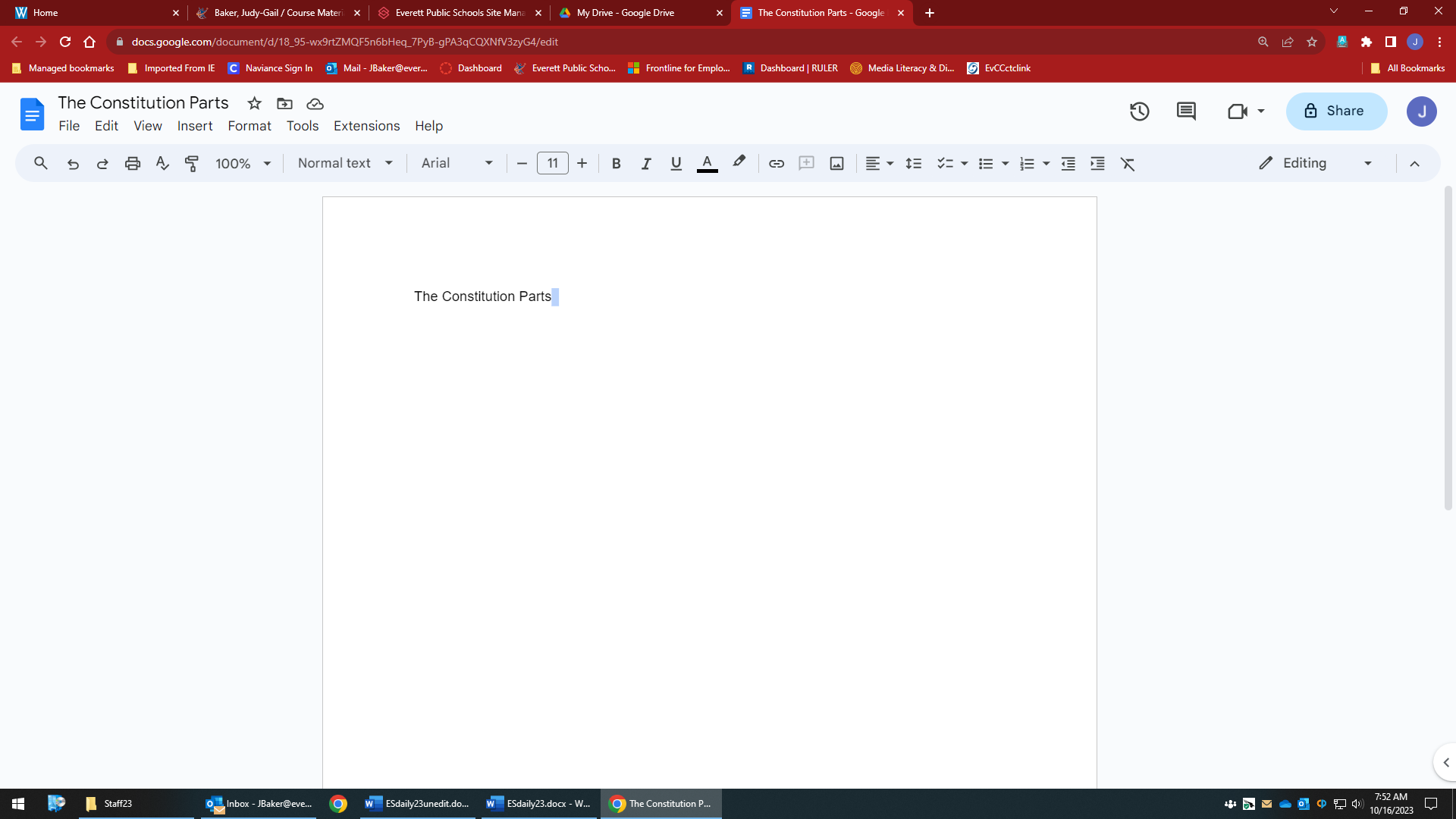
Name your folder something useful (“Ethnic Studies” or “1st Period”).

Open that folder and create a NEW FILE for this assignment

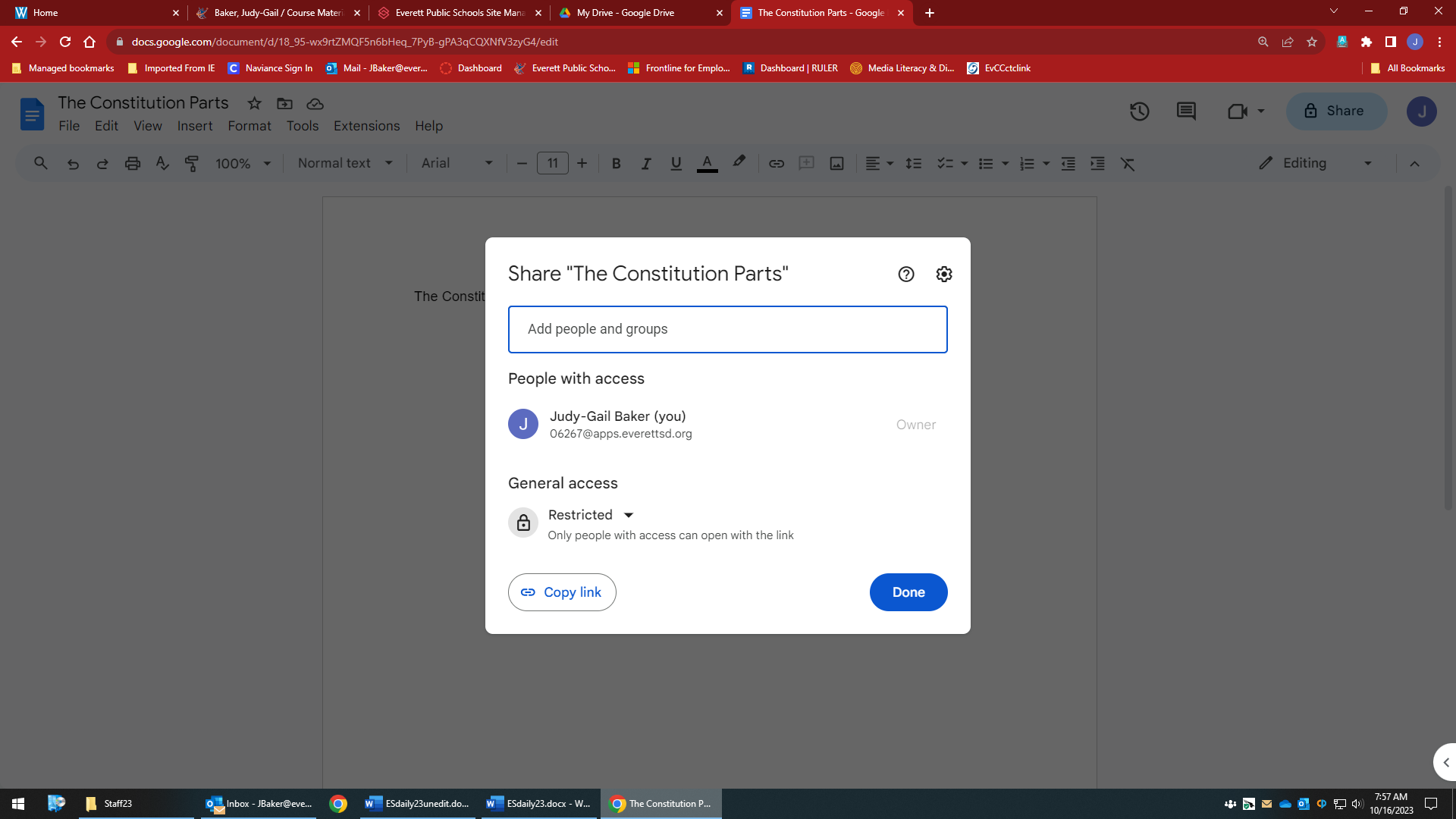


Name it something useful (“Constitution Parts”).

Next, SHARE it. Click on the SHARE button:



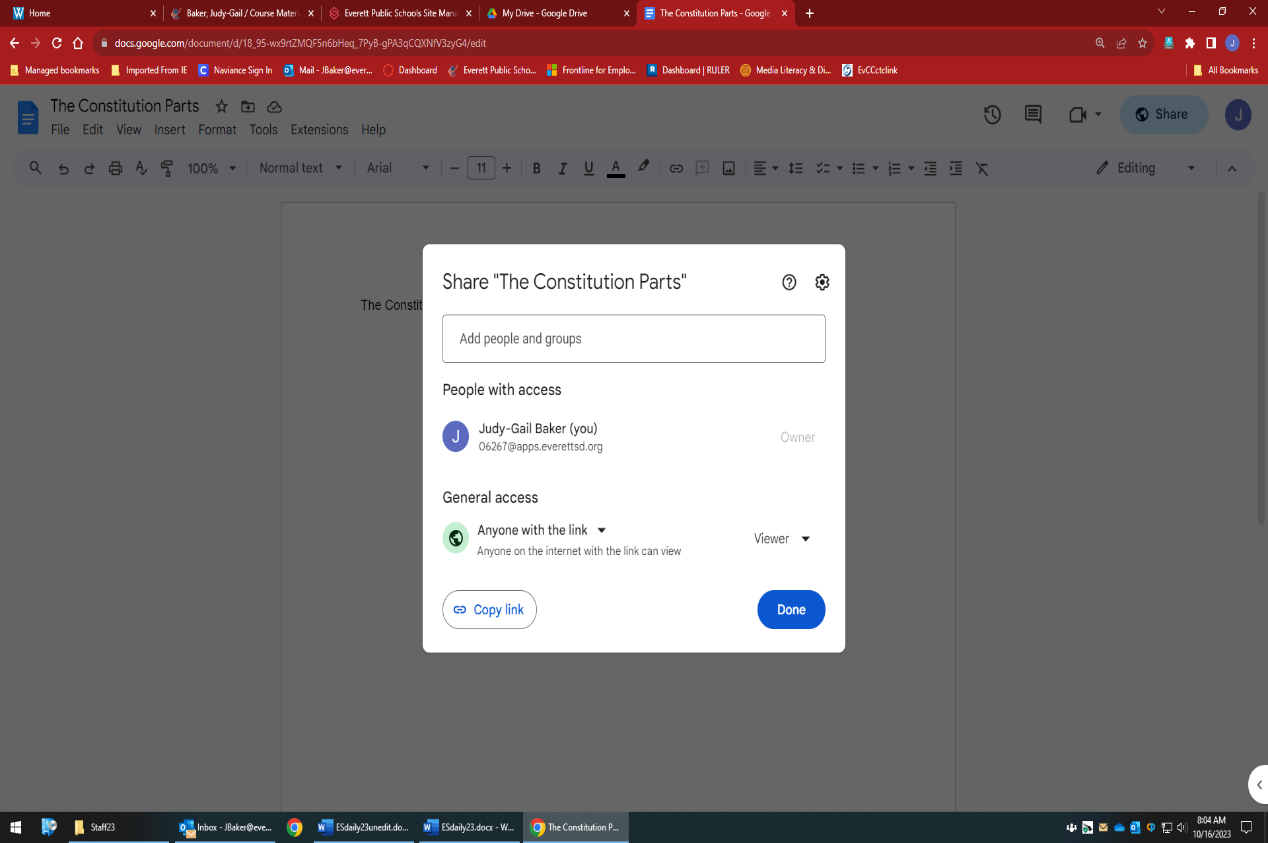
Then set up the WHOs and HOWs for co-owning the file:



Add people’s emails here.

Click DONE

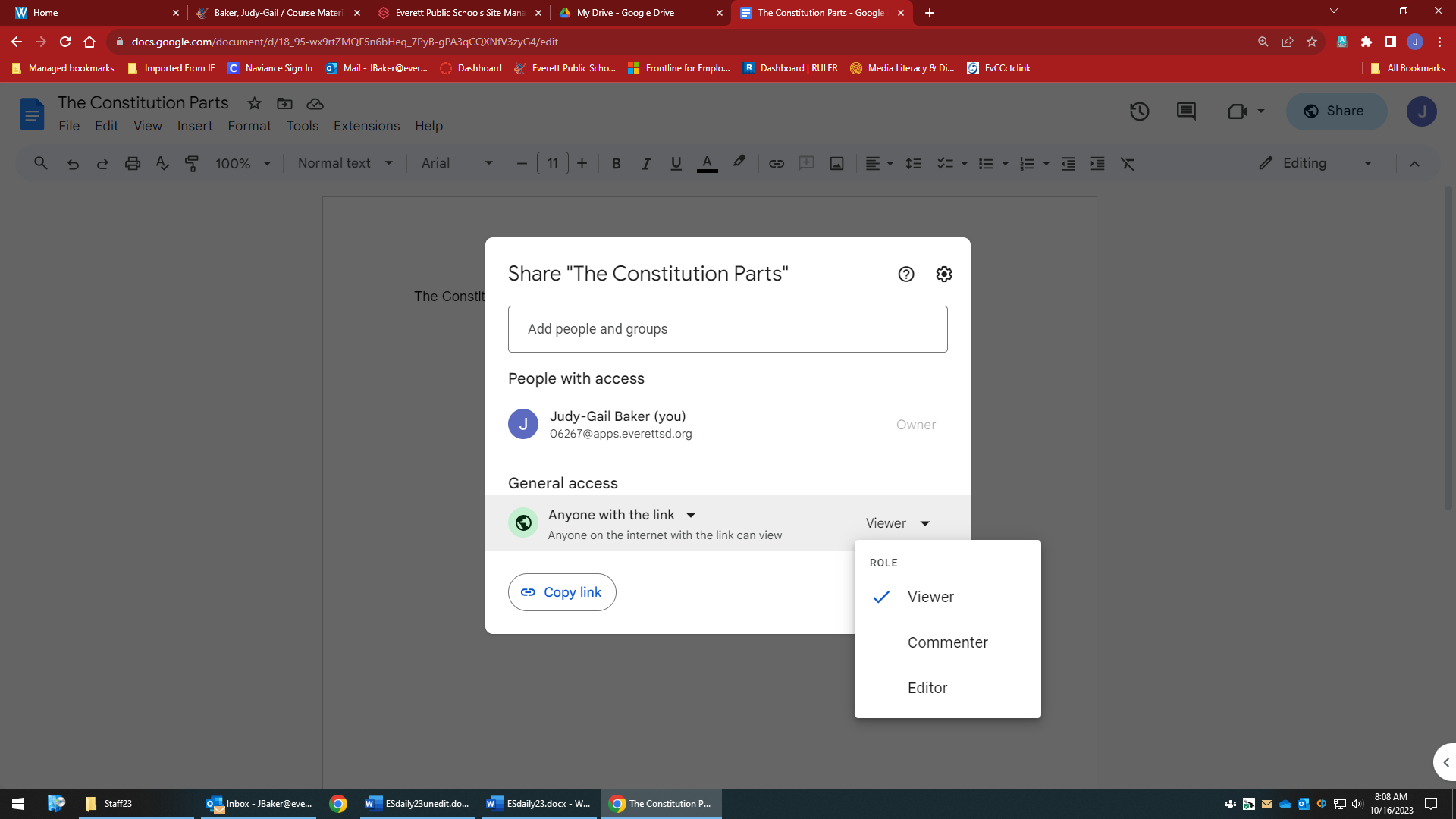
OR, if you want to only let others view your file:



DON’T put emails

Select THIS instead

Choose HOW others can use the file:



Today you’ll be investigating and recording your answers to use again:

What is the **outline**/layout of the parts of the “supreme law of the land?”

How can you **summarize** what each part says for use in the future?

October 17

**Articles** set out how the government would run itself.

Constitutional **Amendments** 1-10 (1789) and 13 (1865) and 14 (1868) added guarantees of *individual* rights as limits on government power. Other amendments change the rules in the original articles.

Questions about what any part of the *Constitution* says/means?

**Inquiry**: With your large table, use the paper to make 2 lists:

1. What do you already know about ways US governments name, label, describe, categorize groups of people?
2. What do you want to know (more) about ways US governments name, label, describe, categorize groups of people?

To connect identity with government, we look specifically at:

**Article VI (6) of the US Constitution**

This Constitution, and the Laws of the United States which shall be made in Pursuance thereof; and all Treaties made, or which shall be made, under the Authority of the United States, shall be the supreme Law of the Land; and the Judges in every State shall be bound thereby, any Thing in the Constitution or Laws of any State to the Contrary notwithstanding.

The Senators and Representatives before mentioned, and the Members of the several State Legislatures, and all executive and judicial Officers, both of the United States and of the several States, shall be bound by Oath or Affirmation, to support this Constitution; but no religious Test shall ever be required as a Qualification to any Office or public Trust under the United States.

**Discussion: Why do I bring Article 6 up after you worked on naming what you know and want to know about governments categorizing people?**

October 18

Open up your notes on the *Constitution* and on Article 6 from yesterday—there’s going to be A LOT to add today!!

We looked at Article 6 of the *Constitution*, which outlawed using religion to decide who can hold office or a job in the government or to decide who gets benefits from the government of any kind.

I asked you then to think about WHY we would look at Article 6 right after we talked about governments categorizing people into groups/types and after our class [defined identity](#identitydef) as a person’s chosen story rather than a category others put them in.

Keep that same question in mind as we look at the language of 2 other parts:

**Amendment 1 of the Constitution—**which colonies-becoming-[states demanded be added before they would all sign on to the *Constitution* Articles in 1790](https://www.whitehouse.gov/about-the-white-house/our-government/the-constitution/):

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

and

**Amendment 14 of the Constitution—**[added after the Confederacy lost the Civil War to give former slaves full citizenship](https://www.studentsofhistory.com/the-reconstruction-amendments) in the South as well as the North:

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.



Nearly 100 years later, when the *Civil Rights Act* was passed in 1964—you know, what Dr. Martin Luther King, Jr. and other Civil Rights activists protested for—the federal government created a set of laws that combines the

* “no religious ***test***…as a qualification to any office or public trust” in Article 6

with the

* ***freedoms*** listed in Amendment 1

and the

* “***equal protection*** of…privileges, immunities..., life, liberty and property” in Amendment 14

to create a new set of federal laws called [Title VI](https://www.justice.gov/crt/fcs/TitleVI#:~:text=VI%20LEP%20Materials-,Overview%20of% 20Title%20VI,activities%20receiving%20federal%20financial%20assistance.) (6), which make sure that

State and federal governments shall

no longer ***DISCRIMINATE*** against groups of people…

because Article 6, Amendment 1 and Amendment 14 of the *Constitution* outlaw this.

So, what does this look like?

**Summary:**

**Article 6 and Amendment 1** define what governments can **NOT** stop groups of **citizens** and **non-citizens** from *doing*:

* believing and worshiping as they choose (**religion**);
* communicating their opinions and views (**speech**);
* asking questions, observing and reporting on what they interpret (**press**);
* organizing (**assembly**) and
* protesting/complaining (**petition**).

**Amendment 14** defines who is a **citizen** of the US and **resident** of a state and forbids treating **citizens** and **non-citizens** differently in laws or in enforcing laws. It also forbids using policing power against **citizens** and **non-citizens** without respecting their rights (for a warrant, to have a trial, etc).

**Title 6** admits that governments had NOT been following the *Constitution*, then names **specific kinds of people** who were treated differently and outlaws anyone and anything in the federal government from doing it anymore.

Who do you think are the kinds of people Title 6 named?

Ready to see if you’re right?...

Add these to your notes on the *Constitution* or start a new document to take notes so you can use this information later!

The official [categories of identity](https://www.fns.usda.gov/civil-rights/usda-nondiscrimination-statement-other-fns-programs) covered by Title 6 as they get included in specific laws at the federal and state level—

**Federal code for government services/support:**

In accordance with federal civil rights law rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English and for Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language).

[**State**](https://apps.leg.wa.gov/rcw/default.aspx?cite=49.60.222) **of Washington** [code](https://mrsc.org/Home/Stay-Informed/MRSC-Insight/June-2020/New-Legislation-Expands-WLAD.aspx) for businesses:

The Washington Law Against Discrimination (WLAD), [Chapter 49.60 RCW](https://app.leg.wa.gov/RCW/default.aspx?cite=49.60), currently prohibits discrimination in the context of credit, public accommodation, real estate, and employment on the basis of race, creed or religion, color, national origin, families with children, sex, marital status, sexual orientation, age, military status, or the presence of disability. In addition, racial discrimination on the basis of hair and discrimination on the basis of citizenship status is prohibited.

Anything surprise or confuse you about the WHOs and HOWs of Title 6?

Tomorrow you get to talk about what’s missing about WHO and HOW.

October 19

**Silent Check your notes/memory:** Who are the kinds of people **Title 6** says have suffered discrimination that must stop? (Who *CAN’T* be treated differently anymore?)

These groups/categories are called in law, “**protected classe****s**.” Today, you’re going to collaborate to assess and evaluate who is and isn’t included.

**To receive credit for today’s work**: Share your notes with [jbaker@everettsd.org](mailto:jbaker@everettsd.org) [using GoogleDrive](#googledriveinst) or email or turn in your Table Journal with your written responses.

**Ten Minute Table Talks:** discuss with tablemates/partners and record your answers in your Table Journal or shared online notes:

1. For FEDERAL protected classes, **what acts of discrimination do you KNOW happened before Title 6**? [Give examples of **unequal treatment** that *used to* happen. Ex: denying children of color access to equal education]

In accordance with federal civil rights law rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English and for Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language).

1. **What kinds of/groups of people** do you see missing from the Washington protected classes **who** you think ***should ALSO* be included?**

The Washington Law Against Discrimination (WLAD), [Chapter 49.60 RCW](https://app.leg.wa.gov/RCW/default.aspx?cite=49.60), currently prohibits discrimination in the context of credit, public accommodation, real estate, and employment on the basis of race, creed or religion, color, national origin, families with children, sex, marital status, sexual orientation, age, military status, or the presence of disability. In addition, racial discrimination on the basis of hair and discrimination on the basis of citizenship status is prohibited.

1. **What acts of discrimination/unequal treatment** do you know **are *still* happening** (even though it’s illegal)? To Whom, By Whom, Where/When, How?

Share your notes with [jbaker@everettsd.org](mailto:jbaker@everettsd.org) or turn in your Table Journal for credit.

October 20

This class defines personal [identity](#identitydef) as

the story we tell about ourselves to live the life we want,…so this means…identity is made up of one’s values (WHY), actions (HOW) and dreams (WHAT). And so this means…Every **individual’s** identity is their personal WHYs, HOWs, WHATs—their lived experience as *their* stories, *not* preset categories

and group [identity](#identitydef) as

A **group’s** identity is values (WHYs), actions (HOWs) and dreams (WHATs) that make up ***shared*** stories. Groups are individuals who show each other [**share**] that their identities match. So…groups connect people who believe, act and hope in similar [**shared**] ways.

We examined the rules in the [*Constitution* and federal law](#defprotectedclass) about how groups must be treated equally—which is Civics.

**Ethnic Studies** examines how groups respond to their treatment in the US. Scholars notice there is a pattern:

**Resistance -> Adaptation -> Recognition -> Evolution**

Today, listen/watch and reflect on a model of this pattern: the people who share the identity of LGBTQIA+

*Remembering Stonewall* ([CBS](https://www.youtube.com/watch?v=eJviA-bQaL0&t=1s)); *Stonewall Forever* ([Haber](https://www.youtube.com/watch?v=GjRv7dJTync&t=5s))

October 23

What year did the Supreme Court rule that it is unconstitutional for governments to illegalize sexuality?

2003 in the case *Lawrence versus Texas*.

You can read a well-written history of legal fight for LGBTQIA+ civil rights [here](https://www.aclu.org/other/history-sodomy-laws-and-strategy-led-todays-decision).

What is the outcome of the LGBTQIA+-identity groups’ activism? [*Everett Public Schools Board Policy 3213P*](https://go.boarddocs.com/wa/waesd/Board.nsf/Public)

What are the general rules about school bathroom access? [*Washington Administrative Code 246-366-040*](https://apps.leg.wa.gov/wac/default.aspx?cite=246-366&full=true#246-366-060)

What is the **due process** guaranteed to students who feel they are experiencing discrimination based on gender/sex? [*Everett Public Schools Board Policy 3210P*](https://go.boarddocs.com/wa/waesd/Board.nsf/Public)

**Table Talk:** What would an informal or formal complaint about discrimination in JHS bathroom access/supplies say?

* What is happening?
* How is it discriminatory (unequal treatment)?
* Who is affected by it?
* What harm/negative effect does it cause them?

October 24

It’s **ADHD Awareness Month** (so of course we’re giving the PSAT!!!!).

Inquiry: How could this class give YOU, PERSONALLY, the chance to practice proven [Pomodoro](https://todoist.com/productivity-methods/pomodoro-technique)/ [Executive Function Tips](https://www.youtube.com/watch?v=_tpB-B8BXk0) for Students?

What have data shown works to help cope with the pressures and tasks of being a student?



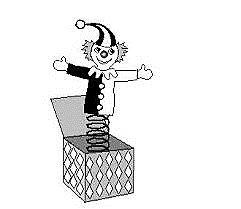
***Time Support***

How to avoid draining your cognitive tank (and then suffering while you try to perform on empty) by dealing with your to-do list in focused bursts of energy with built-in breaks to recharge!

**For Neurotypicals**: Your tank works like a physical body. The [Pomodoro Technique](https://todoist.com/productivity-methods/pomodoro-technique), created by a techie looking to get more done without doing more work says pace your studying, homework, writing, etc as 25 minutes of task work then 5 minutes of rest. Do this up to 4 times—then take a 10-15 minute snack/soothe break before you start the cycle again. Try this if you struggle with burn out or get less done because you’re always trying to do everything at once.



**For Exec Function Barriers:** Your tank doesn’t work like a car’s gas tank. It is more like a spring: you load it, it sproings, then you can load it again. So, it works best for you to choose a task for 10 minutes of focus then 3 minutes of rest, on repeat until you’re through with the task. When you are ½ way through the day/your work time, check to see if there’s any step you missed or other task to do. Use this if you struggle to make any progress on work when you sit down to try to do it.





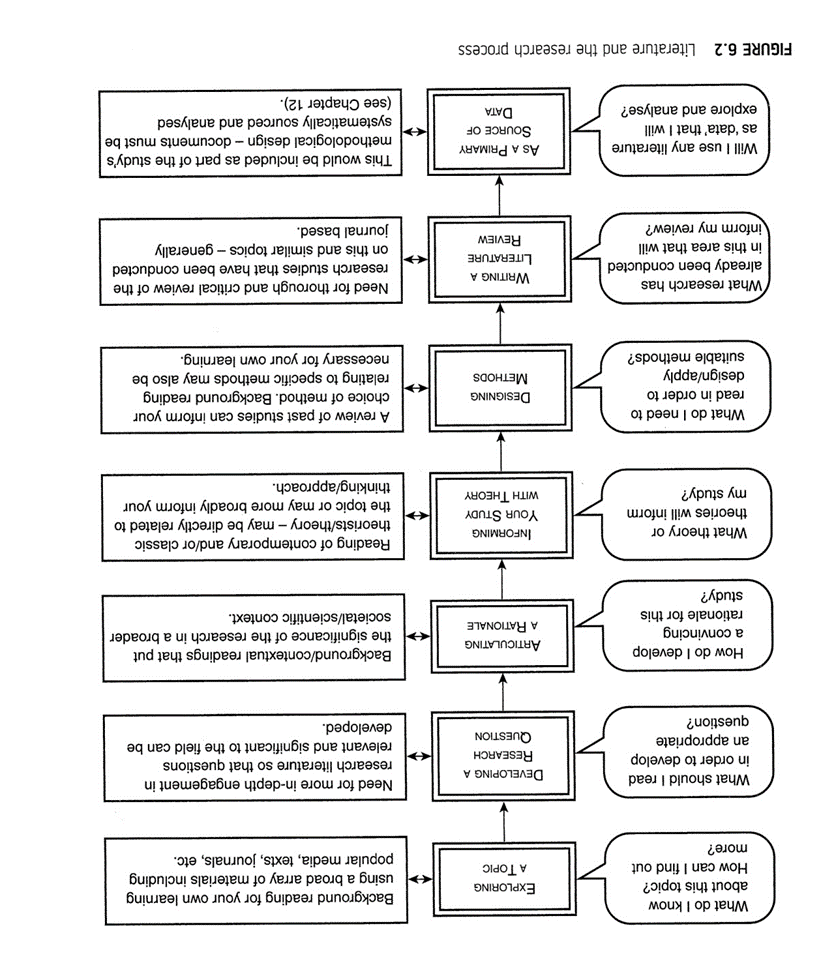
***Intention Support:***

How to direct your energy to what you want to get done (not get diverted)

**NT**: Prescreen your *to do* items to match them up to your 25 minute intervals. *ENFORCE* your breaks rather than letting a task go over (remember you can divide up parts of tasks to fit the time).



**EF**: Choose ONE task—the most important to do first—and *SEQUENCE* like a flowchartsteps from what I do first *(get out and open my computer)* to next *(open Canvas)* to next *(find assignment)* to next *(read instructions)* to next *(make a checklist)* to next *(do #1 on checklist)* in 10 minute intervals until that task is complete. Then choose your next task.





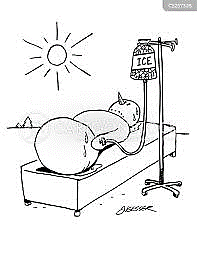
***Focus Support:***

How to keep up or get enough energy in your brain to get ‘er done

**NT**: Your brain operates like a body, right? Hours before test/work time carbo load for long lasting brain power. Right before starting, gum/candy for brain activation; during long sessions, cold water for brain alertness; physical movement during breaks for brain stamina.



**EF**: Your brain leaks energy, so you do best with a glucose drip—constant sips of lemonade, candy, etc—as your brain fuel line; your brain reacts to sensory input, so use personal comforts (blanket? window seat? white noise/playlist? Stim/fidget?) for insulation while working; having a separate, regular exercise routine helps clean out and strengthen your brain engine.





***Motivation Support:***

How to avoid getting sucked into the “have to do” void

NT: You can discipline your brain. Set a maximum time to work; rank to-dos by importance to deal with; tackle your tasks in intervals with breaks; and **stop** to reward yourself for the effort it took. (Rewards teach your brain to function more effectively!)



EF: You can coach your brain. **Say** what you’re doing/thinking **out loud** as you go; during work time, **stick** your task stuff—including snacks, comforts—right in front of your face (not somewhere you have to look away to get to: underneath your desk, in your bag, in the fridge, etc). Put *everything* else—other tabs, other tasks—out of sight. At each new step **say** you’ll do your goal **out loud**; reward yourself with something fun/soothing when you complete a task.



**Discussion:** How should class be set up/run to give you the chance to practice/ experiment to find what works for YOU, PERSONALLY?

**I can offer:**

Timers

Stim/fidgets

Journals (extra ones, for to dos, checklists)

Candy

Granola Bars

Blankets

Choice of seating

Bathroom access on demand

OK to bring drinks

OK to take breaks

OK to move around

OK to set personal study agenda in class

Assignment task list/rank/step sequencing help

Assignment check ins for progress, questions, help

**What do you want to try out in class?—**I’ll structure the time/activities to match!

October 26

[*Race: The Power of an Illusion*](https://www.racepowerofanillusion.org/)

October 27

**10 minutes:** Listen to me read an article aloud (hard copy on your table) and the question I am asking you to discuss today:

**Table Talk 1:** Ladd asks for your thoughts on his observations about how workplaces think of diversity and identity. **What do you KNOW about how certain traits or qualities of identity might be “useful,” “useless,” “restrictive” and/or “inclusive” when applied to people working together?**

**3 minutes break**

**10 minutes:** Discuss the question at your table/write your answer if you’re working alone.

The first visual he cites is here:

Diagram

Description automatically generated

From: Loden, Marilyn, and Judy Rosener. *Workforce America!* Business One, Irwin, 1991.

**3 minutes break**

**Table Talk 2:** Here is an employer training group’s visual for thinking about diversity in workplaces. **What traits would you replace, add or change so it includes the important PUBLIC parts of YOUR, PERSONAL** [**identity**](#identitydef) **(story)?**

![Chart, sunburst chart

Description automatically generated](data:image/jpeg;base64,/9j/4AAQSkZJRgABAQEAYABgAAD/4RDcRXhpZgAATU0AKgAAAAgABAE7AAIAAAAGAAAISodpAAQAAAABAAAIUJydAAEAAAAMAAAQyOocAAcAAAgMAAAAPgAAAAAc6gAAAAgAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAE93bmVyAAAFkAMAAgAAABQAABCekAQAAgAAABQAABCykpEAAgAAAAM3NwAAkpIAAgAAAAM3NwAA6hwABwAACAwAAAiSAAAAABzqAAAACAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAMjAxOTowODoxMiAwMDozMTozOQAyMDE5OjA4OjEyIDAwOjMxOjM5AAAATwB3AG4AZQByAAAA/+ELGGh0dHA6Ly9ucy5hZG9iZS5jb20veGFwLzEuMC8APD94cGFja2V0IGJlZ2luPSfvu78nIGlkPSdXNU0wTXBDZWhpSHpyZVN6TlRjemtjOWQnPz4NCjx4OnhtcG1ldGEgeG1sbnM6eD0iYWRvYmU6bnM6bWV0YS8iPjxyZGY6UkRGIHhtbG5zOnJkZj0iaHR0cDovL3d3dy53My5vcmcvMTk5OS8wMi8yMi1yZGYtc3ludGF4LW5zIyI+PHJkZjpEZXNjcmlwdGlvbiByZGY6YWJvdXQ9InV1aWQ6ZmFmNWJkZDUtYmEzZC0xMWRhLWFkMzEtZDMzZDc1MTgyZjFiIiB4bWxuczpkYz0iaHR0cDovL3B1cmwub3JnL2RjL2VsZW1lbnRzLzEuMS8iLz48cmRmOkRlc2NyaXB0aW9uIHJkZjphYm91dD0idXVpZDpmYWY1YmRkNS1iYTNkLTExZGEtYWQzMS1kMzNkNzUxODJmMWIiIHhtbG5zOnhtcD0iaHR0cDovL25zLmFkb2JlLmNvbS94YXAvMS4wLyI+PHhtcDpDcmVhdGVEYXRlPjIwMTktMDgtMTJUMDA6MzE6MzkuNzY3PC94bXA6Q3JlYXRlRGF0ZT48L3JkZjpEZXNjcmlwdGlvbj48cmRmOkRlc2NyaXB0aW9uIHJkZjphYm91dD0idXVpZDpmYWY1YmRkNS1iYTNkLTExZGEtYWQzMS1kMzNkNzUxODJmMWIiIHhtbG5zOmRjPSJodHRwOi8vcHVybC5vcmcvZGMvZWxlbWVudHMvMS4xLyI+PGRjOmNyZWF0b3I+PHJkZjpTZXEgeG1sbnM6cmRmPSJodHRwOi8vd3d3LnczLm9yZy8xOTk5LzAyLzIyLXJkZi1zeW50YXgtbnMjIj48cmRmOmxpPk93bmVyPC9yZGY6bGk+PC9yZGY6U2VxPg0KCQkJPC9kYzpjcmVhdG9yPjwvcmRmOkRlc2NyaXB0aW9uPjwvcmRmOlJERj48L3g6eG1wbWV0YT4NCiAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAKICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgIAogICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgCiAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAKICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgIAogICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgCiAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAKICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgIAogICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgCiAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAKICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgIAogICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgCiAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAKICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgIAogICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgCiAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAKICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgIAogICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgCiAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAKICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgIAogICAgICAgICAgICAgICAgICAgICAgICAgICAgPD94cGFja2V0IGVuZD0ndyc/Pv/bAEMABwUFBgUEBwYFBggHBwgKEQsKCQkKFQ8QDBEYFRoZGBUYFxseJyEbHSUdFxgiLiIlKCkrLCsaIC8zLyoyJyorKv/bAEMBBwgICgkKFAsLFCocGBwqKioqKioqKioqKioqKioqKioqKioqKioqKioqKioqKioqKioqKioqKioqKioqKioqKv/AABEIAo8CaAMBIgACEQEDEQH/xAAfAAABBQEBAQEBAQAAAAAAAAAAAQIDBAUGBwgJCgv/xAC1EAACAQMDAgQDBQUEBAAAAX0BAgMABBEFEiExQQYTUWEHInEUMoGRoQgjQrHBFVLR8CQzYnKCCQoWFxgZGiUmJygpKjQ1Njc4OTpDREVGR0hJSlNUVVZXWFlaY2RlZmdoaWpzdHV2d3h5eoOEhYaHiImKkpOUlZaXmJmaoqOkpaanqKmqsrO0tba3uLm6wsPExcbHyMnK0tPU1dbX2Nna4eLj5OXm5+jp6vHy8/T19vf4+fr/xAAfAQADAQEBAQEBAQEBAAAAAAAAAQIDBAUGBwgJCgv/xAC1EQACAQIEBAMEBwUEBAABAncAAQIDEQQFITEGEkFRB2FxEyIygQgUQpGhscEJIzNS8BVictEKFiQ04SXxFxgZGiYnKCkqNTY3ODk6Q0RFRkdISUpTVFVWV1hZWmNkZWZnaGlqc3R1dnd4eXqCg4SFhoeIiYqSk5SVlpeYmZqio6Slpqeoqaqys7S1tre4ubrCw8TFxsfIycrS09TV1tfY2dri4+Tl5ufo6ery8/T19vf4+fr/2gAMAwEAAhEDEQA/APpGiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiorm7t7KEzXk8VvEDgvK4VR+JqpHr2jzNti1WxdvRblCf50AaFFIrB1DKQwPQg9aWgAooooAKKZLNHBGZJpFjQdWdgAPxp4IIBHIPQ0AFFFN82PzfK3r5m3dszzj1x6UAOooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiis5/EOixuyPq9grKcFTcoCD6daANGiooLq3ulJtp4pgOpjcN/KpaACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKAOe8d6DpviPwRqdjrNsLm38h5QhYjDqCVYEc5BFeIfCH4JeDvGXw00/W9bgu2vJ3lVzFclFO2RlHH0Ar6E1cZ0O+B5H2eT/wBBNeb/ALOP/JFdO/6+J/8A0YaVNK8/SP5sU27Q9X+RT/4Z00bT28zwt4o8RaJKOnkXYKg+uAAf1pfs/wAXvAI81by18eaVHy8Tp5F4q/7P94/UsfavX6KNVs/1Cye6OZ8E+PdG8d6W9zpLyRXEDbLqyuF2zWz/AN1l/rXJftDLcR/C5ryxv7uxuLa8hKPaztHu3NsIbB5GGz9RVL4rWq+A/FGj/EfRl8hvtSWesRpwtzA/G5h3YY6/T0rR/aA/f/CCfyvm8y8tdvvmVcUaT5X/AHkn96/RjTcW0+za+5/kdV4g8N6brfw9k0jXYTqFsloCfNdtzMiZDFgc5yM5rz/9nDxVdal4J/sHVty3OnoJbUueZLVyQpHsGVl/KvVtQBHh25B6i1f/ANANeE+Fz/wiXg34aeM4srbbG0zUj28maRirH2V/504v95Lzsvm+a34pL0MXpTh5Jv5K1/wv87Hv17eQafYT3l24jgt42lkc9FVRkn9K8H+Bt5L4u+LHi3xTq8cou2iiNmHkP7q3kLFVxnGNqpXY/GTUJ9St9H8C6VIReeJbkRzMp5jtVIMrflx+dV/h7aQ6f8bfHlnaoEgt7fT4o1H8KrDgD8hRS1m5eTS/C/52+81qfBy+j/FW/X8Cv8c7LU5rzwp/ZniPVtIW/wBTTTpo7G5aJGWTJ3kKRlht4zUx+BXlQtLZ/EHxhHqGMpPJqAZA3qybQSPbdTvjpJ5SeCpOfl8S2x4/4FXq1KCtB2/mf5Rf6scvjXovzf8AkVtPiuYNMtotQnW5ukiVZplXaJHA5bHbJ5xXgWm6qnw5/aR1exs4pYvDt+0EV1ukLJBPMu5H5PGX3D05+lfQ1eOT+F7fxT8V/iJo16cJfaXZbHA5icKdrD3DKDRzNVFPyfz8v8vMTivZuPp8tUrnrGrWkV/ot7aXC74p4HjdckZBUjqOa81/ZytEt/hDbyhSJLi7neRiSd5Dlc8+wrovhv4guNe8Gm11jjWNKd9P1FD181ON30YYbPvWX8BVCfCOxVeAt1dAf9/3qopKU7dUvuu2JvmhG+6f6O/5GJ4ym1/4gfFeTwJo+s3OhaVpdot1qNzaOVmmLY2oCMYHI9uuc8VueBPCWveCfGd/psmr6prPh2eySW3n1GfzWhnDYZB6ZBzwP5Vg+Nrk/Dj416d42uVYaFrNuNO1GVVyIJB9xz7cD8jXsMUsc8KTQOskcihkdTkMD0INTT0gmvO/rr+lmgnrNxflb8L/AI3TPJvjfb3Ta14Hey1O+sWuNZjs5BbXDIro5BOQDyfl/U165Xl3xkRpNZ+H6oMn/hJITj6Amuv8feJh4O8B6troUPJaQExK3RpCdqj/AL6IpcyjSb7N/lEpJyqpLsvzZgeMfiNd2fiBPCngbTV1rxJIu6RXbEFkp6NKw/8AQeP5ZpQ+AviDq2Z/E3xIubR25+y6LapEkfsHI3H8RV/4PeFH8P8AguPUdUzLrmtn7dqFxJy7M/IXPoAenrmu/qnDl0lq+v8AwP8AMlS59Vt0/wAzyyb4Y+NdOTzfDfxR1gzqciPVY1uY39jnoPwNVtK+KuveFtft/D/xe0uHT5LhtlrrVmSbWc/7Wfu/p7gCvXKxfFvhXTfGfhq60XWYRJBOvytj5on7Op7EGk3KOq18v8v6sVyp+Xn/AFubKsHUMpBUjIIPUV89abqqfDn9pHV7Gzili8O37QRXW6QskE8y7kfk8ZfcPTn6V2nwP1fUI9J1Xwbr8xl1PwzdG23seXgP+rP04OPbFZ0/he38U/Ff4iaNenCX2l2WxwOYnCnaw9wyg0aRqKcdVZv1TV/y/En4qcoy0d0vR3Sv/XQ9Y1a0iv8ARb20uF3xTwPG65IyCpHUc15r+zlaJb/CG3lCkSXF3O8jEk7yHK559hXRfDfxBca94NNrrHGsaU76fqKHr5qcbvoww2fesv4CqE+Ediq8Bbq6A/7/AL1UUlKduqX3XbBvmhG+6f6O/wCRieMptf8AiB8V5PAmj6zc6FpWl2i3Wo3No5WaYtjagIxgcj265zxW54E8Ja94J8Z3+myavqms+HZ7JJbefUZ/NaGcNhkHpkHPA/lWD42uT8OPjXp3ja5VhoWs2407UZVXIgkH3HPtwPyNewxSxzwpNA6yRyKGR1OQwPQg1NPSCa87+uv6WaCes3F+Vvwv+N0x9FFFMoKKralqNrpGl3Oo6jMsFraxtLLI3RVAyTXgHib41+KbrV2t9AaDTo8ErCYlaRQD0eVgy7xxlFQhc4LZBAcYynLlirg2krs+iKK8F8F/G/WYbtYfG0cNxYmTy3voYTG0B45OPlkQbhkgKRnOCAcdv4xj1nVfiJoekaR4nvtHtbzTrmZzZrG25kaPafmU9n/TjFJ3vZea+5N/oSpJ/wBedj0Oiszw7pl7o+hQWOqatLrFzEW3Xk0YR5AWJXIHGQCBnvjPFadN7jQV84X/AMLfCuuftKaloNzZSQ2Eul/b2jgmZf3xYZYHnGcnjpX0fXj4GP2uzjv4d5/77qYpe1j8/wD0l/5BJtQfy/NDpP2afA6/Pp9xrOnzAfLNb3g3D/vpTSD4Z/EPwtiXwR8Qri+jQcWGup5qN7b+SPwA+tev0Ua9GOye6PNvDPxUuBr0Xhn4i6Q3hzXJeLdy261vOcfu39fbJ+ueK9HkQSROhLAMpBKnBH0Nc9468HWHjjwrc6VqEY3lS9tOB88EoHyup7HP6Vh/BnxVd+Kfh/H/AGu+/U9Mnewu2J5Z4+jH3II/HNP40091+K/rf1Qvhats/wAH/X5GJ8AorpNL8T/a9Svb4Q61Naxfa52kKJHwOSepzzVXwZoY8JftF+IdO+3XksGpad9vto5ZSVy0g3jB6kEcHsK0/gUjLo3ilmGA/iS8Kn15Aqb4gD+xvin4E8RA7UluZdKnPqJVyn/jwoj8VOXdJffH/OxL+Ca7Nv7pX/K56WehzXkPwH0ltnibxCb26mivtVnhtopZiyLEjnDAHuSSM+gr0rxPqS6P4T1XUXO0WtnLLn/dQmuf+EGknRvhLoFu6FZJLUXEgPXdIS5z/wB9UQ+KT7JL73/9r+JU9oru7/d/wWjz/wAQeFNT8SfH690FvGniKx0+TTBqIhtb5lWMl9hRV+6F4z0rqtJ+Edz4b1qx1HQvHHiKTyZgbm21O6FxDcR/xLtAXBx0POKptJs/avVefn8NY4/66k16tRD3YRa8/wAJNfkgl70pJ+X/AKSjK8UW8114S1WG0uprSd7SQRzwNteNtpwQexrxbwJ4U8YQfDnTfGXhPxdqV5qVxD9on0rU5fOt7kAkFBnlSccHr9K94vF32M6f3o2H6VwvwOdT8GdDweESVST7SuKlJ3m07PT/ANuHL7N9tf0/4J0fgzxVbeM/ClprVpG0PnArLA/3oZFOHQ+4Irdrz/4SJE1h4lurL/jwuvEF3JakHhlyASPYsGr0Crbuk9rpP71exMbq67Nr7nY8d8ZTa/8AED4ryeBNH1m50LStLtFutRubRys0xbG1ARjA5Ht1znitzwJ4S17wT4zv9Nk1fVNZ8Oz2SS28+oz+a0M4bDIPTIOeB/KsHxtcn4cfGvTvG1yrDQtZtxp2oyquRBIPuOfbgfka9hiljnhSaB1kjkUMjqchgehBqaekE1539df0s0E9ZuL8rfhf8bpnk3xvt7pta8DvZanfWLXGsx2cgtrhkV0cgnIB5Py/qa7Hx74Q1Lxhp9la6X4mvvDvkXHmyzWJYSSrtI25DLjk57/SuZ+MiNJrPw/VBk/8JJCcfQE16jRFJwa/vP8AKL/Mbfv/ACX5yPAPGfg3W/CeteFrKy+Ivi6aPW9Q+xXLT6mzMgK/eTjg9fXtXZQfCbXNP1C0utM+JvihhDOkksOo3H2lJVB5XBI6jjv9KZ8XP+Rs+Hf/AGH1/wDQa9Qpwbtzdpfon+pMleXL0svzZwnxg8MX3iTwDdHR9QvrO/sFN1AtpOY/OKjJRsdcjOPQ4rofBuqW2s+CdH1CxlklgntI2V5XLOflAO4nqcg5PrW0QCCCMg9a86+Grr4e1XxT4QnbZFpV4by0B7Ws/wA4x7K24UotR5k/X7tH+DX3MqX2X20+/wD4Kt8yLV7GXxL8etMS2vrqC28OWH2m6SGQhJJJWIjQjp0BJ9q9Krg/hUjahpmreKpgfM8QahJcxk9RAn7uIf8AfK5/Gu8ppOMFF+vzer+7b5C3k5fL7tPx3+YUUUUFBRRRQAUUUUAFFFFABRRRQAUUUUAFFFFAFTVv+QLe/wDXvJ/6Ca82/Zx/5Itp/wD18T/+jDXpt/8A8g65/wCuTfyNeafs6f8AJGbD/r5uP/Rhop/FP0X5sVTaHq/yPUqKKrahqNnpOnzX2p3MdrawIXlmlYKqAdyaTaSux7nlH7SF0JfAWn6FCN95q+pwwwIOpwck/ngfjWh8boDa/B6OAnJiu7JM+uJUFZXha1ufit8TI/Hd9BJD4b0cNFokMykG4fPM+PTPT6D0Na/x/JHwxABxnUrQH3/eiiKcVG+7lF/ikvwV/mTO0nJrZRa/Nv8Ay+R6Dqf/ACALv/r2f/0E15z4P8MQ+Kv2aNN0KU4F5pmEc/wSZLK34Ng16FrUnleGb+Tj5bSRufZDXPfCJPL+D/hlSc/6Ah/PmlyqSmv8P/twJtODXn/7acN8FrTWfE3iS+8W+LYDHd6XbpolsjZOGj/1r/Un+Zre8Gxsnx7+IO7+KGwYfTyzXpMNvDbqwgiSIO5dgigbmJySfcnvXnXhRwPj947TubWwP/jh/wAa0UrzXo/0b/G7DlUYSt3X5pL8LGJ+0e9xH4d8MPYor3K67CYVY4DPtbAJ7c1s6dq3xek1TTV1nw7ocFi1ygvJLS5LOsRzkgM2OOO5PtVL47p5kPguMEAt4lthz/wKvWKmGkW/736RHPWVv7v6yCvOvDv/ACcB4w/7Btl/7NXotec+HWH/AA0F4vXPJ02yIH/fVJfxF8/yCXwP5f8ApSIvEzjwF8SLfxOCI9H19VsNT5wsU4B8mY+mfuE/SrXwMcS/CDSpB0eS4YfjM9dV4r0Cy8UeFNR0fU03W91AyNxyp6hh7ggH8K4v9n3cPgvpSM27ZLcKD7CZqdPaS7Wt6a/r+FkE1tJdXr62f6fl5nb+JfDun+K/Dt3ousQiW1uoyjDup7MPQg8g15v8HtS1Pw1rOp/DTxNKZbnSh52mTt/y8WpPGPpn8Mkdq9cryb4modJ+Lvw9162ysk14+nTbR99HAwD9MtSjpUS6S0f6P79PRhP4G/5df8/vX42Lvxa/5GH4f/8AYxR/+gNS/H5lX4Uzed/qPt1r53+55y5qL4uE/wDCVfDwZ4Ovocf8BNdR8SfDbeLfhxrOjwgGee3JhB/56L8y/qBUX5abl2lf7lFjS5qvL3il97kdLBs+zx+Tjy9o246YxxT64D4MeMF8XfDmyMz/APEx05RZ3sbcMroMAke4AP5139bzVpNEU3eKCiioby7gsLKa7vJVht4EMkkjnAVQMkms20ldlrXRHlnhqRR+0/4ujtlwh0q3M2BwXG3BPvg1qeHf+TgPGH/YNsv/AGasr4L282u6x4p8f3MTRprt55dkHGCbePhT+PH/AHzWp4dYf8NBeL1zydNsiB/31RBOPs4vez/FN/hciTT52trr8HFfoReJnHgL4kW/icER6Pr6rYanzhYpwD5Mx9M/cJ+lWvgY4l+EGlSDo8lww/GZ66rxXoFl4o8Kajo+pput7qBkbjlT1DD3BAP4Vxf7Pu4fBfSkZt2yW4UH2EzU6e0l2tb01/X8LIqa2kur19bP9Py8zt/Evh3T/Ffh270XWIRLa3UZRh3U9mHoQeQa83+D2pan4a1nU/hp4mlMtzpQ87TJ2/5eLUnjH0z+GSO1euV5N8TUOk/F34e69bZWSa8fTpto++jgYB+mWpR0qJdJaP8AR/fp6MJ/A3/Lr/n96/Gx6zRRRTGcN8XSx8ERQgbkn1K0jdM4DgzKQp9iQB+NfON7p2px+G7O+jjgmdvLeB1uGd5nf2287gSTz6ntX1b4w8PL4q8J32kGXyJJ48wzYz5UqkMj/gwBr551mxvPD2pwv4ijXTxah2W1uQUiErcM8M23y3TG7aCysocrg4BqqMpqooKSim9X5WW3np+IVKqo0Kk1Byly2SXe/Xyd/wAPQz9OnE2laLp405DaS3VvG83nBiyyyBZWK7RyyPJn03GvQNL13XEf4b3mmaQdbvn8P3O6E3KwMy/uRu3tx0A475rl/CXha98Q388eiyefHMz+TcwI/wBm09ZARJIZWVRLJhm2ImQpbJPAx6rc29no3xc8GaVagJFBo15BCg7KvlY/RTWFGk6c5Jvduz72jPXXvdCm6HLGVGLWibTd7NuN1/X6nc6Xc3N7pNrc31m1hczRK8tqzhzCxHKlhwcdM1aoorZ6sFogryD/AJu6/wC5d/8AZzXr9eSy/wDJ2kP/AGLZ/wDRhpR/iR+f/pMgl8D+X/pSPWqKKKBkN5dRWNjPdXDBIYI2kdj0CgZJryX9nGCWXwbrOsuhSPVtXmuIlI/h4H88j8Kl+KPiS58W3v8AwrXwVL52o32Bqt1HzHY2+fmDEfxHpj8O9ekeHdCs/DHhyx0bTU221lCIk9TjqT7k5P40obSn3Vl992/wS+8Ut1Htq/usl+Lf3dzh/gh/yL/iL/sYr3/0MVd+NVhLd/C6/u7Uf6TpUkWoQnHQxOGP/juazvgQS3hbXSxyTr94ST/vCvRdUsY9T0m7sJwDHdQPC4PcMpB/nUSuqUXHdRi16pJodO3M1La8r+l2cD8UdYGp/BkGycbvEAtbWHHfz2UHH/ASa9Cs7ZLKxgtYhhII1jUewGB/Kvn/AMHam+vR/DzwhOwa50XUrpr1P7otAVTP/fQ/KvoatnbVx2b09LK343M43ulLdLX1vr+SPBfG914ltf2m7R/BdlZ3upnQgBFeyFI9m99xJBFei+EdQ+IV14gnTxpo+m2On/ZcwvYz+Z+939Dk5+77Y461zjpv/ayjII+Tw1k/9/SP616xUw0hF/4v/SpIuWs5fL8okdx/x6y/7h/lXzJ8LtZ8TeNvDcHw80eeLRNPtlklvtR3n7RPA0rZWFccddpbn8OlfTVyQLSYngBGz+VeH+EPDl5/wpnwx4p8NJv13RfOniQcfa4GlcyQH1yOnuBUrlUpOW2l/wAdfRdfIqV3BKO99PuPaNH0iy0HRrXS9LhEFpaxiOJB2A/r3q7WX4b8Q2Hirw/a6xpUm+3uUyAfvI3dGHYg8EVqVpK93zbkRtyrl2MvxL4d0/xX4du9F1iES2t1GUYd1PZh6EHkGvN/g9qWp+GtZ1P4aeJpTLc6UPO0ydv+Xi1J4x9M/hkjtXrleTfE1DpPxd+HuvW2VkmvH06baPvo4GAfplqiOlRLpLR/o/v09GOfwN/y6/5/evxsXfi1/wAjD8P/APsYo/8A0Bq9Mry/4uE/8JV8PBng6+hx/wABNeoUQ+F/4n+URP8AifJfnI8z+KqCTxj8O1bp/boP/jhr0yvNfil/yOfw6/7Dv/tM16VRD4X/AIn+UQf8T5L85BXjPxrXUNF1/StT0ErHc+IIX8PTsTjHmkGN/qvzfnXs1eVfHL/mSP8AsZrX+tHKpTin1aXybs/wbKbajJrs392q/FHpOj6ZBoui2WmWihYLOBIUAHZQB/SrlFFU227sUUopJBRRRSGFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAcZ8TPHB8D+Ho7ldGvNWN1IYClqOYxtJLHg8V4f8KvjtovgPwTB4c1XR9Vnu4ZpHJt0Qg7mLYwzA/pX1HRSjeLb7/oErNJdjxqL40eK/EWI/BPw11Sdm4FzqLeTEvuTjB/76FW7P4Y+JPGd7DqPxe1iO6giYSRaDpxKWqH/bPV/wBfqa9aopqyd+otXo2RwQRWtvHBbRJFDGoVI0UBVA6AAdBXkv7SOr2+m/DuyhnLBrjU4CoCk5CHeee3Ar16op7aC6QLcwxzKDkCRAwB/GlK7afZp/c7jVrW8rfgcx401qCH4R6xq8TEQvpMkkRYYJ3x/Lwe/Iqr8HLy3vfg/wCHHtZVkWOzWJyP4XXhh+BFdjcWtvd2r211BFNbuu14pEDIw9CDwRTLHT7PS7NLTTLSCzto/uQ28QjRfooAAqlo5edvwv8A5k2dortf8bf5FivK/Cl/aN+0f42tluI2meytMIDz8igMPw3D869UqjBoek2uqS6nbaXZQ38w2y3cduiyyDOcM4GTz6mktJ83k/xKlrFr0/B3PJP2hda0/SrnwSb+4EXk63HduNpYiJPvtgDtkcdea6D/AIaD+GP/AEM3/khc/wDxuvQbvT7O/Ci+tILkIcqJog+36ZFR/wBkab/0D7X/AL8L/hSjdRt53/BL9Adr38rfn/mc54M+JOjePdV1KHw15lzY2CRE3xRo1kd92UCsoPAUc+9cj4P1S0uf2mPG8MUuZBZW6AY6lAob8iRXrEFrb2qkWsEUIY5IjQLn8qbFZWsN1Lcw20Mc82PNlSMBpMdMnqfxpqympeT/ABE7uLXe34NP9CSYAwSA9Cpz+VeX/A2SWL4JobVWkkhmuxEoHLESMQMeua9TpkMEVvEI7eJIowSQqKFAz7CptpJd1Yq+3k7/AIM8U+Hvxb/4RfQ/7E+ME97pOsxM0kU2oQyMbiJjkHIB5BJH0A9Kmttfh+MPxV0O48PRTv4b8Mu93LfSxMi3E5GEVQwB46889a9fvdNsdSjVNRsre7RTlVniVwD+IqWC3htYFhtYY4YlGFSNQqj6AVd7yUn0/q/9ddSHH3XFdf6a/roeO/G/xDZ6T42+H0V2zjytU+1PtQn5BhePxbpXs1RTWtvcOjTwRSshyhdASv0z0qWpjpG3m3+X+Q2ve5vJL8/8zy7X/hrrGieLJ/F/wvvILLULk5v9Luv+Pa95yTx91v69xzlx+Mr6JH5fjrwdr2iTouXlit/tNsfXbIh/pXp9FCulZbDdm79TzAfHrw3eJjw9pWv65OcBIrLTXO4nHc4wOap3Ph/xp8VpY4/GFv8A8It4WVw7aVFNvurzB4ErDhV9uv8AOvW6Kdle/wDX9eotdrkFlZW2nWMNnYwpBbQII4okGFRQMACvKfB+qWlz+0x43hilzILK3QDHUoFDfkSK9dqCKytYbqW5htoY55sebKkYDSY6ZPU/jQr8/M+z/EGvc5V5fg7/AKEkwBgkB6FTn8q8v+BsksXwTQ2qtJJDNdiJQOWIkYgY9c16nTIYIreIR28SRRgkhUUKBn2FTbSS7qxV9vJ3/Bninw9+Lf8Awi+h/wBifGCe90nWYmaSKbUIZGNxExyDkA8gkj6AelTW2vw/GH4q6HceHop38N+GXe7lvpYmRbicjCKoYA8deeetev3um2OpRqmo2VvdopyqzxK4B/EVLBbw2sCw2sMcMSjCpGoVR9AKu95KT6f1f+uupDj7riuv9Nf10JKKKKRRieK/7R/sqP8Asj+2PO84bv7H+x+bt2t1+1fJtzjp82cY4zXIMvix1KuPH7A9QR4fNelUUAebf8Vd/wBVA/8ALfo/4q7/AKqB/wCW/XpNFAGJ4U/tH+ypP7X/ALY87zjt/tj7H5u3avT7L8m3OevzZznjFbdFFAEdxMLe1lmKs4jQvtUZJwM4FfLc/wAara0+NUXjLV/DmqWVsumGwNsyjzN28tuG7aMY7V9UUUldS5v62a/JjdnG39d/0PFYP2joNWAXwz4G8Q6pK33VWIAE/Vd1WRF8XfiEvlXy23gTR5BiQQv5t669wD/D9flP1r2GinaL31J97uc94O8D6J4G0k2OhW5UyHdPcyndLcP/AHnbv/IVu3M6W1rLPLkJEhdsDJwBk8VJQRkYPSiV5Jjikjx39nHW7XVvCmuJbljIurzTtlcDbJyv8jXsVRQWtvaqVtoI4VY5IjQLk/hUtPSyS6JL7lYlJq9+rb+93PHfA3gn+yv2ivGeqmHbB5EckDAcZn+Zv1Rvzr2KkCgMWAGT1OOtLSWkYx7Kw/tOXfU8E1zx34c8K/tR3l/r2pC1tYdEW0kkEMkm2UsHC4VSfukHOMV2X/DQfwx/6Gb/AMkLn/43XfTaTp1xcm4nsLWWcjBleFS2PqRmk/sfTf8AoHWn/fhf8KUbqKi+l/xbf6j05m11/wArfoYeheLrbxX8P5vEUVvLbWcsc5jDgszRoWUPgDPIXOPfFcz+z7qseofCKwtlDLNp8sttMrIVwd5YdfZhXpkcaQxrHEixoowFUYA/CnU1ZOT6O34X/wAxNNpX6N/j0PMdU0XWvh34pufEXhGxk1PQdQfzdV0aAfvIpO88A7k91HX+XTeH/Hmj+M9F1G68LSzXEtkCkkUlu8bpLtJC4YDJ7cV1FIFC52gDJycDrU8vuOH3eX9dP8tB/a5l8/6/r79TxL4e/Fv/AIRfQ/7E+ME97pOsxM0kU2oQyMbiJjkHIB5BJH0A9Kmttfh+MPxV0O48PRTv4b8Mu93LfSxMi3E5GEVQwB46889a9fvdNsdSjVNRsre7RTlVniVwD+IqWC3htYFhtYY4YlGFSNQqj6AVd7yUn0/q/wDXXUlx91xXX+mv66Hjvxv8Q2ek+Nvh9Fds48rVPtT7UJ+QYXj8W6V7NUU1rb3Do08EUrIcoXQEr9M9KlqY6Rt5t/l/kNr3ubyS/P8AzPI/jTq0OmeLPh4ZWYMNbEhwD93hT/6EK9cpkkMUpQyxo5Q7lLKDtPqPSn046Rt5t/kv0Br3r+Vvxf8AmFeQfH3WNP0pvBTalIUjj16K5fCk4jjHzHj03CvX6rXmnWWoKi6hZ290EO5BPEr7T6jI4o+1F9mn9zuPdNd0196sWEdZI1dDlWAIPqKWjpRQCvbUKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAopHdY0Z5GCqoyzMcAD1rlbv4i6KrvFowudeuFJUppcYkQEdQZiREp9i+evHFKUlFXbA6uiuEm13xdqWRDHp2hQnoW3Xk+P/HEQ/8AfYqlL4fF9k65qup6tu+8lxclIj9Yo9kZH1U1w1MfRhs7gdfqfi/w7o03kalrNlBcZwLczBpT9EGWP5VlyfEG2kz/AGTomtaj6MLT7Mv5zmM49wD7ZqjYaXYaVAINLsbeziH8FvEsa/kBVquOeZy+zERX0zxh4j12a8jstF0+wFlcfZ5jd3zSuH2I4GxEAwVkBzv/AAq8E8TzsxutdtIVJ+VbLTtpA9zI75PvgfT1x9AItvHOuW3QXVtbXij+83zxP+Qji/MV1dcVbH4jmspWOqEIuNzIXRb18m98S6zckk/8tIoQPb91Gn+P40w+FLB5jLPdavOx6rLrF0yf98eZtH1xW1RXI8VXe8395pyx7GOPCeigN/oWd33i0rkt9STk0n/CIeHv+gLZf9+RWzXlcehzah4w1O28ZXGtRM08ktte22tGC1EGR5cYjRwVbHXK8kE5ohKc27yYNJK9jvR4U0NVKppsManqseUB/AHFRt4R0opti+32wHT7LqdzAR7ApIMD2rnPBmkarp3i6/aGPVrfQFgMSrqt/wDaTPMH4ljyzFV2+uM5HFd9RKpUpv3Zv7xJJ7owbDSLmS13Pfa1p0iyOojbUjcEqrFVbLFh8ygNg8jPPIqzHZeILaILB4puLhh0a+s4Hz9fLWOtWiqWMrp6Sf8AXqHJHsYWp6/4o8P6Jdalero+oxWUDzzCMTWhZVGWwP3vOAcDnJwPenRePb2GMHVfCepR8ZZ7OWG4RfbG5XP4JUPjlmPhWS1jGWvbiC0PP8Mkqq5/BCx/Cp67IZlXjFN2ZpTw8J3uXLf4h+F5WVLjVF06RukepxPZkn0Hmhc/hmujimjnhWWCRZY3GVdGBDD2IrjnRZEKSKrqwwVYZBrIPhXSI5jNYW76ZOTky6bM9qzH38sjd+Oa6oZqvtx+4JYJ/ZZ6XRXn0E3irS/+PHXI9TiH/LHVrcFsegli2kfVlc/Wr8Hj+S0AHiXQryw6brmz/wBMg/NAJB9TGB79a9CnjKFTaX3nNPD1Ibo7KiqWla1pmuWn2nR7+2voehe3lD7T6HHQ+x5q7XWYBRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAUVT1TV9P0Swa91e8hs7dTjzJn2gk9FHqT2A5NchdeKtd1z5fD1r/ZFk3/L/qERM7j1jgONv1k5/wBg1lUqwpK83YDrdW1vTNCtBc6xfQWcTHaplfBdv7qjqzewyTXLT+MdZ1bA8N6ULK3bpfaujKSPVbcEOf8AgZQ+xqnZ6DZ2l6b+Xzb3UWGGvrx/NmI9ATwg/wBlQF9q0q8mtmMnpTVhGPL4dTUnEnia9uNcfO7y7sgW6n2gUBOOxILe9X7q6s9KsGnu5obO1hXLPIwREA9+gp18bpdPnOniE3QjbyROSEL443Y5xn0r571HVtQ13X5Fl1+PXb+Bhtaz0qS4trJv+mSfMHYY4JT/AIGK44RniZNykO2lz6Esr231GxhvLKVZredBJHIvRlPINT1zXgebUH0Mw6pDqvmRNxcaokaST55yEQnao6AHmulrCceWTSJWqCiiioGZLsbX4gaLcfw3Vtc2Te7fJKp/ARSfnXX1xfiVvsy6TqHINlqts2QOgkfyGP8A3zM34V2lRV2TOqi/dCiiisDYK+f9esrG18TaqBaabqJkvJZGm1Twrd3MwJY5XzV+VlHRSOwFfQFeB+I9QtU8T6mj6lYowupAVfxtPAR8x4MYXCf7o6dK7MHfnduwpfD/AF5nq/w7tre0+H+lR2V011bmIvHK0LQ5DMThUblVGcAHoAK6WuX+G9mLD4d6TbrPaXAWNiJbOYyxvlychzyx55PrmuorCv8AxZerJp/CgooorIs5nxUwm1nw9Z7ut3Jcun95Y4XH6PIh/AVcrPv2Fz8QlAH/AB4aXycf895egP8A278/h7VoVrLRJHZQXu3CiiipNwqK4uYLSEzXc0cEQ4LyuFUfialrgPiPdRXb2um/ZL65Nu4u2l0xopprZhkKWt3yXUgtzg9OOa0pw55KIpPli2dZe+H9Nv7oXbQmC9GNt7aSNBOPbzEIYj2Jwe4qW21PxVomAtxF4htFAHl3WILoD2kUbH+jKvu1cL4Gi+3eJ31DRvEV5qNhDCUvVvrmQzvM3QNAyhYtuDgjr0r0iupVq2Glyxl8jn5IVldo0dH8b6Nq12ti8kmn6mwz9gv08qVvXZn5ZAPVCw966GuEv9OstVtDbalaxXUDHJSVAwz2PPQ+9VbVvEPh3H9i3v8Aalkv/MP1OUl1HpHccsPo4f6rXqUMzhPSorP8DkqYOUdYanotFYGheMtM1u4+xHzdP1MLubTr1Qk2O5XBKyL/ALSFh71v16qkpK6OJpp2YUUUUxBRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFFFY3iTxVpXhSxW41ach5CVgtohvmuG/uonc+/QdSQOaNwNkkKCScAckntXnPiH4rQB5LPwbFHqc6na9/IT9kiPsRzKR6Lx6sDxXIeIfEeseMtyat/oOlk/LpcL5Dj/AKbOPv8A+4MJ67sZqkqqiBUUKqjAAGABXo0cG3rU+4551raRNfwddnVfEF6fE0x1HXbf97b3c+MeQ3H7pPux7WyrbRz8pJO6u6rye4e4srm21XT1L3di5kRAceah4eP/AIEvT0IU9q9P0+/t9U023vrJ/Mt7iMSRt6gj9D7V8vnGEdCvzL4Zbf5F05cyLNFFFeKaBXj/AMQLq+0/WrqPV1u00clfscFvfx2FpIu0bjK4Pms27d8qjpjFewVzXjWIwaSNWtrfSDd2OSl3qiFktkP3mGBnPA4GM1tRkoz1RUexhfCrXrebSpNGd5xPbg3Keckip5TscLEZT5jovTcw7ivQq8g0bwv4p8V6mmp+Mw2p6RNIBFBJcNZFYuoY26D5hnkB3zjqM168qhVCrwAMCtMSo8909Xv/AF/wCFvoLRRRXKMyfFdpJfeENVt4BmZ7STyuP4wpK/8AjwFdPp17HqWl2t9D/q7mFJk5zwygj+dZx561V8ANjwTY2pOTYGWw56gQSNEM/gg+vWpqaw9H+f8AwxvRerR0dFFFc50hXiviE6xH4i1BV/4SRUNw5QRQaZs25ONu/wCbHpu59a9qrwPxNptjB4z1qSS2025ae8aQm88KXV4ynAGBKDhhxnjjk4rrwlnN37dril8J6r8OLS6sfh7pVtfpIlxHGwdZJlkI+Y91+Xp2HA6dq6eua+HrQP4F09rRbZYSH2i0smtI/vt0iblfx6nnvXS1jX1qyv3ZMPhQUUUVkWchYH7R4m8Q3bYOLqO1Qj+5HCh5/wCBvJ+latYvhRhPoC3oYuL64nvFcnO5ZZWdcEdtrKB7AVtVtP4rdjvpq0EFFFFQaEF8kcmn3CTyvDE0TB5EfayDHJB7EeteBRabpV9qcxt/EFhq19PIJY49ehlsbtkxiMxXQwx+ULjggkE45r0jxV4o1m41GbSPBNtbalcW4KX0NxE4Vc7eBKfkyA3KnnB9q5G80/TvENxp+jw6bquhTOsdlPaS2C3kMkKsWBWbJVSuW+bOcHoeK9HCxcFdu1/y797en3nLXknp2/q3/DnoPgDw5c+HfDzrqU0k9/eTtcTvJcm4Izwi7zy2ECjPtXU02ONYo1jjUKiAKoA4AFOrhqTc5OTOiEeWNgoooqCjnfG8tnF4db7TaR3d1JIIrGJiVb7Q33CrAgrjliykEBSai8P+LPEPhe1ht9Xlm8S2KIA05AW8j45PZZR7HDe7msqS6/4SHxNLqQO6x08va2Q7O+cSy/mNgPordmq/X1mXYd0qN5bvU0jhKdeN5r0PT9F13TPEOni90a8juoc7W25DRt3V1PKsO6kAitCvFXs5Yb8alo93JpmpAAfaYAD5gH8MiHiRfY9OxB5rtPDfxCju7mHS/FEUWmanI2yGVWP2a7PYRsfusf8Anm3PoWxmu5xaPHxOCqUNd13O2oooqThCiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiivLfGXxFmv5p9F8Hz+WiMY7zVl52EcNHD2L9i/IXtk/duEJTlyxFKSirs2vGfxFi0Sd9J0GOPUNZx84Y/ubMEcNKR37hB8x77Qc15jsmnvpNR1S6kv9RmGJLqbGcf3VA4RB2UcfU81WlkstA0mWeTMdtADJI2C7MepYnksSepPJrlrj+0fElyr60txpOhtCZYtkoQkjGGlbPy9cgfnXq06UaPnI5ZSc/Q7eiqemSYsbeGa9ivJxEGMqYHmDs2Mnr61cruMArQ8F6n/ZOtyaJOcWt8zT2RPRJfvSRD68uP8AgftWfVe+tmurfEMhhuI2WWCYdY5FOVb8x+IyK4cfhViqDp9enqXTlyyuesUVk+GtcTxBocV5tEc4JiuYQc+VKvDr9M9D3BB71rV+cSi4ycZbo7gpHRXUq6hlPUEZBpaKkDyfxP8AEvxAtnqkmiWlhpsWnXn2N2vJhLdSvuA/dQLwT82Rk8itr4cXGs3Oo6xJfXOrXumt5Rt7rVbfyHaTB8wJHgYT7vbrnrWb8Q/D98vjLTtb0TTXkm8lwZrKCASrMuNrSSSqVCbcjsf6P+G+q28ev39tqWu6O+qX+HOmaZM8kayLkyPuYkb2zyq8AKK9C0HQbile3z/rS4TPTaKKK88Aqh4QbyNV8R2B48u/W5jA/uSwoc/jIstX6y9Pb7L8SJEzxqOlBgM97eXBP5XI/IUPWLRpSdpHW0UUVynYFeSeKPD/AIgl8TXs0BmWGWUtH/xV09rlfaIIQv0Fet145/Z3hO88d+JLa/gs9UubmaT7NNf6O8my6CZMImPyyYAGEGDjgZrpw2km+y/y9BS2+Z3HgjTtQ0TSrTTm0y3tbLyZJpJE1F7p/OaQn7zKCwIO4tnqcY711dcp8NLaztPAdnFp179sh8yViwgMAjcyMWjEbcoFOV2npiurqK/8WXr/AFuTDYKzfEl+dK8LapfoCz21pLKqjqzBCQPzrSrnfG7FvDyWinBvb22tz7oZVLj/AL4DVnBXmkyxmlWX9m6NZWIxi2t44eOnyqB/SrdFFU3d3PT2CiiqOpXV5aCB7S0S4i3n7QWl2GNApOVGPmOcDHHXrQtQOf1L4e+HtY1a6nnlvVNwwe7s7e/kjimbAG50U9SAPTNQ+EPBU/hzxHqN6kWn2FjLGIYLPTvM2uAxIkk3cb8cce/NcFb6xJp+rarDpot7e71dnLxaoW03UVLsThJyGjkAJO0joMV7BoEOo2/h2xh1udbjUEgUXEqnIZ8cnOBn64rtqe0pQs5aPT+vTb8jnjyTlt/X/BNGiiiuE6ArnPGGqTW1lDpenSGPUNTJjjdesEY/1kv/AAEEAf7TL610MkiQxPLK6pGilmZjgKB1JrgdOlfWL+48Q3CkfawEs0YcxWw5X6FyS5+qj+GvQy/De3q67LcqEeeXKXrS1hsbOG0tIxHBAgjjQdFUDAFS0UV9eepsFRXVrBe2slvdwpNDIMPG65BFZt14m0601qTSpZQt4sCzJGzBfN3EgKuTySR2rnfDnxBfUHmOsw29vbqY18+EviKRyQIZAw4YY5PT6ZpLXYxnWpxfLJnoWheL9R8JbbbV2uNV0McLcEmS5sh/td5Yx68uP9odPULS8ttQs4ruxnjubaZQ8c0ThldT0II4IryaotLvtQ8IXr3ehIbiwlcvd6Vuwrk8mSHPCSeo4V++D81Q49jycXl/26P3f5HslFZ+ia5p/iLSo9Q0qcTQOSpBGGjYdUdTyrDoQeRWhUHhhUN3ape25glaVVLKxMMrRt8rBh8ykHqOeeRkd6mooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKCcDJorzP4heIP7bs7nQNNnaO2bKXNxG3+sPeMY/h7N68jpmqjFydkaU6cqjtEyvGXjyTxS8+j+HJ3i0ZGMd1qETFWvCOscTDkR9Qzj73ReMk85FFHBCkUCLHHGoVEUYCgdABUNrJt/wBFljWGaFQPLX7pXoCv+z/LpVmvcoU4U4e6edV5uZqWlhskaSxtHIoZGBDKRkEeleceIrK6064NpPBv0m2QG089y1tEO7Sd3YE4VOnSvSarahYW+p2MlrdoHjcfip7EehB5BqqtPnWhMJWZw3gp4tL1YWrW7Ga5jATcha4VBzvkxxEnQBPpXoVeeJpEa6xc6K73NpaxgvuKvm8bbnzJphj5cnG0EdK6Tw9qCQLDod09xJeQQ5E0qYWcDALIcnIGQMmpoy05X/X9f1YJrW5v0UUV0ED9E1M+H/FCTyMRp+plYLnriOXpFJ7A/cP1T0r02vKrm2ivLWW3uEDxSqUdT3Brr/BGty6lpb2OoSb9R04iKZj1mQ/cl/4EBz/tBq+Oz3B8k/rENnv6nVRldWOmooor5k3Of8b6Kuu+Fbi1kuo7VEKzu0yF4mCHcVkUEEoccjNeZ3fjrw7YXmgLpln511aQt9mmf/iW6YXI2tKAw+bAJAwDw3WvZL+Z7fTrmaOE3DxxM6wjrIQCdv49K8L0e98R679tn0i1eeeR4/t91p9xFLdOrx70iV5QEjRTkEAZUjoetduF1TvsvO2+g+h7bob6jJo8EmtPZveONztZbvKwTkbS3J4xz3q/XJfDu41AaDJp2t3Ec19YylGxdRzskZ5RWZAOQOOVGcdMV1tc1WPLNolbBWPqbfZfFHhu96L9rktZGz0WWF8fnIkY/GtisLxi3keGZb4YB06aG+JJ7QyrI3/jqkfjUx1du/6lRdnc7aiiiuM7wrxfxB4YudW8TapPbeG53iN8X8yfxPJaebIuMSrEqkKOBg9eK9orwTxba2E/jLVm1bT9L06X7SwTz/DFxevcJgYlMqHad3oOnSuvCX53bt5912Jn8P8AXmeg/C1tXg8P/YdW0G20iKJpGh8q8aZ5iZG3Mwb5s9DuJO7OeOld1XG/DjTbf/hGrHUZtDtdNvUjlto2htmg3QeaSCEb5kDcPtPQmuyrPENOrL+v1YobBXMeJ2WfxH4es85ZJZ70r/spEY8/gZ1/T2rp65S7Y3PxBm4+Wx02NQc9WmkYsMewhT/vqop7t+RtBXmkaNFFFI9AK4r4qPdt4R+x2lrLNFdTql08do1yIohySyKQxGQBxnvXa15D4svotW8bTnSdUk1GSBBB9k03VzaXdm6k7ykbfJLkkZB9MVvh481RPtqRUlaLM7wNYJrGs29payRvp0beZNFZ3a3Np8pzta2uB5sBJ9Oh+le31yHgC31F7O5vtdspEuzKYoLm8to4ruWAAH97syPvbseoANdfV4qfNO3YzoRtG4UUVU1TUrfR9KuNQvWKwW6F2wMk+gA7kngDuSK5km3ZG5znjG6/tG5h8NwE7J1E+oEfwwA8R+xkYY/3Vel6dKz9It7hY5r7UgP7Qv5PPuMHOzjCxg+iqAv4E960K+yweHWHpKPXqd9CHLG73YVS1ea8t9Jnl02OGW4RdypPIUVh3Bbtxmrteb+M47i58XSafptwbSe9sSjreuwt709BGvYMAScggg+tdUn0Kqz5Icxm3scWpNFJb2t0U0tNsmnq7Lf6axOTLGSf3o/PjpW/oPhyHxAF1LWY4rnIQxX9rI0P29AcjzohgZBAzms7QbXVvEl5arrSwx3+lsFmuIw9td25A4H8Syo2OuQDXpgAAwOBVJW1/r+v610OKhSVR80tv639P+GtqgooooPSK8EmoaFqx1jw8yrcNgXdo5xFfIOzf3XA+6/UdDkcV6n4e8RWHibSlvtNdsBik0Mg2yQSDqjr2YfkRggkEGvKtS1K20qya6vHKopAVVGWdj0VR3JPQVg6Tf65pPiBvE9mUjvZFVJdN3ARTQDOI3YD7/OQ/Y8crnK9m5bHiZhh4N80fiPoeisrw54j0/xRo6ahpbsUJKSxSDEkEg+9G69mH68EZBBrVrE8IKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAoorlvGfic6RbCxsGH2+4XO7/AJ4J0349TyB75PbBaTbsioRc5cqM7xr4rIaTR9Kkw/3bqdDyn/TNSP4vU9hwOT8vCqoRQqgKoGAAOAKFG0YGT7k5J9ye5pa7YRUVY92jSVKNkVr2yW8jX5jHLGcxyqOUP9R6jvVOCdmkaC5UR3EYyyjow/vL6j+XStWq17ZLeRr8xjljOY5VHKH+o9R3renUcGc2Lwka8br4iKioIJ2aRoLlRHcRjLKOjD+8vqP5dKnrvTUldHzMoyhLlktTG8T6I2u6WIY3USxSCWNJRmORh0Vx3WuLWzj0q3vbfSbhLN4m23+tSLsWNgc+VCgx37Dj616bXMeKtOgtrdtZgtBPdQkFFZS0cbEgGYoPvMB364Fc9amtZL+v6+XqXCXQteFhdf2Xb5WRLTyflFzu8933HLnJPynqB1Ga3a82sNQOl6mmqzyX0wkRlAk3GfUWP9yHoiL2OM16DY31vqVlHd2ciywyDKsD+Y+ta05qSIkrMsVAb6TQdUg12AMy24KXcaDJltz97juV++PoR/FU9FKtRjXpunPZijJxd0emxSxzwpNC6yRyKGR1OQwPIIPpT64jwFqf2SSbw5cNxCpmsCe8OeY/+AE/98svoa7evzXEUJYeq6Ut0d6aaugriPHGi6Pbaet5dDUUtWlCNpmkuIBfTSEBd5XBJ9ywHrXb1Q1zToNV0S6tLmxgv0eMkW1x9yRhyoJ7cgc9qyhLlkmUt7HmngzUotK8dRadp+h6XpqXyeVNY6fftPNbBFLCSZVHlg/wk53cgc161Xz5ZaxPY2MNwqy2UEbq5tbVU0mwicHlXmbMk5BHIXOcV7pomr22vaLa6nYyLLBcJuV1BAPY4yAcZB7V14qD0l8v6/r5k7Mv1W1KyTUtKu7GXmO5geFvoykH+dWaK4lpqMd4Sv31PwbpF7MczTWcTS56h9o3D8GyK165rwKxi0e+sG62Op3MQ4xhWkMqD8ElUfhXS1hUVptI7ou6TCvK/EXhXxFeeIr64s9DvJ4JJSySJ4tntgw9REqkJ9BXqleZ3Xj7XNN8XaxYT2Fxd3CyeTpWkwWTKsq8EXD3J+UKecjt9a1w/PzPk3t/Ww5fDqdZ4G03VNI8IWtlrxBvI2kLYuXuCFLkqDI/LEAgE/lXQV574N8R+Jr/AMYTadqt3Yanax2zPczafbMkVlOGAEIlLESHls9CCvOK9Cqa8ZKd5dddCY2tZdArj9LzPr3iG8ZtwkvxDH8uNqRxIu33+fzD+NdgSACScAdSa4vwiRL4YtrsJs+3PLe4xg/vpGl59/nqYfC3/X9aHTRV5m1RRRSO0ztf1mDw/oVzqd0jvHAo+RMbmJIUAZ4GSQMnivHZNLjvLtdNkSa1ku5meHTvFFms8E0jksfJu4uVJJP8RPtXf/ETXp9JtrO3At1sbtmW9mntGulRMfdMSnOG5+bkDHvWD4VsPB2p+NJLfw/5zWlmqXsCWmpmWzds4y0IJ8t1Y8Agetd+H9yDnb+l/Xr6bnPWd3yno+lWEel6Ta2UIISCMIAXZ8YH95iSfxq3RRXC227s3SSVkFcXr91/bfiRNNjObHSmWa59JLgjMafRAd59ynpW94l1k6HoklzDGs13IRDaQk482ZuFX6dyewBPauc0qw/s7T0gaQzTEmSeZhgzSMcu5+pJP6V7GV4bnn7WWy/M2pQ55+SLlBOOtFZPiaxTVNBnsXuFga4IWPc+0SNnIQ9yDjBA7Zr6V6I9Buyuc1qfjSK5vNQsIrwW9uY2tpX2GO4sZOR5jKeWjOR8w6d/bnYNLuILy30S602Z4bmRFnswHltpVP8Ay8wTdYmHUgmrd14Xvb6zj1DSVGprCTFPp18+J48cNGJepx/CTyM8MQcHt/CekNouhx24mu2hbDxW92VZ7ZSP9XkdcHNEV1f/AA/9f1rZnm8tStO0vv8A6/ruraGlp1l/Z+nw2vnzXHlIF86dtzvj1PerNFFM9JJJWQVU1PU7XSLB7u9fbGuAAoyzseiqO5J6CnahqFtpdi91eybIk44GSxPAUDqSTwAOtc1HFcanfJqerJsdM/ZbXORbKe59XI6nt0HcmoxcnZGFesqastwgjudRvF1TV02TAH7Pa5ytqp/m5HVvwHGc36KK64xUVZHlNtu7Habqd94Y1v8AtrRlMjMFW9s84F5EO3oJFydrfgeDx7dous2XiDR7fU9LmE1tcLlTjBU9CrDswIIIPIIIrw+rXh3xFL4J1p75d76PdsDqVuoz5Z6faEHqBwwH3l55KgHnrUr+8jjr0b+9E90opkE0Vzbxz28iyxSqHSRDlWUjIIPcEU+uM4AooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAoopskiRRtJK6oiAszMcBQOpJoAztf1uHQdKe7mG9ydkMWcGRyOB7DgknsATXkM9xNdXMt1eSeZPM2+WQ8ZP8AQAAADsAK0fEOuP4g1drrkW0YKWqEdE7sfdsA+wAHaua13TrjVtMayt7s2iysBM6rljH/ABKp7EjjNddODir9T2MNR9nHme5z7+M7k6otzbW8UuhtdLYrLuIlllJwWQd1B4/M12Vea+IIPDmhahLHpmn3EN3aRo7y2kqp5RYgKEVsguwGMqM+9dB4e8RlGtdF1h5pdU8sGV1jLrGzZKxuwHD7ev0q4PS39f1/wxpGo1Nqb/r+vy9TqqKKKs6Ste2S3kY+YxzIcxSqOUP9R6jvVG2uXaRra7UR3UYyyj7rj+8vqP5dDWvVW+sUvY1+YxTRndFMv3kP9R6jvWlOo4M4MXhI143XxEdFVra5dpGtrtRHdRjLKPuuP7y+o/l0NWa74yUldHzMoyhLlktTlr3wg13rcsyXBhtrgZuZA5M8nP8AqlY/cj9hya6O0tILG0jtrSJYYYl2oijAAqailGEY7Cbb3CiiirEVrtbhDDe6fgX1lJ51uTwGYDBQn0YEqfrntXpmj6rba5o9tqNkSYbhNwDdUPQqfQgggj1BrzyrnhPUv7F8SNp8rYsdWcvFnpFcgcj2DqM/7ynu1fOZ5g/aU/bwWsd/T/gG9GWvKz0SiiivizqPJ/HekW+l+LV1CN7W2nvxmJ4bF7/UJXUfMsKNlI1Ax82OrU/wf410vwxLPoGpWGoWM8kn2iL7ROt3c3byMdxaOIHyzkZx6c13fiPwrp/iiO1TUWuI/s0hdHtpjE5BUqVLDnaQeQCM4FT6L4b0bw7b+Tomm29kp+8YkAZ/95up/E11qtD2fLLX+u//AA4S1NOiiiuQDO8ON9m8aeILTos8drfD3ZlaFv0gT8xXVVyGfsvxE0mc8JeWVzaE+rgxyJ/46ktdfWdb4k/L/gHZSd4kF9PLa6fcT21s11NFEzpAjAGVgMhQT0J6V4lrfiH4ZTaxNda54avL7WL5hLJHqiLbeUdoGwPO0ahRjoM8k17pXjXjfXtRGu6mLG/8RTWFtdR2syW0Nl5EUzhAsY80bzkuvJ4y3WtcJrO362/rWxUvhOu+GfhrQdL0dtU0bRYNNmvGff5d0lydhckL5kZKkDsBnHTJrt68/wDhlYSmya9i1nUWt45ZbebS7q1tolimDfMf3KgE57gkHNegVniL+0d3f7/1FDYyfFd7Jp3g/V7uAZmis5WiBOMvtO0fniqljapYafbWkZylvEsSnGOFAH9KTxsRJo1pZ5/4/NQto8f3lWQSMPxWNs+2asVP2EdmHW7CkZgqlmOABkk9qWue8V3h0u1+3trtrpiCJ4UivgvkSytjaWP3uMHgEZyaUYuTsjqvbU8t8TXWka94xh1XTL2yeWWaCaGHWrZ7XzxGeBb3JXGxuDjvnPevTPAmj32kaJL/AGtBHDczzvIEEomdEP3VeUKu8jnkjoQK8/XwrrBmXRb211TS9PvmETf2dJHqFhhuu1ZRvgHoRwOMV7HbwJa2sUEWdkSBFycnAGBXfiJqNNQi9P6+X6nLTTlPmf8AX9f1ckoornfGOqz2mnxadpshj1HU2MMLr1hTH7yb/gK9P9oqO9cVOnKpNQjuzqMae6PiDxPLfA5sNNL21n6SS9JZffGNg+j9mq9UNnaQ2FlDaWiCOGFAiKOwAqavtqNKNGmoR6HpUockbFLVZ54LL/R4JZS7BHaJ1VolPBfn+71xXmeo32oT2EP23WItR0Rv3cWoPFmPdngT7cPFID0kHTuK1/iBrmpDVrXR9ONzapgTvLA/lTT46JCx+ViOpU8nGBVTwpbTa5qjXUTiN+l3cwRD7PfpnBSaE/6ub/PSrXvPT+v6/q+xxYipzVPZr+v6/prrpeFbvVU8SC11GJY7mSDdM3mBkvIlGEnRlGCw4VumQQeMYru6ghsbS3eN4LaKNo4/KRlQAqn90e3tU9WddGm6cbN3/r+v+HCq2oahbaXYvd3snlxJ7ZLE8BQOpJPAA60ajqNrpOny3t9J5cMQ5OMkknAAA5JJwAB1Jrl4EvNWvl1TWE8rb/x52ROfs4P8TeshHX+6OB3JqMXJ2RNasqastySNLnVLxdS1VPLZM/ZbQnItwf4j2MhHU9ug7k3qKK64xUVZHlNtu7CiiuZ8TatukTTdJv8A7Nqqyo0ZcMIi3Xy3bBGSM4U+1EpWJbsrmzq2qw6Tp89zIPMaGIy+SpG5gOpA9Oevak0jVItW0+O4Qw7mGXSKdZQv/Al61wV3qM3lC9u7iUSROfKnkTL2lyBh7eRR1jft9fpXTaLoT/2vHrjxR6eZIMNZRQKjAnGd7KfmxjI4zzUxk2/6/r+r9TJTblp/X9f1sekfDjxL/YGpR+GdQfGm3bn+zJGPEEh5NuT/AHTyU9OV/uivW6+fLu1jvLV4JdwVsEMpwykHIYHsQQCD2Ir1P4d+LZPEOky2OqOv9s6btjusDHnIc7JwPRwDkdmDDoBXLWp8rutjlxFLlfMtjsKKKK5zlCiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAK4b4g67hF0S1f5pAHuyp6J/Cn/Aup9h6NXTeItdt/DehzajdI8uwqkcMYy80jEKiKPUkgfr2rxmLVV1ie4ummMly8ha4VgVeNz/Cyt8y4GAAegArSkk5WZ2YWmpzu+hNRRRXaeyZup6La6i8dwYYRe2+Wt7h493lvggEjjIGc4rjNeU6DY2/h+0vUt5LpTc3t9PIUa5bcAVUjncxOOOgr0Wobi0gu49txEr8HBI5XIxkHqD7iolG+xnOCktNzzzQPE+p6Y1vYtbJc232k2+3zy7h2bOyNjnesa/eJ/Ou40vXLLWJrpNPdpVtXEbyhfkLYyQD3x3rltT8OyaGFk0gtvmZLK2kCErp0LfffHJLE5yx9RmqEGtWejXNjbeEyFtpWHmeZaEC5VTiSYyk9AuTnHX1pRlbR/1/X9bHNGUqTtLb+tv6/Ox6TRWFoWsXOpw3WqXQjttLY/6J5g2sUHWRiTwD2HpWtaXltf2y3FjcR3ELfdkicMp/EVodUZKWwy9sUvY1yTHLGd0Uq9UP9R6jvVSCdzI1vcqI7lBllHRh/eX1H8ulatVr2yS8jX5jHKhzHKvVD/Ueo71pTqODOTF4SNeN18RFRUEE7mRre5UR3KDLKOjD+8vqP5dKnrvjJSV0fMThKEnGS1CiiiqJCoL21F7aPCWaMnDJIpw0bg5Vh7ggH8KnopNJqzDY7Twlrra9oay3IVL63YwXkajAWVepA/usCGHswrcry7T9SHhzxFFqbHbZXIW3v+wUZ/dyn/dJwf8AZYnsK9Rr85zHCPCV3Do9V6HdCXMrhRRRXnlhRRRQBi+I2+yzaLqOcfY9VgyfaUm3P4Ym/TPauzrgPHmo2Ft4S1KC41C1trprdntkmmVGaVRuTAPOdwHSrMvxc8IomYry5nfaCUjs5eMjpuKhc/Q1o8PWrRXs4t+iN6Ukk7s7asTUvBnhvWLi5uNT0WzuJrqNY55GiG6VVIIDEcnBUfkK5J/jXo4dhFo2rMF6MywqG+n7zP5gVAfjZaZ+XQbsj3mQVtDK8fvGm1+Bo61Puei6bpdjo2nx2Ok2kNnaxZ2QwoFVc8ngVarzOP412BI87RL9f9x42x+bCrVn8Z/D1x/x9WWq2POMzQI/4/u3aonlmOWsqb+64KrT2TNvxGftHivQLXBPki4vc4yBtQRDnsf35/I1drjY/HnhzVPG015/a9vBaxWMUFu12Gty0jSOZBiQL/dix+NdfFNHPEskEiSRsMhkYEH8RXPVpzp2jNNev3noYdpw0H15z8QNSivdWj060stWkvdLUXJu9NSKVrfeGX/Uuf3gIByADXV+MNO1PVfC91aaHceRdvt2nzDHvUMCybxyu4AjI6ZrzDxbpGrjQ7a88Q2mi6HFYqIbSaSe4u7xn5IXzo9rDOPfk1rhoxclJv8Ar9fT+ndVu1kv6/rqdR4BgvdW1648SXOt2t6vkfY5Et7aW3d3BBBmidiFZR0wBwx9q9CrnfBGkxab4Yt5RDdx3N8i3N19tnaabzGQDDO3JwAB9BXRVniJXqNLpp/Vgor3L9xruscbPIwVFBLMTgAetcDYTNrWpXHiGYHbdKIrFG/5Z2wOVOOxc/OfbaD92tLxnd/2hND4ZgORdJ52oEfwWwONh/66Ebf90P6UoAAAAwB0Fe1lWGsvbS+R24eHNLmfQK4S78T3Fvq+sWOsTXWn3FwFt9Lt0iDhwflEqMPvNlskZGAK7uqOr6LY67Ym01KASx5yrA4aNuzKw5BHqK9xq51VIya9x2a/rU8wu7G70rXF8N3KnU7e8MO2xuGk+clf3k0MzElCrAkjNeoaTpcOkWK28LPK3HmTSYMkpxjLEAZOABn2pukWE+nadHbXl9JqEkZIWeVQH254Bx1IHGe9X6rYxo0FB839L+v61uFV76+ttNspLu9lEUMYyzHn6ADuSeAByTRf39tpljJd30oihjGWY/oAO5J4AHJNcwi3OsXyalqsZijjObOyb/lj/tv6yEfgo4HcmoxcnZFVqypqy3BEudYvk1LVYzEsZzaWROfJ/wBt+xkI/BRwO5OhRRXXGKirI8ptt3YUVT1G7+zRKGLxLLlTcjbtg4OGbcfX681x1/qGuTRy2Vwc3Niqu4gUhztOUuF5+dD0ZOo5xSckv6/r+vmRKVivql3dMbqDxBqt5plwLjfbSm0Jgiw3yMki9ivB3HuaddbNc02KGG2WfUUlH260W5CvPiMqkqsTyBlWB/qK6aK5l8VeGre60m/+xSScsfKEi5GQyMp6jP07Vd0jRbXSLG3giVZJIIvKE7IN5Gc4z2Ge3SoUHqmZcrk7rZlbR9CW2WC81RYbjVhCI5blFI3geozgn3rZoorY2jFRVkFJBqF1oGsWuvaajST2eVmhXrc25x5kf14DL/tKO2aWo7m5gs7dp7qZIYkGWeRgAPxqZJNWYpRUlZnvWn39tqmm29/YTLNa3USywyL0ZWGQfyNWK8h+Efih4dSm8PXEE8OnXhe50mSdNmW+9LEqnkDkyLkD+PsBXr1ebKLi7M8d2vo7hRRRUgFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFFFYfi/XJNA8Nz3NoFe+lK29lG/R53O1M+wJ3H/ZVj2pNpK7Gld2OX1m8/4SLxqwUhtO0FjHGQciS8ZcSN/wBs0Owf7TyDqtU9Y8N6frTLNMrwXiDEd5bnZKg9M9GH+ywI9qtaTpyaTpUFlG7SeUvzyv8AelcnLO3uzEk+5q5XytbETnWdSLt2PcpU1CCief31tqugAnVYvttkv/L/AGkZOweskYyV/wB5cjudop8M0VzCk1vIksTjKujAqw9QRXe1zeqeDreeZ7zRZv7LvHbc+xN0Mx/24+Bn/aXa3qT0r18LnDXu1/vNNV5mVRVSa5uNMuFt9etvsUjttjmDboJj/sycYJ/usAfQHrVuvoqdSFSPNB3RSaewjKHUqwBVhgg9xXKXHw/09rkfZZHgtZWUXEGS26JeREpz8qFuSO9dZRVWTdxSjGStI4jxpqttc6RdaNaqwlhurWBo8AK+5lOwevy9ak0bVrKw8WahplhEsNiJWluLqVsRmYhBsQgbRjuDzW1regxXsc95Y29tHrAhKW93JGC0Zxwc/wBe1cNdWepl4vDMNjBbqrYi862Eo27f3tyZTxnLEDjOazu1Lz/r/K/9M56ilGXN/Wl/zvb/AIc9R69KWvPLLXbi11Sylilmk0CAixs40b97dyABS+D95RgnOR613tpeW99brPZzRzxMSA8bAgkHB5+taJp6o2hUU9Ooy9skvI1+Yxyocxyr1Q/1HqO9U4J3MjW9yojuUGWUdGH95fUfy6Vq1WvbJLyNfmMcqHMcq9UP9R6jvWtOo4M5sXhI143XxEVFQQTuZGt7lRHcoMso6MP7y+o/l0qeu+MlJXR8xOEoScZLUKKKKokbLGk0LxSqHR1KspHBB6iul8B6u81lLol9IXu9NChHY5M1uf8AVvnuRgqfdc9xXOVQv9SHh+7tNdjYCezYqY84NxE2N8Q9SQAQP7yrXk5rg1iqDt8S1X+RrSlaVj1+s3WfEGleH7fztXvY7ZSDtU5LvjsqDLMfYA15rrfxSv8AVo9nhtfsFo44upAHmkHqo5VPxyfoa4tgZJ3nmeSaeT780rl3f6seTXgYPIa1ZKVZ8q/H/gG8qiWx6Hq3xZlYtH4f00AYIFzfHAz2IjU5I+rKfauQ1HxNr2rM32/V7nYTkQ27eSg9sJgkf7xNZlFfT4fKsJQ+GF33epi6kmRxwRQ58qJELEklVxknqTUlFFemkloiAooooAKKKKADr1ot99nKZbGWazkJBL2srRMcepUjP40UVMoRmrSV0NNp3R02m/ETxHpxAmni1OIfwXSBX/B1H6kNXaaP8UNEvyI9TEmkzdM3JBiJx2kHAH+9t+leS0V4uJyPB19Yrlfl/kdtPHVobu68z6MR1kRXjYOjDIZTkEVX1LUbfSdLuL+9fZBbxmRyBk4HYDuT0A7mvB9H1nVPDshbQ7w2yk5a3cb4GPXmPPGSeSu0n1rqj44Hiu6sbbVYV0+2tJfMnbcWinnGDEu7AwBndhv4go5r5fEZHXoVEm04t7/8A9ahjKdZqOzfc29JguCs+oakuL/UH86dc58oYwkQPoq4H13HvWhRRXvRioRUY7I+hjFRiooKKKKooKgvb2306ylu72VYYIhl3bt/ie2O9LeXlvp9nJdXkqwwRDc7t2/xPtXL4uNbvk1DU42igibdZ2Tf8s/+mjju/oP4R75NVGLk7IwrVlTXmRpHda5qEep6ujQxQndZWLf8sv8Apo/rIR26KDjrk1p0VDd3UVjZy3VySsUSlnIUtgD2HNdSSgjyW23dkksscELyzuscaDczscBR6k1Sn1qwhjgIu7cyXS7rVGlC+dxxj68VieIreTXJobaCdHiliW6sweYpXQ5KP/eVgy/TGayblJdf0C81G6swt0siWtxZ22WkghSQFgAR9/qQR2IxUuT1X9f1f/Myc2np/XX8ilcXeo6xcme/kCvMWghtiSsSOCd1tMvqwxh/UDFb3h+wuL+K1e7S6h+wsHs7tsLKUOQ0MgPXGME4wRg9ak8P6FJd24vdbibfIuxo5AM3CKQY3lUjiQAdv/rV1dOMbav+v6/rreIQcvef9f1/XQo6ZpUemPeNE5b7VcGcrgAKSAMAD6fiavUUVeysbpWCiqN5q0NtcLaxJJd3rDK2tuNz49T2Vf8AaYgU6LQLrU8SeIZVEJ6afbsfL/7aPwX+nC+x61STk9Dlr4qlQXvPXsQ/2pLfytb6BALyRTte4ZtsER93/iP+yuT64q/Y+HIo7hLzVZjqN4pyjyLiOI/9M4+i/U5b3rXiijghWKCNY40G1URcBR6ADpTq3jSS1ep4GIxtWtpsuxV1G3mnt1eylEF7byLPaTEZ8uVTlSfUdiO4JHevXPDGvQ+JvDlpqkC+WZlImhJyYZVO14z7qwI98Zry2tLwJqv9h+MpNMlbbZa5mSHPRLtF5H/A41z9Yj3aubGUrx510JwtSz5X1PVqKKK8o9EKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAK88126Gu+PTGPms/D6bR6NdyqCx+qRED/ALbMO1drrerQaFoV7qt3kw2cDzMq/ebaM7R6k9APU15/o1u+l6EJdTdRdSb7u9kzx5rkvIfoCSB6AAV5uY1vZ0uVbs7MJT5537GpRXmuh3+v6tqNh4ii1WT7Ld3TvPpzyxiG2sNreW5U/NuO0Hdnv6V6DYalZaraC60y8gvLdiQJbeQOpI6jI4rwqlJw3/4Y9OM1L+tyzRRRWJZHPbw3Vu8F1Ek0Mi7XjkUMrD0IPWuTvvCFzp+ZfDUwMQ66ddOdn/bOTkp9Dlew212FFb0cRVoS5qbsJq553b6gkty1pcRS2d6gy9pcKFkA9RyQw/2lJHvVuur1XRrDWrUQanbLMqncjZKvGf7yMMMp9wQa5S90LV9Fy9sX1ixHbAF1GPpwsg+mG9mNfS4XNqdT3avuv8A5mtwqvf2UeoafPaTFlSeNo2ZDhgCMHBpbS9t76IyWsgcKxVhjDIw6qwPKkeh5qevZ0kvItO+qPOtd8O32n3CyyXCjSorZbf7UvD2kIADhUAxuc8bh0FanhG1nbUbye2vXWxtbmS0S1BzEY1C7No6AjnJ6knmuulijmiaKZFkjcbWRhkMPQimWlpb2NslvZQR28KfdjiUKo/AUlGzv/X9f5sw9ilJNf1/X6ImoooqjoK17ZJeRr8xjlQ5jlXqh/qPUd6pwTuZGt7lRHcoMso6MP7y+o/l0rVqte2SXka/MY5UOY5V6of6j1HetKdRwZw4vCRrxuviIqKrwXDeY0F0ojuIxlgOjD+8vt/Loa57VNbk1Etb6XK0drnEl0h5k9oz2H+1+XrXcpJq6PnFQqOfJbUvap4hWCR7XTVW4ul4dif3cJ/2iOp/2Rz6461heW8lwbi7la4uD/wAtH/hHoo6KPYfjmljiSGMRxKFVegFOqlHqz16OHhSXmZYX7FqDQf8ALGfMkX+y3Vl/9mH4+lWqfe2v2u1aMHbICGjf+6w6Gq1rP9ogDMuxwSrof4WHBFVHR8pw4qlyS5lsyaiiitDjPVLS20Dw5beEtM1HQ7O9bX4jLd3l02GhB242ntjcPTpVfRtJ8P6VY+Nr2506HWoNFlBtg0xAdMEgbxn2GcHpV/VrXSdR1XwBZ65bS3NvdaX5KCJ9u1z5QBJBHA5qTSTbeEdN+IgsLKCe202RPKtrkF0cBCcNnqOa8OdSXLN3d/e/CSX4HTFaxVu34p/n+hk+CIdA8ZeKr+S48PW+m2MengLbrOZQr78GTdhecMO3asq90G1074f2z3Fsn9pRa+1jcTYILKobj6cA1Z8H6hNq1z4y1Fbe3tZJtGldILVNkcZCqBtHbpn61t+NpY774faPqsOAuqatb3bAfwuYCrj/AL6U1pKU4VYx1S93rfd/8OJJOLfr+Ef+CjS1Dw34U1Hxle+EYtAWznjsBdQ6hDO2Qx4wU6ce+c+grmNLbQtE+Etn4g1Hw3BrF1NfG2IecxdSed2D0x0xXZxAn9oO9IBwNFXJ9Oa5fS9fPh34F6feLp1lqJfU2iEV7HvQZLfNj14/WueNSfJa71t/6U1+Jryrtt/8jcg0mbw9F4B1vxXqHhW3nWLUVjhshcn90jeWu0PjnBYnpWL8RdD07RNW0ybRY3gs9UshcpA7FjEeMjJ7YI/Wun8FalY2Xws1S81ywtr2zk1qPzrd1/dqHeIZAOeF3ZA9q574tveN8SJortl+z29rEtjGi4VYiMn8dwYfgK6YSmsSopvfv/dWnr1M7J02/X8zjKKKK9c5hkhfCpCnmTSMEjT+8x4H+fSu70vS4tO0mOyIEowfNZhnzGPLE/U9vTiuf8Kaf9qvH1SUZjhJitvdujv/AOyj/gVddXxeb4v21b2cdo/mcWInd8qKcAu9FA/swG4tB1snf7o/6Zsen+6fl6Y21u6fqVtqduZbR87TtdGG142/usp5BrOqpcWj+f8Aa7CX7NequBJjKuP7rj+Jf1HYiuXD4yUPdnqj2Muzqph2qdb3o/ijpqgvb2202ylu76ZYYIV3O7HgD/Pas608R2zWU8mplbCe1Tdcxu2Qo/vK2BuU9iB7EA8Vjss+vX0eoalG0VrC26zsnH3T2lkH9/0H8P16e1D958J9jLFU/ZqdN3vsKPtGuXkeoanG0NvEd1nZP/B6SSD+/wCg/h+taFFVrrUbSys5rm4mURQHEhX5iD6YHOeRx15rsSUEea5Nu7Fur6G0BDtul8tpEhUgvIFHO0d65vU/FE9zpsd94e8mWzETyTSzRMQWXbiHthjuxnnpVa/1V9Z1GIW179ltJkMVpcLHtZLkEExyhuRnHTjIJ9qr2dlPdR3NpZ2KJFMwh1LTllEX2WUYxNEcdCBnA68e9Q25bf1/X+XQwlO+i/r+v8+qIILqS0gt59Otp3so7jzo4AhaSxlGfNhYD+EqWx7/AIV3cVhax38t/FFsnnRVkYEjcB0yOmeevWoNI0a30eFxCXlmmbdPcSkGSZvVjWhWkVZFQi1uFFI7rHGzyMqIoyzMcAD1rNjvr3WDt0CFTBnB1C4BEX/AF6yH6YX/AGu1V5BUqwpR5puxbvb+106DzbyZYlJ2rnksewUDkn2HNV4rXVta5bzNHsj3ODcyD2HIjH1y3sprS03w/a2E/wBqlZ7y/Iw13cYLD2UdEHsoHvmtSto0v5jw8RmUp+7S0X4lTT9Ls9KgMVhAsSsdztklnPqzHlj7kmrdFFbpJaI8ltt3YUUm4BgCRk9B6015Y4iokkVCxwu44yfQUAPqpqVvPcWR+xSCG8hZZ7WUjPlzIQyE+24DI7jIri4/Gt3/AG1rItYppoGglbT1uFVQ00GRIi4OcdDzg9a1vBXiS61yGZb4rKAFe3ulgMIuEI5wjEn5TxnoeKyU41Pd7o0cJQ17Hv3hzW4fEfhyx1a2XYt1EGaMnJifo6H3VgVPuK0681+Gmo/Yde1Tw/K37u5H9pWYPbkLOo+jFH+srV6VXiVIOEnFnqwlzRUgoooqCwooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKAOK8f3H2y90bQFOVuJzfXQB/5YwFSoP1laL6hWrK17S/7b8PX+mCZrf7ZbvD5qjJTcMZxTvtB1XxlrmpHJihkXTbc+qw5Ln/v68i/8AFXq+ax1Vzru3Q9nCw5aafc8e8SeEdV0/T7u81Qwf6ZHa6XJPpdq5NtZrzI2zDMScAd+PasySa7020u1W+1CCJrc6rcLFH9imd3AhtYdqH5clNxA68ZHavdKxdd0KwvSNVOjWmoarZRlrMzKAd45Vd3YZ/KphintNf1/WvrqN0F9n+v6WnoctafEK7sb6y0e806XUZY9lnc3UEih3uhFvk2ocAqo+824YJ6V0Ol+PvC+rqn2TWbVXkfy0jmcRszZIAAbGc47V5zoXh3XbqHX3/su4GsXCYj1C7V4BE07YmCox2kqo++mN2BTPEcM82sQeGGsxp2n2skdnHK1hy9lEgllk+0EY5242rz61rKjSlK2z62/F+mum3XsZqc4xutv6t83+fqe10V43oPiW/j1iXXrjUbkWRs7jVr21aTdEkTfJbRgHoxC7uK1fC/i+9tPDs+n35dNdN1GiyXhaaJp7jMixgJlgFXgjtXPLCzX4fnb+vVGqrR6/1pf8j0+iqen6rYamsv9n31tdmB/Lm+zyh9jjqDgnB9jVsMCSAQSOoz0rlaa0Zuncx9Y8L2Gry/afntL4DC3lsQsmB0DdnX2YEfSuWvE1LQc/25CstqvTUbVSYwPWROTH9fmX/aHSvQqK7sNj62G0i7rsK3VHCRyJLGskTq6MMqynII9QadWjqHgyESPc+HZV0y4Ylnh2breU98p/CT/eXBzyd1Yb3ctldJZ61bNYXLnbGWbdFMf+mcnQn/AGThvavp8LmFHEaJ2fYal3LdFFFegWFFFct4m1dppW0mykKgAfa5VPKg9Ix7kdfQfXhpOTsiJSUVdlDxBqaa5ci2twDYwMd0w6zt0Kg/3PX+99BzUACqAoAAGAB2pFVUUKgCqowABwBS16VOmoKxwt3d2FFFFaCCs27T7HfC5HENwQk3ordFb8eFP/AfStKmTQpcQvFKNyOpVh7Umr7EVIKpFxZBRVazeQB7a4OZoDtZv76/wt+I/UGrNXF3VzwpRcXZnW2PxG1XT9GtLJLHTbiexBWyvbmDfLbA9dvP+eM5pth8R9b0691a6jtNLnk1aVZbhLi3do8gYAC7xx9Sa5SisXh6TbbW4c0rJdjpZvH+sTXd5cLZaRbNd2DWDpb2zogRiSWxv+9z16e1Z7+JNRfwxYaAwtzZWNz9pjYo3mbueM7sbfmPGM+9ZVFNYemtl/S1G5yf9eVvyO01D4teKb+3uIki0mze4j8p7m2tXEwX0DM5H6VS0T4g6t4f8Pw6NZWGkXNpE5dRfWzynJ+jgfpXMUVKwtFJrl3Dnl3N3U/GWraroepaVNb6bBbalcpczC2gdNhQJgJ85AH7sZznqareIPEeoeJrqzm1JLYNZ2wt1eFGDSKOhcliCevQDqay6KqNCnFppbf5W/IHOT6hSLBLeXMNlbEiW4baGA+4v8TfgP1xSkgAknAHUmui8I6dtt31SdcSXQxCCOUi7f8AfR+b6Y9K48yxf1ag2vieiMKk+SNzftbaKztIra3XbFEoRR7CpaKK+DPNCiiigRS1PS4dSjj3gLPC4kgl2gmNhyDg9RwOP64NNsb43DSW9ygiu4MebGDwQejL6qfX6jqKv1R1GwNz5dxbFY723yYZD0OeqN/snAz9AeoFd+CxboStL4Welgca8PLll8LKfiWXV7fRZJ9AWJ7qIhzHIu7zFHVRz1rz6z1GCHWZ7lIWew1BRdXdgckAqfmkj9dpAb1xkEArXp9jeLfW3mBWjdSVkif70bjqp/zz171mJ4XtE1p71T+6ZxMsOMeXL3ZT2DDgr0NfSW5mpRen9f1/Vz6ia9ok4s5/SfD11f6jcyXKIdOut7Ty+ZvW93MWjdMHKMoIGa7pEVFwo7AZPJP1PehEWNAkahVUYCqMACqt9qdtp+xZ2ZpZOIoIlLySH/ZUcn+Q71okoqyKSUE2y3WfPqwa6az0uBr+8Xho4zhIv+uj9F+nJ9AadFpWp6ud2qSNp1of+XS3f964/wBuQfd+if8AfXat2zsrbT7VLaygjghQfKka4ArWNNy30PMxGZRj7tLV9zHt/DbXTrP4imW9cHK2qLi3jP8Aun7592+oArf6dKKK6IxUdjw6lSdSXNN3Ciq9/dNZWEtxHbyXLRjIijIDN+ZArnvEPimyt91hJHcmCaJBNewOAtsJSVRs5yee65xRKaihRi2b97qdnpyK95OsStKsQJ5+ZjhQcdM+9LNqFrHNFA1wiy3DFIlzkswXcR+XNeYiIavbJo2qoiG832N1Mo2sb2EfunY/xBkAIB4pqXC29vpur2cccbWt3BFqtog2/ZZlPlGTHYMuQf8AgJrH2t9Oj/r+vVGns7L+v6/4YvaXZyWeraVqF1dXEkmtWb232uZ97W9xyRtJ+6CMjA44FZt/BbT+EreXVLiQajHcvYXFzdOXW0l3FjKM8qTtXBBAG6u3s9Fi1jwjDY3ZlgMNyzxyJ8royTMVYZHt+Rrdj06zikndLaMNcsHmO0fvGAABPvwKXsm1/Xr/AJ/h2KdXW/8AX9bfd5nnmjaDq+s/Y9Ug8uzjlmjvZfPRhJFOo2ShU4ysg56112j+ErLRdRa7t5riTajxwRSMClujNuZVwM4z6k4reoraNOMdUZSm3oV5r46JqWna8Dgabch5yO9u3yTZ9cIxfHqgr3CvFJoY7i3khmUPHIpR1PcEYIr0H4b6k+o+BLGO4k8y6sA1hcMepeI7Ax92UK//AAKvPxsLNTOzCy0cTqqKKK887QooooAKKKKACiiigAooooAKKKKACiiigAooooAKpa1qcWi6Df6pcDMVlbSXDgdwilsfpV2uK+Kcgm8K2+kbnQ6texW5KNtYIpMz8+6xFf8AgVKTsmwMjw9ZTaf4es7e7Ia68vfcsB96ZzukP4uzH8a0q5FYfENl/wAeGuLdIOkWp2yyfk8ew/id1WE8Tapa/wDIV8Pyso/5a6dOs6/Uq2xvwAavlZ0ajbe561PF0WrXsdNRWJa+MNBupxB/aMdtcMcC3vFa3kJ9kkCk/gK2655RlHdHXGSkrphWdr+jx+INCutLnnlgiuk2O8JAbbnkcjuOD7GtGikm07oZyt78PtGk01rLS7aHToZruK5ukhj4ufLOQjegJA6f1ridW8H+IdJsLm/ZVuZ7eC4uvNtssXu7h9jOF+8RHF04z6V7BRW8MROPn6/cZulF+X9f195x3gmw0Wx0qTWNNtruyhFstqTdoY98UG7EgQ8jOScnB9qz/Derw6T4cv8Axjq0crz69eB7eCNcyOhOy3jUEjkrz1A+Y12msaXDrei3emXTyxw3cRikaJtrBTwcGuJ1Twd4ktbPSF02/j1r+y5ZGt4rzbb+XmPZExKKQ2w5PQZyPStIzjUbcnv+W9r+ehDg4pJLb8+n9bnT6d4w0bULG2uHu0smuZnt0gvHWOTzUO1kxnBII7E1uV4va6Fp+l6rfaP4ntdQlhgskhS5hhbYkSr581wZDwN0nHBLcAYqa38W38evanrdk97FY2+lNfyw6hdiSNvMx5CCNeIzwTgfMc8mqlhk37j8/wDL+u4o1X9r0/z/AK+Z7FUN3aW9/ayW17BHcQSDDxSoGVh7g159oHiu9sooY/Fd/Nby6bai41I+WkiSNMx8qPIG4MBjCqCTnBNd3peq2Wtael7ps4mgckBsFSCDggg4IIPBBGRXPUpSpv8AX+vvNI1IzOZvvCl9puZfD0v2q3HJsLqQ5Uekcp5H+6+R7qKzrbUIbi4ktmD293EMy2s67JUHrt7j0YZB7E16HWdq+iadrUCrqUAYxZaOZWKSQn1Vxyv4HnvXp4XNatL3anvL8S7NbHBeINWOlaf+4w13OfLgUjIz3Y+wHJ/Ad646GIQx7dxdiSzu3V2JyWPuTzUlxMb3UZbn7VJdwITFaSyqAzRA8MdoAy3XIAyNvHFJX3WGj7im+pyTnzu4UUUV1EBRRRQAUUUUAUNSjMRS+iGWhGJAOrR9/wAR1/A+tSKwZQykEEZBHerdZdun2K5axPEeC9v/ALvdf+An9CKS92XqefjKX20WqKKK0PNCiiigAooooAKKKbLIsMTSOcKoyaG0ldgTWVi2rapFYgfuf9ZcnpiMfw/Vjx9N3pXoIAVQFGAOAB2rH8NaW+m6ZvuVxd3J8yb/AGf7qf8AARx9cnvWzXwOY4r6zXclstEefWnzS02QUUUV55gFFFFABRRRQBlaip066GqR58nAS8Uf3O0n1Xv/ALOfQVcuLqC0tmuLmaOGFBlpHYBQPrVggMpDDIPBB71kaLo9nFrUsV8GuZrbElj57blii6fIvQFTwW5OCvPOK97K8Q5P2D+R7WCzB0abhJXtsPifU9ax/ZsZsLM9by4j/eOPWOM/+hPj6GtfTNEstJ3vbo0lxIP3tzM2+WT6se3sMAdgK0KK+kjTUdTCviqld+89OwUE4HNFFaHKc/YeM9MvoLq4KXNta2yeZ9pnhKxyJkruUjPGQeDg+1Y2t+PQ2nwy6HIYQbr7PPJcWbu0ZKFkHljBIfgA+9UvEAtvDeptY6dcSmDUGAm0eaMtFOsjbXMLdmGckDiq3h/QbnVdUvtN1BSkVnALK6mWQCR3jYNbyqOxCnqa5eecvdX9W3/RfM6uWEfe6Dk1XzddfU/Es15ZgWQuVtopSVAQFZoGTODyQ3Tdg0g0DU9V0ldEgijmt9NnkjQXe5UkgljPlSA45ZA3T2rtLPwpplvZrDdwrqDic3Jmu0V2Mp6t0AB+graq1SurS/rr/wAD/hyPa2fu/wBdP6/4By1l4IgVd+p3T3MzrAZTGNgaWH7sg7hsYB55rev9LtNTtxBeRb4vMWQoGKhipyM46jIHBq3RW3KjLmYUUUUyQorLvfEuj6fIYrm/iMw6wREySf8AfC5b9Kz5fFk0vGm6RO4zxJduIF/L5m/NRU8yNI05y2R0lbvw2vTaeLNY0pjiO9hj1CEerriKX9PI/M15hLfa7d58/UY7RD/BZQjdj0Lvuz9QBVzwfIuh/ELQdRee4mMlz9imknmaRmWYFFHzHj94YzxjpXPiU503oddCjKEuZn0dRRRXjHcFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABXnHjmf7X4+020B+XT9PkuHX/amcIh/KGUfjXo9eT3032zx14jus5WO4itI2znKxwqSPwkkkFc+JlakyZbElFFFeOYkVxbQXcJiuoY5426pIgZT+BrLTwzZWmP7Imu9JIOQtjOUjH/bI5jP4rWzRTu9hqTi7pmak3iix/wBVe2Oqxj+C7hMEjf8AbSPK/wDkOrCeLpLfA1jQ7+0/vS26i6i/Dy8v+aCrVFZunCW6OqGMrR63J9N8R6NrEnl6bqVtcTAZaFZAJF/3kPzD8RWnXM3+k6fqsYTUrG3u1HQTRBsfTPSqiaHJZ/8AIH1jUbDAwIxN58Y9tkoYAf7uKxeHX2X/AF/XkdcMwX20djRXKpqXiiy/1sOm6snrGz2kgH0O9WP4qKnTxpZw8avY6hpZ7tPbl4/+/ke5QPqRWToVF0udkMVSnszoZI0ljaOVFdHBVlYZDA9QRXJ6n8PdMk0w2mgW9tpSy3sF1cRxw/u5xEwOwqCMA47d/wAa6Sw1Sw1W38/S723vIv8AnpbyrIv5g1aqIynTemhs4xmtTy7WfC+t6ZLb34sm1qWXVJtQuo7TblpAu21UhyPkXjPXBHQ1z066tppj0zTdRuYb+yCWm+3kwJ9Sun8yUt2ZUXJr3Ks+XQtMn1C3vpLKL7TbytNHIo24dl2liBwTt4yc1008VbSS/r/htPu7GU6N9Yv+t/z/AF7l6NWWJVdt7AAFsdT61yPxH1g2Ph8adA+241ImLIPKxAfvG/Ihc+riuwrxvxdqn9r+L72VGDQWZ+xw4bI+U/vD7Hflf+ACunKcL9ZxUU9lqyqj5Y2McAKoAGAOABRRV3SNJutc1WHTtPVWuJiQgZtoOAT1+gr9GbSVzlbSV2UqK6LXvAuv+G7P7XqdlttshTNHIrqpPTODkfXpVa68LapZ+F4vEE8aLp8pUK+8bvmbaOOvWs/a02r38hcyMaiun0XwBrOuaZHf25tYIZmKQC4m2NMR2UY56H8qzbbwzrd7cXUFppdzPLZyeVcJGmTG3ofyp+1p3avsLnj3MqirGoWN3pN/9i1O1ltLnyxJ5Uq4O0kgH8war1cZKSumUFVdQtnuLcNBgXER3xEnAz6H2I4P1q1RQ1dWE0mrMo2863NukqAgMOhHIPcH3B4qSq0q/YtRyOILs/8AfMuP6gfmPerNVF3Wp4dWm6c3FhRRRVGQUUUUAFXdB0/+1NZV3GbWxYO/o8nVV/D73121nys6qBCnmSuwSNB/ExOAPzrv/DuiGztbXTLciSeR8M5OPMkY8nnpyfwGBXh5vinTpqjD4pfl/wAExrT5Y2W7LVFdC3gbXE27reMbjgfvV6/nUF94T1bTo4nuoURZZVhUiQHLMcAV8l7Gp/KcnsKq+yzForRGh3xvb60CJ5tghknG8fKMA9e/BFQvplzHo8Opso+yzP5aOG789u3Q1Ps59v62JdOa3X9LcqUVqHw9qAv7mz2J51rD50o3jhcZzn8abpOhXWsWjXVu8EVupC+bPJsUsegHvyKFSm3ZIPZTvaxm0VpNoGoRzX0UkSo1hGZZ9zAYUDOR68Vdt/BWtXVrFcQwxmOVA6nzQMgjIpqlN6pD9jUenKzAqhqebdYtSiDGSyYyEL1eM8OvvxyB6qK6M+HdQ/tO2sAiNPdRedFhwQyeuaysqzOqsrhWKEqcgkHBpxc6M1PZp/kHLODu0aSOskaujBlYZUg8EUtZPh5jFaS6e3WykMae8RG5PyB2/VTWtX3tKoqsFNdTUKKKK0EIVUkEgEjoSOlMS2hjnkmjhRZZceY4UBnxwMnvillmjgiaSeRI415LOwAH4msWbxhpCEraSyag47WURlX/AL7HyD8WFJtLcpRlLY3aK5WbxJq9xkWWnwWa9pLuXzGH/AE4/wDH6pyjUbz/AI/9XumGc+XbEQJ9Pl+b82NLm7I3jh5vfQ6y+1Sw0yMPqN5BaqehmkC5+metZE3jC1bjTbK8vic4ZYvKT/vqTbkfTNY1tptlaSGS3to0lb70m3Lt9WPJ/E1ao95m0cNFbsdLrWvXWQn2LT1P90NO/wCZ2gH8DVKWxa7/AOQne3d9xyssu1D/ANs02ofyq3RRyrqbxpwjsiOC2gtY/LtoY4U/uxoFH5CpKKKo0Cq2pLKdNmNqStxGvmQsOokX5lP/AH0BVmik1dWA+jtL1CLVtIs9Rtv9TdwJPHn+66hh+hq1XGfCa8N18M9MiZstZGWyI/urFIyIP++FU/jXZ1881Z2LCiiikAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAV4vpEz3Gm3V/EA73t3dXcYJwCJJnZBkf7JUZr13Vb0abo17fN0tbeSY/8AAVJ/pXkWgwGw8J6dA25mgsolbPJJCDP41w412gkRIwNI8dXVzFHJrGjraJNf/YIZILoSh5AWDkghcKNh55zXU/2hD/aEdmN7SSRGZWVCU2ggfe6Z56V5dJaIfDfhe01a2DKy3up3MEyeiO2GB95BVVJ7y38Otaw3M0Zj0TT7ZAkhXbJPLyR7471g6UZPTv8A5r80Q0t1/Wv+TPX57u3tpIUuJo4mnfy4g7YLtgnA9TgH8qk3r5hTcN4GSueceteK6lql5pN1E1m892lpq95JC1zM0vkokaxFyWJJUM5bFdPea1qGnapqC2j29zfxSafp6Xs0I3StIctuC4GMNkAYxk1HsdFZ7/1+oNW/rsz0WivN2+IeqWWixyzWlreXStdyTOC0KNDBJsJUfN8xJGB0rY8WarqdvoekymdtIS6uUjvbiDEhtlYHHLDGN20E471HspJrzFbWz/qx2FFcNZeN5tM1C60zxIpZ9NsY5bm7hgfa7liCRwBjGD7ndjpWu/i+zbxDb6ba7ZEY3AuZmJQQGJVJ6jB++BnOBSdOSCzOiorOsPEGkapZtd6fqVtPbq+xpEkG0N6H3rQqGmtxGdeeHtJv5xcXNhCbgdLhF2Sr9HXDD8DTF07VLL/kE6/dqB0hvlF1H+JbEn/j9atFJ6qzLjUnD4XYoprviCz4vtHt79B1l0+42Of+2UmAP+/hqePxvooYJqM0ulSZxjUYWgXPoJGGw/gxqekIDKQwBB6g96zdGm+h1wx1WO+pa1XWIdP8OXerQstxFBbvMnlsCJCBwAenJ4/GvELdHjt0WVzJJjLu3V27k+5OTXVeOtI0qxsbdrKxjtri7u1DtbfutwUFyXCkBh8gHIPUVzNfUZDhlTpzqd3b7jsjW9sua1grq/hl/wAlG0v/AHpP/RbVyldL8Pr210/x3p11f3MNrbxly800gRF/dsOSeBX0NT4Jej/Iir/DfodfrmmP4O8B+LTq91A51y/f7DDE5bLM5I6jg45OOm2rXiOIN8OtT0I8tYaBZ3mP9oO7H/0CsE6tpGu+Dda0y81axie316S5sXmuEUSxvMclCT83DOePUV09x428Oan4k1/Rml0iKyOl+R/a32lAJiV/1W/OCBvPGeua8CSkoba7/JRVjHVS+f6r9DkvGN2dO0f4bXcShvs8L3CoSdpZRGef1/Otnwtc614q0HxzeaWBaatqJjNuLaYx+W4j2gh8gg/LnNUtOTTPFvh3wVeS6xptqugArf297MEJT5eQDwQQn059qvaIR4y0f4hR+FEjSK8kSGw2DylOE27h6AkE/jWtRx5Jxa11fybX5k3XLHurfmzzfWV1SHXZ7TxDNPNqdoqxStPOZmAI3AbiTx82fxqnWhrvh/UPC+pRWGsxql1NCJhtcPuXO3OR7is+vYotOCs7+h1rYKKKK1GRXdsl3avBJwGHBHVT1BHuDg1TtJnljZJgBPE2yUD19foRg/jWjWdqC/ZbhL5PuYEdwP8AZ7N+BP5E+lS/dfMcuKpc8LrdE9FFFanjhRRSCKW7uYbK1OJrltitjOwdWY/QZ/HA71FSpGnBzlsg2Nfwpp4vL5tUlAaK3LRW/fL9Hf8ADlf++q7/AEH/AJGLTv8Ar6j/APQhWVaWsVlZxWtuu2KFAij2FaWkTxWut2M9zKkMMdxGzySMFVQGGSSegr4KWIliMWqsurX5nmznzzuWvGWg6fD4hvL2S40+5nubg7oY3DTJx/EO3StLxBDG3jrw+7IpZLO22kjkfvDVDX4dDm1G/wBTsvEmjXUs0u9Le3ukeVskDAAPNWNY1XT7rxhpE1tfW00VtbW6zvHMrLEQ5JDEHggetXC8XZ6e9H9Tvq6Oq+/4+8jo5tNW31nxVeC+tJWuLN820cmZYv3aj5l7dP1FY9r/AKV8P7LTcfNcQ3EkPr5kTBwB9RuqJNa0dfEniq8/tOxEF1bNHDP9oTbM3lqNqtnDHPGBVGPWrSz0Xw40V1C93Y3Ekk0CyAyJGTzlc5AI9a1jKOnp/wC3P/hzec4qV/8AF+h0qnd4u8QNnO7Sgc/9s1rlrqJJPhPoaOoZWv8ALKehIjfH8q3G13RV8Sa7dJqtj9jfT/Kim+0psZtijaGzgn2rI0prTWfA9hpL6jaWN3Z3AuNt3J5YdChGQT1xuP5e9TrK6jvr/wClik1t/i/9JRoafqt3rVn4nvL6KGJv7IaJVhzghVbk5781kJbQn4NX6GNSsl7blxj73zR9a1rjxHoUj+JzZ3llBZDTDawSb1jS4l2tnZ03ckDjrisUahZxfC2axlu4Eu5ruBordpQJHAZMkLnJ6HpUye+vR/8ApQtY8qk9fe/9JR0UV/DZ+BBrwYLcaTZTWUS/7blBH/QfjXDWMH2Wxhh/uoAT6mtu7v7GP4bXljNd26Xc19C0du0qiSQB0yQucnoenpWZXPiJuTj6I4q026NNf12/JFRHFp4ktnJCrexNbtnqzpl0/wDHfNqxd+JtHspTDLfxPOvWCDMsg/4AmT+lZPiq2iuPD8xuFjaOBlmcSDK7FYF8/wDAdw/Gq0MEVvGI7eJIkHRUUKPyFfRZRVlOhydmaYemqkbt7F6XxZcy8aZo8pGceZeSCFfqANzfgQKpy3muXf8Ax8aklqp6pZQhT9Nz7j+IAp1V7vULWxaFbuZYjO4jj3fxMe1exbuztjRhHoRf2TZtIJLlGu5R0ku5GmYfQuTj8KugYGB0rNi12znupbe382WSGcQSbIyQjHPX2460xdegkiE8cbNb7JWZyyggocFdpOSetJSgldG1uhq0VkHxPpSWdrcyXO1LpdyAKWKjjO7bnGM4JNKfEdmLyS3Mc4EUqwvLs+QO2MDPvkU+eN7XF0ua1Fc5rmqG58ItqFlJcWyCVdzLw4QSbWxjPbNRXGsy6Xp+njTlluILqQQxzXhYurl/4s4OMbsfQVPtFe39ajsdRQTgZNcPdazrEc11/pnBe6tkjWMDYyJvRgeucVUQzTWtul/IzWxuraUQvctK/lyAqdzehPOM1CrJuyXb8f6uDVvx/A7c6raR2hubqT7JEJDHuuP3eSDjv+lPk1GyikjSW7hR5SFRTIMsT0x9a4vUY5BcXAaZo47TVCXk2eZ5UckXXBzxk1VazK2p8mCYuNPilh8xMyHypuO3dSOKlVn2/q12Nr+vnY7FvE2lqt2ROWNqjO4CHkKcHaSMNg8cVY0vVI9TjlKxSwSwvskhlA3IcAjoSOQQa5yDT7ua1u9GOnlVk+0Yu5F+VUc7kCnvyeR2xWp4Z0240+Ofz7OGzV9gEcbBizAYZi3fJ6VcJTb17fiJ+R7P8FbofYdf08n5ob9bhR6JJCg/9Cjc/jXp1eO/B64EPjLWrY/8vVhBIP8AtnJID/6NX8q9iryK6tVkikFFFFYjCiiigAooooAKKKKACiiigAooooAKKKKAOc+IcjRfDTxIYzh20u4RDjOGaNlB+mSK4xVCKFXoBgV1vxKP/FvdSUNtMhhjHvumRcfjnH41yledjHrFGcxkkMcoIljVwQQQyg8HqKqPoumSO7PY25Z2jZiYxyY/uH/gPb0q9RXCm1sZmFc+DtEullDWuzzYZoW2ORxMQZD9SQDmq6eCbNLgTfarl2F9He/OVOWjj8tQeOmBn610tFUpyXUd2eQ+JNAvtK1PSrO00ybVYLCJni8y2kZLuSSXcys0eNmMD75Knrjiu18X6drupWqQ6XFbXNrcW8kF1ZXEmwZYDa4baT8vPHGa6miqdVtK/S/4j5tbnl2o6ddaNoXiuPVwx8zTbeK3u3YbLgxw42jnO4tniqmoaJqSabcqtpM1wPD80kpRCd01xKGkA9SADx16V6tc2dteKi3dvFOI3DoJUDbWHQjPQ+9TVftnv1/4FgTta39bf5fieJ6immwaPJd3VxPdZuhNAmrQCKO+jhiCFAu1cNtchcjOVz717JYRRwabbRQK6xJEqoshJYADgEnnNSSwxThRNEkgU7hvUHB9akqZ1OdWJ7BRRRWIBRRRQBwXj+UvrWnQBjtiglkZfUsyhT/46351zVbPjE7/ABlM2SdlpDHjPA+aRv8A2YfpWNX2+WR5cJD+up6tBWpoKCARgjIoor0TYb5aFQNi4HQY6UeWgUjYuD1GOtOooAY8MUihXjVgOgI6UpijKBCilR0GOKdRSsgGpFHGcoiqfYU6iimAUUUUAFIyq6FXAKsMEHuKWigDLtM28j2MhyYRmMn+KM9PxHQ/T3q1TNSt2dEuYF3T25LKB1df4l/H+YFEUqTwpLE25HAZSO4og7e6eNiaXs56bMeSAMngCuh8I6diF9VmX57ldsAP8MXY/wDAjz9NtYVnYtq2pxWIz5RHmXDDIxGO2fVjx9MntXoKqFUKoAAGAAOlfNZ3i9sPH1f+R5mInZcqFpCoZSGAIPUGlor5k4iJbaBGDJDGpHcKKcIo13bUUbuuB1p9FA7kfkQ7AnlJtByBt4pREgcuEXcRgnHNPooAj+zw+Xs8pNuc7dvGaSW2gnQJNEkijoGXOKloouF2R/Z4fKEflJsHRdvApWhidlLRqSn3SR0p9FAXGPDHIys6KzL90kdKfRRQIhuoFurOa3cArNGyMD3BGK57TpjcaXazOpVpIVZlI5BI5FdPXLaa4a1kCjAjuJov++JWX+le/kkvfnHyPRwT1ki3XNeN7T7VplmclWjvI9rD+EnKg/mRXS1DdWkF7B5N1H5ke5WxkjkHIPHuK+knHmjY9JHm1pcSob2+IaGSd47x1BPBS4KsPyNaywIb6KCZFkjj1aeBlZcgpKhYAj05Fdh/Ztlzm0hOQynKA5BO4j6E81MkMUTO0UaIznLlVALHGMn1rKNGys/61X6Kw27s8/Mc9x4bttOtLOZ3jSa1uDbxAOHH3FYnop4JPsK14tMnXS9VbUQtrHcW8UokkYDy5VQAk88YKg11lI6LIpV1DKeoIyDT9jo9dWF9Uc7p9hLqfw+S1O1Jrq3JBOQAzEkH8zSz+H77VoIYtcu7dlhJZVtoivO0qDkk8gnNdEBgYHAorR04vclaKxztj4ZEeu3N7evJKBIrwjzDtZjGFZinTPX861LXRNNso3jtrOJUdgzAjdkjkdfTt6VeopxhGOwxiwxpI8iRqryY3sFALY6ZPen0UVQBRRRQB0/wvk8v4oQ56S6VcpgevmwMP0DfmK9xrwLwG/l/E/QjkjzPtEXHf9yzc+3yfyr32vGxatVZS2CiiiuUYUUUUAFFFFABRRRQAUUUUAFFFFABRRRQBynxM/5EO5/6+rP/ANKoq5aug+Lm4/DHUQjvGTNagOjYZf8ASYuQexrxr7Jdf9BrVv8AwMaolgamK96DWhlNq56LRXnX2S6/6DWrf+BjUfZbr/oNat/4GNUf2NX7ozuj0WivOvst1/0GtV/8DGo+y3X/AEGtV/8AAxqf9jVv5kF0ei0V519luv8AoNar/wCBjUotroH/AJDOqn/t8aj+xq38yC6PRKK88+z3P/QX1T/wMf8Axo+z3P8A0F9U/wDAx/8AGj+xq38yDmR6HRXnhtrg8Nq2qEf9frj+RpPskn/QT1X/AMGM3/xVH9jVv5kHMj0SivO/skn/AEE9V/8ABjN/8VR9jk/6Ceq/+DGb/wCKp/2NW/mQcyPRKK86+xP/ANBPVv8AwZT/APxVH2J/+gnq3/gyn/8AiqP7GrfzIOZFXxOc+MNRz2MQH/ftT/WsytWy0G1vry+a7nvJWWVV3PdOWPyKeWzk9fWrv/CJ6Z/09f8AgXJ/8VWyzijg19XnFtx00PqcLl1arQjOLVmv66HO0V0X/CJ6Z/09f+Bcn/xVKPCmmD/n6/8AAqT/ABp/6x4f+V/h/mdH9lV+6/H/ACOcorpP+EV0z0uf/Al/8aP+EV0z0uf/AAJf/Gl/rHh/5H+A/wCyq/df18jm6K6NvCeluuHF0R7Xcq/qGBpn/CG6N/cvP/Bjcf8AxdH+seH/AJH+H+Yv7Kr9197/AMjn6K6D/hDdG/uXn/gxuP8A4uj/AIQ3Rv7l5/4Mbj/4uj/WPD/yS/D/ADD+ysR3X3v/ACOforoP+EN0b+5ef+DG4/8Ai6P+EN0b+5ef+DG4/wDi6P8AWPD/AMkvw/zD+ysR3X3v/I5+iuhXwfoysD5V0cdmv52B/AvipP8AhFNG/wCfQ/8Af6T/AOKpPiOh0g/wGsqr9Wvx/wAjmqyXZdMu5Ek+W2lBliP91urL/Ufj6V3f/CKaN/z6H/v9J/8AFVg6t4bsL3UDZ6ZH9na0XzXm8x2xKR8icn0O445+7610YXOFjKqpUKb5vl+J5ebYWOCwkq+ImlFW77v5G54Z0ttP03zbhdt3dESTeq/3U/Afrn1rZrirKGK7tVkL3cbglZIzdy5RwcMv3uxqx9gi/wCet3/4Fy//ABVfMVZOVRud731OJcMYmslUjUi09ev+R1tFcl9gi/563X/gXL/8VR9gt/ST/v63+NZe6V/qniv54/j/AJHW0Vyf2C39JP8Av63+NH2C39JP+/rf40e6P/VPFf8APyP4/wCR1lFch/Zlt/02/wC/7/40f2Zbf9Nv/AiT/Gn7o/8AVPE/8/I/idfRXIf2Zbf9Nv8Av+/+NH9lWXeBT9SaPdGuEsR1qL8Tr6K5D+yrH/n3X8zR/ZVj/wA+6/maPdH/AKpV/wDn4vuZ19Fcf/ZFh/z7J+tH9j2H/Pqn60e6H+qVf/n6vuZ2Fc3ANs12vpdSHj3bP9ap/wBj2H/Pqn61v+FPBuiX2jyXE9rKGe5lH7q6ljHDY+6rAdvSu7A4ynhJupK7Vrf1qNcO1sK+bnTv6lKiuo/4QPw//wA+1z/4H3H/AMXSf8IF4e/59rr/AMGFx/8AF1639v0P5X+H+ZX9l1u6/H/I5iiun/4QLw9/z7XX/gwuP/i6P+EC8Pf8+11/4MLj/wCLo/t+h/K/w/zD+y63dfj/AJHMUV0//CBeHv8An2uv/Bhcf/F0o8B+Hx0trr8dQuP/AIuj+36H8r/D/MP7Lrd1+P8AkcvRXU/8IJ4f/wCfa5/8D5//AIuj/hBPD/8Az7XP/gfP/wDF0f2/Q/lf4f5h/Zdbuvx/yOWorqR4E8P97SZvZr2cj9Xpf+EF8O/8+Df+BMv/AMVS/t+h/I/wH/ZdXuvx/wAjlaK6r/hBfDv/AD4N/wCBMv8A8VQfAvh0jBsGI/6+Zf8A4qj+36H8j/AP7Lq90crRXUf8IF4b/wCgcf8AwIl/+Ko/4QLw3/0Dj/4ES/8AxVH9v0f5H+Af2XV7ozvBbbPid4Z4zvuZ069P9EnOf0/WvoGvFdF8NaTovxC8KXGm2nkyvfzRsxldvl+xXJx8xPcCvaqX1qOK/eRVjjrUZUJ8kgooooMQooooAKKKKACiiigAooooAKKKKACiiigDjviuob4ZaoW/gaCT8Vnjb+leQ17T8SE3/C/xIcZ8vTZ5QMf3ELfnxXi2c9K9PAvSSMKvQKKKK9IxCiiigAooJABJ4A61WGpWRiWQXcJRioVt45LfdH49qVxlmiigEEkAgkdfamIKKy5fEmkw3E8M14qPb/6wsrBRyAcHGDjIzjpmoIvF2kTTGOOaQ4WRixhYKNnLDJHXHOPSs/aQ7lcrNuiuS1DxWktlFdRC4shbXUDzpMAC0L8BuCeD/So9R8Y3kVvYzW1vFH9qge4RGVpWlUEBUG3oSDnPIFT7WK3DlZ2NFYeiX13f6tqX2ibEMDKsUHlgFQyKwJPXPJFblaJ3VxBpLAanfx98RyY+oIz/AOO/pWtWJYlIvEjjgPcWgP1Eb/8A239a26/Os2hy42p/XQ/RcnnzYKHldfiFFFFeWeqFFFFABRRRQAUUUUAFFFFABRRRQBU1O/GnWDz7fMk4SKMHmRzwq/n+Qyaz9PtDZ2gSR/MmdjJNJj77tyx/PoOwwKjeT+1NcabObSwLRxDs83R2/wCAj5R7l6vV+ncM5d9Xw/1ia96f4L/gn4Rx1nX13GfU6T9ynv5y6/dt95h6hF/Z2qC8UYt7xhHP6LJ0V/x4U/8AAasVfuraK8tZbe4XdHKpVh7GsWwllAktLtt1zatsdv74/hf8R+uR2rzeIsB7Kr9ZgtJb+v8AwT6vgHPPrGHeXVn70NY+ce3y/It0UUV8mfpwUUUUAFFFFABRRRQAUUUUAFFFFABXX+Bg/wDwicTSjaz3FwwH+z577f8Ax3FcezBVLNwAMmu78KRPF4R0oSp5cjWsbuhOdrMoYj8yamfwHn4x6xXr+hrUUUVznCFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAMsv+R68M8Z/wBLmP0/0Wbn/PrXqNeY6Qpk+I2hqDjy4LqY+4CquP8Ax8flXp1fRYBWoI+czB3rv5BRRRXccAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQBm+I7E6n4W1WwUZN1ZTQgc87kK9ue9fPOmzi50m0uAciWBHyO+VBr6Yr5n0+3+xWz2H/PhPLZnHbypGj/8AZa9DAv3mjGrsZOn+JjdJPc3dmbXT0DMl0ZNwwrbSGAHynvjmpYfFmkz3SwRTSMWLru8pgoKjJGSOuBke1c3qIE2q6hYaTb3EUl2syXdoyEofkJWZT0GTgcdc1NFo+oz3KTm0dQ1xbXBD4XAMWyUc9xXUqlRrTXYhpJlrUPFiXOlm5tRcWf2eWCd/NAHmQM+NwwTwRn3p1143+z2sFx9kj8uZJJwXuAuYlYAEccuc5C/rVSHwtqc9lPaXKQwhNP8AsUchk3CUh9ytgDgD35qzN4Qu47kTWE9rhDJ5UU0ZKxCQDdjHow3D6mi9Xdf1/Wge71J7nXLu4GspGsK29tAoiIzvkaRQUPoByRXN+IIP7G1K/aMt5Kx2jsoHAKnCt+aY/wCBV1p8NsbjzDeF962yzBk+/wCUc5znvxV290Ky1C4nlulZ/Pt/s0ibsArnP1znvVSpyevX/h/8xKS6/wBbHL3NzcnXZ5Tdz4+3paGLzDs8mSL5fl6Z3HOetQ+GY7lLiFdNljgnvNPVpJJkMgMkchViRkZOCO9dh/YenG+ivGtUa4iUKkhJJ4GAfQkevWrcVvDAAIYY4wM4CKBjJyf1pxpNO7f9Wt/wQcro4jWtP1E3F/bWVrcOJ4Wac+XmKR9mRJGf4WLAArzUo0S/ub4v9lZY3vBKSxAwklvtc4Po3au2op+xXUOZnEw+F9UurG4gu44YGFpBbIWk3CRonyHOBwMdutaJ8JyDiC/NsI3k8jZHu8uOQfOnPvyD2rpaRmCqWYhQOSSelV7KPUXMylp+kW+mzyywNIWljjjbe2c7BgH6461erNbX9PLFLaVrxx/DaRmb8CVBA/Eij7Tq9z/x7adHar/fvJgW+uxM5/76FPnitio05y2RakYw6tp8wAwZGhck9FZTj/x5VH41vVyN7puovavPNqDTzQ4mit4olijZ0O5QfvN1A/irq4ZkuLeOaI7kkUOp9QRkV8Vn9O1eNS26/I+1yGTVGVKXR3+8fW5othZHR9T1bUYJbuOxQEW0T7S5Pv2H/wBesOtbQNUm0e4e4a3e40+QeVeJsypQ8fTIz+Ocd68fC8ntbT/4HzPWxvtPYP2e+nrvql5mlpumeH9R1q/FtcS3Fjb2YucRON0bd0J6EjH61S0f+wfEOtwWlhZ6lawzQPh7tkB8zAK42k8YDZz7V0Wk6Zb6HrurRovn2Umnm4iXON0ZP3c/gRn0xXL+H5Bq/i3T5NL08aVbjy2SETGUjbksckenGK9L2cE4JxWrs113a/A8WNWc+dxqSaUbp9NupettFsxN4etLtJRd6jvkuAHxsQdB9SSPyNQx6TaPY+JpSJN2lyOsHzdgzDn16Ctu8K3PxM0nUIZPMtrmBPIYdAFLZA/E5/GqMH/IL8df9dpP/Q3odGnaXu7c34JWJWJrNKXM9VF/fP8Ay0IG0K1XwK+p/P8AbhE86jd8uxXAPH0NUtX0+3svD+jXkIfzb5nEmWyOAcYFdgukXc+nw2vkn7I+hyQs+RxI+04x17VyuuP5ngjwo/8AeMh/8dNLEYeEKbaXRffexeGxdSpWS5tHP8GnoYdFFFeIfShWbrd7JbWqwWZxeXTeVCcZ2ccuR6KMn64HetInAyeBXO2L/wBp3kmrtzG6+Xae0Oc7h/vkA/QL6V7WS5e8filF/CtX/l8z5fijOVlGXyqRfvy0j69/luW7S1jsrSK2gBEcShVyck+5Pc+9TUUV+wJJKyP5tlJybb3YVka3CYGj1SEEtbjbOo53xHrx6r976bh3rXoIyMHkVz4nDwxNGVGezO3L8dVy/FQxVH4ou/r3XzMtWDKGUggjII70VTto/wCzbx9MPEQHmWp/6Z90/wCAnj6FauV+S4mhPDVZUp7o/qHL8dSx+FhiqL92Sv8A8D5BXWeBfDlhr9xeHVTIIYVjC+W+07nbaK5OvQ/A1hey+D7yXToTLNJqVtwCB8kciOx59s1eEgp1feV1/SM8zqypYZuLs3ZX+f8AkZXhvw9plxdeIxrS3DQ6P5hxAwDEIzA9eCcLTr3w3o7jw9qekTXbabq94ts8NzgSIST0I/3W9frXTWccOm+KvHhu7fz7YW3nvDu2+ajR7mGe2eRms++ng1HTPA+oaZAbDTxqaxCwyGCuScNu6n7rf99V106UOWKa10/9Kt/wDxpYus6vMpO2np8F/vvqZp8LacNW8ZW2JtmjW/m2vz858rf83HPNZngLRbTxHfzQ6jv2LZtMPLbadwI/xrq2/wCRh+Jf/XkP/ScVifCT/kLXH/YOb+a1jyR54q3R/qbwxFV0Kr5ndKP5IXR7Twhc/D2TxHfWuqkWUca3SxsmXkbaCUGcYy3ciprTwnp2qS+F7ixS4Wz1IzLdq7gshRcjkdPut61kaN/yb3rv+/D/AOhR1u+F9XmsvhVr88ahptPjeS2Y/wADOhX/AOv+Na/u76xW1zKcq8YznCb0lbfuv0bODmlgm1C9NiCLNbmRLck5LRhiAc++M02orSEW9pFEvRVAqWvLe59NTTUEmV79TLZvbo+yS5K26N6NIwRf1YV6uiLHGqIMKoAAHYV51otub3xVp0IxshL3UgIzkIML9PndD+Br0asqr0SPNxMr1bdgooorE5gooooAKKKKACkd1jjZ3OFUEk+gpaw/GmoDTPBerXG8LILWQR5PJYrgAfiRTSbdkF0tWamn6hbarp0F9YyebbXCCSJ9pXcp6HB5qwGBzgg4ODivMF1bVdK1Ky0+wvDDa6bNYaaLURqVnaRMyFiRnhemCKseANYvn8Q3Fs6272mqNd6irKpEiYn8tdxzgggccdq6ZYfdp6f0/wAtTkjiL2TWul/y/PQ9Horl9P1B38a+JLie4kFlp8EEWwsdittaR2x0zhl59qTSvH+l6ltEsF3ZNI8KxLPGCZFmz5b/ACk4B2nrjHesvZS6a7fjsbe1it9N/wANzqaKy4vE2iStaquqWoe8JFujyBWlIODtB5PIxUmmaxDqtxqEVvHIv2C5Ns7MBh2Chjt56fNj61HJLsXzx7mt4WTzfiZG4/5dtInB9vMmhx/6KNekVwHgKPzfGGv3PVYra0th7MDM7fo6V39fSYNWoRPmsY715BRRRXUcgUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAV8++IrX+z/HviO0GdovvPTPcSxpIT/32zj8K+gq8a+KlmbT4g2t3gBNR03YMf34JDk/iJ1/75rqwkrVV5mdRe6crRRRXtnMFFFFABRUF1e2tlHvvLmK3XsZXCg/nVP+21m/5B1leXuejJF5af8AfT7QfwzUuSW5Si5bI06KzQut3PU2dgh9N07/APsoB/Ol/sGKbnUbu7vj/dkl2J/3wm1SPqDUc/ZG8cPN7klzrGn2kvlT3cYm/wCeKnfIf+ADJ/Sohqd5cf8AHhpU7A9JLphAv5HL/wDjtX7aztrKPy7O3igT+7EgUfpU9K8mbRw0VuzKFnq9wc3OoRWq/wBy0hBYf8DfIP8A3yKcvh7Tiwa6ia9cdGu5DLg+oDcD8AK06KnlT3N404R2Q1VVFCooVRwABgCnUUVRoFN0F/Lt5rFutpIUXPeM/MmPYA7f+AmnVTdxY6xb3nAjnAtpz9TmMn6MSP8AgdePnGH9vhW1vHX/ADPQy6v7HEK+z0N6tHTtbOm2tzaXNiNQsroDzYPNMbZByCGrOroND0+yntbU3dsZ3vb77GG80p5I8tn3DHU8dDXxmFVR1P3e/n9x9JjZUo0X7W9vLfuQxeNb5dVutQm0eGWOS2W0hsftRQRxA55fack5PYdvSoIfF0llN5ul+E7eyk8h4lZdRLBS2MNgx9sdO+a2LPR7CbQbG6nsmRZIkd7vzyA8hlCeXt9weopk+mW8NvC0GjC4ik1Ka2luGuynkKs+xfl/iJHH4V6XJinu1/w79PM8bmwF7JS7b72+ZhRa7eW1lpFpBZx79KYvFdNLncDzsKY6ZxzntVvUfFbX1ldWdjoSacb+QSXtx9p378HJCjHf146njmt+40PSrLX9PszY/aIb2edN3nMu1VCsp98ZK1nW1np8vhe21d9NxJNchjb/AGhsCJmKAbvrjnFTy4qzi2tf+B5drXK9pgpNTUZb/fdt9+6dimvjG/8A+En/ALZ/s7CQ2wtorEXp2OBn5iduAeR/CenWoU8WtFpNlYXPhK3v0tAxjZ9RKbCSeAPLPY4rZm0awvL57a2tTZhNVNnvEpclFiZycHoSVqnaaDa6iXks5LhYpNNW+t1lK78liNjYGD07etFsW3bR3/4cP+E+ydnG1v8AJbHPCaS4eSaS3W18yRmWBH3iNSeF3YGcDvinVa1W1Sx1m7tImZkglKKzdSMA/wBaoXNzFZ2stzcuEiiQu7HsBXkST5rdT36coumpJ6WMvXpjctFpEJIa6Ba4YfwQj73PYt90fVj2qdVCKFUAKBgAdqpabFKyy314hS6vCHdD1jX+CP8AAdfcse9Xq/XMky5YHCqMl70tX/l8j+c+Ks6ebZhKUH+7hpH9X8/ysFFFFe4fKBRRRQBn6xZSXdmJLXH2u3bzYCTgE45Un0YZH457VWtblLu1SeLO1xnBGCD3B9weK2awriP+zdY44tr5iR6JNjkfRgM/UH1r5LiPAe0prFQWsd/T/gH6hwDnn1eu8urP3Z6x8pdvn+fqWa2D4nuo/C9vodpbtbrHdfaZLtLghpOvy7QOB05z26Vj0V8LCpKDvE/aKtGFZJTV7O52B+IztrOo383h6KZL+1S1kt2viAwXdli3l9w2MY7dazr3xjcX95pAi0q307TdJnFxDYwzFt7g93KjsT27nrWBRWv1mp3/AK3/ADOSOW4aLul+L7W/I6e08dPb61r2pXGhR3K6yFR7Q3m1VUIFI3bOcgegptj44i0zVBd6V4Tt7KP7LJA0Md+W3lipDZMfGNp4xzn2rmqKSxFRKwPLsO+j+99C5a6vNZfDq88MJaLK14yFrgzbfL2lT93ac/d9R1qe21+Ww8IarokVksx1JQhmM23ysd8bTu/MVmUVHtp/hb5GzwdFpq27T+aBRhQPaiiorlpREEtgGuJmEUKnoXY4GfbufYGoinJ2R0TnGnBzlsjT8Lzaha3N5qttpgv7SZhbqYbhVlURk7iFYBSNxYH5gflHFdZZeJtLvbhbb7Qba7bpa3aGGU/RWxu+oyKdp1jHpum29lASUgjCAnq2O59z1p15Y2mo25t7+2huoW6xzRh1P4GvYqZbTmtHZn5muIK3tZSlFOLb9TSorm10KewwdC1W5s1GMW85NxB/3yx3L9FZRUia5q1jxrOkGZB1udMbzR9TGcOPou/615dXL69PVK68j2sPnGFraN8r8/8AM6CiqOna3purbhp95FM6ffjBxJH7Mh+ZT9QKvVwNNOzPWTUldBRRRSGFVL/SrDVPJ/tKzhuvs8gliEqBtjjoRnvVuimm07oGk1ZmDN4O0ubXm1Y+etwz+bsEp8vzdmwSbOm4LxmqvhTwSnhe8kn/ALSnvv8AR0tYBNGqmGNSWIyoGcsxOTXUUVftZ25b6GfsoN81jiLnwt4iU+I4bS8057TWvOfLo6zRu0exBnJBAwO3rWFP4L1Sw8JznSNFtbHUZL22aKG2kLkKnG926E5LNwBxivVKK0jiJx/D8DOWHhL8fx3PIb3w95fjaLSRNeQQxLYwQRxWodZoosyNIXP3QGHJBByehrtvh6DJ4Ykvm66he3F1n1DStt/QCuoqKWSGytJJXxHDChdsDAUAZNOddzjyv+v+H0CFBQlzJ/1/Vzf+GkW/TNYv8cXmqy7T7RKkGPpuib8Sa7Sue8A2Ulj8P9GjnXbPJarcTr6SS/vHH/fTmuhr6SnHlgo9j5ipLnm5dwoooqyAooooAKKKKACiiigAooooAKKKKACiiigArzv4yWG/w/pmrKvzaffosjekcwMRH/fbRn8K9ErG8X6IfEfg3VdIQgS3Vq6QsTjZJjKN+DBT+FVCXLJSE1dWPCHdI0LyMqKoyWY4ArNbxBYMxWzeS+cHGLOMyjPoWHyj8SKj0zSdNvLG2vZrdrmSWNXzeO0xU46fMSBg+mK2gAqgKAAOgFe7zyew44buzK8/WLn/AI97GG0XP37uXc3/AHwmR/48KUaRdT4OoarcP3MdsBAn5jL/APj1atFK192bxowj0KVro+n2UnmW1pEsveUrukP1Y8n86u0UUJJbGuwUUViz+KtMtpryG4kaOWzZRIhHzbTj5wP7vzDmhyS3DY2qK5C913Ubq4WWzjuYreyneO8jtUWWTggq2COUK56c811FneQX9nFdWjiSGVdysO9TGSlsK6vYnoooqygooooAKiubdLq1kgmBKSKVbBweabdXkFnGHuJAu47UXGWc9goHJPsKtWOgatrOHuy+kWR5CDBuZB79RGPzb/dNS2tjCrXp0VeTE0e8e5szHckG6t28qfjGSBw30YYP447V0Nl4gbSbWNRprXrwXH2m32zCMLJsKfNwcrg1lan4etdBgj1DRbYRRwjbeImWaaPr5hJ5ZlOTk5JBbqcU9WDqGQhlYZBHcV8HjaE8BiHy7Pb+vI+ry/FUs1wlpbrR9/6Zfs/Et3babbWU+nefHDDEjET43SJL5gcDHHcYps3iCGd7aW88OyT3Ftdz3VvIt4AIjJLvwRt56AVTorm+vVjr/s2he6v95qHxbeSahYXcum7vsU9zOqeeMsJWyEzjt60yLxTeR6NDpX9mqbWKCOMHzQGMiyby+duccYxWdRS+u1u/9bD/ALNw9krbefm3+rNi08VSLqazz6cyRyak95JtlDFFMbJtAwMn5s9ulOtfEFvp8qrZxXLxWtjBaQSSIqtIyS7yxG7gY4rFopxx1WK0/rSxMssoS3uWtUvE1DWr28hR0jnmLqrgBgMDrj6VzGpyHUdWj09ebe12zXJ/vP1jT/2Y/RfWtLU79dO0+S4K+Y4wscYPMjk4VR9TWfp9o1pa7ZWEk8jGSeQD77nqfp2HsBXvcOZe8XiXiKi92P4v/gbnx3GucLLcAsFRfv1Fb0j1+/b7y1RRRX6efg4UUUUAFFFFABVa/so9QsZLaXgMAVYdUYHKsPcEA/hVmiplFSi4y2ZdOcqc1ODs1qjCsbh5oWS4AW5hYxzKOzDuPYjBHsRVmodYjNleR6mnETARXQ9Fz8r/AIE4PsT6VNX5TmeBeCxLp9N16H9M8OZxHN8BGv8AbWkl5r/PcKKKK8w+iCiiigAooooAK0fC2n/b9YbUpRmCxLRQZHDSkYdv+Aj5Qf8Aaf0rLZJ7q4hsbHH2q5JCEjIjUfec+wH5nA716BYWUOm2ENnaqVihUKuTkn3J7k9Sa9TAULy9o+mx8dxNmKp0/qkHrLf0/wCCWKKKK9o/PQooooApaho2naoUa/tI5ZI/9XLjEkf+64+ZfwIqothrGnf8gnVjcRjpbakvmj6CUYcfVt9bFFZVKNOqrTVzpo4qvQd6cmjLXxO9mMa/plxYY63EINxB9dyjco92Va2LO+tNRtluLC5huoW6SQyB1P4io6y7vw7pt3ctdCFrW8brdWjmGU/VlxuHs2R7V5lXK4PWm7Hu4fP5rStG/mjfornQPEWm/wDHvc2+sQj/AJZ3Y8ibH/XRBtP0KD61LH4tsYmEesxT6PITgfbVCxk+0oJjP03Z9q8qrg69LdaeR7+HzHC4jSEtez0N2ikV1dAyMGVhkEHINLXIegFFFFABWZr8JvtMXS1OG1SeKx467ZXCOfwQsfwrTo0S3OpfEXTIsZi0y3lvpD6Ow8mIfiHmP/AK6MNDnrRRz4qfs6MpHpqqFUKoAAGAAOlLRRX1B8qFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQB8+a1pp0Txhrel7SsaXRuYM94pv3gx7Bi6D/cqvXbfF/TPs2raPrsa/LNu065b65khJ9gRIv1kFcLPPFbW7z3EixxRqWd2OAo9TXr4efNTV+h1Qd4klFQT31rbWZu7ieOO3ChjKzYXB6c1zuveLHs1h/shIbmOS3a4M5fI2KwB2gfeIBzjI6VrKajuVdJXN+61C3s7i2huHKNdSeXF8pwWxnGe3SsHWtVvbHxNbxzXy6fp7IpR5Ig0crZO5Wb+E4xjpWBrNxqE18bae+a4WVgysoAjtpiS1vt4BGQuDnPWuqW6n8QeFYriwW3M0qjzIblcoSDh0Pp0IzisuZzTt0/r+vkRzXdv6/r/gnPefenS9UtNbvXK6c/2jZC7b54WDFR5gIJGSBnH8PeqOmDa7NPCbt1DWGpi3XzWlRhmOXjliOma6XS/CIgt7RrydlnhV43jhOY3iZtwiO4cqOnaugtLO2sLdYLKCOCJeiRrgChUm9X/X9LT7ws3/AF/XU5fSPCt6JJTq86eU8CwEQsyvJsPySlsja2OMe1dRZ2cNhZx21qmyKMYUZJ/U9TU9FbRio7FKKQUUVVW7ku7xrLSLdr+6U4cIcRw/9dH6L9OW9BTbS3CUowV5MsO6xxs8jKiKMszHAA9aisotR17/AJAsSxWp66hcKfL/AO2a8GT68L7npW1p3gyMulz4hlXUJ1IZbcLi3iPsh+8fds+wFdR06UtWeRXzD7NL7zH0fwxYaRJ9o+e7vmGGu7g7n+i9kHsoA+tbFFFUklseRKUpO8mHXrXHXFmdA1BbXGNOuWP2Ru0LdTCfbqV9sjsM9jUF9ZW+o2UtpeR+ZDKMMM4+hB7EHkEdDXHjcHDF0nTlv0fZnoZbj6mArqrHbqu6Odoqqq3OmXg03UnMjY/0e6YAfaVA744DjuO/UccC1X55WozoVHTqKzR+s4bEU8TSVWk7phRRRWJ0BRRWbrV7Ja2aw2hH2y6byoOM7T3cj0UZP5DvWtGlOtUVOCu3oYYjEU8NRlWqu0Yq7+RTeT+1NaaQc2tgxSP0ebozf8BHyj3LelXahtLaOztI7eEHZGu0ZOSfc+561NX7Pl+DhgsNGhHpv5vqfzDnOZ1M0xs8VPrsuy6IKKKK7zyAooooAKKKKACiiigBskaTRPHKoZHUqynoQeorBst9rNLps7Mz2+DG7dZIj9057kY2n3Ge9dBWXrVo7xR31qm+5tMsqgcyIfvp+IAI9wK8POsB9cwzcV70dV+qPseEc7eVY9Ko/wB3PSXl2fy/IKKZDNHcQJNCweORQysO4NPr8xP6NTvqgooopAFRzzpbwmSTOBwABksTwAB3JPAFOllSGJpJWCIgyzMcACtbSfCd3qUA1K7mm0+4Q77BNoJjP9+RT1J6bewPZjx2YXCzxM+WO3U8vM8ypYCjzy+J7L+uhp+GdEfT4HvL5f8AT7kDeuc+SnaMfzJ7n2ArerK07V5JLs6bq8ItNSRc7Acx3Cj+OJj1HqOq9+xOrX0EYKC5Utj8mxFWpWqupUd2woooqjEKKKKACiuE8e+I7WLULTRJ9Rn063Yie+vLcNuhQfcQMoO0sw79h71Y8FeI9T1N4tPvIjMYIDJcXUo2OAzfuQygY3lBuI4xkUk7mjpSUeb+v6/4B2dFFFMzCkZVdSrgMrDBBGQRS0UAY3/CMWdvIZdGln0iUkk/Yn2xknuYiDGT77c+9PF74h07/j5tbfWIR/HakQTdP7jnYx/4Ev0rWormq4WjV+KJ34fMcTh/glp2epUsvE+l3lwts07Wl23S1vEMMh+gbG76rkVrVnXdnbX9uYL63iuYW6xyoGU/gazE0CWw50HVLmxAxi3kP2iD6bHOVHsrLXl1cqe9N/ee/h8/g9K0beaOkrX+Gtt50Osa44/4/rwwQH/pjBmMf+RPOIPowrz7UNe8Qabp8iXGkx3NzKBDbT2UuUaZztjDRthhliowu/rXtOhaTFoPh+w0m2JaOyt0hDHq+0AFj7k8n3NGCws6U3KorHTjMZSr00qTui/RRRXqnlhRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAYfjPQP+Em8H6jpSFVnmi3Wzt0SZCHjY+wdVP0rwa3kTU9LVpoiqzx7ZInHKnoyn3ByD9K+la8K8a6P/AMI949vIkTbZ6qDf23oHJAnQf8DIf/tr7V14WSUnB9TWnKzseXu6DwzeeH729S3vrCZUtHlcAyYO6EjPXsPwqmuk3F74Xuo0065MtvKk8Rnh/eNKx/fLtO0Ffpwfeu9On2bX/wBta1ia6ChBMUBYD0zVmu32V93/AF/W5rynJ6F4c+1M9/4htzNPvAiEyKhKKPlLxqduRzjuBXVKiou1FCj0AxTqK1jFRVkNJIKKKiuLmG0gaa6lSGJRlndsAVQyWq11fQ2rxxNvlnlOIreJS8kh9lHP49B3NTWOm6vrpDW0baZYn/l6uE/eyD/YjPQf7Tf98mus0jQNP0RG+xREzSY824lO+WX/AHmPP4dB2Aqbt7Hn18dCnpDVnO2Pha/1QCTXZGsbY8/YbeT94w9JJB0+if8AfRrrbOytdOtUtrG3jt4E+7HEoUD8BU9FNRSPEq1p1XebCiqepX5063SY28k6GRVcoVAiUnl2LEfKOprjvFvi+QTXumW0TiyW0SWe+trgrOkcmR50SgfMq8ZOe9TOaiiYU3NndRTRTpvgkSRckbkYEZHUcU+vKvAb3uk64tnYW6ywvsS/gib5CCv7u8iJPKuBhh1zXqtVGXMr/wBf1/W4TjySsFFFcvcXL+LJntbGRo9EjYpcXMbYN4QcGOMjomeGYdeg7mpnUUFdkpXG3zN4wm+zWrmLR7eQM92mN9xIp4ER7Kp6uOp4HGTVQPc6ZdLY6qd+7iC82gLP/skD7r+3Q9R3A6qKKOCFIoUWONFCqijAUDoAKZc2sF7bPb3cSzQyDDI4yDXhYzDxxa9/foz1suzSrgKl4ax6r+upiUVWuLO80Pn97facP+WnLTQD/aHV19x8w755NSwTxXVuk9tKksUi7kkRsqw9QRXyVfD1KEuWaP03BY+hjafPRfquqJOlc9Zyf2nfSaq3MRHlWg9I88v/AMCIz9AtWddmafy9JgYh7oEzsP4IR976Fvuj6k9qmVVRAqAKqjAA7CvtOFstu3jKi8o/q/0PzLj/ADu0VllF76z/AEX6v5C0UUV9+fjwUUUUAdH/AMIvGPBB1wzv52N3kbRjb5mzOf1pdO0LSV0mxvdevbiA6jcGC1SCPdyDjc3B4yK6c2U7aA2nmCTyv+Ee3b9h2+ZndjPTPtWLeWyX3hvwdC92lmJHm2zuOFPUfrgfjXzX12rPmjzW977lr/kfdPK6FPklyXahs+svd31/vEFp4Rt/7Z1iz1O9eCLS4/OaZI92Uxuzjr09K57UpNG+1Qp4fvpr+Foy0ksls8O054GGAzXb6TZf2dq/iq21y9nvtmn5uZx99kKZOM9wvArgrmXT5LzGhw3UenrEnlm7x5hPfp26V0YTEVatfllO6SWy0enXTQ48yweHw+Dc4U1FuUlq/eWqtazs7dd9BlFFFe6fIhRRRQBgCP8AszVXteltcky2/wDst1dP/Zh9T6Vbqxqlj/aFi0SN5cykPDJ/ccdD9Ox9QTVCyuvtdqshQxyAlZIz1RwcEfga/N8/wH1av7WC92X4Pqfv/BGef2hgvq1V/vKenrHo/ls/+CT0yaaO3iMkzbVHH1PYD1PtRvkkuUtbSGS6upPuwxjnHqx6KvucD8eK67QfCaWM0d/qzJdagvMYA/d2+f7gPU4ONx564wCRXmYPAVMS77R7n0mZ5zQwEbbz6L/PsUvD3hiWaePUtbj2BCHtrNh9w9nk9W7gfw9eTjHY0UV9jQoQoQ5ILQ/MMXi6uLqurWd2/wCtCnqmlWur2nkXiN8rb45Eba8TjoysOQR/nisaDUbvSLqLT/ELqwlbZa6iq7UnPZXHRJPbo3bH3R0tRXVrBfWslteQpPBKu143XKsPcUVaSqLzOdS6MiorBd7rwqwW6aW80Xoty2Wls/aTuyf7fUd8j5q3EdZI1eNg6MAVZTkEeoNedKLi7MGrDqKKKkRkxaUukQ6rd6fE93e3jtOwlcZkYLhUzwAowAPSvM9VvZbG2k8PxI0+tNOkt066g1vJPczDjYqjc6JkdwAFFexVTvdKs79lkuIEMyBhHNtG+PKlSQe3BNS0bU6vK/eOY0bxddNcWVtNbfaNPZmtP7TMnMkkSZeQrjATKsN2etdRp2q2Gr2v2jS7yG7h3FS8LhgCO3FcNrHhzVNJ8JJpTX13f6dJJHBMljagSQ2yg52qMlmY4DH36dauacsngzwpPfzCe61PUpU8m3nREcyFQkcRCccAckehNVe9xyhFpcv9f11/4J3FFcB/wneoaVoGoXGpW8eo3FvefY7eSzjKpNJsyRtJJwrZUkZ6dK6yDUzZaPaz+I7iztLiYqjFHKxlz0ClsH86P6+8zlTlHc06KAcjI5FFBAUUU2SRYo2kkYIiAszE4AA70AS6BY/218QLGBl3W2kxm/n4481spAp/8iP7GNa9WrjvhnprQeGW1e5Qrda1L9sYN1SIgLCntiMKSP7zNXY1hJ3Z7tCn7OmkFFFFI2CiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAK4z4o+Hpdb8JNdafEZdR0p/tlsijLSgAiSIf7yFgB/e2ntXZ0U02ndBsfOFvPHdW0c9u4eKVA6MOjAjINSVe8TaD/winjG702NNlheFr3T8DhVJ/eRD/cduB2V0HaqNe3TmpxUkdcXdXCiqst6BdC0tIZLy9YZW2gGWx6seij3YgVrWPg6a9Im8SzK6dRp9ux8of77cGQ+3C+x6079Ec9bE06K9569jJtpbvV5TDoFuLradr3TnbbxH/e/jI/urn3IrpdJ8I2tlMl5qUh1K/XlZpVwkR/6ZpyF+vLe9b0UUcEKRQoscaAKqIMBR6AdqdT5e54lfGVK2myCiiiqOIK5jxL4gvLO9Gk6Wgh1GeLzrOW4UGG5ZTloQc8MV9fWpvFfig+H9Pje0gW5uJ51tkLOFiidunmt/CP61kGaT4iaatsbZLBbYk3EjSZuLO7X7oQDpg87jwQcdzjKUr6R3/r+vuXU3hG3vS2MHVPF+satqFpcafIsFpIhSGydBtnuF4ltZyejYztxgGpPD/h9taWFtKmmt9PhDTade4VpLIk4ls5Eb7y5zge1auk+DL++1DUJfFkFosN1DGksdrI3+kTI2RcdB5bYwOOfeu7jjSJNkahV9BUxp31l/X9dP+Hvc6ij7sP6/r/PytR0PRoNB0W1061ZnS3jCB3xubqece5PHatCiuZu7mTxPNJY2ErxaTGxS6uo2wbkjgxRkfw9mcf7o5yRpOagrs50nJ3ZHezy+LLh7GwlaLRY2KXd1GcNdsODFG3ZOzMOv3R3Nb0EEVtbxwW8axRRqFREGAoHQAdhRBBFbW8cFvGsUUahURBhVA6ADsKfXmTk5u7G3fRbBRRRUiCuf1jR7eziudVs7ldOdFMs+VLQyAcksnr/tLgnjOcYroKr2Fh/wkfiqKxYbtP00pdXvpJJnMUX5jeR7J/ermxUqcKMpVFdHZgpVo106MrPucRFaajpchvfE+nyabd6iVZTLgxhcfJGHHGQCflODkscVer264t4bu3eC6hjmhkG145FDKw9CDwa4nVfhlbNmTw5dtpr5z9nlUywH2AyGT22nA/umtMq4no0qcaGIhypaJrb5o87OOHK2KrTxVGd5Sd2n+j/Q4eirWoaJrejZ/tTS5fLHW4s8zxfXgbgPdlAqhb3MF3EJLWaOZD/FGwYfpX3GHxeHxUeajNSXkfCYnBYnCy5a8HH+u+xLSHpznHtS0V0nKdoPiIv/AAkD3Jh1D+x/s3kCy2x792PvY3Y/8erNstf0h9A0+01m21BpdLlaW2+zbf3oJztbJ49Pw61ztFeb/ZtBL3brb8L6/ie5/buKbvOzWujWlnbT00R1cfjPTpNb1u+v9OvzbapbJbmGERmQfIFbksBjrg/pXO6jdaRNJbx+H9P1C1hRSJTfFMk8bdu1j75qtRWlLA06M1KDa+e9u5jiM2rYmm6dWMXe7vbVX7dtgooorvPICiqc2q2cNx9m87zbnj9xCDJJycZ2rkge54qWO31S8xtjTT4v702JJD9FBwPqSfpXNVxVGl8T1PWwWT47HP8AcU213ei+9jp7mG1i8y4kWNM4yx6n0Hqfas2z0qfUvECOjSaXZ34G+SSLEkjgcFVP3GK8fOM/KPlresdFtbJxMTJc3OObi4bc/vjsoOOigD2q1dW/2m3Kbtj/AHkcdUYdCPoa8DG4qOKj7Nx93fU/SMm4aqZY3X9q/a2aVtlf8/wN3S9HstHtzDYQiPccu5O55D6sx5J+tXao6PqB1HT1kkG2eM+XMn91x1/A9R7Gr1VHl5Vy7HnVOfnfPv1CiiiqMwooooAOvWuan0y68OyPc6HC1xpzEtNpqfeiz1aD+Zj6Htg8HpaKicIzVmUpWM2xv7XU7NLqxmWaGToy/qCOoI6EHkVYrM1LRZ4Lp9T8PlIrxuZ7ZziK7/3v7r+jj6HI6S6Xq0GqRvsV4biE7bi1mGJIW9GH8iMg9QTXm1KcqbsymtLovUUUVmSFZmuaFBrtvCks9xbS28vmwz27BXjbBGRkEdCRyO9adFG402ndHMWHhMWmu2b/ACDTNLt9tjDuLMZmzvlfP8WOAf8AaJrk/F2pXWra19rh0+z1HR7Of+zYo7qQqsl1JhTIBtO4LnH54r1OuW1HwBo9y1xPp8IsLyUNtmjyVjZuC4jztDYJG7Gealq/9f1/XobU6iUry/r+v8zP8J6xZ6Zplomoaw0dpGDYWzXDqI7p4+WlUkZAzlRk4wBXXwalZXMkyW91FI0EgilAb7rkAhfrgiuH1DTl0G2vtSvrCF4rWJNM0ayk2smGwNx7AsxGc9lrnXsj4eSCx0kJeQ6TdRPNDKTsvL+QABEA6BR83oD9Kq93/X9f8FpFOnGWq/r+tvvZ7JVSewbxBq1j4djGVvmL3mDjbaoQZf8AvrKx/wDbTParIbEe6TC4GW54FdB8M9LaS1uvE90hWXVMLaBhyloufLP/AAMlpPoyjtUydkGFp8879Ed2AFAAGAOAB2ooorE9oKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKAOU+IvhiTxL4Xb7AgOqWDfabEnjc4BzGT6OpK/Ug9q8d0jSdR8SW6XTyNpmnPnAQg3EuMgjuI+eO7cfwmvo2vMPE2mf8I14s+0RrjS9clLcdILzGWHsJANw/wBsN3YV14apaXI9mY151I037NlLTNIsdGtfs+m26wJnLEZLOfVmPLH3JJq5RRXq7bHgttu7Ciiql9qlhplg17qF3DbWy9ZZHAX86TaW4JN6INVvW03Sbm9WFpjbxmQxqeWA5OPwryq+8U67pPiR73U13y2aZY2zEQ3lkxyH2k/Ky9mHGeGxkE7mqeO9Qg8RyiOC3l0aGFZWjQ+Y93bN96eNhwQnGV54yas6bpNv4j0K3is7xYrzRrjZaXqLvzCQGQEfxK0TKCPUe1c8rzd4vb+v6+aOqKVNe+t/6/r1TOLsbSGG4ggtbdr6PUGEbNHExj1W0kb77kDCzREkknB4r07w14Uj0F2uJrl7u9aMQNcHKmSNSdm8ZwzAYG7rWppWkWOiWjW2l2yW0LO0hjjyF3HrgdvoKu1rCmoL+v6/4czqVXP+v6/r0QUUVzOoXMviaaXTdOmeHTY2KXt5E2DKR1hjP6Mw6dBzkq5zUFdmUVcS5vZPFFzLYabK0elQuY7u8jJBuGHWKNvTszj6DnJG1BBFa28cFtGsUUahURBgKB0AFJbW0Nnax21pEkMEShI40GFUDoAKlrzZzc3djb6LYgmvrW3MonuIkMMXnSKzjKJz8xHpwefao9N1K31axS7s/M8lydpliaMnHswBxXnvid7TV/Fy/wBjXcttffNayLPC/wBk1Fk58lmB/hBbPHfvTtE0N7vUbR9HtrzRrqwmX7fHdXs7+WoOdkanKSIwyM5GOKzi7mzpJRvf+v6/q56XRRRTMCnql/8A2bp7zrEZ5iRHBApw00rHaiD3LED8a7TwroX/AAj+gx2szrLeSsZ7ydRjzZm5Y/TsPRQB2rmPC1gdc8USanKM2GkM0NsDnEtyRiR/cIp2A/3mf+6K9Ar5bNsVzz9lHZb+p9BgKHs4c73f5BRRRXinpHOePLqSDwhc2trJ5d1qTLYQMOoaU7Sw91Qs/wDwGsS78LaJexKk+nQ5WMRrLGDHIqgYADrhh+Bq34il/tHx1p9iCxi0q2a9lGePNlzFF+IUT/8AfQq3XXCUqaTi7Pc7sPSjKD51dM5WfwNGHLWGq3cAxgRTBZkHvyA3/j1UJvCevQoPIn068buXL2+f0k/L9a7mivVo55mNHSNVv11/M8+vw7lVd3nRS9NPyseWQPqFwkrR6cXEU8sB2Try0cjI33scZU03z9V/6FzUf+/tt/8AHq1vDTGTw7azN1uN1wfrIxf/ANmrVr2v9YsdF20+4548DZTOKl7yv/e/4By8T6pI2DoN5FxndJNBj6fLITVea61JdSaxjsIVlWNJWMtzgBGLDjapycqeOPrXYVzmqr5fi+0bHE9jKpP+48ZH/ow10YXPcZXrKnJpJ9kZ1+C8poU3NKT9Zf5WK32fU5G+e7t4ExyIoSzA/wC8Tj/x2hdHifBvLi5uz/01lwp+qrhT+IrQor2JVqk/ikyKGU4HD606Sv6Xf3syNRt4NLgsr20hjgj0+dXZY1CgRH5H4HYKxb/gIrqqyZ4UubeSCZd0cqFHHqCMGl8OXT3OhwrcNuuLctbzHPJeM7Sfxxn8a45qzPcw7s3E1aKKKg6yGG4Glaqt2eLe4xFc9AAeiP8AgTg+x9q6quZkjWWJo5BuRwVYeoq94fvGe3ewuWzPaYAY/wDLSM/db+h9xW9GVnys+XzjCcsvbx67mxRRRXUfOkN3eW9hZy3V7MkEESlpJJGwqj1JrlopdS8XzpdF59J8PxMJE5Mc97jkMT1SPvjqfYV1N5Z29/Zy2l5Es0EyFJI3GQwPauA12xvLG1t9Jv3urvSYyILOxhkL3GpNjIWR8DZGo4OeoHJ9cptp/wBfj+htTSa8/wCtjvbO+hvvO8gSYhkMZLxsoY4BypI+Yc9RxVivJvDt1aJ4yWbVby4vHjmS3h+wu4s9OlbIEAO/DgjA+7gEdq9ZqoS5o3JqQ5JWCsrV9DXUJY7y0mNlqUIxFdIucj+46/xofQ9OoIPNatFVKKkrMhNp3Rg6drDTXTadqcIs9TjXcYc5WZf+ekbfxL+q5wQO+pTNV0i11e2WK6Vg0bb4Zoztkhfsyt2P6Hocisi21K60y7j03xCV8yQ7La/VdsdyeykfwSf7PQ9R6DzqtFw1WxdlLVG1RRRWBIUUUUAMmhiuIjHcRpLGeqOoIP4GsaLwnp8GrWt5CGRLVpZUt85UzSHLSknktjI9s1uVBfXsOn2M13dMVihXc2Bkn2A7k9AO5o8xpvZEb6c/iXWrbw3CWEdypm1B1ODHaqcMM9i5IQd8FiPu17EiLFGscaqiKAFVRgADsBXL+AfDs2jaRLfaogXVtUYT3S5z5KgYjhB9EU8+rFz3rqqxk7s9uhS9nC3UKKKKk3CiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAqhrmjWniHRLnS9QVjBcJgshwyMDlXU9mVgGB7ECr9FAHkdjJdQ3FzpWrYGp6ewjnKjAlU/cmUf3XAz7HcvVTVp3WNd0jKq5xljiuj8d+G57+KLXNFi36tp6keUOPtkB5aEn1/iQ9mGOjGuJvLXTfF3hpopD5tneRgqw+VkPYjurKR9QRXrUaznDzR4uIoqnPyZQvPHGj2+k3l0TK7W1wbRrYxlXM3RVwegbsTgYNcLPffbbeC0tAmm2YuV/s5ZIwv9m3yZzbzAdVfJwx/vVBrDGxvWtdf2y6ouyzuoMYGs2rNtSRAP8AlqnXjkEGux0HwK1tcyza5Kl5lfIZSAy3kakGJ5VI/wBYvTI60LmqP+v6/wAn6O9e7SX9f1/mvXTI8NeFbnULiQX+n3ej2trMlzaIxXdbzEnzo4zzmFvcY+au/wBP0jT9JQpplnDaqwCkRLtBAzj+Zq5RXRGKirI5pzc3dhRRXNXl/N4hvZdM0mV4rGFil7fRnBYjrDEfX+8w+70HPRTmoK7JjG4+8vJfEFzLp2mStFYRMUvLyM4LnvFGfXszDp0HOSurb28NpbR29rEsUMShUjQYCgdABSW1tDZ2sdtaxLDDEoVI0GAoHYVLXmzm5u7G30QVwvjC61G01oXFtPFcxQRFljtjm5sSVKmbys/vV9iOMcVP4q8W6jpmux6Zpi2duywG4MupbkjucdYo2HG7HJJ9uK4+N4tc8QR65okUl1KSLyew8sR3ltI0e0OjOB5sY4+XOMj8Kxvfb+v6/rudNKm4+9L+v6/rsS2duniLVlmhktrPVryJ1MyxGax1JCuHYAEGOTA5GQfrXqWkWDaXo1nYvO9w1vCsZlfq+BjNZvhPRzp+lpdXlpHbaneIr3oj4VpAMbtoO0MR1x3req7W0Mqk+Z26BVDVp7ry4LDSyP7S1CT7Pa5GQhIJaQjuqKCx9cY71f6dateA9POoXVx4ouB8kym301T/AA24OWk+sjAH/dVPU1x43ErD0XLr0NsJQ9tUs9ludVo+lW2h6Pa6bYqVgtowi5OS3qxPck5JPck1door4htt3Z9OFFFYXjTUZtN8I3z2b7Ly4UWtq2cYmlYRofwZg30Bpxi5NJAc5oEv9oy6nrbD/kJXjvEfWCP91EfoVTf/AMDNbFQWFnDp2nW1larsgtolijX0VRgD8hU9dEmm9D2aceSKiFVdUu/sGkXl4f8Al3geX/vlSf6VarD8ayGPwLrQU4aSykiQ/wC06lR+rDinBXkkVJ2TZhaFb/Y/Dum22MeTaRR4+iAVfpFUKoVeABgUtdrd3c9aK5UkFc/4hHl6xos/TdLLb/8AfUZf/wBpV0FYXioFbXT5x0hv4s/8DzH/AOz11YOXLiIPzObGK9CQtFFFfaHzIVU0w/ZPEt5bHIjvYluo/TeuEk/Tyv1q3Wdq7izNnqXQWc6mQ/8ATN/kf8AG3f8AAaiorxKhLlkmdJRRRWB6QVXnd7O4i1GBcvb58xR/y0jP3l/qPcVYooMqtONWDhLZnRRSpPCksTbo5FDKw7g9KdXP6BcfY7p9LkOI2zLa5x0/iT8Ccj2NdBXdCXNG58DiKMqFR05dAqrqlj/aek3Vl5zwfaIWi82M4ZNwxke/NWqKppNWZim07o4yw8L6X4Zt49Z8RyWBl06PZDPDb+RHEgGANu47m64Jycscdaq2niDxF4l1Ca90IR2lrp0yodNu4yk10rAHc5P3BtOVAz059K6PxR4fTxBpqIr+Vd2souLSXaGCSL0yp4I7EVxWra3rmsaiVuWtfD1ho5S4u7idvOZpSPkQqpxu/i27m6rnPSsJPlfl/V2/6/4HTFc6v1/rS3+X/D+njpzxRWD4Y8Twa/HNAYri3vLUL5sNzEY3KsMpJjsGHOO3St6uhO6ujmaadmFQXtlbajZS2l9Ck9vMu143GQwqeigDl3muvCxCajLJd6OThL1zuktfRZf7y+knb+L+9W6rB1DIQysMgg5BFWyAykMAQRgg965qXTrrw3I0+jxPc6UctLp6cvb+rQ+q+sf/AHz/AHTw1aFveiXpL1NuioLK9ttRs47qymWaCQZV1PX/AAPtU9chIVN4T0g+KPEovp1J0fR5v3fpdXa/zWL9Xx/crOeG71nVodA0eQx3Vyu+e4Az9jgBw0n+8fuoO7c9FavWdL0y00XSbbTdNhWC1tYxHEg7AevqT1J6k81nJ9D0MJRu/aS+RbooorM9MKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAK808YaKfC+py6/ZJ/xJ7x92oxKOLWU/8vAH9xv4/Q4buxr0umyRpNE8UyLJG6lWRhkMD1BHcVcJuEuZEVIKpHlZ5a0MMrpK8aO6co5UEr9D2qSq+p6S/gnU47NizaDdPtsJ2Ofsrnpbuf7v9wn/AHTyBusV7NOoqkbo8KrTlTlysKKK56+v59bvJdL0iVoraJtl7fRnBU94oz/f9W/h/wB7o5zUFdkJXEv72fXbqXS9JlaK0jYx318hwQe8UR/vf3m/h6D5vu6dpaW9hZxWtnCsMEKhUjQYCii1tYLG0jtrSJYYIl2oiDAUVNXmzm5u7G30QUjuEXLEAe9LXnPi/wARQa040yz+eITNEYruMxQ3zqcFYp8/LIpHHTJ9azbKhBzZa/4Srwz4ssZtM8UGxtjLMY4rWaf96vOAWyB5b59CfrWhovhK9sfEEN5qWp/brewgaGwLJiUK+MiRh97AAA+prnvD1vd+K1u9E1GW9On2u3zZpUEVwSetvNlTv453qR25r0xVCKFUYAGAKaVtTSo+X3ULRRUV1cw2VpLdXTiOGFC8jn+FQMk0GBUvLaTXNStvDtszKb0F7yRDgxWq/fOexbIQf7xP8NenQwx28EcMEaxxRqEREGAqgYAA7CuZ8C6NLaafNq+pRGPUdVKySIw+aCIZ8qL8AST/ALTtXU18bmOK9vW02Wx9PhKHsadnu9wooorzjrCuO8Uzfb/F+j6WBujskfUp+OjYMUQ/HdKfqgrsa4HSJTqWsa1rLHcl1dm3tz6QwZjGPYuJXH+/W1Jby7G1CPNURrVAl7ay3U1tHcwvPAAZYlkBaMHoWHUZwetV9bbU00e4bQY4Jb9QDCk7YRjkZBPbjNeTtE13PqN54m8PeIrKO8nklNqkP2izMg+VWkEeJGHy5wflPbqK6KVLnTbZ6NSpyWsj2eue8cHPhgxdTNeWkePUG4jz+maf4JsV07wdYQR3T3SFTIkjRNFgMxYKEblVGcAHoBVfxody6JDniXU1yPXbFLJ/NM/hTjFRrWXR/kVFucV5/qR0UUVueyFY3i0f8Uzcyf8APF4p/wDviRX/APZa2azvEMBufC+qQKMmWzmQAd8oRWlOXLNPzMq0eanJeTKlFRWswuLOGYciSNXB+ozUtfdnygVHc28d3aTW0wzHMjRuPUEYNSUUAHh26kutCt/tLbriEGCc+siEqx/EjP41p1g6XILTxHe2ZOFu41u4xj+IYST/ANpn/gRrerltbQ9CnLmgmZ2q69pmiRB9TvI4C33UJy7+yqOT+AqroviWPWb64tvsV1ZvEiyoLpNjSoSRuA7DI71k+IdO8L6b5y3VjNLqGokun2aNpblmBByh524OPQDisrwibxvGE8RfyZliElw17N9quZY8kBSykLHg87etRGTcrMynUlGaR313DJJGr27bLiFhJC2ejD19jyD9a6PTr5NRsIrmMFd4+ZD1RhwQfoaxKbp1x/ZurhDxbXzYPokvY/8AAhx06j3ropS5Zep5mb4T2lP2sd1+R01FFFdh8iFcV4g8G6rqWsf2rFrMEbQzb4IZbXdFCu3Bfbn5pR2Y+gGK7WiolFS3LjNx2PHLTVNWsfLuPDyyw2VywmW4k8uWW8bPMt2zcxRlQxGMYA/CvSNM8YaFq1i93a6hF5STCBjIdnzMcLwecN2PeszXPB+mRLJfWumNNEpMsul2caRrey5+UyHjcB1wTjviuWl8VHRNbmutQEeoaksbCaCO48mzskTDeShIxLNwPfjsKxjJ03aX9f1+H4HRKKq6xR6vRTIJRPbxzBWUSIGCsMEZGcH3p9dJyBRRRQBg3+iT2l5Lqnh7YlzId1zZu22K79/9iT/aHXo2eCI4vEUN3aqthBLLqUkot49OYbJvOI+4w/hGMkt93aC2SOa3bm4jtbdppjhV7AZJPYAdyfSuk8IeEEs75vEWr20Y1ieLyoxtGbWHOfLz3Y9SfwHHXz8UoR1W52UKTrPXZF/wd4XXwzpb/aJFudTvGEt9dKMeY+OFXPIRRwo9OepJroaKK849hJJWQUUUUDCiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigCtqWnWer6bcafqdulzaXCGOWKQZDKf89e1eXXdle+FNWTStVke4sp226bqL8mTjPkyntKB0P8YGeoIr1qqmq6XZ63pc+nanAs9rOu10b9CD1BBwQRyCARWtKq6croxrUo1Y2Z4rqGpXOuX8ukaJK0NvC2y/1BP4D3hjP9/wBW/h/3umtaWlvYWcVrZxLDBEu1EUcAVBPo8ngO6t9Eu1zpkjbNNvwoCv38qXHAl9+j9RzkVdrWVR1Hdnj1YuD5WFMlmjgiaWeRY41GWdzgD8afWH4u1GysPDkzahZpfwzOsBt3YKjM5AG5jwoyep6VDdkZxXM7GP4s8TTt4ZZtHeS0ld9ly8kTGa0iJZfN8sENjK9fTntXJo2na5Ylxqen6ZdajcNbXFrNme0vnGP30YyCrcj5gRzwear29rNKILzSPtYERZIQrrJe2Shtpxg4uLfPGD07V2dr4ASfUYNU1J4YLlwrX9vZp+7unRgUbLcqOASowCaSV3rsdjcaasn/AF/X9Ld9Zp1obDTLa0aZ5zBEsZlkPzPgYyfc1Zooq27u5whVazsP+Ek8URacw3WGnlLq+PZ2zmKH8SN5HooB+9TdTvhp2nvceW0z5CRQr96WRjtRB7sxA/Gux8J6CfD+gpBcOst9OxuL2ZR/rJm+9j2HCj2UV5OZ4r2NLkjvL8j08BQ9pPney/M26KKK+RPoAooooAyPFeqvonhTUL63GbhItlsuM7pnISMfi7KKw9J06PSNHs9PgJaO1hWIMerbRjJ9z1qTxhKb3xBoekLgxo76jcjP8MQCxgj3kkVh/wBcqnroirQXmd+Ejo5GXrWrRadC8cy3UYa3lkNzDbtIsIUd8fxc8DqcGvF9Cm1KOe5tvD2rWt1dXUcaRT2+tlHWVScyyQzjcQxI3Io7YFel+ODNpzQ6lb+IdWsJZCLeGzsrVLoTPy3ERUknGc8jgVjeHdQm8Q61p66lN4f1dJI/tcbzWD292iqSA6q25SdwHQgjrXfh/cg5Wv8A8DXt+o6/vSUf67f1oekRhxEglIL7RuI6E965fxUxfxFoUPZftFx+Kqqf+1TXVVyOut5vjq0T/n202Q/9/ZU/+M/55rmo6zv6nbBe9FeaJK8s1LWdU0/xfq0Onx3Fw88nlnVI45p1tEwD5QiA27h6+/PevU68zv7ebUPEOsf2Qv2QWsrNcodaltyTgZlMaqQAfXviu+hbmd+3+R0YzmcI8r1v+j/r/gm14T0xxqo1LTr+4n0x4CkjXNxI8lxNkZLIwxGVIIwPWuxZQ6lWGVIwQe9YPgqW3m8LQPaW/kJvkBHnGUO285cOeWDHnPvW/Sqt87XY1w0UqSa66nI+HDnwzpwJLFLdIySeSVG0/wAq0qz9GGy1uYs58q9uVGew85yP0IrQJwpOCcDoK+1py5qal5HzFrOwUVyknj61jknRtJ1KMwAGQzpHCAD0PzuODg1qeHvECeIbaWeKzuLZEYBTMoxJ7qRkEfQ1SnGTsiOZXsS6s32Sew1JePstwol5/wCWUnyNn2GVb/gNdLWPd20d7ZTWs4zFNG0bj1BGDU3h+8kvtDt5Lg5uEBhn4x+8QlW/VSayqK0rnXh5auJmeL7i0EEVvfx6sY3y+dORiZcf8syV5Gc57DjrXI2+rz6DNaXaaDc2Nm0u2GxgCx5/vNJ1kkYLk4wAPU9a9Trzq+sl0DVJxHbS36RpJtkvikFrbrKSXLSdXY9PXHFc8rxdyq0XfmPQLe4iu7WK4t3EkUqB0cdGBGQaLmBbm3eGTIDjGR1B7Ee4PNc34R1GLUwpXVEnltovLa3tYWig2k/KyhhlgMYDA4rqa10ZrCSnHU0tD1Br6yKXBH2q3Plzgdz2b6Ec1pVynntpuoR3658ogR3KjJymeGx/sn9Ca6sEEAg5B6EV2Up80dT4jH4V4as4rZ7BRRRWpwBXBavoB8PxOdPVruGWZ54xqBj+x6ad29pm4DE5JxyT2yK72orm1gvbdre7hjnhf70cihlP1BqJx5ttzSE+V+R5V4e8XyaRrV9ILjVNY05ofPnZ41aQt/FcY48uLaMBTyccCvV4ZkuLeOaE7o5FDqfUEZFcBeafN4Tt7qyZbPVYtZndba1mgCF3OXLTykkFVUY6dAMVf8B33iG8nu/7bMj26IoDSQpGolydyw7fvRbduGPXNRSk/gf/AA39dP6RrVin76/4f+tTs6ZPPHbW7zTuEjjG5mPYUlxcRWtu89w4jiQZZj2ra8NeGpNRmi1bWoSkCEPaWcg5z2kkHr6L26nnoVqypK73Jo0ZVZWWw/wp4cluriLXNaiKbfmsbN/+WQx/rHH98g8D+Ee547aiivGlJzfMz3IQUI8sQoooqSgooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigCtqWm2er6bPYanbpc2twuySKQZDD+h7g9QeRXlOsaVe+CbgR6jLJd6G7BbfUpDl4CTxHcH8gJOh6Ng4Lev0yaGK5gkguIklikUq8cihlYHggg9RTTsZVaUakbM8ivop7jT54rO4+zTyRlY5tu7yyRw2O+K8fNvfeG9ctdOm0VXmuEkS9WW7/0fWBxgqZMgS5JODg8e9e3654QvfCe660GKbUNEBzJYrl57IesXeSMf3PvL/DuHyjGuLXSvE2j7J0hv7GcZB6g+4PYj8xWi1d0eY1Kg+WS0Oc8IeGbeK5h1RF1S0S1EkNtp9+q5ttxG4KwyzLxxkkV2lNRFjjVEGFUAAegp1WcspOTuwooqhqtxcpFDZ6ZtbUb+UW9oD0VjyXI/uooZz7LjqRUykopyeyHGLnJRW7L/AIYsP7d8UvqEozYaO5jgz0luiMM3uEU7R/tM392vQao6LpNtoWi2umWQPk26BQzfec9SzerEkkn1Jq9Xw+KxDxFVzfy9D6qjSVKmoIKOvSvN/jF4lSw8PSaEkE7z39tJO0kcsaBIoipfIdl8zOcFFOSpNZvgy88RyeIdNs7DVnurO1RBqNkLKG2t7CIxkpEEyZN/3cEEr94Z4xRDDuVP2l7f1/noaSlynrVFFZviLVhoXhu/1MqHa1gZ44z/AMtHx8qfVmwPxrnSbdkUcpYy/wBp+Kdd1fO6Pzxp9uc/8s4Mhv8AyM0w/AVq1Q0LTv7J0GzsWbfJDEBI/wDffq7fixJ/GrN5NNb2M0trbNdTIhZIFcKZCBwuTwM+prplZvQ9ilHkgkeHeKtc1DUI9uvX13ZSS6kY0s7/AE54re1iLFUmWZQrbgMHhuckdK6D4T6RBFq15E+tya6NHVUsrqO5326JKuWCr/Cw24PJH0rqG8ew2ylPEHh7WtMGPmeSzM8X/fUW4fnW5oM2i3tgdQ8PLbG3umLNLbxBPMYcZPAyRjHPpXdKrKNJx5bL8P6tfr1OZU1Kqpc3+f8AXy6GnXG3reb481JgciGytofo26Zz+jr/AJNdlXExHzPE/iGUdPtkcYPqFt4v6lq5qG79P1R6NL+JH+ujLleeav4qv7XVrmODULVo/OMCldHnl5z/AKverYYjoQPevQ686vtMu7691BbDRGSEXRlOdaaBg6k/vAgU7M5JyDz1rto2vr+n6m+KcuRcu/z/AEOs8P3N3fWdvdteWtxavBgeRA0Z8wMQeCeABxtPIINbNc34I/tKPQY4NS0qLTkjH7sJOXMmWJJYHkHvkk5zmukqaitNpGmHbdJN/r+py1oPL1jWoR0W9DD/AIFFGx/UmrF1JNFayPbQ+fKqkpFvC7z6ZPSopF8rxfqSc4lt7eb8SZEP/oAq0eQcHHvX2GElzYaD8j5yurVZLzZ5Y0vk6/dG6t7O31FJMnz4pr+bkbhsGAoUZxmu/wDDlxfXWhQy6pG6XBLA+ZH5ZYZODt/hyMcVy+vWmtWFyJL7Urm8smTmT7bHYoj5PDEDOMYxjNXvAk1vtv4ob61mZ5RL5EE7TGIYAJLty2cVdLR8px7TOuqno7fY/EOoWZ4julW8i/3uEkH6Ifq5q5Wfqb/Y7qw1LoLecRynP/LOT5D+AJRv+A1rUV43OmEuWSZ0dcz4x0yKeC31Se5ghi07dI4urczRkHHOzI+YY4PPWumqG6tory0ltrhA8UqFHVhkEGuaSbWh3yipKzONXxLpNpr0V3aW8huL5o4JY7p3imjUkBPLiYcpkknFdqkscjMsbqxQ4YKc7T6H0rhdP+HssV1JLd3wtYslc2pJnlQdN87fMMgchcCtTStW8K6PfR6LorxebNJtcwAuN+D9+T+8cHqc0RelmYQlOLvPRHUMquhV1DKwwQRkEVZ8O3RRZNLnYmS2G6Ek8vEen5Hj8qr1XufNhaO8tRuntjuVf76/xL+I/XFaRlyyuc+YYX6zRaW62OsoqK1uYry1iuLdt0cqhlPtUtd58PsFFFFAipqOlWGsWv2bVbOG8g3BvLmQMMjocGpJJbfT7VBgRxrhI40XqegVVHU+gFLLcN9oS1tIXu72X/VW0f3m9yeir6seBXXeHvCC6fcLqOrul3qWMJgfurYdwgPf1Y8n2HFc1avGltuddHDyq77FHw54TmnuotW8QR7WjO+1sDyIj2d/V/QdF+vI7WiivJlJzd5HsQhGC5YhRRRUlBRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFcT4k8AC4updV8LSRWGpSNvngkBFteH1cD7j/wDTRRn1DV21FBMoqSszxqC/Jvn0/ULaXT9SiG6SzuMBsZxuUjh0/wBpcj6Hirlei6/4b0vxNYi21e28zYd0MyMUlgb+8jjlT9OvQ5HFed6roOu+FizzpLrelL0vLePNxCv/AE1iX74/24x9UAya1Uu55lbCOOsNUJVnwJYHUry48T3A/dODbaaDniEH55cersOD/dRT3NYErr4nmstG0e5WRNSBee4hcHyrVSPMYEdCchB6Fs/wmvU4IIrW3jt7eNYoYkCRoowFUDAAHpivEzfFcsfYx67nXl2H/wCXsvkSVl614l0bw4LY67qMNgt1J5UTzttVmxnBboPqcVqVxXifWv8AhI/D89j4Qls9Qn+3rY3u+AXAtBuKuzxMRkDHfjBz0FfO0480knsez0ucB418Rm/1S6h11LR7CRy0OleIrcQwyKoxvtb2PIBYc4Y55NeifDjRtOtfDsOs2MF/FLqsMcjDULw3MiRgHYgck/KAxIH+1XlHgyzubvxNbaCFhs0nlm+12VpIlxZssL4kEtpNkwscjBQkfMCBivoWONIo1jiVURQFVVGAAOgAruxLVOmqcev5f189DJXlK76Dq5LxtN9rv9E0RGx59yb2dR3hgww/8itD+tdbXCRyjVPG2taj1jtdmmwHsdg3yMP+BybT/wBcq46S15ux1UY800jTprusUbPIwRFBLMxwAPWnVznizUZLS0mglXT5rWe1aM29xdGGSZ2YKFBwQFIY89c4rSMXJ2R67aSuzz+fRrue1Ov6Brt1qbzXlxGX0/VWhM245jwJDsJTlSg4I57V6l4egvbfw5YRas7PfLAv2hmYMTJjLcgAHnPSvLv7F1i9+yaDq6eILTTnlRVjubK2vUix02zx4aMgcByOBXsQGAB6V2YiXuqN7/1933HJQV5ttW/4P4hXCaQfMbU5s5Mmp3WT/uStH/JMV3dcB4aYyeHbWZutxuuD9ZGL/wDs1Z0dn8j0aH8T5P8AQ1a8lvrf7D4hvZbW4jhkN3K7t/YtxI0itkNGzjh056dPSvWq5z/hM7GP+0J7uN7axspDCLh2UmeUHBREB3E59ua66TabsjbEwjOKUnbX+uwzwXe2Y0mLSraS6le2QszzWckC4LZwu4dBnAGTgCumrB0bxP8A2pqTWNxpl1p85h+0RLcbcvHnGcKTtOSODW9SqX5rvqXh7clou9tDnNTHleMIG/5+LBx9fLkX/wCO1PUevgprmjTZwGM0H1LIH/8AaZqSvqcslfDLyueDjFbES/roc14xhhVLC8dpTPFP5cEaW6z+YzDptYgZwODniqHh19Osdehiga6la4SSKEzMo+zEMWaLyxyvrk5zxzXR6/po1XR5bYwrOxIZY3laMEg5GWXkfhXE2ktvoGpQsmo+HrWXzlSaC1Us5UnkGViT+g/Cur4an9en9f1fz6mmp6PUN7apfWE9pN9yeNo2x2BGKmBz0orc1HaDeSX+h201x/x8BTHOP+miEq//AI8prRrC0dhaa5qFjwFnC3kQ9z8jj81U/wDA63a5dtD0KcuaCZyPjjTbq4+z3gia+sIFb7TYm8+zo3cOzdCB3B7Vy/hwWf2qxS6mvTp/23zYY7aAJZxzMxKKJCA7gHjjj8K9L1TTYdX0uexuSwjmXBK9R3BH0NeZ3F/Dp+qPPbt9ou7aVoUvtYlLsHHBWG2Tn8cCsvhnf+v6/ryOevGz5v6/r8PTc9XorC8Naxqur2yyanpD2CiJfnkYBnf+L5Oqj0zzW7Wp0xkpK6HaLcGx1J7GQ/uLkmWA/wB1+rJ+P3h0710Vcpd25uIcI2yVGDxP/ccdDWxp+tJf20KxRvNfOShs4Bvk3jhhgdBx1JxjvXRSqJK0j5TNcG6dX2kFpL8zT6dabp1rf+IpDHogVLZTtk1CQZjTnkIP+WjdenA7mtnS/BE99tn8TsBHwV06F8r/ANtHH3/oPl47120UUcESxQoscaAKqIMBQOwHaueti+kPvOejg7a1PuM3Q/D1joFuyWaM80pBmuZTuklPufT0A4HYVqUUV5+56O2wUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQBy+o+BrJ9Um1jQJTousTAebcW6Ax3OOgmiPD/AFGG9GFUH8QXeiP5XjCx+wIOBqcBMlm/1brEf98AdgzV29BAYEEZB4IPeuPEYOlX1kte5cZuJgzA3di4tbnyzNGRHPHhtuRwwzwfX0rzDWPh74zS+GqaRrmn3eqRDEV88Bs7lh/dkZN0cq+zJ9CK9DufA0Vqxn8JXr6DMTuMEcfmWch/2oCQB9YyhPcmqcut6nooI8U6RJFCv/MQ04NcwH3ZQPMj9TlSo/vV408HiMM+aHvL+v60N1UjJWZV8G6ffNA+reKPD+m6b4ikzDcXFntY3CDGG3DkA/3ST0rqKr2OoWeqWi3Wm3cN3bv92WCQOp/EVYrzJycpXasaJWRT1jUotG0S91O4BaKzgedlBwWCqTge5xiuR8PWU9hoFrDeHddsplum/vTOS8h/F2ar3juUXUelaGDn+0LxZJlx/wAsYf3rfgWEaH/fqStYq0PX+v8AM78JHeQV5P4/vdK1K+ng1hLVZLe4QWx1nTJ4olVfvgXCDkOcHPT2NerswRSzkKoGSScACvNfEfj5rrWIoPDWt232COAvPPbWJ1D592NrqjZRcc7sHNdGHT57pf19zOiu1ya/1+RV8E6Xa3+uWssdrm2tCZo3sPELXdqrgYGYmO5TyccYr1WuG+HepxavcalOtnpjSR7EOp6datAtznJ2MrjcGXuMnrXc08S252fQnDpcl0VdUu/sGkXl4f8Al3geX/vlSf6Vx+g2/wBj8N6bbdPJtIo/yQCt7xtIY/AutbSA0llLEhP951Kj9WFUFUKoUdAMCnR+A9DDfG35f1+QteXDT7LUPF19fDV5LbUEnlEbwaUhVimflR2Q75ABzg564r1GvOL7w5fX2p3VxbaBcmP7U8ivLrckJZ843hApC57Y7V10XZv08v1KxcXKMdL6+f6G34E0cWlg+pPqZ1Oa+A3TtEFb5SRgtgMfTDdMV1lc34JGpw6FHb6npMemrEP3apMXL5Y5LBuQe+STnOa6SprO83/X5GmGSVJf8H9dTC8UDbHpk3/PG/TP/AleP/2elp3i0f8AFNyvjPkzQTH2CTIxP5Cm19FlEr0WuzPHzBWrX8hk0QmgkickK6lSQcHBFeay2EcNsIo7TVZ4bZHhZ0t47NJYjj5GZjlvu/eAyc16bXAX2kR6j4svbSK3tYpY/wB4HvoZblpAQCSgJCAZOMe1ejVTurHmzV0dtpt1FfaXbXMGBHLErKAcgAjpmrNZXhqS9l0OM6jD5UisyoPJ8olAflJTJ2nHatWujfUI/CjO1Jvsd9p2pDgQziGXn/lnLhT+TbD/AMBrpKxb60S/0+e0lOEmjZCR1GRjP1q3ol6+oaLbXEwxMV2TDH3ZFO1x/wB9A1zzVpHXh5bxL9cNdx6zPqUr6P4WSwvZyRc6lJLEWwOBsPJ5AHOOPSu5qrcajbW9ylqWaW7kGY7WBDLNJ/uxqCx/KspJbs3qJNauxm+GNMv9LtZIr4WyqzbwsUjyuWP3md2xuJ46AVqXd9bWEavdzLHvbai9Wduyqo5Y+wya3NK8DeJ9bYPdqnh+zP8AFLtmunHsgOxPqxY+q13vh3wLoXhmX7TZWzXF+ww9/dt5s7D0DH7o/wBlQB7VnKqlojjlioU1yw1OA0bwT4i8RbZLoP4f05uS0qBruUf7KHKxfV8n/YHWvTNA8M6V4Zs/s+k22wt/rJpGMksp9Xdsk9T7DtitWiueUnLc8+pVnUd5MKKKKkyCiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKAMDUvBei6jdvepA+n6gxy17p8hglY/7RXiT6OGHtWc+l+LNJX/AEW6tPEEC9Euh9luMf76AxufbYg967CisKuHpVvjjcpSa2PHtR1tovGU+peKNPvNCt7a0S1tnv4v3QLMXlbzlLRYOIh97PyfgN6GeK5hWW3lSWNhlXjYMp+hFehkZGDXNX3w98M3szTx6aLC5bk3GmyNaux9WMZG7/gWa8+plsX8Dsd9HG+zjytHK67pr6xoF9psdy1q13A0PnKu4puGM4yK4VPCfi/SNb0vUbRdD1NdMt3t4440ezd1YKOT84ONvHSvUZ/Aur2xJ0jxK0y44i1S0WX8A8flkfUhvxqhNp/i6x/4+NAg1Bf72mXylj9VmEYB9gx+tc31XE0bqKTX9L1Or6zh6tru39f8AZplxd3WnRTajZfYLlgfMt/NEmw5/vDg+tWqzJNbFr/yEtK1ixxncZtOlZF+siKyD/vqmweKdBuZTFDrNg0o6xfaEDj6qTkVwzpVIvWNjshUg1pK5S8cnPhcxdTNeWkePUG4jz+mar0/xk6yx6JEjhlm1NfunIO2KWT+afpTK3p6QR3Yb7T/AK/rUK8s1GGRdQ1e6uJYbiGC6YPK+vzQ+UCflQqowD7D6V6nWCvg3Sl1KS9xcM7O8iRtOxjhkb7zoh4Vjk81vTkottl4ilKokl3LPhp0k8N2TRFChTIKXBnHU/8ALQ8t+NatVNM0230jTorKyVhDHnG9izEk5JJPUkkmrdTNpybRrSi401F7pGX4mi8/wnq0Y6tZygEdjsOD+dVIJRNbxyr0dQw/EVuyRrLE8b8q6lT9DXIaHdxReGNOe6mjjK2sYcuwUZCgHr7g17uTy+Neh5GZq0ov1NWub8R6Zquo6hFHbyXH2FoirC2uRCY5P77d2GOwNa0WtadcSGOzukvJASDHaAztkdeEya1bXSfEGof8g/wxq0vvPALUD/v8UP5Cvam4NWbPIco21Zy/hLRb7R7ab7e6gy7cQpM8oUgfM25ucsecDiuhrorT4a+L70j7Q+laVGf4nke6kX6ooRfyeugsfg9YAq2uazqOoH+KGFxaxH/vj95/4+azeIpxVkZKpCKsjzW61C0sdv2u5ihLHCh3ALH0A6k/SrXhjw74ovLq/XStAuBZXEwnhudQJtY1LL83DDzCMruyqH7xr2zRfCWgeHSW0XSLSzkYYaaOIea/+9Ifmb8Sa2K554hy2RP1iSd4nm2nfCme4Cv4n1uSRSPms9MBt4/oZCTIfqpT6V22i+HNH8O25h0TTreyVuXaJPmkPq7feY+5JNadFc7k3uZSnKbvJhRRRSICiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKgu7G0v4/LvrWG5T+7NGHHr0P0H5VPRQBzNz8N/Bd04d/C+lJIDnzIbVImzjGdyAHp+VVn+FvhN/u2V5EPSHVbqIfksorr6KTinuiozlHZnEyfCrQ2TEN7rEDf3l1B2P8A4/uH6U0fCrSl6atrX43Sn/2Su4oqPZwfRGqxFZbSf3nDH4U6UT/yF9aH0u1/+IqZfhX4cP8Arn1aUdwdVuEyfX5HH6cV2dFNU4LohOvVe8n95ycfwv8ACCY36U9xjtdXk84/J3Of61es/A3hPTypsfDOkQMvR0sYw31ztyTx1reoqkktjNylLdiIixoEjUKqjAUDAFLRRTJCiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooA//2Q==)

From [Archway Community Services, Abbotsford, British Columbia](https://archway.ca/program/diversity-education/).

October 31

***Treat:***today we’ll process info *in 5 minute “fun size.”*

AND

***Trick:*** Take NOTES because you will use this info again and again!

Here are the current official federal categories of race used in the US:

* ***American Indian or Alaskan Native.***A person having origins in any of the original peoples of North and South America (including Central America), **and** who maintains tribal affiliation or community recognition.
* ***Asian.***A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
* ***Black or African American.***A person having origins in any of the **black** racial groups of Africa.
* ***Native Hawaiian or Other Pacific Islander.***A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
* ***White.***A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

**Table Talk 1:**

What do you think counts as “having origins in?”

What *doesn’t* count?

Why?

How do you think someone could prove their “origins?”

What proof would NOT count?

Why?

**Table Talk 2:**

Who do you think counts as “original peoples?”

Who *doesn’t* count?

Why?

How do you think someone could prove/test that a “people” was original or not?

What proof/tests would NOT count?

Why?

**Table Talk 3:**

What do you think is meant by the term “Native?”

What do you think counts as “maintains tribal affiliation or community recognition?”

Here’s the official government definition:

Any individual who (1), irrespective of whether he or she lives on or near a reservation, is a member of a tribe, band, or other organized group of Indians, including those tribes, bands, or groups terminated since 1940 and those recognized now or in the future by the State in which they reside, or who is a descendent, in the first or second degree, of any such member, or (2) is an Eskimo or Aleut or other Alaska Native, or (3) is considered by the Secretary of the Interior to be an Indian for any purpose, or (4) is determined to be an Indian under regulations promulgated by the Secretary (The Indian Healthcare Improvement Act, Public Law 94-437, 25 U.S.C. 1603(c)-(d)).

Spooky! ***Blood Quantum*** is used to decide who is a member! We’ll discuss this and what/how Indian groups are recognized/ terminated by states and the US government, etc later in this class, I promise!

**Table Talk 4:**

What do you think is meant by a “racial group” versus what is meant by a “people?”

Why do you think the government only uses “racial group” and not “peoples” for (not North Africa or the Middle East but…) Africa?

What do you think counts as “black?”

What *doesn’t*?

Why?

**Table Talk 5:**

How do definitions you thought of for “black” relate to this image?

Map

Description automatically generated

[Chaplin G., Geographic Distribution of Environmental Factors Influencing Human Skin Coloration. *American Journal of Physical* *Anthropology*, 125:292-302, 2004; map updated in 2007.](https://sruk.org.uk/skin-color-an-example-of-adaptation-to-the-environment/)

November 1

Investigation: What *is* “race,” and where does it come from?

**Silent Reflection:** Think back to what you took notes on and discussed yesterday in here. The US government’s definitions for “the” 5 races. Having *origins* in, being the *original* people of a place, being a racial group instead of having peoples.

Now answer this college level question in your head:

What does this mean the US government act like “**race**” is?—what does it think “*causes*” race?

We’ll have a bunch of important definitions to take notes on today, so **I will be chunking up this info** to give you breaks and time to **capture what you learn and how you respond to what you learn.** Use table journals or digital notes to **get your thoughts down**. You’ll be returning to these ideas, so you don’t want to have to start over!

***Race*** is **not** a term used outside of the US to describe someone’s ancestry, because using it this way is tied to 1700s theories now called ***scientific racism*** (where the Nazis got the idea of the Aryan Race and colonists the justification that natives everywhere on earth were inferior/less human than Europeans).

***Racism*** means “treating people differently based on skin color” today in the US.

But, outside of the US***racism*** means “believing human individuals and peoples *are* members of different ‘races’ based on their ancestry.”

**This is important.**

Theories that there are different types of humans based on “origin” is debunked (proven inaccurate). SO, assigning a group “race” to persons or peoples is rejected outside of the US as “racist ideology.”

Just like this class challenges you to unlearn [identity](#identitydef) as categories of people, this class challenges you to unlearn the US government’s debunked theory of **race** as categories of people.

3 mins break

Inside the US, ***systemic racism*** is the academic term for how *scientific racism* to this day in government and society causes people harm through discrimination.

Still iffy about whether the concept of “race” as a difference between human groups is valid? Let’s hear from a credible source on this (see if you recognize the map!): [Bill Nye, on TikTok, no less.](https://www.youtube.com/watch?v=78n_FK0CK70)

Mr. Nye implies by saying “That’s *IT*,” that there were (are *still*) other so-called “scientific” theories about why people living in different parts of the globe are “different races” from each other.

What were those theories? (and how much of them are still around…maybe even in our own heads?)—

**Scientific Racism**

Since ancient times, European, African, American and Asian empires captured, enslaved and integrated people from all over the world into their societies (especially their militaries/navies). Yet people are often surprised to learn that there were Black “Romans,” Asian “Greeks, “White” Ottomans, Japanese “Mexicans.” Remember what Adichie said, “there is a danger to having only a single story.”

The 1700s alone looked like this:

Map

Description automatically generated

<https://commons.wikimedia.org/wiki/File:1700_CE_world_map.PNG>

Since sailing ships and knowledge have allowed it, colonizers have arrived on the shores of every continent looking to settle and control inhabitants’ lands and resources for their benefit (at the expense of the natives).

European natural historians—the **scientists of their time—invented a new term race, from the French rasse meaning “local strain”** to **categorize differences** between themselves and other peoples, which **they thought were related to geography (especially climate), like the variation in plants and animals.**

They made the most basic mistake you can make in science, however.

They assumed their own appearances, cultures, languages, clothes, etc were ***right/best,*** and everyone who looked, thought, spoke, acted differentlywere ***wrong/less*.**

You and I might assume that Natural Science beliefs about *race* were (and are) always tied to skin color. *Nah*. Check this out:

Charles Kingsley famously wrote **from Ireland** in 1860: “**I am haunted by the human chimpanzees I saw along that hundred miles of horrible country...to see white chimpanzees is dreadful**; if they were black, one would not see it so much, but their skins...are as white as ours.”

The Irish were indeed seen as **black**. John Beddoe wrote in his monumental and authoritative Races of Britain published in 1862, that all **men of superior race were orthognathous** -- had less prominent jaw bones--, while **the Irish and the Welsh were prognathous. He also held that the Celt was closely related to Cro-magnon [an early branch in human evolution] man, so "Africanoid."**

In 1934, G. R. Gair could still claim that while most of the inhabitants of the British Isles belong to the "tall, stolid, phlegmatic northern race," the "Nordic race," **in the "western part of the British Isles we have a branch of the Mediterranean race" and a consequently "marked distinction in mental outlook and culture."** It was also held that the Irish possessed "**a higher ratio of criminals", and that "possibly also to inherent racial reasons, it is also an ascertained fact that the Irish are more subject to certain diseases** than the Nordics;" and **"insanity, and other undesirable features, are greatest...in those classes in which the Irish form the greater section of the population**."

<https://journals.openedition.org/transtexts/1011>

So, **skin color=race** is a later, not the original theory of race.

See:

According to the *Oxford English Dictionary*, the first appearance in print of the adjective *white* in reference to “a white man, a person of a race distinguished by a light complexion” was not until **1671**—centuries after the beginning of European colonization of “the New World.” Colonial charters and other official documents written in the 1600s through the early 1700s rarely refer to European colonists as white.

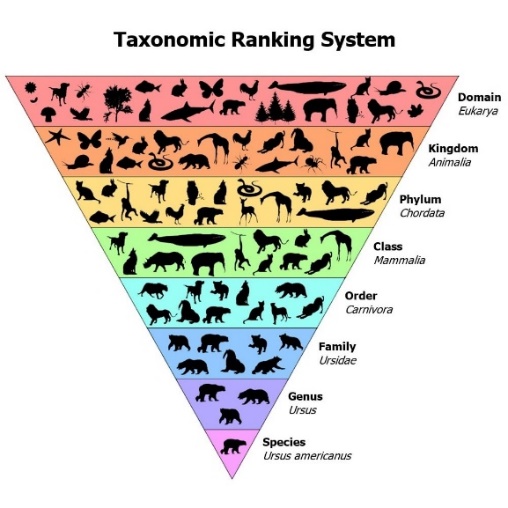
3 mins break

Beginning in Virginia, the status of free people of African descent/origin in the British colonies was attacked, while white indentured servants were given new rights and status. The word *white* became more widely used in public documents and private papers throughout the colonies. This makes sense because **in 1691,** Virginia made a law that only people of European descent who did not “have one drop of African blood” could become citizens (this would include, later, the Irish and other “inferior” races living in Europe). Anyone of African descent was labeled *black* and barred from citizenship. Other colonies soon passed similar laws.

A portrait of a person

Description automatically generated with medium confidence

**Carolus Linnaeus (1707-1778)** was a Swedish Botanist and the father of the science of biological taxonomy. (You know…*this*:)



In 1735, Linnaeus decided there were sub-species of humans. He theorized two mythical races: *Feris*, or wild human walking “on all fours,” and *Monstrous*, giant humans from Patagonia [southern South America], which he believed to be mutants. The other races he theorized were:

***Afer***, Africans, had black, silky skin, frizzled, black hair, flat noses and swollen lips. The women, he said, were without shame having their breasts exposed and lactating profusely. He called them stoic and relaxed, crafty, lazy, negligent and governed by their whims.

***Americanus*** were indigenous people of the Americas. He described them as having red skin, standing erect, with straight, thick black hair, wide nostrils, harsh faces, and scanty beards. He described their character as obstinate, irritable and merry and free. He claimed they were ruled by customs, such as painting their bodies.

***Asiaticus*** people, Asians, were sickly and had yellowish skin. They had black hair, dark eyes and stood and walked stiffly. He said *Asiaticus* people were greedy, indecently dressed with loose garments, arrogant and governed by opinions.

***Europaeus***, Europeans, were described by Linnaeus as muscular, having white skin, standing erect, having long, flowing hair and blue eyes. *Europaeus* were positive and optimistic, acute and inventive, decent and clothed and ruled by laws.

Reflection/Break

November 2

Get your notes out from yesterday’s discussion. (Here’s some Patagonian Monsters and Feris Humans)



And maybe….*Sasquatch*?



**5 mins Civics Reflection:**

How do the current [US government’s categories and definitions of race](#races5) line up with the 4 races (not *Feris* or *Monstrous*…unless?...) imagined by Linnaeus in 1735*?*

*What does this new info make you think the US government believes “****race****” is?*

How does the US government’s categories fit the definition of Racist Ideology?

**Ethnic Studies Question:**

[Scientific Racism](#scirac) invents the idea that there are different types of humans based on geography and climate. There is definitely **Colorism** in these theories.

How do we get from Linnaeus’ theory to the peculiar US idea of race and racism?



**George Louis Leclerc, Comte de Buffon (1707-1788)** was a French Natural Scientist. Buffon disagreed with Linnaeus, believing **there was only one human race**. He theorized that the people closest to the original “pure” human race lived west and north of the Caspian Sea. The difference in people came because “degeneration” [weakening/ worsening] of the pure race increased the further away people lived from Europe (because of climate), and people with the darkest skin were the greatest “degenerates” of the race.

His opinion mattered, because he argued degenerate peoples “have neither the power to improve themselves, nor can they bring about the necessary technological domination of nature” to advance like the purer peoples had. **Buffon declared Europeans must dominate them (enslave and/or colonize them) and subdue nature (destroy habitats and replace them with European agriculture and mining) to “save” and “develop” degenerates.**

Purity and degeneration are core ideas of *supremacy*, the racist ideology that there are different types of humans and that some types are **inherently** better quality than others. White Supremacists and Nazis in the 20th and 21st century believe as Buffon did in the 18th century, that a certain group of White people is the most pure/highest form of humans, and all others are lesser than them.

A picture containing text, person, person, old

Description automatically generated

**Johan Friedrich Blumenbach (1752-1840)** was a German anatomy professor. He agreed with Buffon’s supremacist ranking of “races” and claimed he could determine the **“race” of a person based on the shape and size of their skull**. He became a well-known and respected scientist in Europe and the United States.

Blumenbach changed *Europaeus* to *Caucasian*, *Afer* to *Ethiopian*, and split *Asiaticus* into two races, *Mongolians* for most of landlocked Asia and *Malayans* for Southeast Asia, making a total of **five distinct races**. He considered *Mongolians* to be the **least** “degraded” and *Ethiopians* the **most** degraded from *Caucasians*.

**Reflection**: How does Blumenbach’s revised theory of races line up with [the US government categories](#races5) AND stereotypes (including positive ones) of Asian-Americans?

Of the term *Caucasian*, Blumenbach wrote, “I have taken the name of this variety from **Mount Caucasus, both because its neighborhood, and especially its southern slope, produces the most beautiful race of men, I mean the Georgian; and because all physiological [anatomy and intellect] reasons converge to this, that region, if anywhere, it seems we ought with the greatest probability to place the [original, pure form] of mankind**.”

The “Aryan Race” is identified with Blumenbach’s Caucasus region by the Nazis, who made it the *Supreme* Race of humans in their ideology. Removing non-Aryans from Germany and its territories by killing them became their goal leading up to and during World War II. The Holocaust and millions of civilian casualties of combat were the result.

A portrait of a person

Description automatically generated with medium confidence

**Samuel George Morton (1799 - 1851)** was a U.S. physician in Philadelphia, PA, who believed in Polygeny—a debunked pseudoscience claiming humans were made up of several, separately evolved species.

When he died, the *New York Tribune* wrote, “**probably no scientific man in America enjoyed a higher reputation among scholars throughout the world than Dr. Morton.”**

Supremacist in his theories, he argued that Africans’ “social position, in ancient times was the same as it is now; that of servants and slaves.” To explain away advanced ancient Egyptian civilizations, he claimed elite Egyptians were *Caucasian*, not *Ethiopian*!!. Biologists in the US—and school textbooks teaching biology to students (like mine in high school!)—adopted his system for identifying the 3 major “races” of humans: **Caucasian, Negroid** and **Mongoloid**.

Below are quotes from his book, *Crania Americana* (1839), describing each species of human:

***Europeans [Caucasian]*:**

This race is distinguished for the facility with which it attains the highest intellectual endowments . . . The spontaneous fertility of [the climate of the Caucasus] has rendered it the hive of many nations, which extending their migrations in every direction, have peopled the finest portions of the earth and given birth to its fairest inhabitants.”

***Asians [Mongoloid]*:**

This large population human species is characterized by a sallow [yellow--Mongol] or olive [brown—Malayan] colored skin. In their intellectual character they are ingenious, imitative, and highly susceptible of cultivation [learning--Mongols] . . .So versatile are their feelings and actions, that they [Malayans] have been compared to the monkey race, whose attention is perpetually changing from one object to another.

***Americans [American Mongoloid]*:**

The American Race is marked by a reddish-brown complexion, and are averse to mental cultivation and slow in acquiring knowledge; restless, revengeful and fond of war and wholly destitute of maritime adventure [knowledge/skill in sailing]. They are crafty, sensual, ungrateful, obstinate and unfeeling, and much of their affection for their children may be traced to purely selfish motives. They devour the most disgusting [foods] uncooked and uncleaned and seem to have no idea beyond providing for the present moment . . . Their mental faculties, from infancy to old age, present a continued childhood . . . [Indians] are not only averse to the restraints of education but for the most part are incapable of a continued process of reasoning on abstract subjects.

***Africans [Negroid/Australoid]*:**

Characterized by a black complexion and black, woolly hair [or wavy, for Australoid]. In disposition this race is joyous, flexible, and indolent [lazy]. The many nations which compose this race present a singular diversity of intellectual character, of which the far extreme is the lowest grade of humanity . . . The moral character of Africans is also widely different in different nations . . . They are proverbially fond of their amusements, in which they engage with great exuberance of spirit, and a day of toil is with them no bar to a night of revelry. Like most other **barbarous** **nations** their institutions are not infrequently characterized by superstition and cruelty. They appear to be fond of warlike enterprises and are not deficient in personal courage, but, once overcome, they yield to their destiny and accommodate themselves with amazing facility to every change of circumstance. They have little invention but strong powers of imitation, so that they readily acquire mechanic arts. They have a great talent for music, and all their external senses are remarkably acute.

Reflection/break

**Table Talk: Refresh your memory of political geography:**



**And of the US government definitions of 3 races:**

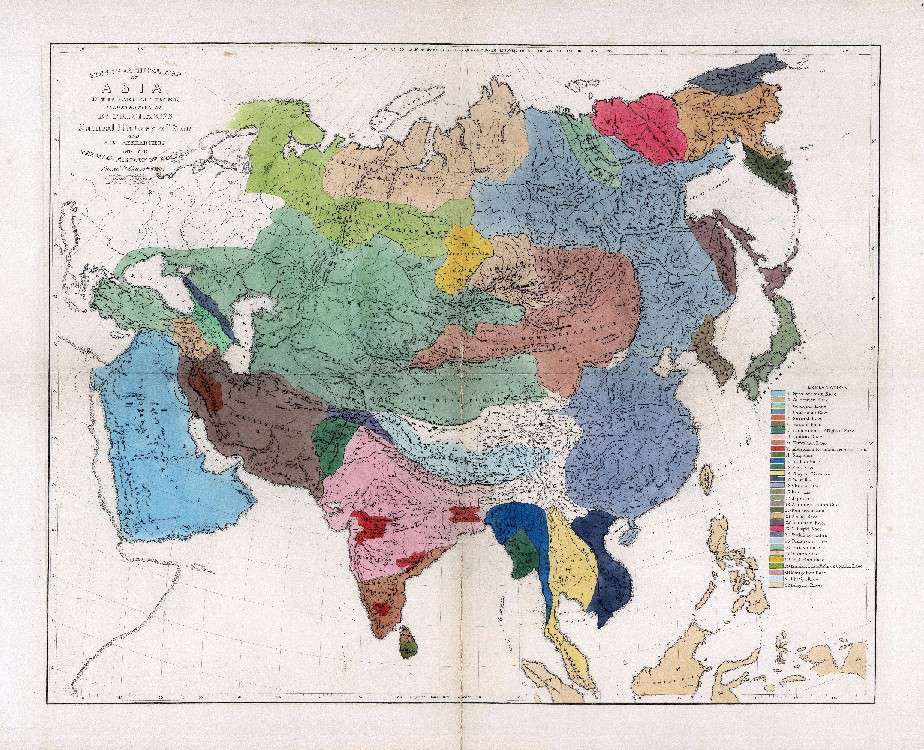
***Asian.*** *A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.*

***Native Hawaiian or Other Pacific Islander.*** *A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.*

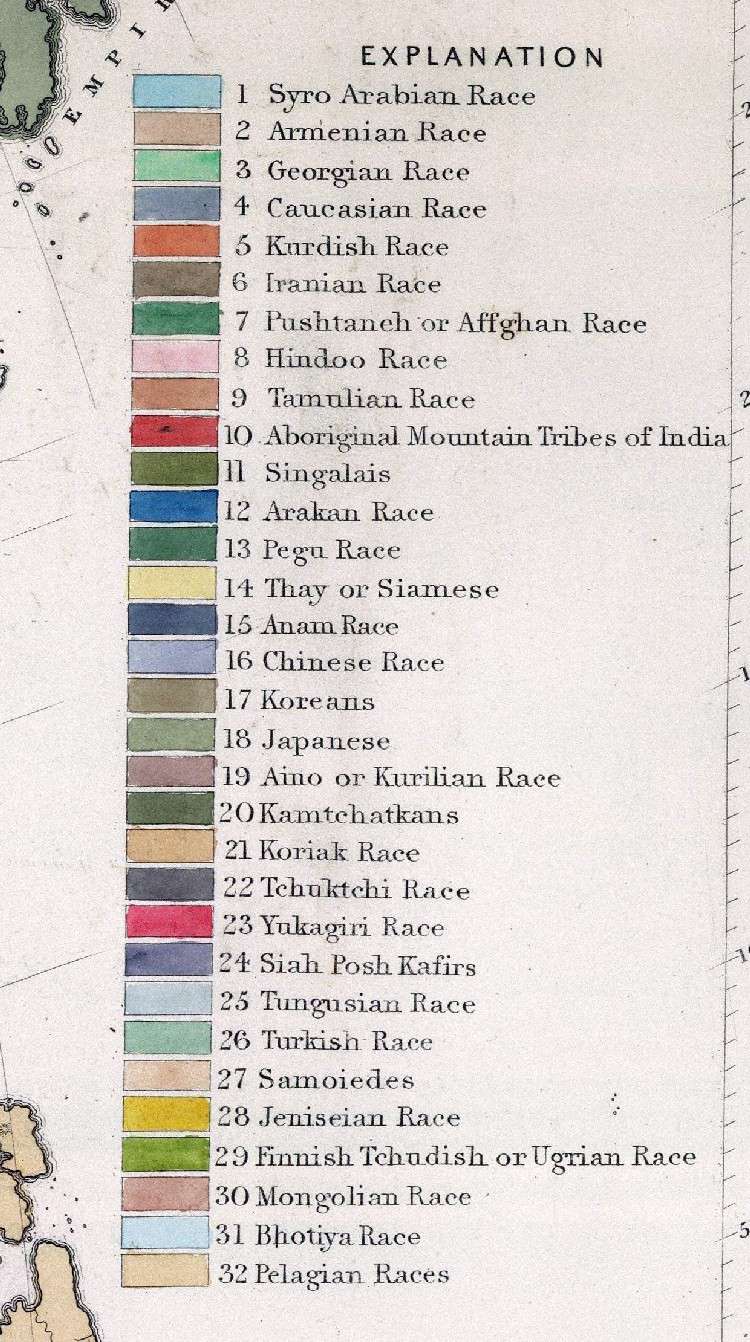
***White.*** *A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.*

Now, here is a map from 1861 (the year the Civil War began in the US and 2 years after Darwin published *Origin of the Species* explaining his theory of evolution: that genetics is what determines whether species thrive or die out in their environments) categorizing people living in Asia.

**Compare this to today’s US government definition of the “original peoples” who count as White, Pacific Islander *or* Asian—how do they relate?**



Mount Caucasus



<http://www.columbia.edu/itc/mealac/pritchett/00maplinks/modern/racialmap1925/racialmap1925.html>

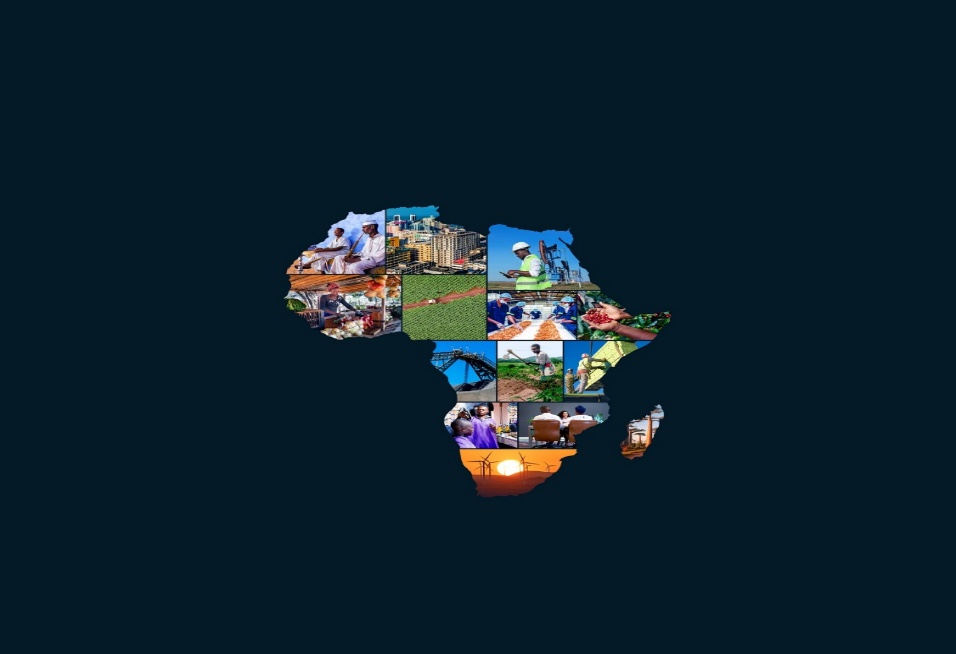
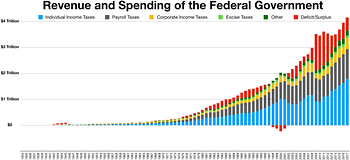
November 3

I’ve talked a lot (instead of you hearing from others), and it’s been about history (not current issues). Let’s change it up today!

Battle Against ***M I S*** information



*Choose your fighter!*



US government shutdown

Israel-Hamas War

Southeast Asia

Africa

**Your mission:** Find the **best 4 sources** of accurate information that CORRECT misinformation you’ve been taught or seen/heard about 1 of the 4 topics above!

Submit links to the 4 sources to Canvas or via email to jbaker@everettsd.org.

November 6-7

**College App Day is WEDS—1st-3rd period. Sign up on Naviance WHAT’S NEW (homepage).**

Veteran’s Day Assembly on Thursday; Friday is a holiday.

The Assembly will include a **slideshow of current students’ and staff members’ family members**. You can contribute by filling out the following form: [https://forms.gle/3bZLdYW5ixbHPMuB8](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.gle%2F3bZLdYW5ixbHPMuB8&data=05%7C01%7CJBaker%40everettsd.org%7C64296fffface4a8c37cb08dbded9b48f%7Ca6158ef04f854b0da599925097f77b3d%7C0%7C0%7C638348798936956190%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=SBR6H9BpZDyFfk%2BsGiaZCK9CbiTPumW2ko7MkAg6DI4%3D&reserved=0) (also linked on my website main page)

**Table Talk:**

What do you know about Native American service in the US military?

Let’s listen/watch the most famous Native American WWII veterans explain their experience and how they feel about their service.

*Code Talkers* ([Colburn](https://www.youtube.com/watch?v=9r_KExR5Njw))—Part 1

As you watch, **note the things you learn that are different/more than what you had been taught in school.**

November 8

COLLEGE APP WORKDAY

November 9

*Code Talkers* showed us details of Native Americans’ US military history that we didn’t know. If you thought the story of Navajo code sounded unbelievable, get ready for THIS:

Listen to [Brookes](https://www.thisamericanlife.org/201/them/act-three).

Want *more*?

* From Canada’s Maritime History Archive, Mr. Phillips’ [memoriam](https://mha.mun.ca/mha/polluxtruxtun/lanier-phillips/)
* From Military.com, Jeff Edwards column:

If you haven't yet heard of Mr. Phillips, don't be discouraged. His name isn't a household word yet, although it probably should be.

I came across Lanier's name in the course of my research. As a Sonar Technician myself, I wanted to find out about the first African American Sonar Technician in the U.S. Navy. His name, I learned, was Lanier Phillips.

Lanier was born in Lithonia, Georgia, in 1923. In the early decades of the twentieth century, De Kalb County was Ku Klux Klan country, and the Klan ruled Lanier's home town. There was only one school for black children, and in 1929, the Klan burned it down. Like every other African American in Lithonia, Lanier lived in constant fear. He dreamed of a different and better life, but what else was there?

In October of 1941, at the age of eighteen, Lanier joined the Navy. As he puts it, "I didn't want to be a sharecropper and the Navy was the only other choice I could see."

In 1941 the only rating open to African American Sailors was Messman, sometimes called Steward's Mate. Messmen cleaned, served, shined the shoes of the officers, and generally performed tasks that were considered too menial for white Sailors. The Navy was still strictly segregated. Blacks and whites had separate berthing compartments, separate heads (bathroom facilities); they even ate separately. White enlisted Sailors took their meals on the mess decks. White Officers ate in the wardroom. Black Sailors had to eat standing up in the Messman's pantry.

In the Navy, Lanier found himself facing a different breed of discrimination. "It wasn't quite like jumping from the frying pan into the fire," he told me with a chuckle. "It was more like jumping from the frying pan into the kettle. It wasn't quite so hot, but it was pretty close."

The Navy didn't go in for whippings or burning crosses, so it was better than the Klan. But not a lot better. It wasn't really safer either. In the Navy, the Klan couldn't grab a man out of his own house in the dark of night, the way they could back in De Kalb County. But, as Lanier would be quick to remind you, Nazi U-boats were already torpedoing ships off the East Coast of the United States. American Sailors were fighting and dying in the Atlantic long before war was declared in December of '41.

Lanier was stationed aboard USS Truxton (DD-229), a destroyer home ported in Boston. The Truxton was assigned to escort duty, protecting convoys of merchant ships from U-boats.

In February of 1942, the Truxton and two other Navy ships ran aground in one of the worst recorded storms in the history of the North Atlantic. The flagship, USS Wilkes, was re-floated within three hours, but the Truxton and Pollux were pounded against the rocks until both ships broke up and sank.

As Lanier spoke to me about the disaster, his normally playful voice grew quiet and solemn. His smooth speech mannerisms became halting and a bit disjointed.

"We were about two-hundred yards from shore," he said. "The waves would pick the ship up and slam it down into the rocks. It just broke in two, like you would take a pencil and snap it in half. Crude oil was everywhere. Everybody was covered in oil. It was twenty below zero, and the oil just jelled. It was like tar.

"My boss, Third Class Henry Langston, was from Truxton, Virginia: right outside of Portsmouth. And Houston, he was from New York. Billy Gene Turner was from Pine Bluff, Arkansas. And we had one Filipino, Tom Dayo. They all died.

"We thought we were in Iceland, you see? The storm had blown us everywhere. We had no way of knowing where we were, so we thought we were in Iceland. And my friends said they'd probably lynch us if we went ashore. Negroes...that's what they called us back then...were not allowed to set foot in Iceland.

"I got on the last raft. The other Stewards wouldn't come. By that time, about half of the crew had been washed overboard. But the other black Sailors said, 'why try to make it? We'll wait till the Navy gets here.' By then, the planes were starting to fly over. But none of the other Steward's Mates made it ashore. They didn't get rescued. The ship just broke apart, and they died."

In all, 110 Truxton Sailors were drowned, frozen to death, or battered to death by the rocks. Ninety-three Sailors from the Pollux died as well.

Of the 46 Sailors who escaped the sinking of the Truxton, 45 were white. Lanier Phillips was the only African American survivor. The other black and Filipino Sailors remained aboard the ship as it was torn apart on the rocks, more willing to take their chances with the sea than with the lynch mobs they expected to find ashore.

The Sailors who did make it to shore found themselves at the foot of a three hundred foot tall cliff, covered in ice. Sick from oil and swallowed seawater, most of them were too exhausted, too battered, and too frozen to even think about such a climb.

Seaman Second Class Edward Bergeron still had a bit of life in him, and he had a knife. He cut handholds into the ice, and managed to drag himself to the top of the cliff. When he reached the top, he spotted lights in the distance, and went for help. The local citizens brought ropes and slings, and made trips up and down the cliffs until every surviving Sailor had been rescued.

Lanier had lost consciousness at the bottom of the cliffs. He woke to find himself lying on a table in an unfamiliar building, under the care of several white women. Other Sailors lay on nearby tables, also under the care of local women. The ladies were washing the Sailors with warm water, trying to pull them back from hypothermia, and also to wash the tar-like crude oil from their bodies.

Lanier quickly realized that he was naked. His mind flew into panic mode. He was a black man ashore in Iceland. That alone might be enough to get him lynched. To make matters worse, he was naked in the presence of white women, and they were touching his body. That had to be enough to get him killed.

The only thing hiding the color of his skin was the crude oil that coated his body. For the moment, every one of the rescued Sailors were black. But, when the oil was washed off, the rest of the survivors would be white. Lanier would still be black. And then things were going to get ugly.

One of his caretakers kept scrubbing the same spot over and over again. "This poor boy," she said. "The oil has gotten into his pores. It just won't come off."

Lanier decided that the sooner the truth came out, the less trouble he would be in. "Ma'am, that's not going to come off," he said. "That's the color of my skin."

And it was out in the open. He was a naked black man in Iceland. His situation could hardly be more damning.

But Lanier was not in Iceland. The storm that had wrecked his ship had pushed them far off course. This was not Iceland at all, but St. Lawrence, Newfoundland.

The lynching that Lanier was expecting never materialized. Quite the contrary. The color of his skin didn't seem to matter to the people of St. Lawrence. They lavished Lanier with every bit of the dignity, respect, and tenderness that they showed the other Sailors. A local family took him into their home and cared for him through the night.

As he lay under the blankets of an unfamiliar bed in the home of a white family, Lanier began to reevaluate his personal worth. His entire life, he had been raised to believe that the color of his skin made him somehow inferior to white people. He had been kicked, abused, threatened, and belittled. Even the Navy, his chosen service, reminded him constantly that he was of less importance than his white shipmates. And now, here was a white family - an entire white community - treating him as though the color of his skin didn't matter at all.

Lanier has said a thousand times since that his brief encounter with the people of St. Lawrence was a life changing experience. Before that freezing February night in 1942, he had accepted racial discrimination as an inevitable fact of life. He certainly hadn't wanted it or liked it, but he had accepted it. Things had always been that way. How could they be different?

He wasn't the same man after St. Lawrence. He had seen life as it could be: life as it should be. He knew that he was worthy of fair treatment and respect. He knew that a society could exist in which the color of a person's skin was irrelevant. He had seen that society, walked its streets, and been invited into its homes.

When teams of Sailors came through St. Lawrence the next day to round up the survivors of the shipwreck, Lanier realized that he was going back to the same sort of treatment that he had left behind, in both the Navy and in his own country.

Two years after the sinking of the Truxton, he was transferred to Jacksonville, Florida. When his train arrived in Jacksonville, he searched the train station for a place where a black man could buy a meal. The usual 'Colored Only' signs seemed to be missing, so he asked a Military Policeman for directions. The MP didn't know, but he directed Lanier to a hall where German and Italian prisoners of war were eating lunch, and advised him to ask one of the guards.

As soon as Lanier stepped into the hall, he was seized by a Jacksonville Policeman, and shoved to the ground. The Policeman put a boot on Lanier's neck, and threatened to shoot him in the head for daring to set foot in a room where white men were eating. Lanier was in uniform at the time. While captured enemies were treated with dignity and respect, this American serviceman in the uniform of his country lay on the ground at gunpoint, enduring threats and racial insults. Lanier's only defense was to think back to St. Lawrence, and to remind himself that he deserved better.

He continued to do his job and to endure.

In the late nineteen-fifties, after 17 years of shining shoes and washing dishes, he had another life-altering realization. The status quo would never change unless somebody changed it. Lanier recognized that he needed to do his part to bring that transformation about. He wrote a letter to the first African American Congressman, as well as the Bureau of Naval Personnel, informing them that he was qualified to be more than a Mess Attendant. He requested a technical school: any technical school.

It was an extremely courageous thing to do. Back then, minorities didn't dare question Navy policy. They didn't petition senior Navy leadership for redress of wrongs, or even suggest that they should receive the same treatment or benefits as white Sailors. Lanier's letter to the Bureau of Naval Personnel could have brought him all manner of grief. Instead, a few months later, it brought him new orders. He was to report to Fleet Sonar School in Key West, Florida, for training as a Sonar Technician.

If Lanier thought his troubles were over, he was mistaken. When he arrived at Fleet Sonar School, he ran into another barrier. To qualify for Sonar training, he needed a security clearance. Before granting a clearance, government investigators were required to locate and examine records regarding an applicant's parents and grandparents, to verify a Sailor's citizenship and identity, and to cross-check for disqualifying criminal activity. For most students, the process was quick and routine. For an African American, it was a problem. Many counties and states didn't begin maintaining records for African Americans until well into the twentieth-century. There were few, if any, records for Lanier's family. Government investigators could not find the information they needed to certify Lanier's clearance.

And so he waited, for days, weeks, and then months, while the system tried to cope with a situation it had never been designed to handle. After all, who could have imagined that a black man would ever need a Security Clearance?

While Lanier waited for news of his clearance, the Sonar School Counselor tried chipping away at his willpower. "You're too old to learn something this technical," the man told him. "The rest of the students are young, and their minds are sharp. You won't be able to keep up. They're all better educated than you are." That much was certainly true. Many of the white students had college; Lanier was almost entirely self-educated.

When everything else failed to discourage Lanier, the Counselor resorted to bribery. He offered Lanier a promotion to Chief Steward's Mate. He even promised to backdate the promotion to the previous October, which would entitle Lanier to nearly a year's worth of back-pay at a Chief Petty Officer's salary. To a black man in the 1950's, it was a veritable fortune. The money and promotion were his for the taking. All he had to do was drop out of the Sonar program.

Lanier looked the Counselor in the eye and said, "Sir, if you want me out of Sonar School, you're going to have to throw me out. Because I am not leaving otherwise."

Against all odds, Lanier's clearance was finally approved. He was admitted into Sonar School.

Many of the Counselor's words proved to be true. The other students were younger and better educated. They also had the benefits of solidarity and camaraderie.

Lanier's companions were isolation and discrimination. But he had a secret weapon. "I studied harder than everyone else in that school," he told me. "Those other boys were there for themselves. If one of them flunked out, it was his problem and his alone. But I had the future of black Sailors to think about. If I didn't make it, the next black man would have it ten times as hard."

Another man in his situation might have become bitter and disillusioned. Lanier buckled down and worked harder, determined to prove that a black man could excel in a technical rating. His hard work paid off. In 1957, he became the first African American Sonar Technician in the United States Navy.

Following Sonar School, he reported to a destroyer, USS Bailey (DD-713). When he arrived on the quarterdeck, the Officer of the Deck tried to send him down to the Steward's berthing, with the rest of the black Sailors. Lanier shook his head, presented his written orders, and said proudly, "No Sir! I'm not a Steward's Mate. I'm your new Sonar Technician."

Lanier went on to tell me at length about some of the things he did afterward to demonstrate his technical abilities to a disbelieving Navy. I'd love to print them all here, but this column has already grown too long. Let me just say that the Navy did begin to change, and the Lanier Phillips was one of the catalysts. He didn't restrict his efforts to the Navy, either. In 1965, four years after his retirement from the Navy, he marched with Dr. Martin Luther King Jr. at Selma, Alabama. As a civilian technician, Lanier went on to work with EG&G and the ALVIN deep water submersible team, demonstrating time and again that an African American man can function at the absolute pinnacle of technical excellence.

Lanier is incredibly proud of today's Navy. He holds the Navy up as a model of what Equal Opportunity should look like. He's pleased to have had a hand in bringing it about. And, as he told me near the end of our interview, "That's not too bad for a guy who started out shining shoes."

November 13

“Race” traits from [*scientific racism*](#scirac) still exist in stereotypes in the US today.

**Table Talk**: Some Brave Space discussion today—must be sensitive to how others are reacting/feeling about what you say.

IF you are comfortable being honest but also careful, discuss with at least one other person. You may write your answers instead for credit.

* In the US, what kinds of people have you seen/heard get described in the following ways? (any “group” category)
* What kinds do *NOT* get described this way?

(All of these are taken from studies of stereotyping/derogation; some are stereotypes of “Americans.”)

In alphabetical order:

|  |
| --- |
| answer a question with a question |
| arrogant, chauvinistic |
| arrogant, power hungry, intrusive |
| artistic |
| authoritarian, disciplined |
| calm, cool, collected |
| caring most about money, judging all things by their economic value, scorning those of lower socioeconomic status. |
| cold, emotionless |
| competitive, goal-focused |
| corrupt, arrogant, cold and bloodthirsty |
| devoid of self-control and unable to handle responsibility |
| docile or submissive |
| don’t care about education |
| drug users and crack addicts |
| dumb, evil, lazy, poor, cannibalistic, smelly, uncivilized, un-Christian |
| eternally happy, caring uncle/aunt |
| excessively nationalistic and obnoxiously patriotic |
| fair, just, reasonable |
| family-oriented |
| friendly, talkative, and open to conversation |
| good-natured, kind, honest and intelligent |
| great athletes and superb singers and dancers |
| greedy and miserly |
| groupthink |
| gun nuts |
| hardworking |
| having a "natural ability" and are stereotyped as being physical specimens |
| highly radicalized, violent |
| hive-mind |
| hotheaded, emotional |
| individualism characterized by toughness and self-reliance |
| inherently sexual/sensual |
| inspirational, magical |
| lacking intellectual curiosity, ignorant of other cultures, places, or lifestyle |
| lacking warmth, incompetent |
| lazy and irresponsible |
| liars, untrustworthy |
| macho, tough guy |
| militaristic |
| misogynistic, paternalistic |
| naturally smart, particularly in math and sciences, wealthy, and hard-working/self reliant |
| nerdy in computers and science |
| noble, peaceful people, who lived in harmony with nature and each other |
| obedient to their parents, authority figures |
| obsessed with grades/achievements |
| party/play rather than work |
| perverted, deviant |
| poor, miserable peasants who live in fear of monsters/outsiders and their own government |
| poor, traumatized, homeless |
| primitive, childlike, believe in witchcraft |
| reckless and imprudent |
| reliable, loyal |
| robotic, calculating, unfeeling |
| sad, lazy, dimwitted |
| self-effacing, self-sacrificing |
| snobby, entitled |
| spiritual, enlightened |
| superstitious, illogical |
| tricksters, con-artists |
| uber-efficient |
| violent and controlled by criminal networks |
| violent and criminals |
| wild, primitive, uncivilized and dangerous |
| wise, caring, generous |
| won’t—or can’t—follow rules |
| workaholics |

Compare today’s stereotypes to what the Byzantine Empire in the 1000s said about their **slaves who had been captured from…**

**Wait for it…**

**the Caucasus area!**

Chastity is unknown and theft is rampant among them. Coarse is their nature and coarse is their speech…..He only works under the threat of the cane or the stress of fear. When you find him lazy—it is simply because he delights in laziness and not because he does not feel equal to work. You must then take to the cane, chastise him and make him do what you want. (Reilley)

November 14

Time to add to our class re-definitions!

**Silent Reflection**: Think about the word *identity*. What did you USED to think this word meant? What kinds of identities were you USED to hearing talked about?

Now—think back to how THIS CLASS defines identity. Can you recall it? What do we say an individual’s identity is?...what 3 things is it made up of? How do we define a group’s identity in this class? In this definition, how are groups formed and why are they formed?

Ready to see how well you remembered? Let me read you the class definitions:

**Identity** is the story we tell about ourselves to live the life we want,…so this means…identity is made up of one’s values (WHY), actions (HOW) and dreams (WHAT). And so this means…Every **individual’s** identity is their personal WHYs, HOWs, WHATs—their lived experience as *their* stories, *not* preset categories. Which leads us to…A **group’s** identity is values (WHYs), actions (HOWs) and dreams (WHATs) that make up ***shared*** stories. Groups are individuals who show each other [**share**] that their identities match. So…they connect people who believe, act and hope in similar [**shared**] ways.

What parts of the definition stuck with you? What parts got muddled or slipped away? How does the class definition contrast with the definition you USED to think of?

Is it hard for you, personally, to shift from the old way to accepting part or all of the new definition? Why or why not?

As you know, this class also re-defines the term *racism* to mean:

believing groups of people are inherently different [***born*** smarter, more beautiful, more moral, harder working, better athletes, etc] from other people based on their ***ancestry.***

And you showed yesterday that you know that **ethnic groups** (and other groups) are stereotyped as if they are different “races” still today.

You are ready to work together to come up with a workable answer to this college level question:

How should this ETHNIC STUDIES class define *ethnic group*? (so it doesn’t contradict our other definitions)

* What must I do and NOT do when I teach about ethnic groups so that I am not teaching you racism or reducing ethnicities to preset categories?
* What must you do and NOT do when you apply the **class** definitions of [identity](#identitydef) and [racism](#racismterm) to your assessments about ethnic groups to [meet the standards](#gradingtraits) for [your grade](#gradescale) in this class?

November 15

I am so proud of how you are tackling the question central to this class. Does it help to know…

**We’re not the only ones who see the problems with defining ethnic group!**

Some sources:

While *race* and *ethnicity* are considered separate, *ethnicity* is often used to categorize people just like *race* categories are used in [scientific racism](#scirac), for:

dividing humans up into groups based on qualities assumed to be **essential** or **innate** to the group (like shared [ancestry](https://en.wikipedia.org/wiki/Ancestry) or shared behavior).

According to the [United Nations](https://en.wikipedia.org/wiki/United_Nations)' [*Convention on the Elimination of All Forms of Racial Discrimination*](https://www.ohchr.org/en/instruments-mechanisms/instruments/international-convention-elimination-all-forms-racial), **there is no distinction between the use of terms *racial* and *ethnic* when it comes to *discrimination*.**

Racial and ethnic groups are ***not*** an **inherent feature of human society**, but **constructed** in different ways that vary according to time, place, and political interests. Mutable and fluid, **the history of these categories reflects not melanin or nationality, but power.** (*Race: The Power of Illusion*)

Yesterday, your discussions were showing you recognized what these experts and authorities on the topic argue! (*hah*!—take that “I don’t think high school students can handle this.”)

What I heard you saying (a recap):

***Ethnicity*** relates (*somehow!!)* to SHARED

* **Ancestry** (family connections to the group)
* **Geography** (location where group’s family connections are originally “from,” like nationality)
* **History** (what a group experienced/did in the past)
* **Language** (the ways a group understands each other’s meaning/messages)
* **Religion** (a group’s faith/belief system/worship)
* **Culture** (how people in a group behave, celebrate, etc with each other)

BUT…*ethnic groups* are NOT preset categories, because they are

* **Diverse/Multiple** (people are not clones!)
* **Mixed** (people are not only *in* or *out*)
* **Overlapping** (groups cross over into other groups)
* **Self-Identified** (ethnicity is not inherent, innate or assigned at birth—but not “up for grabs” either)

In discussing your answers, you uncovered the [racism](#racismterm) that often underlies the way we define the things groups SHARE, which made getting an answer you could accept really frustrating. (Go, you!)

*Culture* was the SHARED thing that you seemed to feel was the *most* useful for your answer. And kudos! you starting working through how to define *culture* so it would

* Not be racist “traits” AND
* Fit the class definition of identity.

How ‘bout some sources you might use for defining *culture*?

According to the [*Oxford Bibliographies* entry](https://www.oxfordbibliographies.com/display/document/obo-9780199756384/obo-9780199756384-0055.xml)

Culture is the symbolic-expressive dimension of social life. In common usage, the term “culture” can mean the cultivation associated with habits of mind, the creative products associated with the arts, or the entire way of life associated with a group. Among sociologists, “culture” just as often refers to **the beliefs that people hold about reality, the norms that guide their behavior, the values that orient their moral commitments, and the symbols through which these beliefs, norms, and values are communicated** (Steensland).

[*Sociology Plus*](https://sociology.plus/glossary/culture-definition-explanation/) lists major thinkers’ definitions of culture:

**Burnett Tylor**: “The complex whole which includes knowledge, belief, art, law, morals, custom, and any other capabilities acquired by a member of society.”

**Francis**: “A total way of life of a social group, meaning everything they are, they do and they have. It is a complex system that consists of beliefs, values, standards, practices, language and technology shared by members.”

**Morrison MacIver**: “the expression of our nature in our modes of living and our thinking [found] in literature, in religion, in recreation and enjoyment.”

**Anderson and Parker**: “the total content of the physio-social, bio-social and psycho-social universe people have produced and the socially created mechanisms through which these social products operate.”

**Malinowski**: “The handiwork of humans and the medium through which they achieve their ends.”

How would you put your ideas all together to define ethnic group for this class?

Your proposal:

***Ethnicity*** is a person’s identification with others who SHARE some/all of the following:

* **Ancestry** (family connections to the group)
* **Geography** (location where group’s family connections are “from”)
* **History** (what a group experienced/did in the past)
* **Language** (the ways a group understands each other)
* **Religion** (faith/belief system/worship)
* **Culture** (beliefs about reality, norms, values and the symbols/expressions used to communicate these(Steensland).)

…when that identification is **also** acknowledged socially by members of the group.

BUT…*ethnic groups* are NOT preset categories, because they are

* **Diverse/Multiple** (there are subgroups within groups\*)
* **Mixed** (people are not only *one* or only *in* or *out* of a group)
* **Overlapping** (groups cross over into other groups)

(\*Baker’s Note: Sociologists use the word *communities* to describe mixed, diverse and overlapping subgroups within social groups. **So *ethnic groups* are made up of *communities*.)**

November 16-17

**Summative Assessment #1: Personal Identity**

**Identity** is the story we tell about ourselves to live the life we want,…so this means…identity is made up of one’s values (WHY), actions (HOW) and dreams (WHAT). And so this means…Every **individual’s** identity is their personal WHYs, HOWs, WHATs—their lived experience as *their* stories, *not* preset categories. Which leads us to…A **group’s** identity is values (WHYs), actions (HOWs) and dreams (WHATs) that make up ***shared*** stories. Groups are individuals who show each other [**share**] that their identities match. So…they connect people who believe, act and hope in similar [**shared**] ways.

To show how you have thought—and re-learned!—about this class’ different definition of identity, submit **ONE** of the following:

**Me, by Me (Summative Assessment #1)**

Create ONE, combined multimedia introduction of your academic/pre-professional identity responding to 3 prompts:

Prompt 1: Create a visual representation (may include words, can be drawn, photo, video, meme, etc) of **THE STORY of your “school” self currently**—for viewing by your peers/teachers.

Prompt 2: State your **post-high school “next step”** (apprenticeship? Military? Community college? University? Gap year?...etc)

Prompt 3: State **values** you hold as a student/pre-professional and explain **where/when** (not FROM WHOM) you learned OR applied them.

Some ideas for **Why (values**): <https://simplicable.com/talent/personal-why>

Some ideas for **When (experience)**: <https://simplicable.com/talent/life-experience>

OR

**Identity Essay/Presentation (Alternate Assessment #1)**

Create a maximum 650 word “admissions” essay/2 minute presentation explaining

What contribution do *you* bring (what value to OTHER STUDENTS is there in your skills, resources, experience, viewpoint, knowledge, etc?) that your post-high school college, career, program needs/needs more of?

*NOT* what category you fill, but what extra knowledge/ skills/ experience/ involvement/ access you bring. *NOT* describing your DEMOGRAPHIC CATEGORY (Culture, Race, Ethnicity, Age, Gender, etc)!!

Summative Grading

**4+** This work demonstrates end-of-year COLLEGE LEVEL targets for skills and knowledge.

**4** This work meets end-of-year HIGH SCHOOL/current quarter COLLEGE LEVEL targets.

**3** This work demonstrates current quarter HIGH SCHOOL LEVEL skills and knowledge.

**2** This work attempts targeted HIGH SCHOOL LEVEL skills and knowledge.

**1** This work is an incomplete attempt (some requirements missing).

**MI** No submission received.

Skills and Knowledge Targets

Everett Community College **Core** Learning Outcomes

|  |
| --- |
| Engage and take responsibility as active learners |
| Think critically |
| Communicate effectively |
| Participate in diverse environments |
| Utilize information literacy skills |
| Demonstrate computer and technology proficiency |

Everett Community College **Humanities** Outcomes

|  |
| --- |
| Ask questions about the meaning and value of human life and experience. |
| Provide examples of how culture, history, and memories are passed on from generation to generation. |
| Articulate a deepened understanding of oneself and one’s place in the world. |

High School **Social Studies** Learning Outcomes

|  |
| --- |
| Assess options for individual and collective action to address local, regional, or global problems by engaging in self reflection, strategy identification, and complex causal reasoning. |
| Evaluate the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. |
| Analyze interactions and conflicts between various cultures in the United States. |
| Assess the social, economic, and political factors affecting cultural interactions. |

November 20

**EvCC WINTER 2024 Registration for JHS courses is OPEN!**

[**How to become an EvCC student so you can register for classes**](/cms/lib/WA01920133/Centricity/Domain/965/how%20to%20register.pdf)

[**I've got my EvCC student ID#, how do I register for credits?**](/cms/lib/WA01920133/Centricity/Domain/965/How%20to%20Register%20for%20CHS%20Classes.pptx) **Winter 2024 is the quarter you are enrolling in.**

**ALL JHS EvCC class #s and section #s are** [**HERE**](/cms/lib/WA01920133/Centricity/Domain/965/2023-2024%20EvCC%20College%20in%20the%20High%20School%20Classes.xlsx)

BAKER’s class #s and section #s:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| PERIOD | DEPT | CLASS # | COURSE | TITLE | | SECTION |
| 2 | Humanities | 41926 | HUM 110 | Intro to American Cultural Studies | | JK1 |
| 2 | Political Science | 42136 | POLS& 202 | | American Government | JK1 |
| PERIOD | DEPT | CLASS # | COURSE | TITLE | | SECTION |
| 3 | Humanities | 41927 | HUM 110 | Intro to American Cultural Studies | | JK2 |
| 3 | Political Science | 42137 | POLS& 202 | | American Government | JK2 |
| PERIOD | DEPT | CLASS # | COURSE | TITLE | | SECTION |
| 4 | Humanities | 41928 | HUM 110 | Intro to American Cultural Studies | | JK3 |
| 4 | Political Science | 42139 | POLS& 202 | | American Government | JK3 |
| PERIOD | DEPT | CLASS # | COURSE | TITLE | | SECTION |
| 5 | Humanities | 41929 | HUM 110 | Intro to American Cultural Studies | | JK4 |
| 5 | Political Science | 42152 | POLS& 202 | | American Government | JK4 |
| PERIOD | DEPT | CLASS # | COURSE | TITLE | | SECTION |
| 6 | Humanities | 41930 | HUM 110 | Intro to American Cultural Studies | | JK5 |
| 6 | Political Science | 42158 | POLS& 202 | | American Government | JK5 |

November 27

The Making of *Malcolm X* (Lee)

November 28

*Malcolm X (Lee)*

As you watch, **note the things you learn that are different/more than what you have been taught in school.**

Think about how Spike Lee researched to find out info that wasn’t taught and how he decided to “teach” it to his audiences.

December 4

What did Lee’s movie “teach” you about US history that you weren’t taught in school?

About…

* lives and beliefs of civil rights figures/organizations?
* past issues/differences in the lives of everyday people?
* [values, actions and aspirations](#identitydef) of [ethnic groups and communities](#ethnicdef) you do and you do not identify as?
* laws/policies that have changed or no longer exist?

December 5

**In** [**Summative #1**](#sum1)**,** you prove you understand and can apply the class definition of *identity* I gave you:

**Identity** is the story we tell about ourselves to live the life we want,…so this means…identity is made up of one’s values (WHY), actions (HOW) and dreams (WHAT). And so this means…Every **individual’s** identity is their personal WHYs, HOWs, WHATs—their lived experience as *their* stories, *not* preset categories. Which leads us to…A **group’s** identity is values (WHYs), actions (HOWs) and dreams (WHATs) that make up ***shared*** stories. Groups are individuals who show each other [**share**] that their identities match. So…they connect people who believe, act and hope in similar [**shared**] ways.

**Summative Assessment #2: Ethnic Identity**

**In** **Summative #2,** you prove you understand and can apply the class definition of *identity* with the definition of *Ethnic Group* YOU created:

***Ethnicity*** is a person’s identification with others who SHARE some/all of the following:

* **Ancestry** (family connections to the group)
* **Geography** (location where group’s family connections are “from”)
* **History** (what a group experienced/did in the past)
* **Language** (the ways a group understands each other)
* **Religion** (faith/belief system/worship)
* **Culture** (beliefs about reality, norms, values and the symbols/expressions used to communicate these(Steensland).)

…when that identification is **also** acknowledged socially by members of the group.

BUT…*ethnic groups* are NOT preset categories, because they are

* **Diverse/Multiple** (there are subgroups within groups\*)
* **Mixed** (people are not only *one* or only *in* or *out* of a group)
* **Overlapping** (groups cross over into other groups)

(\*Baker’s Note: Sociologists use the word ***communities*** to describe mixed, diverse and overlapping subgroups within social groups. **So *ethnic groups* are made up of *communities*.**)

So you can show how you:

* **Research** to gather credible, relevant information about **real life experiences past or present** of at least 2 different people who identify with an [ethnic group/community this class studies\*](#classgroups)
* **Analyze** how info about their experiences and perspectives match or challenge the class **concepts of** [**ethnic group**](#ethnicdef) **and** [**shared identity**](#identitydef)
* **Communicate** what you learned in a way that fills the gap in what school usually teaches about the people/group/community/experiences.

\****Ethnic Studies*** examines experiences of Indigenous, Jewish and Muslim and Pacific Islands, East and South Asia, Latin America and Africa origin peoples in the US, focusing on their communities’ **resistance, adaptation, recognition** and **evolution** (Syllabus).

…submit **ONE** of the following:

**Precious Knowledge (Summative Assessment #2)**

Produce an explanatory segment (format of your choice) relevant to the experience of a US ethnic group you studied to insightfully add to/correct the standard narrative taught in public school, crediting all sources.

OR

**Personal Interview (Alternate Summative Assessment #2)**

Prepare and document live personal interview(s) presenting first person experiences/knowledge salient to a US ethnic group you studied which adds to/corrects the standard narrative taught in public school, respecting the privacy and dignity of interviewees.

Summative Grading

**4+** This work demonstrates end-of-year COLLEGE LEVEL targets for skills and knowledge.

**4** This work meets end-of-year HIGH SCHOOL/current quarter COLLEGE LEVEL targets.

**3** This work demonstrates current quarter HIGH SCHOOL LEVEL skills and knowledge.

**2** This work attempts targeted HIGH SCHOOL LEVEL skills and knowledge.

**1** This work is an incomplete attempt (some requirements missing).

**MI** No submission received.

Skills and Knowledge Targets

Everett Community College **Core** Learning Outcomes

|  |
| --- |
| Engage and take responsibility as active learners |
| Think critically |
| Communicate effectively |
| Participate in diverse environments |
| Utilize information literacy skills |
| Demonstrate computer and technology proficiency |

Everett Community College **Humanities** Outcomes

|  |
| --- |
| Ask questions about the meaning and value of human life and experience. |
| Provide examples of how culture, history, and memories are passed on from generation to generation. |
| Discuss how diverse cultures see the world. |
| Demonstrate how multiple perspectives and approaches enrich understanding of a topic. |

Everett Community College **Political Science** Outcomes

|  |
| --- |
| Ask and address questions that have significance and relevance to contemporary political debates. |
| Clearly describe and apply political science concepts. |

High School **Social Studies** Learning Outcomes

|  |
| --- |
| Apply civic virtues and democratic principles when working with others. |
| Analyze citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national and/or international level. |
| Analyze interactions and conflicts between various cultures in the United States. |
| Assess the social, economic, and political factors affecting cultural interactions. |
| Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. |
| Analyze how the geography of globalization affects local diversity. |
| Analyze how cultural identity can promote unity and division. |
| Analyze how historical contexts shaped and continue to shape people’s perspectives. |

December 6

FAFSA: [**https://studentaid.gov/h/apply-for-aid/fafsa**](https://studentaid.gov/h/apply-for-aid/fafsa)

WASFA: [**https://wsac.wa.gov/WASFAelig**](https://wsac.wa.gov/WASFAelig)

December 7

**10 Minute Table Talks** today to collect info on what you learned in school.

Take notes for yourself and SAVE THEM. Discussing what you recall being taught is part of your [Summative #2](#sum2)!

#1: Think back to your **elementary years**. Share with others--

**Who** [persons/groups] do you remember learning about? in history? in science? in art? in music?

**Who** do you remember hearing about in stories, poems, songs?

**What** were the people DOING/EXPERIENCING?

3 minute break

#2: Think back to your **middle school years**. Share with others--

**Who** [persons/groups] do you remember studying in English? in history? in science? in art? in math? in tech?

**Who** do you remember in videos, textbooks, tests, readings?

**What** were the people DOING/EXPERIENCING?

3 minute break

#3: Think over your **high school years**. Share with others--

**Who** [persons/groups] do you remember being presented in a positive way (powerful, smart, role model, creative, etc) in English, history, science, math, elective classes?

**Who** [persons/groups] do you remember being presented in a negative way (weak, troublesome, needy, weird, etc) in English, history, science, math, elective classes?

**What** were the people DOING/EXPERIENCING?

December 8

#4: Review your notes on what you, personally, were taught about people in school.

Get ready for some analysis of your memories—[record your answers on your notes!]:

What life **activities/experiences** *YOU care about*are missing or were only presented in a negative way in school?

--jobs? worship? arts? styles? family life? recreation? activism? traditions?...?

Which of the class **groups** is missing or is only presented in a negative way?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Indigenous | Muslim | East Asian | Latin American | Caribbean |
| Jewish | Pacific Islander | South Asian | Central American | African |

--as “exception to” or “other” than typical, “normal,” accepted USAmerican?

#5: Reflect on our class definition again:

**Identity** is **the story we tell about ourselves to live the life we want**—how we connect our **values** (WHYs), **actions** (HOWs) and **dreams** (WHATs).

*NOT* preset categories.

**Group** identity is ***shared*** stories. Groups are individuals who show each other [**share**] that their identities match. Groups [and communities within groups] connect people who believe, act and hope—who tell stories about themselves—in similar [**shared**] ways.

*NOT* preset categories.

Look over your answers--

**Whose** stories about **what actions** are missing or presented negatively in public school?

For [Summative #2](#sum2), you are researching

what people who [identify with one/more groups](#ethnicdef) say/show ABOUT THEMSELVES

that isn’t taught [well] in public school

about what/how/why they do or experience something in real life now or in the past

that YOU care about.

December 11-14

A model for personal interviews to learn about what people do/experience that you aren’t taught in school--

*Hip-Hop Evolution* ([Kabango](https://www.imdb.com/title/tt4130418/))

January 2

NOW OPEN!!!

FAFSA: [**https://studentaid.gov/h/apply-for-aid/fafsa**](https://studentaid.gov/h/apply-for-aid/fafsa)

WASFA: [**https://wsac.wa.gov/WASFAelig**](https://wsac.wa.gov/WASFAelig)

The **soft launch** of the 2024-25 FAFSA® form has started. This means the online form will be available **on and off** for periods of time over the coming days, with pauses to the site. If you visit the site during a pause, check back later to access the form.

WASFA is open and working!

**Review of Why To File An Application for Aid**

Why do people need to fill out applications for government aid?—

‘Cuz this is the ONLY way schools/apprenticeships/training programs can verify your income to qualify for any aid (including scholarships and grants!).

What is the application I fill out?

**FAFSA vs WASFA**—don’t have a social security number and live in WA? **WASFA!** Have a social security number and live anywhere? **FAFSA**!

**Review of Aid Resources—and what the money can be used for!**

**Student Loans** versus Pell (and other) **Grants**

**The gist:** there are GUARANTEED [government] student **loans** and there are PRIVATE **loans**, including for parents to take out and pay back. Guaranteed ones are limited in amount per year, but paying them back will never cost you more than 5% of your income (with no extra interest!), and if they are under 12K, they’re forgiven after 10 years of payment (even if you could only pay your 5% income).

There are government **grants** (Pell) and PRIVATE **grants**, too (like Merit grants from your program, scholarships, etc)—these are money you don’t have to ever pay back!

*Government* loans and grants can be used to cover all **Costs of Attendance** (private loans and grants may be restricted to only certain costs). What counts as a CoA? You might be surprised:

computers, wifi/cell service, phone, transportation (gas, airfare, bike, car payment, etc), HEALTH INSURANCE, food (meal plan as well as groceries), clothes, **rent** (on-campus as well as off)

If you need it to be able to live while you are in school, it’s a cost of attendance! (vacations, unfortunately do not count ☹)

**You are eligible for grants if you cannot count on your parents/guardians to have a place for you to live because they don’t have the means or because they kick you out—the FAFSA and WASFA ask you about being homeless…**

**Homeless** means lacking fixed, regular, **and** adequate housing. You may be homeless if you’re temporarily living with other people because you have nowhere else to go. If you’re **fleeing an abusive/nonsupportive parent**, we may consider you homeless even if your parent would otherwise provide you a place to live.

**Unstable housing** includes spending time living with different family or friends for awhile.

**Unaccompanied** means you’re not living in the physical custody of your parent or guardian.

This can be certified by

* [Your high school or school district homeless liaison](https://studentaid.gov/2324/help/unaccompanied-youth-district-liaison) [THIS IS MS. LINDER]
* [The director of an emergency shelter or transitional housing program funded by the U.S. Department of Housing and Urban Development](https://studentaid.gov/2324/help/unaccompanied-youth-shelter-hud)
* [The director of a runaway or homeless youth basic center or transitional living program](https://studentaid.gov/2324/help/unaccompanied-youth-runaway-transitional)

Email or talk to me if you/someone you know could use info/help on this!

**Federal direct subsidized loans**

Based on [financial need](https://studentaid.gov/complete-aid-process/how-calculated). The **government will pay for the interest** on subsidized loans **as long as the borrower is enrolled in school** at least half time. It will also cover interest payments for six months after graduation—known as agrace period. The same goes for a loan deferment, a period when payments are postponed.

**Federal direct unsubsidized loans**

These loans don’t require borrowers to demonstrate financial need. But, YOU will be charged interest during school, grace periods and deferments—that interest adds to your loan repayment. The interest rate for unsubsidized loans is the same as for subsidized loans.

Under the [SAVE plan](https://www.savingforcollege.com/article/save-repayment-plan-student-loans#:~:text=Starting%20in%20July%202024%2C%20the,ll%20pay%20a%20weighted%20average.), your annual federal loan repayment is **capped at 5% of your income**. If you make your monthly payments (no matter how small your required payment is—even $0!) there is no new interest. Those who take out $12,000 or less receive **loan forgiveness after 10 years**. For higher loan amounts, loan forgiveness is in no more than 20 or 25 years.

Every year that you earn $32,800 or less as a single person (family of four earns $67,500 or less) **your loan repayment is $0 in most states**.

**Private loans**

Banks, credit card companies and credit unions offer private loans to students and to parents/guardians—they set the terms, interest rate and maximum amount. Since these aren’t government loans, **they do not have subsidies, forgiveness or maximum % repayments.**

**Work-Study Program** <https://www.benefits.gov/benefit/596>

Guaranteed part-time employment for college students to help meet financial need. Jobs are on campus and can be great for resumes and internships (lab tech?, IT help?, tutor?). They pay at least the minimum wage of the state/city where the college is located (BTW—Seattle’s is the highest in the country). The earlier you apply for jobs, the better your choices—so do it ASAP when you’ve been accepted!

**Washington College Grant** info <https://wsac.wa.gov/wcg-awards>

**The gist:** Free or reduced cost college for ANYONE who has lived in WA for at least 1 year—based on income. **There’s no special application, and no GPA requirements.** Your FAFSA/WASFA form tells colleges your family income and that you are a WA resident. When you enroll in any Washington college it automatically gets awarded to you. Tuition + fees means everything but the costs of books, room (dorm/apt) and board (food).

You’re allowed to go full or part time—the program will cover your tuition+fees for 4 *full time* years (until you get your Bachelor’s degree). You can do that *part time* over 8 years, say—or take a break in between years, etc. Even if you think you do not qualify right now—the fact that the state will be paying for this means schools will have more money to offer other students—it’s a win-win-win! Plus, you’re Gen P; you know better than anyone that situations change, right?

**Washington College Bound Scholarship** <https://wsac.wa.gov/college-bound>

You signed up for College Bound Scholarship in middle school (see me if you need to verify!) For a 4-year college in WA, if you have at least a 2.0 GPA in high school—it is a grant up to full tuition for 4 years. For a 2-year college/technical/trade school in WA there is no GPA requirement; the grant can pay up to full tuition for up to 4 years.

Ask *Anything* about Student Loans, Grants, Work Study, Training/Ed Funds

January 3

Yesterday we [reviewed Financial Aid](#finaid) info for CCRS. Today is about remembering what we were working toward for Ethnic Studies.

**Summative Assessment #2: Ethnic Identity**

**In Summative #2,** you prove you understand and can apply the class definition of *identity* with the definition of *Ethnic Group* YOU created:

***Ethnicity*** is a person’s identification with others who SHARE some/all of the following:

* **Ancestry** (family connections to the group)
* **Geography** (location where group’s family connections are “from”)
* **History** (what a group experienced/did in the past)
* **Language** (the ways a group understands each other)
* **Religion** (faith/belief system/worship)
* **Culture** (beliefs about reality, norms, values and the symbols/expressions used to communicate these(Steensland).)

…when that identification is **also** acknowledged socially by members of the group.

BUT…*ethnic groups* are NOT preset categories, because they are

* **Diverse/Multiple** (there are different ***communities*** within groups)
* **Mixed** (people are not only *one* or only *in* or *out* of a group)
* **Overlapping** (groups cross over into other groups)

So you can show how you:

* **Research** to gather credible, relevant information about **real life experiences past or present** of at least 2 different people who identify with an [ethnic group/community this class studies\*](#classgroups)
* **Analyze** how info about their experiences and perspectives match or challenge the class **concepts of** [**ethnic group**](#ethnicdef) **and** [**shared identity**](#identitydef)
* **Communicate** what you learned in a way that fills the gap in what school usually teaches about the people/group/community/experiences.

\****Ethnic Studies*** examines experiences of Indigenous, Jewish and Muslim and Pacific Islands, East and South Asia, Latin America and Africa origin peoples in the US, focusing on their communities’ **resistance, adaptation, recognition** and **evolution** (Syllabus).

…submit **ONE** of the following:

**Precious Knowledge (Summative Assessment #2)**

Produce an explanatory segment (format of your choice) relevant to the experience of a US ethnic group you studied to insightfully add to/correct the standard narrative taught in public school, crediting all sources.

OR

**Personal Interview (Alternate Summative Assessment #2)**

Prepare and document live personal interview(s) presenting first person experiences/knowledge salient to a US ethnic group you studied which adds to/corrects the standard narrative taught in public school, respecting the privacy and dignity of interviewees.

Ready for a model?

Johnny Harris produced THIS “explanatory segment” to add to/correct the standard narrative taught in public school:

<https://www.youtube.com/watch?v=7fcqhU-23TA>

Would it pass as a Summative #2?

Love literature?—Did you know that Kipling (*The Jungle Book*, “If”) wrote…

The White Man’s Burden: The United States & The Philippine Islands (1899)

Take up the White Man’s burden—

Send forth the best ye breed—

Go send your sons to exile

To serve your captives' need

To wait in heavy harness

On fluttered folk and wild—

Your new-caught, sullen peoples,

Half devil and half child

Take up the White Man’s burden

In patience to abide

To veil the threat of terror

And check the show of pride;

By open speech and simple

An hundred times made plain

To seek another’s profit

And work another’s gain

Take up the White Man’s burden—

And reap his old reward:

The blame of those ye better

The hate of those ye guard—

The cry of hosts ye humour

(Ah slowly) to the light:

"Why brought ye us from bondage,

“Our loved Egyptian night?”

Take up the White Man’s burden-

Have done with childish days-

The lightly proffered laurel,

The easy, ungrudged praise.

Comes now, to search your manhood

Through all the thankless years,

Cold-edged with dear-bought wisdom,

The judgment of your peers!

[*History Matters*](https://historymatters.gmu.edu/d/5478/) lays out the context this way:

In this poem, Kipling urged the U.S. to take up the “burden” of empire, as had Britain and other European nations. Published in the February, 1899 issue of *McClure’s Magazine*, the poem coincided with the beginning of the Philippine-American War and U.S. Senate ratification of the treaty that placed Puerto Rico, Guam, Cuba, and the Philippines under American control. Theodore Roosevelt, soon to become vice-president and then president, copied the poem and sent it to his friend, Senator Henry Cabot Lodge, commenting that it was “rather poor poetry, but good sense from the expansion point of view.” Not everyone was as favorably impressed as Roosevelt. The racialized notion of the “White Man’s burden” became a euphemism for imperialism, and many anti-imperialists couched their opposition in reaction to the phrase.

If you’ve been following military or international political news, you’ve seen the US Navy holding joint exercises (training and patrolling together) with The Philippines’ Navy to protect its territory from China. Think about Harris’ “lesson” about the history of the US and The Philippines—**what more do you know now is going on/ at stake in this current event?**

January 4

Today’s model [Summative #2](#sum2)—kind of a Personal Interview?

*Singing Our Way to Freedom* ([Espinosa](https://www.chunkyfilm.com/))

January 8

**Work Day for** [**Summative #2**](#sum2) **planning.**

For the Summative, you are

* gathering **credible info** on a topic you LOVE

to learn how it shows up in

* real life experiences past or present of at least 2 different people who
* identify with [ethnic groups/community this class studies](#classgroups)

so you can

* create **a way for students to learn** what you WEREN’T taught in school.

Brainstorm topics; search for sources; analyze info—then **FILL OUT THE PROPOSAL** (linked on Canvas and on my website’s COURSE MATERIALS tab)

January 11

For your Summative #2, you may wish to go more IN-DEPTH on a topic that is taught in school. For example, firsthand accounts by people who experienced or were affected by something you learned about. This documentary is a high quality model—filling in information about Hurricanes Katrina and Rita in 2005 New Orleans:

*Trouble the Water* ([Roberts and Roberts](https://www.imdb.com/title/tt1149405/))

January 19

CITIZENSHIP DAY!!!!

What *are* presidential primaries? Vox’ [presentation](https://www.youtube.com/watch?v=tCvMtkEVqdA) on it (with transcript).

Are *YOU* eligible to vote? Check out the [Voter Registration Info](https://www.everettsd.org/Page/41288) on my website!

Why do primaries *matter*? [PBS’](https://kcts9.pbslearningmedia.org/resource/is-the-electoral-college-killing-democracy-video/above-the-noise/) *The Electoral College: Why Such a Big Debate?*

Transcript:

- Remember back in 2016 when Trump became president by winning the Electoral College but lost the popular vote? Anti-Trumpers weren't so happy about that and it kinda sparked a renewed interest in the age-old debate about the Electoral College. Wait, did I just say age-old debate? Yeah, I did, because this is something our founding fathers were actually arguing about when they wrote the constitution. Crazy, right? With the new presidential election coming up there's a lot of chatter about the value of the Electoral College. So today, we're going to get into it. Should we get rid of the Electoral College? Okay, so for a quick primer on the Electoral College let me put on my professor glasses and cardigan. Hmm, thank you so much. Slide this on right here and then I'm- There we go. Now youth, the Electoral College is not a actual college where you go to study. It's a process. It's how we vote for our president here in America. When you go and cast your vote, you're not really voting for the President, you're actually voting for electors who then go and vote for the President. Now, we've created a fancy animation to help explain the numbers to you. Animation, please! Perfect. There are a total of 538 Electors. Each state, and D.C., gets at least three. And then the rest are based on the state's population size determined every ten years by the U.S. census. Here's what the 2020 Electoral map looks like. So, California gets the most with 55, then Texas at 38, then Florida and New York at 29, and then you've got some small states like Montana, Wyoming, and the Dakota's that get three each. And you need 270 Electoral votes to win the Presidency. Look at that everybody, we all just learned something together. Please stay in school guys. Please and thank you. Then the general election happens. In most states, it's winner-takes-all. This means that the party that wins the state's popular vote sends all of their electors to cast votes to elect the President. So, if a Democratic candidate won the popular vote in California, then all 55 Electoral votes go towards that candidate. But there are two states, Nebraska and Maine, who divide up their Electoral votes based on who won the popular vote in each Congressional District. So at this point, you might be thinking, who are these electors? Can I be one? Well, they're usually chosen by each Presidential Candidate's political party, and are often higher-ups. Like, big time Democrats or Republicans. Bill Clinton was an elector for the Democratic Party in New York for the 2016 Election. They just can't currently be in office. So since I'm not rubbing shoulders with any of these people, I probably won't be an elector any time soon. Darn. Okay. So that's the Electoral College in a nutshell. But like, why do we have it? Well, way back when the United States was becoming the United States, the founding fathers met in Philadelphia at the Constitutional Convention in 1787 to figure out the major laws for how this whole government was going to run. And out of that came the Constitution. As with most things in politics, there was a lot of fighting. And one of the most hotly contested topics was how we elect our President. I mean, when our founding fathers were hashing this all out, they didn't really have any good examples for this type of thing. They were basically just trying to avoid being an oppressive, corrupt monarchy. So, on the one hand you had the Federalists, who thought Congress should elect the President, and then on the other you had those who thought the President should be elected by popular vote. But both were a little problematic. First, if Congress elected the President, then Congress would have way too much power and things could get corrupt real fast. But if it was left up purely to popular vote, then there was fear about what could happen, considering there was a lot of people that couldn't read, write, and were just generally uneducated. I mean if you think WiFi's bad now, imagine getting your news from somebody on a horse. So the Electoral College was their big compromise. The idea here was that electors were a lot more informed about the issues than most citizens, and therefore could protect our best interest if we accidentally voted for a crazy person. Of course, back when the Framers were thinking about the best interest of the country, they weren't thinking about people like me. They were really only concerned about the best interest of property-owning white men. Literally the exact opposite of your host here. So that's who they allowed to vote. But when they had to decide how many Electoral votes each state got, they had a little problem. Slavery. Well, okay, that's literally not a little problem at all, it's actually a really big problem that was really messed up. But you see, if they counted slaves in their population counts when divvying up Electoral votes, then the South would get way too much representation. So that's how the old three-fifths compromise came about where slaves were counted as three-fifths of a person. Let me say that again. Slaves, they were people actually, were counted as three-fifths of a whole human being. But okay, back to the present day, where women, people of color, and poor people can all vote. Well I mean we still have voter suppression which is happening all over the place, but that's another story for another day. Good ol' democracy. Gotta love it, right? There are a lot of people that argue that it's time to abolish ye olde Electoral College. It's outdated and doesn't accurately represent the voice of the people. I mean, there's been five times in history where the dude who became President lost the popular vote. Two in the last twenty years. Plus aren't we all a little more informed now? Do we really need electors anymore? It's the reason why people say votes in more populated states count less. Like check the map here. California gets 55 Electoral votes for 37.3 million people. That's about one elector per 680,000 people. And then our friends in Wyoming get three votes for 568,000 people. Or one vote for about 189,000. So you can see why people say a vote in Wyoming counts more than a vote in California. And keep in mind one in eight people that live in the U.S. live in California. So that's probably why it takes me two hours to go twenty minutes to get home. People also argue that the Electoral College gives way too much power to people who live in swing states. Now these are states where either candidate has a chance at winning the vote. See in recent decades some states are pretty much guaranteed to go with a certain political party. Like California and Massachusetts almost always vote Democrat. Whereas Republicans can count on winning Texas and South Carolina. But states like Ohio, Florida, Pennsylvania, and North Carolina can swing either way, that's why we call them swing states. So candidates often focus on trying to appeal to these voters the most. And then there's the argument that the Electoral College makes it harder for third-party candidates to win. I mean think about it, in order to win any Electoral votes, with the exception of Maine and Nebraska, you have to win over the popular vote of a whole state. In 1992, Ross Perot ran for President as a third-party candidate. Now that was probably a little bit before y'alls time, and quite frankly mine too, but he was a pretty big deal. He ended up being one of the most successful third-party candidates, winning 19 percent of the popular vote. But he didn't get a single Electoral vote. If we didn't have the Electoral College it'd be a lot easier for third-party candidates to challenge the two-party system. Okay, so you might be thinking, I'm sold, let's get rid of this Electoral College thing. What's the problem? Well, for starters, if you just pay attention to popular votes, then the Presidential candidates will pretty much just ignore rural America and the smaller states and the issues that matter to them. They only need to campaign in the big cities. Not to mention abolishing the Electoral College will be insanely hard to do. It would require a Constitutional Amendment. That means a two-thirds majority in Congress and three-fourths state approval. When's the last time people in Washington agreed on anything that much? So to get around this fork in the road some states have signed onto something called the National Popular Vote Interstate Compact. That is a very, very long name. This is basically a pact where states pass a law that says their electors have to vote according to the outcome of the national popular vote. But it only happens when enough states have signed it to make it to 270 votes. So far, fifteen states and D.C. have passed it. So we're up to 196 Electoral votes. And most people aren't holding their breath that we'll get to 270 any time soon. Since most Republicans have benefited from this system over the last twenty years, states that lean red aren't too excited to join. And even if it does hit 270 the Constitutionality of this thing will likely be challenged in court for years. A third option is that states split their Electoral votes kind of like how Nebraska and Maine do it. How it works in those states is that whoever wins the state's overall popular vote gets two electors and then the popular winner of each Congressional district gets one Electoral vote. But according to an analysis by FairVote, this method would mean it's more likely someone will win the Presidency without winning the popular vote. So for example back in 2012 if we counted votes this way Mitt Romney would've been our President even though he had five million fewer votes than Barack Obama. So, America, we find ourselves in quite the pickle. This conundrum brings up some big philosophical questions about what it means for America to be a democracy. How do we balance whose voice is heard in a huge diverse country like ours? Is it a problem that sometimes we elect Presidents who lose the popular vote? Do you think the Electoral College is working how it's intended? Or is it time for a change? Let us know in the comments below. Oh hey look, you made it! You decided to stick around! I know that was a long one and I appreciate you. But thank you for watching, and if you're a political nerd and want more election videos, be sure to check out our video on gerrymandering. Also check out this video about the two-party system from our PBS digital studio friends at America From Scratch. And for all you teachers out there, get your students talking about this on our website qkuedlearn.com. As always, I'm your host, Myles Bess. 'Til next time. Peace.

January 22

Table Interviews—Reflection and Feedback

**What stood out to you about what you learned/re-learned in this class about Civics?**

the *US Constitution* (Article 6; Amendments 1 and 14; federal budget-making; electoral college; primaries

the Iroquois Six Nations *Great Law of Peace*

Federal discrimination laws and race and ethnicity categories

Washington discrimination and bathroom laws

Everett Public Schools policies

Supreme Court cases

Other

**What stood out to you about what you learned/re-learned in this class about post-High School planning?**

College/training admissions and applications

Application essay writing

Financial aid rules

FAFSA/WASFA accounts and applications

Jobs/careers and salaries

Dual enrollment, transferring credit

Naviance, Googledocs for notetaking, Canvas, other software

Tips for executive function

Other

**What stood out to you about what you learned/re-learned in this class about Ethnic Studies?**

History of protests and activism to create Ethnic Studies

*Identity* not being preset categories and not a “single story”

Indigenous canoe culture and Polynesian history

LGBTQIA+ resistance and adaptation

*Racism* not being treating others differently (versus Colorism)

The history and legacy of Scientific Racism

Navajo Code Talkers in WWII

Lanier Phillips and the wrecking of the *USS Truxton*

Spike Lee, Malcolm X and Civil Rights

History of Hip-Hop

History of the Philippines

Chunky Sanchez and Chicano protest music

Hurricane Katrina and its aftermath

Other

**What could the class do better, more/less of so you get the most out of it?**