

**GENERAL STUDIES COURSE PROPOSAL COVER FORM**

**Course information:**

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	College of Liberal Arts and Sciences	Department/School	<b>School of Historical, Philosophical and Religious Studies</b>
Prefix: <b>HST</b>	Number: <b>306</b>	Title: <b>Studies in US History (Outlaws, Indians &amp; Ladies of the West)</b>	Units: <b>3</b>

Course description:

Is this a cross-listed course? No If yes, please identify course(s): \_\_\_\_\_

Is this a shared course? No If so, list all academic units offering this course: \_\_\_\_\_

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? Yes

If **yes**, each topic requires **an individual submission**, separate from other topics.

**Requested designation:** *Cultural Diversity in the United States - C* **Mandatory Review: Yes**

*Note- a **separate** proposal is required for each designation.*

**Eligibility:** Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu).

**Submission deadlines dates are as follow:**

For Fall 2020 Effective Date: October 10, 2019

For Spring 2021 Effective Date: March 5, 2020

**Area proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

**Checklists for general studies designations:**

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

**A complete proposal should include:**

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

**It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.**

**Contact information:**

Name Marissa Timmerman E-mail [Marissa.R.Timmerman@asu.edu](mailto:Marissa.R.Timmerman@asu.edu) Phone 480-727-4029

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Richard Amesbury Date: 10/23/2019

Chair/Director (Signature): 

**Arizona State University Criteria Checklist for**

**CULTURAL DIVERSITY IN THE UNITED STATES [C]**

**Rationale and Objectives**

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[C] CRITERIA</b>			
<b>CULTURAL DIVERSITY IN THE UNITED STATES</b>			
YES	NO		Identify Documentation Submitted
		<b>1.</b> A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in <b>contemporary</b> U.S. Society.	
		<b>2.</b> A Cultural Diversity course must then meet <b>at least one</b> of the following specific criteria:	
<input type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States.  *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc.  **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	

Course Prefix	Number	Title	General Studies Designation
HST	306	Outlaws, Indians, and Ladies of the West	C

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example-See 2b. Compares 2 U.S. cultures	Example-Compares Latino & African American Music	Example-See Syllabus Pg. 5
1.	The course explores Mexicans, Mexican-Americans, African Americans, and Native Americans in the historical and contemporary American West. It also gives significant attention to the experiences of women.	The reading, The American West explores multicultural contributions to the American West, and see many weeks, including Week 2, which explores the Comanches' interactions with Anglo settlers, Week 4, which explores Mexican American settlement in Texas as well as the contested transition to Anglo/United States control; Week 12, which investigates the Battle of Little Bighorn and the Native American leader Crazy Horse, and week 11, which explores female sex workers in Montana as part of a larger discussion of the possibilities and constraints on women in the West. These conflicts are all necessary to understanding the way cultural memories function in the contemporary West (and larger US) as well as to understanding contemporary conflicts over land and water rights.
2 c	The course explores the social, economic, cultural, and psychological dimensions of conflict and collaboration between men and women and among Mexican, Anglo, and African American settlers and Native Americans in the West.	Each of the essays requires students to explore the contributions of individuals, events/objects, and films that emerge from the mingling of cultures in the West. Week Six explores the political consequences of crime,

		including interethnic crime, in the West, as well as the creation of the "queen of the outlaws" paradigm, which holds cultural resonance in contemporary America. Each week requires students to discuss the interactions between Native Americans and settlers, with attention to legal and extralegal frameworks -- those in turn shed light on politics and psychology. The concluding weeks of the course (14-16) attend to the psychological consequences of the "closing" of the West, the end of Chief Joseph's campaign, and the movement to reservations.

# HST 306 - **Topic:** Outlaws, Indians & Ladies of the West

## Course Description

The course addresses the myth and reality of the Wild West involving outlaws, Indians and women. In a series of case studies involving Americans, Indians, Mexicans, and African Americans, various topics address the conflicts and cultural exchanges of philosophies, religions, ethics, and worldviews. The course examines how early newspapers, dime novels and early literature depicted western heroes as well as what they wore and their tools had to be redesigned to meet the demand western environment. Ethnographic and historical analysis are tools of inquiry to demonstrate how individuals living in the West perceived things, used their logic and their distinct personalities in making decisions that made western history dynamic are objectives of the course.

Specialized topics in United States history. Explores regions, cultures, and issues in history, and their interpretation in historical scholarship.

### LIST OF REQUIRED READINGS/BOOKS

Robert L. Foster, "Working on the Railroad the Chinese Way," *Wild West* (June 2010), 38-45.

Richard Etulain, "Annie Oakley," in *By Grit and Grace: Eleven Women Who Shaped the American West*, edited by Glenda Riley and Richard Etulain.

Frederick Jackson Turner, "The Significance of the Frontier in American History," in Frederick Jackson Turner, *The Frontier in American History* (New York: Henry Holt and Company, 1921).

Mary M. Stolberg, "Politician, Populist, Reformer: A Reexamination of 'Hanging Judge' Isaac C. Parker," *Arizona Historical Quarterly* 47, No. 1 (1988): 3-28.

Paula Petrik, "Capitalists with Rooms: Prostitution in Helena Montana, 1865-1900," *Montana: Magazine of Western History* 31, No. 2 (Spring 1981): 28-41.

Candace Walsh, "Phony on the Range" *New Mexico Magazine* (October 2013).

### TEXTBOOKS:

~Dee Brown, *The American West* (New York, et al: Simon and Schuster, 1994), ISBN 0-684-80441-7  
Paperback

~Richard W. Etulain and Glenda Riley, eds., *With Badges and Bullets: Lawmen and Outlaws in the Old West* (Golden: Fulcrum Publishing, 1999), ISBN 1-55591-433-0 Paperback

~James Reasoner, *Draw: The Greatest Gunfights of the American West* (New York: Berkley Books, 2003), ISBN 0-425-19193-1 Paperback

## Syllabus

Prof. D. Fixico  
Donald.Fixico@asu.edu  
Coor 4576, 727-9082  
Office Hrs: T & R 12:00-1:15 & by apt.

Mr. Patrick Burt  
Teaching Assistant  
Coor 4565, pburt@asu.edu  
Of Hrs: M 12:00-1:30, T 11:30-1:00

### “OUTLAWS, INDIANS AND LADIES OF THE WEST” HST 306, Sch Line 90501, TR 10:30-11:45, Room LiBC 14

COURSE DESCRIPTION: The course addresses the myth and reality of the Wild West involving outlaws, Indians and women. In a series of case studies involving Americans, Indians, Mexicans, and African Americans, various topics address the conflicts and cultural exchanges of philosophies, religions, ethics, and worldviews. The course examines how early newspapers, dime novels and early literature depicted western heroes as well as what they wore and their tools had to be redesigned to meet the demand western environment. Ethnographic and historical analysis are tools of inquiry to demonstrate how individuals living in the West perceived things, used their logic and their distinct personalities in making decisions that made western history dynamic are objectives of the course.

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Paperback

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Paperback

GRADING SYSTEM: Three grades will be averaged equally for the final grade, based on three exams. Approximately one week before each exam, or earlier, a study guide of 50 important terms, themes, and a dozen sample essay questions will be handed out.

Each exam will consist of two parts: The first part will be 20 fill in the blank answers from the 50 terms that I will select from the Study Guide. Each answer is worth three points for 60% of the exam. The second part of the exam is responding to 1 of 2 essay questions worth 40 points (40% of the exam) [write at least 2 or more pages using facts, themes and analysis]

There is an extra credit opportunity for up to ten points before each exam. It is writing a 3-4 page double space essay on the assigned topic.

The **First Essay**, “Three Individuals Who Made the Wild West,” is **due Sep 17**.

The **Second Essay**, “Three Things that Changed the West,” is **due October 22**.

The **Third Essay**, “These Three Films Defined the Old West,” is **due November 19**.

Submit a hard copy of 3-4 pages on the date when it is due. In each essay, compare and contrast your choices to **make an argument based on facts, themes and analysis**. The correct optional short essay needs to be turned on the due date, and there is no credit if you turn in the wrong essay, or if you turn it in late.

ACADEMIC INTEGRITY: Plagiarism “means using another’s words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another’s work or materials and for acknowledging and documenting the source appropriately.” (From the Provost website <http://provost.asu.edu/academicintegrity>)

**Class Attendance is expected** in this course for understanding themes and concepts, thus affecting your grade as well as participation in class discussions. **The Make-Up Exam Policy is that there will be no make-up exams**, (only with the exception of a doctor's written excuse). 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; Below 60 = E. There are no pluses and minuses for the final course grades.

## LECTURE TOPICS

- Aug 22 "Course Introduction of the Wild West and Assignments"  
"The Bow & Arrow, Six-Gun Peacemaker & Real West"  
Read Brown, Ch. 12.  
Fastest Gun, 4:17 <http://www.wimp.com/fastestgunman/>
- Aug 27 "Donner Party, Wagon Trains & Western Trails"  
Read Brown, Ch. 1.  
Show American Experience, Donner Party DVD Fall 35 mins.
- Aug 29 "Cattle Drives, Bill Pickett, Charles Goodnight & Texas"  
Read Brown, Ch. 3.  
View Wild West Tech: Six-Shooter DVD 1<sup>st</sup> 35 mins.
- Sept 3 "Cynthia Ann Parker and the Comanches"  
Read Brown, Chs. 6 & 7.
- Sep 5 "Bass Reeves, Deputy Marshal of Indian Territory"  
Show 6:32 Bass Reeves film – Lawless (2013) youtube.
- Sep 10 "Annie Oakley: Little Miss Sure Shot"  
Read Richard Etulain, "Annie Oakley," in *By Grit and Grace: Eleven Women Who Shaped the American West*, edited by Glenda Riley and Richard Etulain.  
Youtube 10:40 Annie Oakley Part3x [https://www.youtube.com/watch?v=H4\\_xLjficFM](https://www.youtube.com/watch?v=H4_xLjficFM)
- Sep 12 "Sam Bass-Texas Rangers & Augustine Chacon–Arizona Rangers"  
Show 9:21 mins youtube: The Sam Bass Gang First Train Robbery  
Read Reasoner, Part 2, Ch. 5.
- Sep 17 "Showdown at O.K. Corral: Wyatt Earp & Doc Holiday"  
Read Reasoner, Part 1, Ch. 2; Etulain & Riley, Ch. 1, 5.  
Show "Tombstone" DVD (part of gunfight).  
**1<sup>st</sup> Optional Extra Credit Essay is DUE in class, turn in hard copy only.**
- Sep 19 "Faro Gambler Charles Cora, 49ers & Poker Alice"  
No reading.  
Show History Gambling Tech DVD 1<sup>st</sup> 15 mins Riverboat.
- Sep 24 "Billy the Kid & Poet Robber Black Bart"  
Read Brown, Ch. 22; Reasoner, Part 5, Ch. 3; Etulain & Riley, Chs. 3, 7.  
Show "Wild West Outlaws: Billy the Kid" DVD



Sep 26 FIRST EXAM

Oct 1 "Indian Territory & The Hanging Judge of Fort Smith"

Read Mary M. Stolberg, "Politician, Populist, Reformer: A Reexamination of 'Hanging Judge' Isaac C. Parker," *Arizona Historical Quarterly* 47, No. 1 (1988): 3-28. Canvas.  
View "True Grit" DVD first 20 mins.

Oct 3 "Henry Starr and Belle Starr, Queen of the Outlaws"

Read Etulain & Riley, Ch. 8; Reasoner, Part 4, Ch. 3.

Oct 8 "The Lone Ranger and Tonto & Joaquin Murrieta, The Fox"

Read Etulain & Riley, Ch. 6, "Joaquin Murrieta."  
Show The Lone Ranger: Who Was the Masked Man? DVD 10 mins

Oct 10 "Wild Bill Hickok & Calamity Jane"

Read Reasoner, Part 5, Ch. 4; Part 6, Ch. 2; Etulain & Riley, Ch. 2.  
Show Wild West Tech: Deadwood DVD.

Oct 12-15 – FALL BREAK NO CLASS

Oct 17 - NO CLASS

Oct 22 "The Daltons from Lawmen to Outlaws"

Read Reasoner, Part 2 Ch. 2.  
Show "Wild West Outlaws: The Dalton Gang" all 45 mins.  
**2nd Optional Extra Credit Essay is DUE in class, turn in hard copy only.**

Oct 24 "Miss Laura and The Red Night Life of the West"

Read Paula Petrik, "Capitalists with Rooms: Prostitution in Helena Montana, 1865-1900," *Montana: Magazine of Western History* 31, No. 2 (Spring 1981): 28-41. Canvas.  
Show Wild West Tech: Brothel DVD 1<sup>st</sup> 30 mins

Oct 29 "Deadliest Gunfighter, John Wesley Hardin of Texas"

Read Reasoner, Part 5, Ch. 4.  
Show "Wild West Outlaws: John Wesley Hardin" 1st 16 mins.

Oct 31 SECOND EXAM

Nov 5 "Apache Campaign & Final Surrender of Geronimo"

Read Brown, Ch. 26.  
Show "Great Indian Wars," Ch. 5 DVD.

Nov 7 "Frank and Jesse James and the Youngers"

Read Etulain & Riley, Ch. 9.  
Show "Wild West Outlaws: Jesse James" first 25 mins.

Nov 12 "Crazy Horse, Custer & The Little Bighorn"

Read Brown, Chs. 14 & 15.  
Show "Great Indian Wars," Ch. 4 DVD.

Nov 14 "Butch Cassidy & The Sun Dance Kid"

Read Reasoner, Part 4, Ch. 1  
Show "Wild West Outlaws: The Sundance Kid"

Nov 19 "Sand Creek & Black Kettle and I will Fight No More: Chief Joseph"  
Read Brown, Chs. 18 & 19.

**3rd Optional Extra Credit Essay is DUE in class, turn in hard copy only.**

Nov 21 "The Ghost Dance & Wounded Knee"  
Read Brown, Ch. 27.

Nov 26 "Wild West Shows and Buffalo Bill Cody"  
Read Brown, Ch. 28.

Nov 28 THANKSGIVING DAY – NO CLASS

Dec 3 "John Wayne or Clint Eastwood"  
No reading.  
Show "True Grit" 1st 20 mins & "Hang 'em High" 1st 15 mins

Dec 5 "Karl May's Old Shatterhand and Winnetou"  
Read Candace Walsh, "Phony on the Range" *New Mexico Magazine*, Oct 2013, Canvas.  
Show "Winnetou III Trailer 1965, 2:52 mins youtube.

Dec 10 FINAL EXAM, Tuesday, 9:50-11:40 a.m. in LibC 14.

James Reasoner, *Draw: The Greatest Gunfights of the American West* (New York: Berkeley Books, 2003).

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