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Fragment of *El Juramento de los Treinta y Tres Orientales* (*The Oath of the Thirty-three Orientals*) by Juan Manuel Blanes

Image from the Museo Nacional de Artes Visuales, Montevideo, Uruguay.



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*New possibilities for democratic revitalization with educators as agents and architects, not victims, of change*

## Democracy's Education

*Public Work, Citizenship, and the Future of Colleges and Universities*

Edited by HARRY C. BOYTE

Today Americans feel powerless in the face of problems on every front. Such feelings are acute in higher education, where educators are experiencing an avalanche of changes: cost cutting, new technologies, and demands that higher education be narrowly geared to the needs of today's workplace. College graduates face mounting debt and uncertain job prospects, and worry about a coarsening of the mass culture and the erosion of authentic human relationships. Higher education is increasingly seen, and often portrays itself, as a ticket to individual success—a private good, not a public one.

*Democracy's Education* grows from the American Commonwealth Partnership, a year-long project to revitalize the democratic narrative of higher education that began with an invitation to Harry Boyte from the White House to put together a coalition aimed at strengthening higher education as a public good. The project was launched at the beginning of 2012 to mark the 150th anniversary of the Morrill Act, which created land grant colleges.

Beginning with an essay by Harry C. Boyte, "Reinventing Citizenship as Public Work," which challenges educators and their partners to claim their power to shape the story of higher education and the civic careers of students, the collection brings world-famous scholars, senior government officials, and university presidents together with faculty, students, staff, community organizers, and intellectuals from

across the United States and South Africa and Japan. Contributors describe many constructive responses to change already taking place in different kinds of institutions, and present cutting-edge ideas like "civic science," "civic studies," "citizen professionalism," and "citizen alumni."

Authors detail practical approaches to making change, from new faculty and student roles to changes in curriculum and student life and strategies for everyday citizen empowerment. Overall, the work develops a democratic story of education urgently needed to address today's challenges, from climate change to growing inequality.



**Harry C. Boyte** is a Senior Scholar in Public Work Philosophy at the Sabo Center for Democracy and Citizenship at Augsburg College, a Senior Fellow at the University of Minnesota's Humphrey School of Public Affairs, and Visiting Professor at Nelson Mandela Metropolitan University in South Africa. He is the author of eight previous books. Boyte's work has appeared in more than 150 publications including *Huffington Post*, *New York Times*, *Chronicle of Higher Education*, *Political Theory*, and *Change*. His commentary has appeared on *CBS This Morning*, *CBS Evening News*, and National Public Radio.

# Democracy's EDUCATION PUBLIC WORK, CITIZENSHIP, & THE FUTURE of COLLEGES AND UNIVERSITIES

EDITED BY HARRY C. BOYTE

February 2015

288 pages, 7 x 10 inches

1 figure, notes

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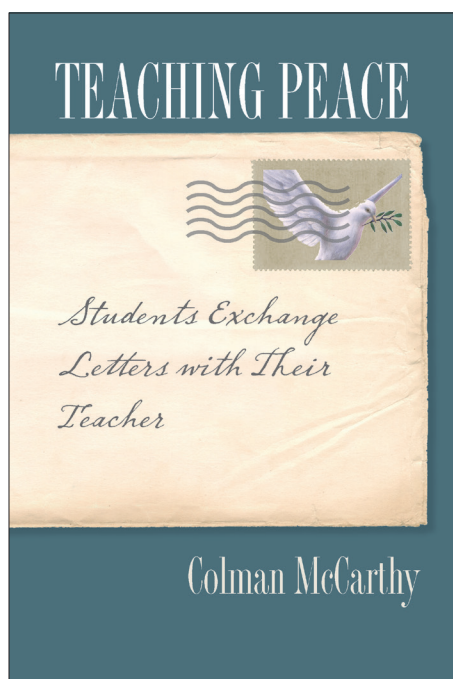
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### CONTRIBUTORS

Harry C. Boyte  
David Mathews  
Scott J. Peters  
Albert W. Dzur  
Martha Kanter  
Nancy Cantor  
Peter Englot  
Robert Bruininks  
Andy Furco  
Robert Jones  
Jayne K. Sommers  
Erin A. Konkle  
Judith A. Ramaley  
Adam Weinberg  
Maria Avila  
Romand Coles  
Blase Scarnati

KerryAnn O'Meara  
Timothy K. Eatman  
Jamie Haft  
Cecilia M. Orphan  
David Hoffman  
Julie Ellison  
Jenny L. Whitcher  
Robert L. Woodson Sr.  
Sam Daley-Harris  
Benjamin R. Barber  
Peter Levine  
John P. Spencer  
Shigeo Kodama  
Xolela Mangcu  
Lisa Clarke  
Paul N. Markham



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index

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"Formerly a *Washington Post* columnist and editorial writer, Colman McCarthy is the leading teacher and promoter of peace studies in America, which is why few Americans have heard of him. But ten thousand high school and college students and prison inmates know him and will never forget the impact of his memorable exchanges over the historic morality and function of nonviolence to head off wars and other forms of violence. This book pulsates with thoughtful letters from his students and McCarthy's fascinating responses. Rush this book to your children's schools and raise a generation of Americans who are motivated to wage peace to resolve conflicts. This is a book like no other and, like words of wisdom and importance, it is graced with humor and wit and phrases you'll want to use with other human beings."

—Ralph Nader

*A lived experiment with truthful teaching inside and outside the classroom*

## Teaching Peace

### *Students Exchange Letters with Their Teacher*

COLMAN MCCARTHY

To see if nonviolence could be taught, in 1982 Colman McCarthy became a volunteer teacher at one of the poorest high schools in Washington, DC. In the thirty-two years since then, he has taught peace studies courses for more than ten thousand college and high school students. Large numbers of those students have faithfully kept in touch with McCarthy, often with handwritten letters, and he has answered them with the same seriousness he brought to his columns and books. The exchanges rise to a rare kind of literature that blends personal warmth, intellectual honesty, and shared idealism.

The discussions range from peace and war to a host of other issues of social justice, such as the death penalty, human rights, poverty, the living wage, animal rights, and vegetarianism. The wide-ranging letters suggest how teacher and students co-create a world of more love and less hate.



Courtesy of The Center for Teaching Peace

"When I visit Washington, one of my delights is spending time with Colman McCarthy and his students. This book brings to life the work of a caring teacher who loves his students with the same passion he brings to the classroom in his courses on pacifism and nonviolence. A singular and credible work sure to inspire and endure."

—Joan Baez

"Colman is a no-prisoners peacemaker: no compromise with violence and no compromise with war. Read the book, but better still, live the life of peace to which he beckons us all."

—Timothy P. Shriver, Chairman/CEO of the Special Olympics

**Colman McCarthy**, a syndicated columnist for the *Washington Post* for nearly thirty years, is the cofounder and director of The Center for Teaching Peace. He is the author of seven previous books and editor of three. His articles have appeared in *The New Yorker*, *The New York Times*, *The Nation*, *The Progressive*, *The New Republic*, *The Atlantic*, and *National Catholic Reporter*.

*How everyday people become agents of their own liberation, in the words of the organizers themselves*

## People Power

### *The Community Organizing Tradition of Saul Alinsky*

Edited by **AARON SCHUTZ** and **MIKE MILLER**

Saul Alinsky, according to *Time Magazine* in 1970, was a “prophet of power to the people,” someone who “has possibly antagonized more people . . . than any other living American.” *People Power* introduces the major organizers who adopted and modified Alinsky’s vision across the United States:

- Fred Ross, Cesar Chavez, Dolores Huerta, and the Community Service Organization and National Farm Workers Association
- Nicholas von Hoffman and the Woodlawn Organization
- Tom Gaudette and the Northwest Community Organization
- Ed Chambers, Dick Harmon, and the Industrial Areas Foundation

- Shel Trapp, Gale Cincotta, and National People’s Action
- Heather Booth, Midwest Academy, and Citizen Action
- Wade Rathke and ACORN

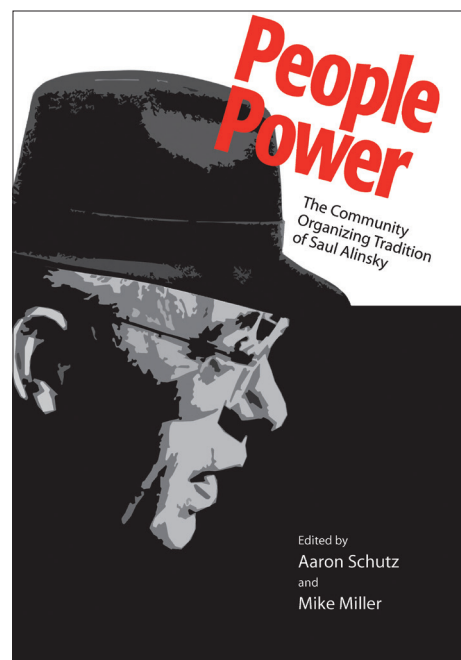
Weaving classic texts with interviews and their own context-setting commentaries, the editors of *People Power* provide the first comprehensive history of Alinsky-based organizing in the tumultuous period from 1955 to 1980, when the key organizing groups in the United States took form. Many of these selections—previously available only on untranscribed audiotapes or in difficult-to-read mimeograph or Xerox formats—appear in print here for the first time.



**Aaron Schutz**, Professor, Department of Educational Policy and Community Studies, University of Wisconsin–Milwaukee, is the author of two previous books on social action.



**Mike Miller** was a leader in the pre-1960s birth of the student movement at UC Berkeley, a Student Nonviolent Coordinating Committee field secretary, and director of an Alinsky community organizing project. He has been an organizer for more than fifty years.



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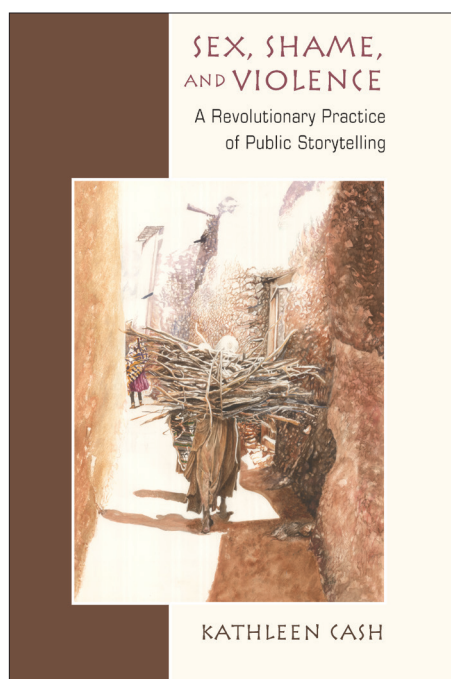
*“People Power is indispensable for community organizers and all those who seek a more just and democratic society. Its breadth of Alinsky-tradition material and editorial commentary are an important part of the discussion we must have in this country if we are to have any real democracy.”*

—**Bob Moses**, Student Nonviolent Coordinating Committee field secretary, 1961–65; Founder and President, The Algebra Project

*“People Power is the most definitive rendering of the work of Saul Alinsky, a giant in the theory and practice of community organizing. A must-read for anyone who wants to do or teach about how to reach and organize people for collective action.”*

—**Lillian B. Rubin**, sociologist, psychotherapist, and author of twelve books, including *Worlds of Pain: Life in the Working-Class Family*





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**Kathleen Cash**, EdD, has worked with vulnerable communities in Ethiopia, Indonesia, Malawi, Thailand, Bangladesh, Nigeria, Uganda, and the United States. She has received two Fulbright Fellowships and a Radcliffe Institute Fellowship.

*Empowering vulnerable communities through storytelling about difficult issues*

## Sex, Shame, and Violence

### *A Revolutionary Practice of Public Storytelling in Poor Communities*

KATHLEEN CASH

For more than three decades, Kathleen Cash has lived and worked with impoverished people, learning about their lives. Listening to them talk about their feelings of shame, Cash heard how people suffered from being unable to change what was happening to them—HIV infection, sexual and domestic violence, violence toward children, and environmental degradation. She saw that many interventions lacked emotional and cultural integrity and thus did little to alleviate these hardships. So Cash went outside the conventional approaches to health promotion and social justice and devised a community narrative practice, a strategy for engaging people through storytelling. From numerous ethnographic interviews, she

pieced together cultural stories in a way that resonated with community people and revealed the paradoxes in their suffering. Cash recruited local artists to illustrate the stories in a form resembling a graphic novel and distributed these booklets for community discussion. (This book includes excerpts from these illustrated stories.)

In Thailand, Bangladesh, Haiti, Uganda, and the United States, people learned to talk about forbidden subjects and say what they could never say before. They stood up to each other, reconciled, and made health-seeking decisions. By helping others, they repaired themselves. In cathartic conversations they acknowledged shame, which led to acts of courage and generosity.

"I worked with Kathy in the mid-1990s conducting sexual and reproductive health research in villages of Bangladesh. I was amazed at her immense patience and capacity to listen to people's experiences and to internalize what they said. . . . Through Kathy's methods, the shame people feel about, for example, their sexuality could be transformed into effective policies and programs. Kathy narrates socio-cultural and religiously silent, sensitive topics through a cultural prism of storytelling. Narrative practice is an incredible strategy to transform underprivileged people's pain into power for social change."

—**Sharful Islam Khan**, Project Director, *The Global Fund Project, Center for HIV and AIDS, Dhaka, Bangladesh*

"[The book] describes a magnificently complex system of narrative process, revolutionary at heart, for community education, laying out every step of how the work is done. Cash builds all her work from real situations, using both the lived experience and actual language of the particular community to help the people through issues of cause and effect, problem and solution.

"Cash has done an amazing job in the field in many countries, helping people learn new ways of being and doing, and now she is telling the story of what she has done and how. The book makes it clear that it is her approach—painstaking, people-centered, determined to make a difference for real people—that works.

"Cash makes it clear: education is a conversation; when people share stories they are educating each other, they are the experts. She builds on their stories, creates a complex narrative practice, and uses it to change lives."

—**Ruth W. Messinger**, President, *American Jewish World Service*

*The epidemiological adventure story of preventing spina bifida with folic acid*

## The China-US Partnership to Prevent Spina Bifida

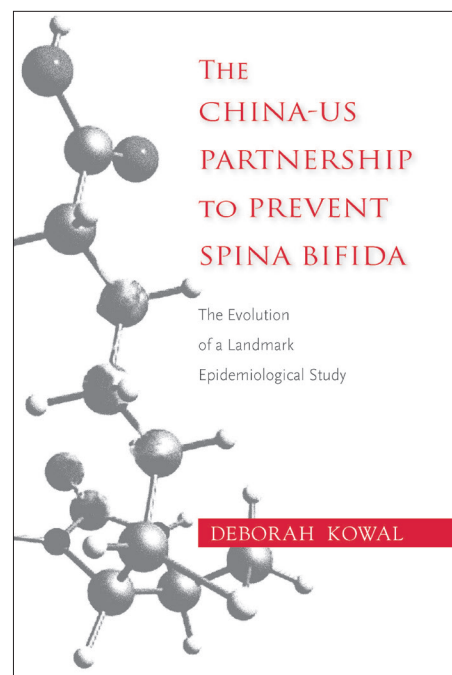
### *The Evolution of a Landmark Epidemiological Study*

DEBORAH KOWAL

In 1983 two doctors, one from each side of the world, decided to form a partnership, and so began a scientific adventure that would improve the odds that babies could be born healthy and whole. Neural tube defects that severely disabled or killed babies were epidemic in China (where the folk term was *guai tai*—roughly “monster baby”—for an infant whose embryonic neural tube doesn’t completely close and whose head and neck may be misshapen or spine may protrude) and a significant problem in the United States, leading teams of researchers from the United States and China to combine forces to recruit more than 285,000 Chinese women and to follow nearly 250,000 pregnancies in an epidemiological study.

Sixteen thousand staff were involved in running the project, which encountered massive bureaucratic obstacles as

well as cultural differences, politicking for study designs and funding, the crisis of Tiananmen Square, and testy debates over research ethics. Nevertheless, the researchers persevered in a collaboration that lasted more than three decades and led to landmark findings on the role of folic acid in preventing spina bifida. Fortifying cereal grain products with folic acid became routine in the United States and a growing number of nations around the world: that intervention was named one of the ten great public health achievements of the last decade.



June 2015

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2 b&w illustrations, bibliography, notes, index

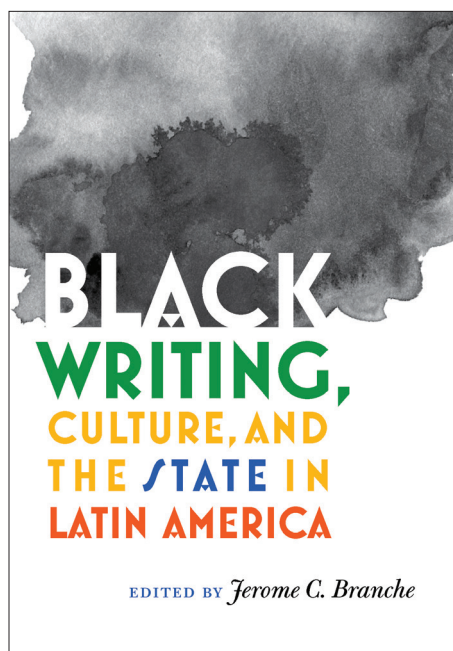
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**Deborah Kowal** is executive editor and a coauthor of *Contraceptive Technology*, now in its twentieth edition with more than two million copies in print. As a medical writer specializing in women's reproductive health, she has consulted with the US Centers for Disease Control and Prevention, the World Health Organization, and other organizations. For more than thirty years, she wrote the Public Health section in the *World Book Encyclopedia's Science Year Annuals*.



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**Jerome C. Branche** is Associate Professor of Latin American and Cultural Studies at the University of Pittsburgh. He is author of *The Poetics and Politics of Diaspora: Transatlantic Musings* and editor of *Race, Colonialism, and Social Transformation in Latin America and the Caribbean*.

"An important contribution to the study of the lives and artistic production of Afro-Hispanics and Afro-Brazilians and to the expansion of what is considered literary and cultural studies. I think that this study reminds us of the important fact that black writers have taken up the pen, the camera, etc., despite opposition from a variety of institutions and social structures and despite the likelihood of having limited influence or of censorship. This in turn suggests the force of black writing as means of self-expression and community building and of dissenting with prevailing ideologies."

—**Julia Paulk**, editor of *Dominant Culture and the Education of Women*

*A thorough and in-depth look at Afro-Hispanic cultural life in Latin America*

## Black Writing, Culture, and the State in Latin America

Edited by **JEROME C. BRANCHE**

Imagine the tension that existed between the emerging nations and governments throughout the Latin American world and the cultural life of former enslaved Africans and their descendants. A world of cultural production, in the form of literature, poetry, art, music, and eventually film, would often simultaneously contravene and cooperate with the newly established order of Latin American nations negotiating independence and a new political and cultural balance. In *Black Writing, Culture, and the State in Latin America*, Jerome Branche presents the reader with the complex landscape of art and literature among Afro-Hispanic and Latin artists. Branche and his contributors describe individuals such as Juan Francisco Manzano, who wrote an

antislavery novel in Cuba during the nineteenth century. The reader finds a thriving Afro-Hispanic theatrical presence throughout Latin America and even across the Atlantic. The role of black women in poetry and literature comes to the forefront in the Caribbean, presenting a powerful reminder of the diversity that defines the region.

All too often, the disciplines of film studies, literary criticism, and art history ignore the opportunity to collaborate in a dialogue. Branche and his contributors present a unified approach, however, suggesting that cultural production should not be viewed narrowly, especially when studying the achievements of the Afro-Latin world.

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The Altar, the Oath and the Body of Christ: Ritual Poetics and Cuban Racial Politics of 1844  
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*Melva Persico*

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*Niyi Afolabi*

Writing Collective Memory Despite State: Decolonial Practices of Existence in Ecuador  
*Catherine Walsh with Juan García Salazar*



*The life of Spanish America in the nineteenth century*

## Nineteenth-Century Spanish America

### *A Cultural History*

CHRISTOPHER CONWAY

**N***ineteenth-Century Spanish America: A Cultural History* provides a panoramic and accessible introduction to the era in which Latin America took its first steps into the Modern Age. Including colorful characters like circus clowns, prostitutes, bullfighters, street puppeteers, and bestselling authors, this book maps vivid and often surprising combinations of the new and the old, the high and the low, and the political and the cultural. Christopher Conway shows that beneath the diversity of the New World there was a deeper structure of shared patterns of cultural creation and meaning. Whether it be the ways that people of refinement from different countries used the same rules of etiquette, or how commoners shared their stories through the same types of songs, Conway creates a multidisciplinary framework for understanding the culture of an entire hemisphere.

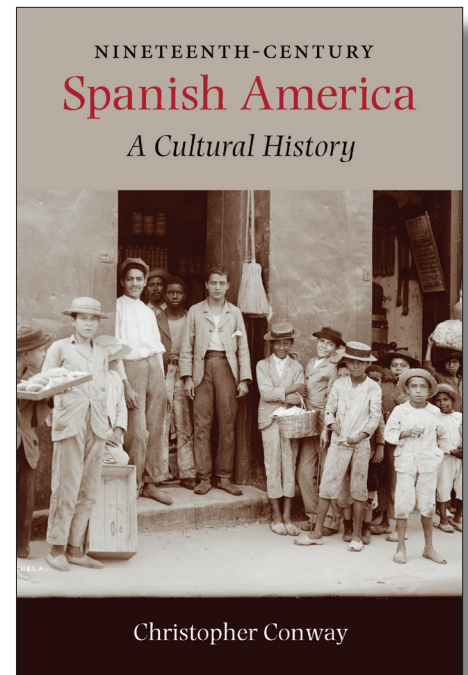
The book opens with key themes that will help students and scholars understand the century, such as the civilization

and barbarism binary, urbanism, the divide between conservatives and liberals, and transculturation. In the chapters that follow, Conway weaves transnational trends together with brief case studies and compelling snapshots that help us understand the period. How much did books and photographs cost in the nineteenth century? What was the dominant style in painting? What kinds of ballroom dancing were popular? Richly illustrated with striking photographs and lithographs, this is a book that invites the reader to rediscover a past age that is not quite past, still resonating into the present.



Elin O'Malley

**Christopher Conway** is Associate Professor of Spanish at the University of Texas at Arlington. He is author of *The Cult of Bolívar in Latin American Literature* (University Press of Florida, 2003) and editor of *Peruvian Traditions* (Oxford University Press, 2004).



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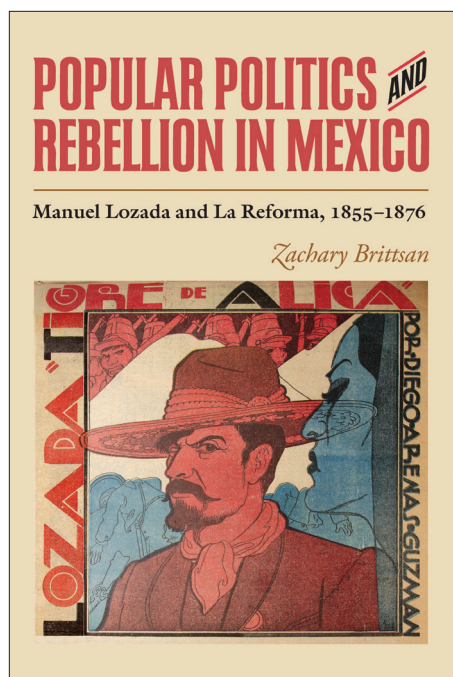
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"Conway's survey is not merely good, it is masterful. His mastery flows from the enormous breadth of experience and understanding that he has developed over a professional lifetime working on nineteenth-century topics in a variety of countries. Like all real mastery, Conway's does not require (or admit) fuss. It does not fill his pages, but rather, inform them. It is the hidden part of the iceberg. The lucidity and reader friendliness of this book come precisely from Conway's not telling the reader everything he knows. Instead, he tells the reader—not the narrow specialist, but rather, the interested nonspecialist—what he or she needs to know in order to form an accurate idea of the topic and its place in the larger picture."

—**John Chasteen**, author of *Americanos: Latin America's Struggle for Independence*

"Conway renders the everyday cultural life of nineteenth-century Latin Americans in vivid prose that makes the reader feel like a witness to episodes and stories retold and analyzed with humor and verve."

—**Peter Beattie**, author of *The Tribute of Blood: Army, Honor, Race, and Nation in Brazil, 1864–1945*



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"Brittsan explores the career of one of the individuals most responsible for challenging the emerging nation-state in nineteenth-century Mexico. Brittsan's work is one of the finest reconstructions of those often-turbulent regional warlords who gathered men and treasure to their cause, and offers a now forgotten signpost to a future not taken."

—**Terry Rugeley**, author of *Rebellion Now and Forever: Mayas, Hispanics, and Caste War Violence in Yucatan, 1800–1880*

*The untold story of a mestizo rebel who helped change the course of Mexican history*

## Popular Politics and Rebellion in Mexico

*Manuel Lozada and La Reforma, 1855–1876*

ZACHARY BRITTSAN

The political conflict during Mexico's Reform era in the mid-nineteenth century was a visceral battle between ideologies and people from every economic and social class. As *Popular Politics and Rebellion in Mexico* develops the story of this struggle, the role of one key rebel, Manuel Lozada, comes into focus. The willingness of rural peasants to take up arms to defend the Catholic Church and a conservative political agenda explains the bitterness of the War of Reform and the resulting financial and political toll that led to the French Intervention. Exploring the activities of rural Jalisco's residents in this turbulent era and Lozada's unique position in the drama, Brittsan reveals the deep roots of colonial religious and land-holding practices, exemplified by Lozada, that stood against the dominant political current represented by Benito Juárez and liberalism.

*Popular Politics and Rebellion in Mexico* also explores the conditions under

which a significant segment of Mexican society aligned itself with conservative interests and French interlopers, revealing this constituency to be more than a collection of reactionary traitors to the nation. To the contrary, armed rebellion—or at least the specter of force—protected local commercial interests in the short run and enhanced the long-term prospects for political autonomy. Manuel Lozada's story adds a necessary layer of complexity to our understanding of the practical and ideological priorities that informed the tumultuous conflicts of the mid-nineteenth century.



**Zachary Brittsan** is Assistant Professor of History at Texas Tech University.

*Martín Luis Guzmán, a force of nature in Mexican politics and culture*

## The Man Who Wrote Pancho Villa

### *Martín Luis Guzmán and the Politics of Life Writing*

NICHOLAS CIFUENTES-GOODBODY

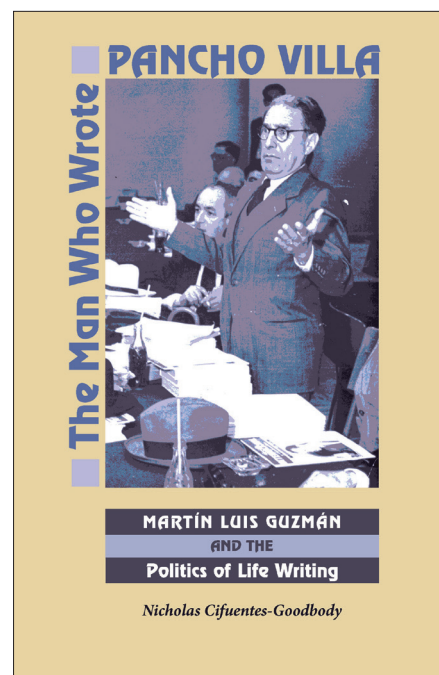
Martín Luis Guzmán was many things throughout his career in twentieth-century Mexico: a soldier in Pancho Villa's revolutionary army, a journalist-in-exile, one of the most esteemed novelists and scholars of the revolutionary era, and an elder statesman and politician. In *The Man Who Wrote Pancho Villa*, we see the famous author as he really was: a careful craftsman of his own image and legacy. His five-volume biography of Villa propelled him to the heights of Mexican cultural life, and thus began his true life's work. Nicholas Cifuentes-Goodbody shapes this study of Guzmán through the lens of "life writing" and uncovers a tireless effort by Guzmán to shape his public image.

*The Man Who Wrote Pancho Villa* places Guzmán's work in a biographical

context, shedding light on the immediate motivations behind his writing in a given moment and the subsequent ways in which he rewrote or repackaged the material. Despite his efforts to establish a definitive reading of his life and literature, Guzmán was unable to control that interpretation as audiences became less tolerant of the glaring omissions in his self-portrait.



**Nicholas Cifuentes-Goodbody** is an Assistant Professor and the Coordinator of the Master in Translation Studies at Hamad bin Khalifa's Translation and Interpreting Institute in Doha, Qatar.



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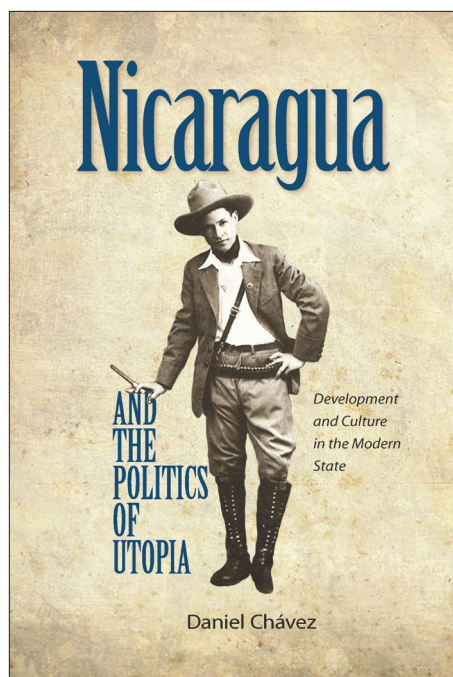
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*"The Man Who Wrote Pancho Villa is an original, well-researched contribution to the critical study of Martín Luis Guzmán's works and offers new insights into the rich tradition of auto/biographical writings in Mexico and Latin America."*

—**Max Parra**, author of *Writing Pancho Villa's Revolution: Rebels in the Literary Imagination of Mexico*





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*In Nicaragua, the perfect state is always just out of reach*

## Nicaragua and the Politics of Utopia

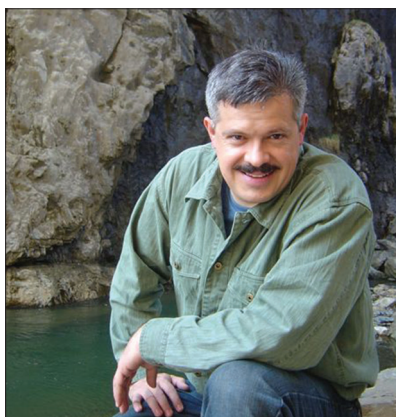
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Daniel Chávez is Assistant Professor of Spanish and American Studies at the University of Virginia.

*Becoming indigenous again, for the survival of their community*

## Practically Invisible

### *Coastal Ecuador, Tourism, and the Politics of Authenticity*

KIMBRA L. SMITH

The community of Agua Blanca, deep within the Machalilla National Park on the coast of Ecuador, found itself facing the twenty-first century with a choice: embrace a booming tourist industry eager to experience a preconceived notion of indigeneity, or risk losing a battle against the encroaching forces of capitalism and development. The facts spoke for themselves, however, as tourism dollars became the most significant source of income in the community.

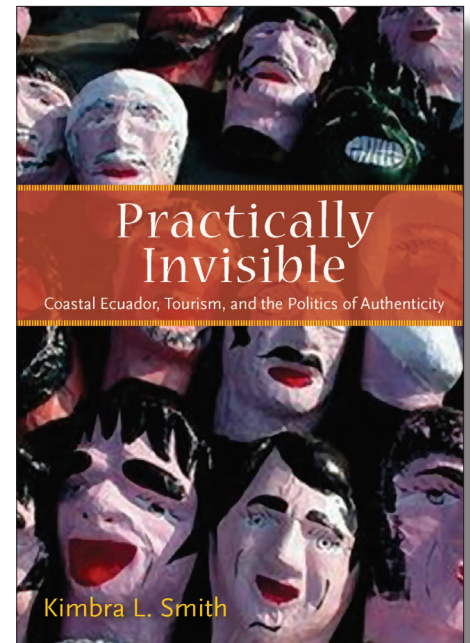
Thus came a nearly inevitable shock, as the daily rhythms of life—rising before dawn to prepare for a long day of maintaining livestock and crops; returning for a late lunch and siesta; joining in a game of soccer followed by dinner in the evening—transformed forever in favor of a new tourist industry and the compromises required

to support it. As *Practically Invisible* demonstrates, for Agua Blancans, becoming a supposedly “authentic” version of their own indigenous selves required performing their culture for outsiders, thus becoming these performances within the minds of these visitors. At the heart of this story, then, is a delicate balancing act between tradition and survival, a performance experienced by countless indigenous groups.



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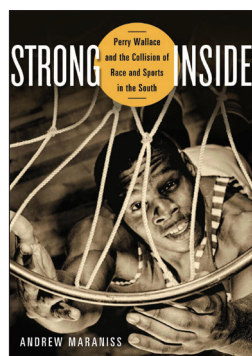
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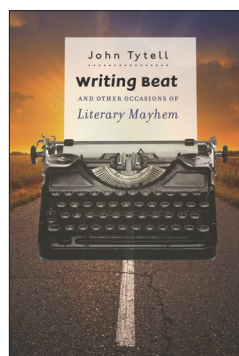
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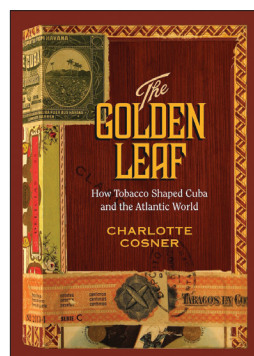
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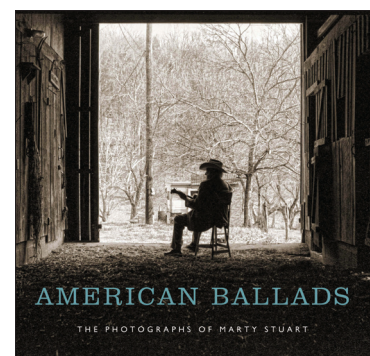
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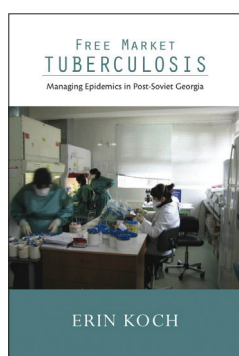


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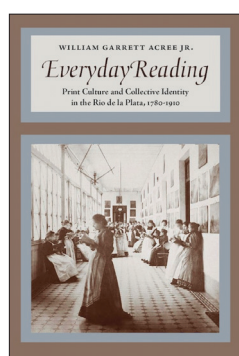


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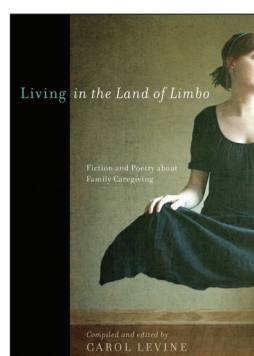
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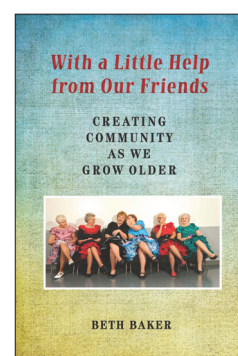
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