

HARVARD UNIVERSITY
JOHN F. KENNEDY SCHOOL OF GOVERNMENT

IGA-150Y
International and Global Affairs PAC Seminar
2017-2018

Matthew Bunn

Time and location

Thursdays, 4:15–6:00pm in Littauer 280.

Only a handful of fall Thursdays will be used for in-class meetings; others will be used for one-on-one or small-group meetings, and for working on your PAEs.

Summary

This seminar is designed to help students research and write a policy analysis exercise (PAE) in international and global affairs. The seminar will be devoted to the process of researching and writing PAEs, and to group discussions and presentations of PAE research. The fall semester will be devoted to approaches to policy analysis needed for the PAE, including research methods and design. In the spring term, students will make presentations of the results of their PAE research and findings and work together to sharpen the writing and focus of their PAEs.

Enrollment

Enrollment is limited to, and required for, second-year Masters in Public Policy (MPP) students writing PAEs in the International and Global Affairs (IGA) policy area of concentration, each of whom must complete this seminar and their PAE in order to graduate.

Office hours and contact information

In-person discussions in our offices will be an important part of this course. Rather than limiting students to one set of office hours, Prof. Bunn will have office hours by appointment throughout the week. To make an appointment, contact his faculty assistant, Melissa Kappotis, at melissa_kappotis@hks.harvard.edu, 617-496-2312. Please provide an indication of what you would like to discuss. Prof. Bunn's phone is 617-495-9916, and his e-mail is matthew_bunn@harvard.edu. Prof. Dara Cohen will also be observing our class this year. To make an appointment to meet with Prof. Cohen, contact her faculty assistant, Leah Knowles, at leah_knowles@hks.harvard.edu, 617-496-2737. Prof. Cohen's phone is 617-495-7838, and her e-mail is dara_cohen@hks.harvard.edu.

Course requirements

To successfully complete this course, students must prepare an original paper providing analysis and recommendations on a policy issue to an external client. Clients can be government or international organizations, non-profit organizations, or (in rare cases requiring my approval) for-profit firms. The issue you are researching should speak directly to a problem that your client is currently dealing with.

Details of the PAE process, including the PAE Handbook, the PAE proposal database, templates for each product students are required to produce, and other information are available at the PAE website:

<https://knet.hks.harvard.edu/DPSA/MPP/PAE/Pages/default.aspx>

In particular, it is good idea to read through the PAE Handbook early in the fall semester, and again before finishing your first draft in February.

Students are expected to approach the PAE process and seminar in a professional manner. This includes attending and taking an active part in the seminar; working closely with both your advisor and your client; doing the readings before class; and producing good quality products, on time, at each stage of the process. Seminar attendance is mandatory, as is providing constructive feedback to your colleagues.

Note: Although the course meets for two semesters, students receive credit for a one-semester course; in general, the full class meets for roughly half of the weeks in the fall, and fewer in the spring.

The PAE seminar is scheduled for Thursdays, 4:15–6:00pm. During the spring semester, each student is required to make a formal presentation of his or her project, findings, and recommendations, as well as to listen to and critique the presentations of other students; you will be divided into groups for this purpose. In addition, students should expect to schedule a number of sessions with their faculty advisors throughout their projects. Students should check with their advisors about when they plan to meet.

Each student or team should schedule one meeting with me to discuss your project after you have settled on your topic, client, and basic approach, and another after submitting and receiving feedback on your prospectus (but before the end of the fall semester). Each student or team should also schedule one meeting with me during the spring semester, typically after I have had a chance to read and respond to the first draft of your PAE, but well before the final version is due. Many of these meetings will take place during the seminar time, on weeks when the full class is not meeting. But given the large number of students in the seminar, some will have to take place during my office hours or at other times during the week; do not hesitate to ask for appointments at times outside scheduled seminar times or office hours.

There are **six mandatory** HKS deadlines for all PAE students. These are summarized in the table on the next page, and elaborated further in the text. More detailed descriptions of the various intermediate products are available in the PAE Handbook. All deadlines except the first are at 5PM of the date noted.

Major PAE Deadlines for AY2017-18
Monday, September 25, 2017, noon -Topic Selection form
Monday, October 23, 2017 -Prospectus -Human Subjects Review form
Wednesday, October 25, 2017 -Winter Funding common application
Wednesday, November 29, 2017 -Progress Report
Thursday, February 8, 2018 -First Draft
Tuesday, March 27, 2018 -Final PAE

Topic Selection (September 25): This should include your topic (if you are undecided, provide instead a brief statement about the project alternative(s) or subject area(s) under consideration); either a faculty member at HKS who has already agreed to serve as your advisor or faculty members who could reasonably serve as an advisor to the project; and information on your client, if you have managed to secure one by then. Submit this electronically (through the class page) by noon.

Prospectus, Human Subjects Review form, MOU with client (recommended), (October 23): You should submit your PAE prospectus by 5pm, to us, to your advisor, and to your client. The requirements for the prospectus can be found on the PAE website. The prospectus is basically the roadmap you intend to follow in conducting the research for your PAE. Some of you will be able to map out your path in considerable detail. Others of you will not be able to do so because of uncertainties surrounding topic, evidence, and methods. In any case, what we will be looking for here is evidence of substantial progress in developing your research plan.

In addition, *all* students are required to fill in the human subjects form that we will use to determine which of your projects requires review by the Harvard University Committee on the Use of Human Subjects (CUHS). Note: you should *not* collect any data about individual people (as opposed to talking to your client or policy experts about policy) until *after* you have gotten CUHS approval or we have confirmed that such approval is not required.

In addition to the prospectus and Human Subjects Review form, you are encouraged to include a memorandum of understanding (MOU) signed by your client. This outlines what you expect to do for your client, and what you expect the client to do

to support the project, so expectations are clear on all sides and misunderstandings are minimized. Note: some clients think of an MOU as practically a legal agreement and shy away from it. If this is the case, be creative in finding a way to make sure that you and your client have a similar understanding of what you should each expect from each other. Sometimes just an e-mail saying “this is what I plan to do, does that match what you are expecting?” will be good enough. Some students also choose to draft a similar MOU with their advisor, outlining what each side expects.

Winter funding common application (October 25): If you need funding for your field research, you should go first to your client and see if they are able to finance the research that needs to be done. If your client cannot do so, a limited amount of funding (usually not enough to meet all needs) is available from HKS. Currently, we expect that the common application used by all MPP2 students requesting research funding will likely be due on this date.

Progress and plans report (November 29): This must be submitted to us and to your advisor by 5pm. Here again, you can find the instructions for this requirement on the PAE website. The purpose of this document is to outline what steps you have accomplished to date and your step-by-step plan for accomplishing the rest of the research and writing required to complete your PAE.

First draft of PAE (February 8): This must also be submitted to us and to your advisor by 5pm. As could be expected, there is wide variation at this point in how complete a first draft students are able to submit. Try to prepare as complete a draft as possible, as this will be your principal opportunity to get constructive feedback from your advisor and from me. Most students also provide their first draft to their client for comment; consult with your advisor if you think it is better not to do that.

Final PAE (March 27). This is due by 5PM to the MPP Program Office (L-133), to us, and to your advisor. You should, of course, also provide it to your client.

Course Grades

We will work together with your advisor to grade your PAE work. The grade for the PAE is based on two components: 80% for the quality of the final product (as agreed between us and your advisor), and 20% for your performance and citizenship in the seminar, including your formal PAE presentation, attending the seminars, contributing to other students’ projects, and maintaining your advisor and client relationships. Lateness and sloppiness of the intermediate products may seriously affect the portion of the grade related to seminar performance.

PAEs will be graded on the following scale: Distinction (DIS), High Pass (HP), Pass (P), Low Pass (LP), and Fail (which for some reason HKS designates as E). School guidance on what fraction of the class should receive which grades is as follows: DIS: 5-10%; HP: 15-25%; P: 50-75%; LP: 5-10%; E: no set range. The PAE Handbook provides guidance on the factors we are looking for in grading PAEs.

Course schedule

Dates of in-class meetings are underlined.

<i>Date</i>	<i>Subject</i>
Fall Semester (seminar dates <u>underlined</u>)	
<u>Aug 31 Thu</u>	The PAE process; brainstorming; picking and defining problems
<u>Sep 7 Thu</u>	What makes a good PAE; review of policy analysis; more picking and defining problems
Sep 14 Thu	No class; work on choosing topic, client, advisor
<u>Sep 21 Thu</u>	PAE research: how do we know what we think we know?; human subjects
Sep 28 Thu	No class; meet with advisors, seminar leaders
<u>Oct 5 Thu</u>	Methods; doing interviews for your PAE
Oct 12 Thu	No class; meet with advisors, seminar leaders
Oct 19 Thu	No class; meet with advisors, seminar leaders
<u>Oct 26 Thu</u>	Predicting and choosing outcomes: frameworks, theories, models, analogies, and values
Nov 2 Thu	No class; meet with advisors, seminar leaders
<u>Nov 9 Thu</u>	Making and selling recommendations; working with clients
Nov 16 Thu	No class; meet with advisors, seminar leaders
Nov 23 Thu	THANKSGIVING
<u>Nov 30 Thu</u>	Semester wrap-up, research, interviewing, and fieldwork issues

Spring Semester

Jan 25 Thu	Special session on qualitative data analysis with Janina Matuszeski (joint with PED-150Y) -- optional
Feb 1 Thu	No class
Feb 15 Thu	PAC seminar—oral presentations of PAE, group 1
Feb 22 Thu	PAC seminar—oral presentations of PAE, group 2
March 1 Thu	PAC seminar—oral presentations of PAE, group 3
March 8 Thu	PAC seminar— further oral presentations of PAE (<i>This is a day for those who could not make the scheduled day for their group.</i>)

Readings

There is no textbook for this class; since you all took policy analysis last year, I am assuming you already have a copy of Bardach and Patashnik; if not, you should get one. It is available from the Harvard Coop and other bookstores, and provides an excellent “quick and dirty” introduction to policy analysis: Eugene Bardach and Eric M. Patashnik, *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving* (Washington, D.C.: CQ Press, 2015).

Other readings will be available on-line.

In addition, Julie Wilson and the rest of the PAC seminar leaders have put together a set of resources on topics ranging from working with clients to conducting focus groups, which we hope will be helpful for your PAE:

<http://projects.iq.harvard.edu/hksresearchmethods>

A scholar named Paul Cairney has provided a resource that many of you may find useful: a wide range of policy concepts each explained in 1000 words:

<https://paulcairney.wordpress.com/1000-words/>

The following book is not required, but many students will find it extraordinarily useful. It is available at the Harvard Coop and other bookstores, and will be on reserve in the HKS library. It provides a quick “paramedic method” for editing your own writing to make it convincing, short, and to the point:

Richard A. Lanham, *Revising Prose* (London: Longman, 2006).

A wide variety of assistance and helpful materials about writing and presenting are also available from the HKS Communications Program:

<https://projects.iq.harvard.edu/hks-communications-program/writing-public-speaking-and-digital-communications-resources>

Check out in particular their “PAE Writing Guide”:

<https://projects.iq.harvard.edu/files/hks-communications-program/files/pae-writing-guide-2009.pdf>

For those students needing an overview of qualitative research, I recommend:

Steven van Evera, *Guide to Methods for Students of Political Science* (Ithaca, N.Y.: Cornell University Press, 1997) (Excellent simple and practical version.) (This one is nice because it is brief and offers advice that is easy to understand and carry out.)

Gary King, Robert O. Keohane, and Sidney Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research* (Princeton: Princeton University Press, 1994) (Widely used, sometimes controversial for its emphasis on an approach drawing from the same ideas as quantitative methods, more complex than van Evera.)

Henry Brady and David Collier, eds., *Rethinking Social Inquiry: Diverse Tools, Shared Standards* (Lanham, Md.: Rowman & Littlefield, 2010) (More or less a reply to King, Keohane, and Verba; argues that their “quantitative template” is not the only valid approach.)

Alexander L. George and Andrew Bennett, *Case Studies and Theory Development in the Social Sciences* (Cambridge, Mass.: MIT Press, 2005) (This one is more difficult and really only useful for students pursuing a case study method in depth; intended more for Ph.D. students in the social sciences.)

For those interested in a more basic, but very helpful, overview of researching and writing long papers in general, you might try:

Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research*, 3rd Ed. (Chicago: University of Chicago Press, 2008). (This is a step-by-step

introduction, with some useful tips, from the Chicago Guides to Writing, Editing, and Publishing, publishers of the *Chicago Manual of Style*.)

PAE Topics, Clients, and Advisors

It is your responsibility to select a PAE topic. You should seek a topic that you find important and engaging, and one where you feel you can make a contribution. The best PAEs are written by students who are excited about their subjects.

Your client is also an important part of the PAE process. Clients cover a broad spectrum, from very involved in projects to very distant. You should try to find a client who is really interested in getting your recommendations and is willing to meet with you, provide data or introductions to key people, and otherwise help with your project. Some clients are willing to provide modest funding to support travel needed for your project; some travel funding (though not enough for everyone) is also available from HKS.

We will spend some of the first few seminars discussing how to select a topic and secure a client. If you do not have a topic or client, be sure to talk with your classmates (some of whom have connections or interests with organizations that might sponsor your PAE); talk with faculty working in areas that interest you; and check out the PAE database, which includes a list of clients and potential topics:

<https://knet.hks.harvard.edu/DPSA/MPP/PAE/Lists/PAE%20Database/all.aspx>

Your faculty advisor is also a very important part of your PAE experience. Your faculty advisor will be your primary source of guidance and feedback for your project, and will work with me to determine your grade. You should identify faculty who are knowledgeable about your topic and ask if they are willing to serve as your advisor. You should explore with potential advisors how much guidance they are willing and able to offer; just as a signed memorandum with your client is strongly encouraged, it is often a good idea to draft a signed memorandum with your advisor setting out what each of you expect. Be aware, however, that final decisions on advisors are determined centrally, balancing a wide range of factors; not everyone will be assigned their preferred advisor. We will make every effort to assign everyone an advisor quickly after your PAE topics are submitted.

Detailed course schedule and readings

August 31: The PAE process; picking and defining problems

This class is an introduction to the PAE, the PAE process, and your fellow students. We will use the class to explore your ideas about potential topics, interest in having a partner, and strategies for getting started. We will also do some small-group brainstorming on topics, problem definition, and questions to ask. Finally, we will do a brief refresher on Bardach's 8-fold path for policy analysis and some of the difficulties that are likely to arise.

Required reading:

This syllabus (read all the way through)

The PAE Handbook:

<https://knet.hks.harvard.edu/DPSA/MPP/PAE/Handbook/Pages/default.aspx>

Robert D. Behn, "Policy analysts, clients, and social scientists," *Journal of Policy Analysis and Management*, Vol. 4, No. 3 (Spring 1985), pp 428-432.

<http://www.jstor.org.ezp-prod1.hul.harvard.edu/stable/3324198>

Reading questions: What do you think will be the most difficult parts of the PAE process for you? Which parts do you have questions about? (Ask them in class.) Remembering back to Bardach's eight steps for policy analysis, how do you think they will apply to your PAE? Are there other steps, or modified steps, that you would suggest? How do you think the examples you studied in API-500M? What does Behn see as the differences between policy analysis and typical social science? What does he see as the reasons policy analysis is important?

September 7: What makes a good PAE; review of policy analysis; more picking and defining problems

In this class, we will explore the elements of an effective PAE. We will be discussing a prize-winning IGA PAE from 2014. We will also discuss policy analysis in more detail, exploring the first several steps in Bardach's recommended approach (as we may choose to modify it), alternative approaches, and factors that may be different for policy analysis in the international rather than the domestic arena. We will also continue to discuss finding topics, clients, and advisors.

Required reading:

Example PAE: Sophia Sadinsky, "'Ante El Fusil, La Palabra': Analyzing The Early-Stage Implementation of Colombia's Peace Accord" (2017)

Reading questions: What are the strengths of the sample PAE? The weaknesses? To what extent does this PAE follow the classic model of policy analysis as described by Bardach? How will you try to make your PAE useful to policymakers? How is this PAE different from a standard research paper on the same topic? Take a few moments to write notes that will guide you in structuring your own PAE and that you can share in class discussion.

September 14: No class, meet with advisor and seminar leader.

September 21: PAE research: how do we know what we think we know?; human subjects

Each of you will have to develop a research design to collect the information needed for your policy problem. Will you use case studies? Will you be doing program evaluations? Will you be interviewing policymakers, program implementers, or program recipients?

You should base the approach you take on your initial understanding of the policy problem and the system within which it exists (and you should modify your research design as your understanding of the problem evolves). Your research design should, in short, be based on a theory of what is going on, and how what is going on might be changed for the better. But how do we confirm that our understandings of the factors

causing particular outcomes are correct? Many PAEs will not have the data or resources to do convincing statistical analyses, and will rely instead on qualitative analysis.

In this class, we will be discussing various approaches you might take to your research, and some of the pitfalls in drawing conclusions about what factors are leading to particular outcomes.

In this class, we will also be discussing the ethics of research with human subjects. This will prepare you for filling out your human subjects forms.

Required reading

William Taubman, "Did He Bang It? Nikita Khrushchev and the Shoe," *New York Times*, July 26, 2003, http://www.nytimes.com/2003/07/26/opinion/26iht-edtaubman_ed3.html

Human subjects memo for PAE students: to be provided.

Reading for those planning to collect data on individuals

Research that collects data on individual human beings is human subjects research, and subject to ethical and legal requirements. (See the discussion in the PAE Handbook.) Those of you planning on doing surveys, focus groups, and the like will likely have to go through the process of getting human subjects training and getting approval from CUHS. (We will determine which projects require this based on your initial human subjects forms, submitted in October.)

The required human subjects training can be done early, if you wish, and is available at: <https://phrp.nihtraining.com/users/login.php>

A variety of information (and forms) are available at: <http://cuhs.harvard.edu/>

Reading questions: What does the Khrushchev reading suggest about how much confidence to place in what one interviewee tells you about what happened? How will you define the problem to be addressed by your PAE? What information about your policy problem will you need to define your research questions and how you might collect data to answer them? What will your primary question be? Your sub-questions? Are there other ways of looking at the topic that might also be valuable? What kinds of research and data collection do you think you will ultimately need to do? Will your research require travel? Will it require interviewing? What ethical issues in treatment of human subjects may arise?

How will you convince yourself (and the reader) that the description of events – both facts and interpretations of reasons behind them – provided by particular sources is accurate? How will you show that your theory of change, and the factors you have identified as the main causes of particular events or trends really are the causes?

DUE, Monday, Sept. 25: Topic selection electronically by noon.

September 28: No class.

October 5: Methods; doing interviews for your PAE; your prospectus

In this class, we will discuss research methods for your PAEs. IGA students use a very broad range of methods, so most of your learning about methods will have to take

place outside of class, with the broad range of lectures on different relevant methods available on the PAE page. Nearly all of you, however, will be interviewing policymakers and experts, so we will discuss how to do these interviews.

We will also be discussing (a) your memos outlining your PAE projects, and (b) the elements of a good prospectus (due at the end of this month). A good prospectus is a very critical element of the PAE process – it helps inform both your client and your advisor about what you propose to do and how. It helps “sell” them on the value of your project, and allows them to offer advice and suggestions before the main body of your data collection has been done.

Required reading/listening

Read, and be prepared to discuss, at least two of the sample prospectuses on the class page. Come prepared to discuss your project and issues you might face.

Listen to the audio and view the slides on “In-depth Interviewing” and listen to or watch at least one more of the methods discussions (choose one useful for your project) available at:

<http://projects.iq.harvard.edu/hksresearchmethods>

Beth Leech, “Asking Questions: Techniques for Semi-Structured Interviews,” *PS: Political Science & Politics*, Volume 35, No. 4 (2002), pp. 665-668.
http://www.sswm.info/sites/default/files/reference_attachments/LEECH%202002%20Asking%20Questions%20Techniques%20for%20Semistructured.pdf

Reading questions: What are the strengths of the sample prospectuses? What are the weaknesses of these prospectuses? How will you write your prospectus to make it most useful in guiding your work and informing your client and advisor about where you are headed? What research methods will you be using for your PAE? Why are those the most appropriate methods for your problem? What information will you need to get from interviews for your PAE? Who will you need to talk to in order to get it? How will you identify the people you’d like to talk to? How will you convince them to agree to an interview? Once in the interview, how will you get them to trust you enough to speak freely about the issues in your PAE? How will you compile and use the information you get from interviews?

October 12: No class; meet with advisor and seminar leader.

October 19: No class; meet with advisor and seminar leader.

DUE, Mon. Oct. 23: *Prospectus, human subjects form, by 5pm.*

DUE, Wed. Oct. 25: *Common application for winter research funding by 5pm.*

October 26: Predicting and choosing outcomes: theories, models, analogies, and values

Making a recommendation for one policy rather than another inevitably requires two things: projecting what the likely outcomes of each choice might be, and making a value judgment as to which is “better.” Neither of these is easy. The future is uncertain,

and every policy involves winners and losers – who is to say whose gains or losses are more important?

In this class, we will discuss how you can use theories or models of what is going on in your policy problem, and reasoning from analogies to similar problems, to help you project outcomes of different policy choices. We will also discuss some of the pitfalls in doing so, and some of the difficult values trade-offs that must be made.

Required reading

Matthew Bunn and Gabe Chan, “Strengths and Weaknesses of Modeling – and the Case of Integrated Assessment Models of Climate,” memo, 2010 (to be distributed).

Reading questions: What theories help you understand the policy problem you are working on? Is the policy problem you are working on an example of a broader class of problems (e.g., a principal-agent problem or a collective-action problem)? If so, what is that class, and how much can you learn from other examples in the class? Are there analogous problems you can look at to help you project what the result of different policies might be? How can you best judge how close the analogies are – what elements of your problem are similar, and what elements are different? What data will you use to judge that one understanding of your problem is more correct than another? Could you build a model (either mathematical or conceptual) of what’s going on in your policy problem? Would such a model be able to answer “yes” to the questions Bunn and Chan pose?

November 2: No class; meet with advisor and seminar leader.

November 9: Making and selling policy recommendations; working with clients.

In this class, we will discuss working with clients, and steps to help your recommendations have an impact on policy. To make effective policy recommendations, it is essential to understand *who* has to decide in order for your recommendation to be implemented, and how the issues look from their perspective. What are their incentives? What are the priority issues they are grappling with? Would your recommendations help them address those priority issues, or make it more difficult for them to do so, or be basically irrelevant to those issues? If they would make things more difficult or are not relevant to the decision-makers’ priorities, how can you get their attention and convince them to act? What can you do in your PAE and your interactions with your client and others to increase the chance that your ideas will be adopted?

Throughout this process, establishing and maintaining a positive and professional relationship with your client will be key.

Required readings

Cheyenne Church, “Mind the Gap: Policy Development and Research on Conflict Issues,” Incore Report, The United Nations University, 2005.

<http://www.incore.ulst.ac.uk/policy/rip/RIP.pdf>

Listen to Haigh talk on working with clients:

https://knet.hks.harvard.edu/dp_student_affairs/ResearchMethods/Pages/Working-with-a-Client.aspx

Suggested (optional) readings

Bardach, Appendix D, pp. 145-151

Francis Gavin and James Steinberg, "Mind the Gap: Why Policymakers and Scholars Ignore Each Other, and What Should be Done About It," *Carnegie Reporter*, Vol. 6, No. 4 (Spring 2012), <http://carnegie.org/publications/carnegie-reporter/single/view/article/item/308/>

November 16: No class; meet with advisor and seminar leader.

November 23: THANKSGIVING

DUE, Wednesday, November 29: *PAE progress report and plan of action due by 5pm.*

November 30: Semester wrap-up, research, interviewing, and fieldwork issues

This class will be a general discussion of issues in PAE research and writing. We will do our best to answer any questions before break. The class will address issues regarding fieldwork, interviewing, and travel, and review key elements that make an effective PAE.

*** SPRING SEMESTER ***

January 25: No class, work on PAE

February 1: No class, work on PAE

DUE, Thurs. Feb. 8: *First Draft of PAE by 5:00pm to your faculty advisor and your PAC seminar leader (No class)*

The spring semester classes will focus on presentations and discussions of students' PAEs. Students will be divided into three groups for presentations. Each student is only required to be present the day they are presenting their PAE, though all students are invited and encourage to come to all the presentations.

During this period, students should also schedule a meeting with me (and at least one meeting with your advisor) to discuss your first draft.

February 15 Presentations Group 1

February 22 Presentations Group 2

March 1 Presentations Group 3

March 8 Other presentations

DUE, Tues., March 27: *Final PAE due by 5pm to me, your faculty advisor, and the MPP program office (L-133)*