

**POLI 265.01: International Political Economy (IPE)  
(Asynchronously Delivered)  
Fall 2022**

**Message from your professor: Life/College Balance, the Current Pandemics, and Self-Care:**

Whether it is family and relationship problems, working nearly full-time, depression, anxiety, problems related to alcohol or other drug use, sexual assault and/or the death of family and friends, I am aware of and sympathetic to the fact that college students experience these and other challenges that make it difficult to focus on academics.

If you experience one or more of these things during our class and you are struggling to complete coursework (or just need help), please communicate with me (you do not have to go into specific details). There are numerous resources that I can recommend to you and, to an extent, I can work with you on deadlines. Dr. Heath Hoffman with the Center for Academic Performance and Persistence (CAPP) has created a website containing resources relating to mental health, alcohol and other drug use, food and housing support, etc. That site can be accessed by [clicking on this hyperlinked text](#).

Professor: Dr. Hollis France  
Office Hours: by appointment via Zoom  
Email: [Franceh@cofc.edu](mailto:Franceh@cofc.edu)



**WHAT WILL WE LEARN:**

The study of International Political Economy (IPE) introduces students to the integral relationship between politics and economics; how politics influences economics and vice versa. While it is commonly agreed upon among IPE scholars that both political and economic forces shape the global economy, as political scientists, we are foremost focused on the power foundation upon which the global economy is constructed. As such this course seeks to explore the rules governing global exchange - where do they emerge from? Why are some societal groups winners and others losers when it comes to the rules? How are ideas and interests translated in the political process? What role do rules play in the creation of global institutions- IMF, WB, WTO? Overall, this course is concerned with the overarching question of power in the global economy, while simultaneously exploring who and what is privileged/made visible, and who and what is marginalized/made invisible in these power struggles.

**An important note:** This course will be challenging, requiring active participation, intellectual curiosity, time-management, and self-motivation. If you are unprepared to work hard and contribute to the class community, this is not a course for you. If, however, you *are* willing to fulfill expectations, then you may look forward to lively discussions, engaging assignments, and gaining knowledge that directly applies to your everyday life.

## COURSE OBJECTIVES:

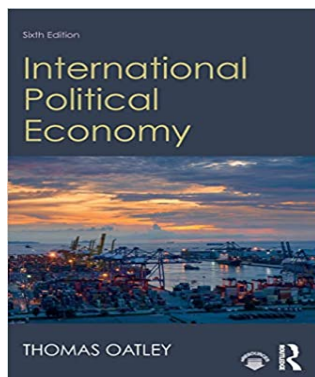
1. **FOREIGN LANGUAGE ALTERNATIVE:** This course has been approved to satisfy Category 2 of the Foreign Language Alternative program. Upon completion of this course, students will use models and theories to analyze a cross-cultural issue (program learning outcome 2)

2. **GENERAL COURSE OBJECTIVES AND SKILLS:**

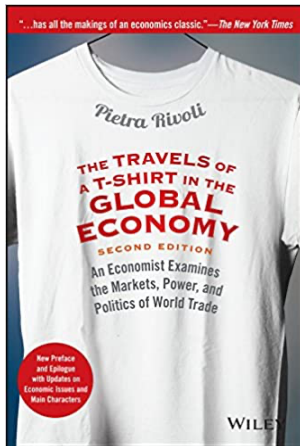
This course is designed with three primary objectives in mind:

- First to introduce students to the dynamic relationship between politics and economic:  
Assessed throughout the course
- Secondly to make students aware of the direct and indirect connections between IPE processes and their daily lives- what it means to live in a globalized world: Assessed through final IPE COVID-19 research project
- Thirdly, to develop and enhance the following skills:
  - \*\* reading and critical comprehension (Assessed through timely reading of texts, articles and short Discussion board activities)
  - \*\* effective writing and development of arguments (Assessed through essay exams, and research project)
  - \*\* comprehension of other's views and capacity to formulate, defend one's own position (through readings, discussions board exercises, extra-credit exercises, essay exams, and final research project)
  - \*\* library research and locating relevant sources (Assessed through preparing for final research project)
  - \*\* time management and personal responsibility (through set-up of entire course)
  - \*\* Critical analysis and thinking (Assessed through readings, discussion board activities, final research project, lectures on course material)

**Required Texts : Available online and at the College bookstore**



Thomas Oatley, International Political Economy 6<sup>th</sup> ed (New York)



Rivoli, Piertra, **The Travels of A T-Shirt in the Global Economy: An Economist Examines the Market, Power and Politics of World Trade.** *New Preface and Epilogue with Updates on Economic Issues and Main Characters*, **2nd Edition** :ISBN: 978-1-118-95014-2 (New Jersey: John Wiley & Sons, Inc. 2014)

(Additionally, extra material, such as assignment information and reading materials, will be available on OAKS)

**Class Organization:** As you will see below, I have broken the class down into discrete modules. Each module consists of assigned readings, short lecture(s), related assignments and sometimes videos that I ask you to watch. Each unit will open at 11.55 pm. on the day specified on the course outline and the due dates for assignments are listed in that outline as well.

Each module contains an OAKS checklist for the readings and assignments associated with that module. **The best way to stay on top of everything and do well in this class is to complete the items for each unit in the order in which they are listed on those checklists. Please pay particular attention to when modules open and close. Some modules require you to complete assignments within one week, while others require you to complete assignments within 3 days. Additionally, in some modules you must complete and submit the Homework questions before you can get access to the class lectures, which you must view before you can get access to the discussion board. Therefore, please plan accordingly by managing your time for working on assignments for this class.**

## **Student and Professor Responsibilities**

### **Technology Required for This Course:**

\*\*Hardware: You will need regular access to a computer with a reliable high-speed internet connection.

Software/Internet-Based Programs: Adobe Acrobat Reader, Zoom, OAKS, and your student/institutional Gmail.

This class will be administered through OAKS, the College of Charleston's learning management system. To access OAKS go to <http://my.cofc.edu> and login to My Charleston. The OAKS icon is the acorn located in the upper righthand corner of the screen. We will have office hours using Zoom (cofc.zoom.us).

If you feel uncomfortable with technology, the College offers several resources to help you develop your technological competency, in general, but specifically within the context of this online class. Visit <http://blogs.cofc.edu/studentreadinessforonlinelearning/> to access those resources.

If you have technical problems, please contact Student Computing Support or Helpdesk using these methods: [Student Computing Support](#) at 843-953-5457 or via email [studentcomputingsupport@cofc.edu](mailto:studentcomputingsupport@cofc.edu) or the [IT Helpdesk](#) at 843-953-3375 or [helpdesk@cofc.edu](mailto:helpdesk@cofc.edu). It's important to resolve technical problems swiftly, so do not delay getting support. Computer failure or unavailability does not constitute an excuse for not completing assignments.

## How should You communicate with Me?

Communication with me can occur via multiple platforms, including email or Zoom. A few procedures to keep in mind:

### *Ask Three, Then Me*

I receive hundreds of emails every week, many from students asking questions that could easily be answered by reading the syllabus or asking a classmate. Thus, before emailing me, please follow these steps:

1. Consult the class schedule and syllabus.
2. Check OAKS for announcements and instructions.
3. Confer with three classmates ([someone in the class might want to create a class group text/chat](#))

If you still don't know the answer to your question, you may email me. Please help me maintain my sanity by following these steps!

### *Email*

Most organizations are dependent on email for internal and external communications. The way you present yourself in emails says a lot about your work ethic and your priorities. Start practicing email etiquette now so that it will be second-nature when you enter the workforce.

- When corresponding with me, please:
  - include POLI 265 in the subject line
  - include a respectful greeting (e.g., "Hi Hollis" or "Dear Dr. France")
  - fully sign your name
  - use complete sentences
  - proofread your email
- Typically, I will respond to your email within 24 hours, although my response time will be slower on weekends (24-36 hours). I stop responding to emails after 10:00pm. If you do not receive a reply within 24 hours, please re-send your message (unless, of course, you haven't followed the "ask three, then me" policy).

### *Synchronous Meetings: Online Office Hours*

If an email will not suffice, I'd be happy to chat face-to-face via Zoom. Just because this is an online course does not mean I am unavailable to help you. So please do not hesitate to contact me.

## What do you expect from me?

I approach this class with an ethic of care, and I expect students to do the same. Thus, I take professionalism very seriously and I hope you will, too. A professional is emphatic, courteous, focused, motivated, and reliable. A professional also contributes to the community, whether that community is a classroom or workplace. In this course, being a professional involves several elements:

### Time Commitment (Attendance Policy)

**\*\*This is a full semester online course. We move quickly and cover a lot of material. Assume approximately 5-6 hours per week of active work in the course. Since we are not meeting face-to-face in person for class, I expect you to regularly (at least 2-3 times per week) login to OAKS to complete assignments, look for course updates (in the News section on the course homepage), complete readings, etc. Please also check your email regularly as I will send email updates to the group through OAKS to update you on class events and assignments.**

**\*\*Note:** Life often hits us with unforeseen circumstances that make it difficult for us to fulfill our obligations. If you find yourself in such a situation, contact me immediately to discuss options for completing the work for that week's unit. If you do not reach out to me before an assignment deadline, I will not extend the assignment deadline. So, you are responsible for making arrangements with me prior to the unit's deadline unless an emergency makes it impossible to do so. **Please make a note that the only assignment I will not allow a make on is the discussion boards.**

### Class Climate & Netiquette

- As stated on page 75 of the Student Handbook: "a college classroom requires a higher level of courtesy than many people exercise in ordinary public space. Everyone in a classroom is there for the purpose of learning, and no one should be able to deprive another person of the chance to learn. Expressions of rudeness and even carelessness degrade the high purpose of learning that should be paramount in a college classroom." This applies equally to the online classroom. Don't be a [troll!](#)
- To maintain a respectful and supportive environment, please uphold these rules of netiquette. [Netiquette](#) is network etiquette, the do's and don'ts of online communication.
  - **Be kind and ethical.** Avoid using sexist, racist, and homophobic language in your writing and speaking; it will not be tolerated. Ask yourself, "Would I say this to the person's face?" If the answer is no, rewrite. [I'm assuming here that you would not feel comfortable saying rude or harassing things to a person's face. . .]
  - **Be aware** of how your communication may be perceived by others. For example, if you use ALL CAPITAL LETTERS, will folks feel like you are angry or shouting? Or, if you have a dry sense of humor, will your sarcasm be evident, or might folks misinterpret your message?
  - **Be forgiving.** We all make communication faux pas, so ask clarifying questions rather than attacking. But if you experience any questionable or outright inappropriate behavior from your colleagues, please let me know.

- **Respect disagreement.** I expect everyone in the class to respect others' rights to speak, to listen attentively to what is said, and to use discretion and sensitivity when speaking. This does not mean you have to agree with everything said. Debate is a valuable component of a learning community. However, I expect you to be respectful of me and of your colleagues.
- **Share your knowledge.** As Bill Nye says, "everyone you will ever meet knows something you don't." You are an expert in something (perhaps many things), so if that expertise becomes relevant, share your knowledge!
- **Cite your sources.** When you share opinions, it's important to support your claims with sources. This doesn't mean that you must have a citation for *everything* you post but providing evidence will strengthen your arguments and will also provide additional resources for your colleagues. But whenever you are using the intellectual property of others, you must always cite your sources.
- **Intentional Civility.** We will practice intentional civility. Again, please be mindful of your discussion post. Consider the potential violence of cancel culture.
- **Help each other.** If you notice a colleague has asked a question or written about a problem, jump in and offer assistance.

[College of Charleston Honor Code and Academic Integrity](#): Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student's actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student, will be forwarded to the Dean of Students and placed in the student's file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration – working together without permission – is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted.

Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information stored on a cell phone), copying from others' exams or written assignments, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at

<http://www.cofc.edu/generaldocuments/handbook.pdf>

**COVID UPDATES, Procedures, Protocols and Policies:** Please consult and review the [Back on the Bricks](#) website for all information pertaining to COVID 19 protocols.

**Accommodations for Documented Disabilities:** The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104. You can contact Center at [SNAP@cofc.edu](mailto:SNAP@cofc.edu) or (843) 953-1431. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before any accommodation is needed.

**Center for Student Learning:** I encourage you to utilize the Center for Student Learning's (CSL) academic support services for assistance in study strategies, speaking & writing skills, and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. The CSL is located on the first floor of Addlestone Library and they can assist you with writing term papers, essays, letters, memos or book reviews from developing ideas and organizing materials to editing final drafts (in addition to other services). For more information regarding these services please visit the CSL website at <http://csl.cofc.edu>.

**Financial Challenges** Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (<http://studentaffairs.cofc.edu/about/salt.php>). Also, you can go to <http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php> to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need. Please also consider reaching out to me if you are comfortable in doing so.

**Inclusion:** The College of Charleston offers many resources for LGBTQ+ students, faculty and staff along with their allies.

[Preferred Name and Pronoun Information](#)

[On Campus Gender Inclusive facilities](#)

[Campus Resources](#)

[College of Charleston Reporting Portals](#)

[National Resources for Faculty & Staff](#)

[GSEC Reports](#)

[Documenting LGBTQ Life in the Lowcountry](#) (CofC Addlestone Library Special Collections Project)

[College of Charleston Quality Enhancement Plan \(QEP\)](#)

[Articles about CofC and LGBTQ+ Issues](#)

**Religious Accommodations:** **The** College of Charleston community is enriched by students of many faiths that have various religious observances, practices, and beliefs. We value student rights and freedoms, including the right of each student to adhere to individual systems of religion. The College prohibits discrimination against any student because of such student's religious belief or any absence thereof.

The College acknowledges that religious practices differ from tradition to tradition and that the demands of religious observances in some traditions may cause conflicts with student schedules. In affirming this diversity, like many other colleges and universities, the College supports the concept of “reasonable accommodation for religious observance” in regard to class attendance, and the scheduling of examinations and other academic work requirements, unless the accommodation would create an undue hardship on the College. Faculty are required, as part of their responsibility to students and the College, to ascribe to this policy and to ensure its fair and full implementation.

The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the College. Faculty members are expected to reasonably accommodate individual religious practices. Examples of reasonable accommodations for student absences might include: rescheduling of an exam or giving a make-up exam for the student in question; altering the time of a student’s presentation; allowing extra-credit assignments to substitute for missed class work or arranging for an increased flexibility in assignment dates. Regardless of any accommodation that may be granted, students are responsible for satisfying all academic objectives, requirements and prerequisites as defined by the instructor and by the College.

**Additional Student Support Services:** <http://capp.cofc.edu/Support%20Services/index.php>

**Additional Policies :**<http://policy.cofc.edu/policy.php#student> Veterans and active duty military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the instructor.

## How will I earn my grade?

College is designed to be challenging and grades are earned, not given.

- A grade of “C” is earned by students who complete average college work. Grades in the “B” range signify work that stands above the average. Grades in the “A” range are earned by students who do *exceptional* work and go ABOVE and BEYOND. Will you go above and beyond? I hope so and I want to help you achieve this!
- Students often expect a higher grade because they “worked hard.” This will be my response if you tell me you worked hard: “That’s fantastic! I hope you continue to work diligently. Let’s talk about strategies to make your efforts more successful.” I expect you to put forth considerable effort to produce work that reflects your intellectual and creative capabilities.
- If you are having difficulty with the class, please ask me for help. I want you to succeed, waiting until the end of the semester to express concern with your grade will not allow me to assist you.
- Typically, I use rubrics when I grade assignments. I will post these rubrics in OAKS so you can use them as checklists to ensure you have followed instructions.
- I also use the OAKS gradebook. You can always check for updates on your grade in OAKS.
- Please do not ask your parents to contact me regarding your grades. *You* are responsible for your grades, not your parents. Furthermore, federal legislation (FERPA) prohibits me from discussing your academic record with your family.

**Timeline for Receiving Grades and Feedback:** I try to grade students completed work as quickly as I can. However, I am also Chair of the Department of Political Science, and this involves a good bit of meetings and administrative work. My goal is to post your grade (usually along with feedback where applicable) in OAKS within one week after the



assignment due date. If you ever have questions about your grade and/or I have not provided much feedback do not hesitate to contact me with questions or a request for additional feedback.

**Course Requirements**

1. **Class Participation count for 20% of your final grade:** Discussion Boards.
2. **Homework Assignments count for 10% of your final grade:** Homework Study Guide Responses
3. **First Exam and Second Exam which will each count for 10 % of your final grade**
4. **Culminating Assessment counts for 20% of your final grade:** two essay questions
5. **IPE Everyday Life Research Project counts for 20% of your final grade.** The main purpose of the research project is to connect theory and practice. Student will demonstrate how an everyday object they use /practice they engage is connected to the workings of the global economy and or can be explained by IPE theories. Further detailed information on what is expected at each step of this research project can be found on OAKS.
6. **Check-in With Professor Via Zoom Twice.** Each student will check-in with the professor via zoom twice during the semester. Professor will make a schedule available for each student to sign up.

**Summary of Final Grade Calculation**

Participation	<b>20%</b>
Homework	<b>10%</b>
First Exam	<b>10%</b>
Second Exam	<b>10%</b>
Research Project	<b>20%</b>
Culminating Assessment	<b>20%</b> 2 short essays
Check-in with Professor twice	<b>10%</b> (5% Check-in via zoom between 9/16-10/12)  (5% Check-in via zoom between 11/2-11/18)

**Grading Scale : A: 100-94, A- : 93-90, B+: 89-87, B: 86- 83, B-: 82-80, C+: 79- 78, C: 77- 73, C-: 70-72, D+: 69-68, D: 67- 63, D-: 62-67, F: 59 + Below**

**Course Schedule of Readings and Assignments**

The topics and schedule below reflect a **preliminary** outline of the organization of our class. The topics are subject to change depending on students’ progress and expressed interests. The module “open” and “due” dates will largely remain unchanged. Please follow the **module checklists** in OAKS for a complete list of each module’s readings and assignments.

Instructor Reserves the Rights to Modify Course Schedule

<b>Module Number &amp; Topic</b>	<b>Assignment</b>	<b>Due Date</b>
<b>Module 1: Introduction and Syllabus</b>	<b>Please follow the Module 1 Checklist for readings and associated assignments</b>	<b>OPENS: Tues., 8/23, 12.01 am Due Date Fri., 8/26, 11.30 pm</b>
<b>Module 2: What is International Political Economy</b>	<b>Please follow the Module 2 Checklist for readings and associated assignments</b>	<b>OPENS: Fri., 8/26, 11.55 pm Due Date Wed., 8/31, 11.30 pm</b>
<b>Module 3: Travels of T-shirt into Global Economy begins Chapters 1 &amp; 2</b>	<b>Please follow the Module 3 Checklist for readings and associated assignments</b>	<b>OPENS: Wed., 8/31, 11.55 pm Due Date Fri., 9/2, 11.30 pm.</b>
<b>Module 4: Celebrating Labor Day</b>	<b>Please follow the Module 4 Checklist for readings and associated assignments</b>	<b>OPENS: Fri., 9/2 11.55 pm Due Date Mon., 9/5, 11.30 pm.</b>
<b>Module 5: Travels of T-shirt in Global Economy Chapters 3 &amp; 4</b>	<b>Please follow the Module 5 Checklist for readings and associated assignments</b>	<b>OPENS: Mon., 9/5 11.55, pm Due Date Wed., 9/7, 11.30 pm.</b>
<b>Module 6: The Political Economy of the World Trade System:</b>	<b>Please follow the Module 6 Checklist for readings and associated assignments</b>	<b>OPENS: Wed., 9/7 11.55 pm Due Date Wed., 9/14, 11.30 pm.</b>
<b>Module 7: Travels of T-shirt in Global Economy Chapters 5 &amp; 6</b>	<b>Please follow the Module 7 Checklist for readings and associated assignments</b>	<b>OPENS: Wed., 9/14 11.55 pm Due Date Fri., 9/16, 11.30 pm.</b>

Module 8: Travels of T-shirt in Global Economy Chapters 7 & 8	Please follow the Module 8 Checklist for readings and associated assignments	OPENS: Fri., 9/16, 11.55 pm Due Date Mon., 9/19, 11.30 pm.
Module 9: <b>First Exam</b>	Please follow the Module 9 Checklist for readings and associated assignments	OPENS: Tues., 9/20, 12.01 am Due Date Wed., 9/21, 11.30 pm.
Module 10: Society and State Centered Approaches to Trade Politics	Please follow the Module 10 Checklist for readings and associated assignments	OPENS: Wed., 9/21, 11.55 pm Due Date Wed., 9/28, 11.30 pm.
Module 11: T-shirt in Global Economy Chapters 9 & 10	Please follow the Module 11 Checklist for readings and associated assignments	OPENS: Wed., 9/28, 11.55 pm Due Date Fri., 9/30, 11.30 pm.
Module 12: T-shirt in Global Economy Chapters 11 & 12	Please follow the Module 12 Checklist for readings and associated assignments	OPENS: Fri., 9/30 11.55 pm Due Date Mon., 10/3, 11.30 pm.
Module 13: Trade and Development: ISI & Economic Reform	Please follow the Module 13 Checklist for readings and associated assignments	OPENS: Mon., 10/3, 11.55 pm Due Date Mon., 10/10, 11.30 pm.
Module 14: <b>Second Exam</b> <i>(Module 22: IPE Research project guidelines also Opens)</i>	Please follow the Module 14 Checklist for readings and associated assignments	OPENS: Tues., 10/11, 12.01 am Due Date Wed., 10/12, 11.30 pm.
Module 15: The Politics of MNC's in the Global Economy	Please follow the Module 15 Checklist for readings and associated assignments	OPENS: Wed, 10/12, 11.55 pm Due Date Wed., 10/19, 11.30 pm.
Module 16: Developing Countries and International Finance	Please follow the Module 16 Checklist for readings and associated assignments	OPENS: Wed, 10/19, 11.55 pm Due Date Wed, 10/26, 11.30 pm.
Module 17: 2008 Global Financial Crisis	Please follow the Module 17 Checklist for readings and associated assignments	OPENS: Wed, 10/26, 11.55 pm Due Date Wed, 11/2, 11.30 pm.
Module 18: T-shirt Journey into Global Economy: Chapters 13 &14	Please follow the Module 18 Checklist for readings and associated assignments	OPENS: Wed, 11/2, 11.55 am Due Date Fri, 11/4, 11.30 pm.

<b>Module 19: T-shirt Journey into Global Economy: Chapters 15 &amp; Conclusion</b>	<b>Please follow the Module 19 Checklist for readings and associated assignments</b>	<b>OPENS: Fri, 11/4, 11.55 pm</b> <b>Due Date Fri, 11/11, 11.30 pm.</b>
<b>Module 20: Achievements and Challenges to the global Capitalist Economy</b>	<b>Please follow the Module 20 Checklist for readings and associated assignments</b>	<b>OPENS: Fri, 11/11, 11.55 pm</b> <b>Due Date Fri, 11/18, 11.30 pm.</b>
<b>Module 21: Culminating Assessment: 2 Essay Questions</b>	<b>Please follow the Module 21 Checklist for readings and associated assignments</b>	<b>OPENS: Fri, 11/18, 11.55 pm</b> <b>Due Date Fri, 12/2, 11.30 pm.</b>
<b>Module 22: IPE Everyday Life Research Project</b>	<b>Please follow the Module 22 Checklist for readings and associated assignments</b>	<b>OPENS: Tues, 10/11, 11.55 pm</b> <b>Due Date Fri, 12/9, 11.30 pm.</b>