

# HY 301 | Syllabus

## Basic Information

**HY 301I**

**Online**

**Fall 2020**

**Jennifer Ricker**

**[rickerj@husson.edu](mailto:rickerj@husson.edu)**

**No Office**

**Office Hours By Appointment**

## Course Description

This course is a global history of the modern world: the world of the present century. It will benefit students of International Trade and Foreign Commerce. You will be able to choose to focus your work in this course in an area related to your Major. Also those generally interested in contemporary history should enjoy the course.

## Textbook & Required Materials

**Required Text (s):**

Duiker, William J. *Contemporary World History*. 6<sup>th</sup> Ed. Cengage Learning, Stamford, 2015.

Esposito, John L. *Who Speaks for Islam? : What a Billion Muslims Really Think*. New York, N.Y. :Gallup Press, 2007.

Patel, Rajeev Charles. *Stuffed and Starved: The Hidden Battle for the World Food System*. Brooklyn, N.Y.: Melville House Pub., 2007.

**Additional Required Readings:**

Posted on Canvas

## Evaluation and Grading

I use the standard Husson grading scale outlined in the student handbook.

- Exam 1: 15%
- Exam 2: 15%
- Essay 3: 15 %
- Discussions (6) 25% (combined)
- Reading Responses (6): 30% (combined)

## Course Objectives

1. Students will develop and persuasively present a historical thesis through a series of three written assignment that identifies and explains a significant social, economic, political and/or cultural historical themes or patterns in 20th Century world history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
2. Students will describe and explain how ideas about liberalism, nationalism, hostile nationalism, imperialism, and industrialism found expression in the development of cultural values, political institutions, and identities around the world.
3. Students will describe and explain interpretations and debates over rights, liberties, and definitions of citizenship have affected values, politics, and societies around the world
4. Students will describe and explain how different group identities, including racial, ethnic, class, gender, and regional identities, have emerged and changed over time.
5. Students will explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments around the world.
6. Students will use the past to provide context and explain key events in the modern world.
7. Students will explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.

## Canvas Information

Canvas is the where course content, grades, and communication will reside for this course.

- [husson.instructure.com](https://husson.instructure.com)
- For Canvas, Passwords, or any other computer-related technical support contact the [Husson Help Desk](#).  
(<https://www.husson.edu/student-life/technology/help-desk/>)
  - (207) 973-1000
  - <https://helpdeskticket.husson.edu/> [.\(https://helpdeskticket.husson.edu/\)](https://helpdeskticket.husson.edu/).

## Attendance Policy

The general Husson University Policy is that Students are expected to attend all scheduled class sessions for courses in which they are enrolled and to be responsible for all coursework. The only recognized absences are those that are the consequence of family or personal emergencies, or extended illness that results in confinement or hospitalization. Proof of the validity of a particular class absence may be required of a student by an instructor. The decision as to whether or not a student may make up class work, quizzes or examinations missed while absent is exclusively that of the course instructor.

This is an online, discussion based course. You are expected to log in and participate in some aspect of the course at least three times a week. Attendance in online courses is demonstrated in a variety of ways such as by submitting academic assignments, taking exams, engaging in interactive tutorials or computer-assisted instruction, participating in online discussions about academic matters, or initiating contact with the faculty members to ask questions about the academic content of the course.

Husson University policy requires that faculty keep attendance records. When students are absent from either more than 15% of the scheduled class meetings for a semester **or more than the number of absences allowed per the syllabus for a specific course**, faculty may award the grade of "X" and deny course credit for excessive absences. It is recommended that faculty inform students when they are in danger of losing credit due to excessive absences.

Students must log in at least once a week at a minimum but multiple logins are highly recommended to satisfy academic obligations. Any students who begins active participation but does not log in to their course(s) for 7 consecutive calendar days, or as outlined in the course syllabus, may be assigned a grade of "X" (Failure for excessive absences).

*Please note: Absences do not constitute a withdrawal. Students formally withdraw from classes only by submitting a Course Withdrawal Form available from the Registrar's Office or at [go.husson.edu](http://go.husson.edu).*

## Academic Honesty

Students and faculty in colleges and universities seek new knowledge and insights. There is so much to learn and know that we must build on the work of each other. Academic integrity is essential to that building process. We rely on each other, therefore, to specify what we know, how we know it, or where we found it. Underlying this reliance is an obligation to be honest, forthright, and civil in all dealings with fellow student, staff, and faculty. Behavior inconsistent with these obligations in the context of this course will not be tolerated.

Cheating, plagiarism, fabrication, falsification, collusion, and assaultive, demeaning or disruptive behavior are all examples of behavior that fall below the norms of academic integrity. [Optional: A student who engages in any such behavior will receive, at a minimum a grade of “F” in the pertinent assignment. The student may also have his or her final grade reduced by one or more grade points or be immediately dismissed with a failing grade from the course. Such behavior may also result in additional penalties, including suspension or dismissal from the student’s program, School, or the University, and may delay or prevent professional licensure.]

If the instructor for this course determines that a violation of academic integrity has occurred, the instructor will record the finding in a report and meet with the student to discuss the findings and proposed sanctions. The student may appeal the findings to the Dean of [according to the course] within 10 business days of the scheduled meeting with the instructor. Uncontested sanctions or those supported by the Dean will become a matter of record on the student’s file and be retained for the duration of the student’s attendance at Husson.

## Students with Disabilities

Husson University reasonably accommodates those who request accommodations and provide evidence of a disability. Such efforts are in accordance with the Americans with Disabilities Act of 1990 as amended by the ADA Amendments Act of 2008. In order to request disability-related services at Husson, students must self-identify to the Disability Services office within the Center for Student Success, and they must provide appropriate and up-to-date documentation to verify their disability or special needs. Notice to other departments, faculty or staff, does not constitute self-identification to the University.

After the accommodations have been approved, the student must notify the instructor by providing the accommodation plan. Depending upon the nature of the request, the instructor may then coordinate with Center for Student Success to fulfill the plan. If you have any questions regarding reasonable accommodations or need to request disability-related services, please contact the Center for Student Success, located in Peabody Hall room 208, or call (207) 992-1934, or e-mail [studentsuccess@husson.edu](mailto:studentsuccess@husson.edu) (<mailto:studentsuccess@husson.edu>).

## Sexual Assault/ Misconduct

Administration, faculty and staff at Husson University are interested in the intellectual, physical, and emotional well-being of its students. At the University faculty members are considered “responsible employees” under the regulations of Title IX and are therefore required to report incidences of sexual assault and/or misconduct. This reporting obligation pertains to incidents that have been observed as well as those that have been heard. Because advisors, faculty, and staff must report such matters, the ability of these individuals to maintain the confidentiality of information provided is limited. Confidentiality can be maintained through Husson University Counseling Center. The Husson University community encourages students to advance a culture of safety and concern for others.

For further information regarding resources available to students and policies regarding sexual misconduct, please visit: <http://www.husson.edu/title-ix> [\\_\(http://www.husson.edu/title-ix\)](http://www.husson.edu/title-ix)

## Non-Discrimination

Husson University is committed to maintaining an environment that is free from unlawful harassment and discrimination of all kinds and prohibits discrimination against or harassment of any individual or group on the basis of race, color, sex, sexual orientation, gender identity and/or expression, religion, ancestry or national origin, age, physical or mental disability, citizenship, veteran status, or any other applicable legally protected status in matters of admissions, employment, housing, or services in the educational programs or activities it operates. Consistent with this commitment, as well as federal and state laws, Husson University does not tolerate unlawful discrimination or harassment in any form.

## Religious Observance Policy

Husson University recognizes that the student body includes adherents of many faiths, and that observance of religious holidays is an important part of religious practice. In support of this sentiment, any student who is unable to attend classes or to participate in any examination, study, or course requirements on a day of observance because of his or her religious belief, shall be provided with an opportunity to make up the course requirements so long as the effort to do so does not create an unreasonable burden upon the instructor, department or the University. The student must provide advanced notice as established in the syllabus such that the instructor has adequate opportunity to prepare for a makeup. At the discretion of the instructor, the occasion for making up coursework could occur prior to the examination or due date of the assignment. No adverse or prejudicial effects shall result to a student's grade for the examination, study, or course requirement on the day of religious observance because he or she relies upon these provisions. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.

## Consent to Use Data for Research

Your assessment data, which can include exams and quizzes, may be used for research on how students learn, and how to improve instruction. Any data used for research purposes would be deidentified and no names would be used in publications. If you have questions/concerns or do not want your coursework used for research purposes, please contact your instructor. Note that consent is not needed for internal use of data for purposes such as assessment validation or course improvement.

## Instructor Discretion to Modify the Syllabus

The instructor has the authority to modify the syllabus based on (her/his) determination that such changes would better meet the learning objectives of the course. It is the responsibility of the student to maintain awareness of those modifications and note them as necessary. The instructor also has full discretion to determine the extent to which (if at all) technology will be used and/or available within the classroom. Such determination could be based on technology as a learning tool or simply to minimize distractions among students.

## Center for Student Success

The Center for Student Success in 208 Peabody Hall offers an integrated academic services center, which includes the following departments:

- **Academic Services**

The Academic Services staff members serve as advisors to students who have not yet declared a major area of study (Undeclared) and provide advice and guidance on academic requirements to all students. They offer assistance with study skills and time management, as well as coordinating appointments with tutors in the Learning Center and Writing Center. Academic Services staff can advise students every step of the way from declaring a major, to registering for classes, to preparing to graduate.

- **Career Services**

Husson Career Services helps students and alumni make informed career decisions, connect with employers, pursue further education, and develop their professional lives and goals. They provide guidance on careers, majors, internships, job searching, graduate school advising, using social media, and much more. Get started by signing up on the Husson Eagle Career Link through the College Central Network where jobs, internships, and all Career Services events are posted.

- **Disability Services**

Disability Services staff work with students who have all types of disabilities to make sure they have equal access to a Husson education. To receive accommodations, a student must provide documentation of a qualifying disability and initiate contact with Disability Services. The reasonable accommodations determined by the Disability Services office cannot substantially alter the course or program requirements. For out-of-classroom experiences, accommodations are reevaluated and do not necessarily match classroom accommodations.

- **International Student Services**

International students will find a full range of support and advocacy services within the Center for Student Success. A designated Student Success Advisor will assist international students in academic as well as personal advising, as well as facilitating contact with the Learning or Writing Centers. Additionally, international students can access Immigration and Visa Services, orientation programming, peer mentors, and Career Services through their Student Success Advisor.

- **Learning Center**

The Learning Center is a student-central resource dedicated to providing tutoring for both general undergraduate classes and degree-specific courses. The atmosphere is laid-back, with both peer tutors and faculty tutors available to help. Classes tutored include: anatomy and physiology, chemistry, algebra, probability and statistics, physics, psychology, and Spanish. Classes are added to the tutoring schedule as need dictates. Supplemental Instruction is also offered in many science classes, again as dictated by student need.



- **Writing Center**

The Writing Center is geared towards all things writing: composition, the creative process, grammar and even style. Writing consultants can help with inventing, organizing, and revising documents to meet the specific requirements established by courses. Throughout the term, the Writing Center also conducts informational workshops, such as how to use APA citation format. Information regarding these workshops is posted outside the Writing Center.

- **Online Tutoring**

If you are enrolled in one of Husson University's extension campuses or online courses and need to access a tutor, please use the appropriate link below to set up an appointment.

For an appointment with a Writing Consultant, please email: [writingcenter@husson.edu](mailto:writingcenter@husson.edu)

For an appointment with a tutor in the Learning Center, please email: [learningcenter@husson.edu](mailto:learningcenter@husson.edu) (<mailto:learningcenter@husson.edu>)

## General Education Course Information

This course is part of the General Education program at Husson University. Successful completion of General Education courses is an essential component of each undergraduate program. General Education courses provide basic knowledge and skills that subsequent professional programs build upon. In addition, general education courses offer students opportunities to explore topics of interest with expert guidance. The greater academic community promotes, and employers value, learning outcomes and skills obtained from General Education. Instructors and advisors throughout Husson University collaborate to foster an understanding and appreciation of General Education.

For syllabi in professional programs, program faculty might choose which General Education objectives they will build on:

This course will draw on much that you have learned in General Education courses. Specifically, you will be asked to [instructor chooses from this list or adds to it]:

- read materials with comprehension,
- write clearly,
- cite sources in accord with the \_\_\_\_ style sheet,
- document all uses of material you did not invent yourself,
- present material orally so that it is clear and comprehensible,
- contribute to small-group and team work projects,
- think critically about all material received or presented through methods including historical and analytic,
- employ evidence-based reasoning,
- carry out studies in accord with generally accepted scientific or social-scientific methods,
- demonstrate an understanding of the psychology of audiences for your work,
- employ quantitative methods when appropriate (mathematical and statistical),
- demonstrate an understanding of cultures other than your own and a sensitivity to the views of people different from you, and at all times behave like the professional you aspire to be.”

### **. Specifics Pertaining To Class Scheduling and Material Covered**

Tentative Class Schedule (subject to change at instructor’s discretion):

\*All class meetings, topics, and assessments are subject to change at the discretion of the faculty.

\*\* Two supplementary books, *Who Speaks For Islam* and *Stuffed and Starved*, are extra credit readings every week. These will be due no later than your weekly assignment. If you incorporate a solid paragraph in each week’s Assignment, or their ideas/examples into the assignment itself (which would be awesome) you will earn extra credit points (1-5, depending on strength of paragraph or incorporation into assignment).

<p>Unit 1 – August 31, 2020 – September 5. Read and Complete Module Unit 1.1, 1.2 , 1.3 and instructions on 1.4</p>	<p><b><u>Introduction to the course, identify key terms like Colonialism History , Enlightenment, and Industrialization</u></b></p>	<p><u>Read Chapter 2 Duiker,</u> <u>Introduction of Who Speaks for Islam by Esposito.</u> (Extra Credit summary on introduction or incorporated into assignment will earn 5 bonus points if done well – subject to same rubric for assignments, see above).</p> <p>-</p>	<p><b>Understand the difference between Colonialism and Imperialism, Socialism, Communism, and Social Darwinism, the spread of Industrialization</b></p>	<p><b>Complete Assignment 1.3 on Nationalism.</b></p>
<p>September 7 – 12. See Canvas for Jen’s Lecture</p>	<p><b>Imperialism, Capitalism and Alternatives</b></p>	<p><u>Read Chapter 1 in Duiker,</u> <u>Chapter 1 from Esposito</u>  <b><u>See Canvas for Additional Readings</u></b></p>	<p><b>How Racism influenced Colonialism, Imperialism, and Capitalism</b></p>	<p><b>Analysis of Major points from Smith, Spencer, and Marx and Extra Credit due</b></p>

**from Adam  
Smith,  
Herbert  
Spencer, and  
Karl Marx**

**September 12,  
2020.**

**September 14**

**- 19:**

**How the  
Colonizers  
used these  
beliefs on those  
they conquered  
and controlled.**

**Re-Read  
Chapter 2 in  
Duiker, Read  
Chapter 2  
from *Who  
Speaks for  
Islam***

**Understand all  
Nationalism is  
exclusionary,  
and by its  
nature,  
discriminatory.**

**Complete  
Imperialism  
Reading  
Assignment  
Unit 1. 5 Due  
September 19,  
2020.**

**September 21  
– 26, 2020. See  
Jen's Lecture  
on Canvas**

**Two Examples  
of the  
Colonized  
responded to  
the invasions.**

**Read Chapter  
3 in Duiker,  
Read chapter  
3 in Esposito**

**China Crippled  
and the  
success of  
Imperial Japan**

**The Realities of  
World War Due  
September 26,  
2020.**

**September 28 World War I  
– October 3**

**See Unit 1.6 –  
1.8**

**Read Chapter  
4 in Duiker  
and Read  
Chapter 4 in  
Esposito**

**Unresolved  
Conflicts and  
Consequences  
of WWI. How  
WWI spread  
nationalism to  
Africa, Asia,  
and Latin  
America**

**Discussion  
Topic on  
Versailles due  
October 3,  
2020.**

<b>October 5 – 10, 2020</b>	<b>How World War I Changed the World Forever.</b>	<u>Read Chapter 5 in Duiker and Read Chapter 5 from <i>Who Speaks For Islam</i></u>	<b>How the mistakes of World War I , or unresolved conflicts, led to World War II</b>	<b>Exam 1 Due October 10, 2020.</b>
<b>See Canvas for Jen’s Lecture</b>				
<b>October 12 – 17</b>	<b>Interwar Years, Nationalism, Dictatorships, and Woman’s Place</b>	<b>Read Introduction in Stuffed and Starved, review first four subsections in Unit 2. The Rise of Dictatorships in the “West”, Not So Communist Soviet Russia</b>	<b>How Dictatorships evolved out of continued competition for Colonial control.</b>	<b>Complete Necessitous Man Unit 2. 4 Assignment Due October 17, 2020</b>
<b>Begin Unit 2 up to Necessitous Man Assignment.</b>				
<b>October 19 –24, 2020</b>	<b>Interwar Years in the Colonies</b>	<b>Re-read Chapter 5 in Duiker and Chapter 2 in</b>	<b>The Colonized learn “national” identities out of the crises.</b>	<b>Interwar Era Assignment Due October 24, 2020</b>
<b>Unit 2.4 &amp; 2.5</b>				

***Stuffed and  
Starved.***

**October 26 –  
October 31,  
2020 Finish  
Unit 2**

**World War II**

Read Chapter  
6 in Duiker,  
and Chapter 3  
in *Stuffed and  
Starved*

**The Many  
Aspects of the  
deadliest war in  
Human History.**

**Complete  
World War II  
Discussion by  
Wednesday and  
Exam II by  
October 31,  
2020.**

**November 2 –  
November 7**

**Begin Unit 3.  
Review  
Subsections 1  
& 2 and  
complete The  
(First) Cold  
War  
Assignment**

**Cold War takes  
Shape**

Read Chapter  
7 - 8 in Duiker  
& Chapter 4  
from *Stuffed  
and Starved*

**The realities of  
the ideological  
differences that  
divided the  
world ever  
more after  
World War II.**

**First Cold War  
Assignment  
due November  
7, 2020.**

**November 9 –  
14  
  
Continue Unit  
3. 4 and  
Second  
Assignment**

**Cold War  
Continued;  
Case Study  
Containment  
and Korean War**

Read Chapter  
9 & 11 in  
Duiker and  
Chapter 5  
from *Stuffed  
and Starved*

**The tricky  
Alliances that  
evolved during  
the Cold War**

**Post War  
Alliances due  
November 14,  
2020**

## on Post War Affluence

See Jen's  
Lecture on  
Containment

November 16 –  
21

Unit 3.4 and  
Decolonization

See Jen's  
Lecture on  
Vietnam

Struggles for  
Independence  
Case Study:  
Vietnam

Read  
Chapters 13  
& 14 in  
Duiker and  
Chapter 6  
from *Stuffed  
and Starved*

Decolonization  
Assignment  
due November  
21, 2020

November 23 –  
28 2020

See Unit 3.5  
and Jen's  
Lecture

Post Cold War  
Case Study:  
China  
Transformed

Read Chapter  
12 & 15 in  
Duiker and  
Chapter 7 in  
*Stuffed and  
Starved*

Challenges of a  
truly Global  
Community

The Post Cold  
War World  
Assignment  
Due November  
28, 2020

November 30 – The World  
December 5, Today  
2020.

Where we  
Stand.

Read Chapter **Review and**  
16 from Duiker **Reflection**  
and Chapter  
8 -  
Conclusion  
*Stuffed and*  
*Starved.*

How the 20<sup>th</sup>  
century has  
shaped the 21<sup>st</sup>  
century.

**See Jen's  
Lecture**

**December 7 -  
11**

**Final Exam**

**Final Exam  
Week (TBD)**

1. Mapping

Course Outcomes	Gen Ed Outcome	Assessment
SLO 1-7	Students will be able to identify, explain, and apply a wide variety of fundamental human perspectives: global, historical, cultural, racial, gendered, social, economic, religious, political, and geographical--through studies in the humanities, social sciences, arts, math, and science.	Essays and Exams
SLO 1	Students will demonstrate capacity to gather, analyze,	Reading Response Assignments



interpret, and articulate  
quantitative and qualitative  
information and results.

The following will be the grading rubric used for all assignments in the course. Multiplied when/where appropriate.

Graded	5 points	4 points	3 points	2 points	1 point
Introduction with Thesis	Clear introduction that explains the points analyzed, evidence used, and thesis that explains the overall assessment	Good introductory paragraph, has thesis but could be more precise as to the content of the assessment	Has an introduction but is missing specific contextual information, with weak thesis.	Short introduction that is missing content and/or thesis statement	No introduction or thesis statement
Analysis	Excellent analysis of documents and readings. Develops	Good analysis of documents and readings. Arguments could use	Summarizes some information, but lacks clear direction of	Brief, little analysis of readings. Summarized but does not	Did not use material assigned

	solid argument to connect various points. Flows easily between points (good transitions)!	more direction but most information is presented and analyzed	points made, and visible points that would have made for stronger analysis missing	articulate points.	
Evidence	Uses all or most of the sources to validate analysis, which strongly support thesis and introduction	Uses most or some of sources to validate assessment and supports thesis and introduction	Uses some or little evidence to validate assessment but does not or is not strongly supporting thesis	Little evidence, does not support thesis	No evidence, not thesis or support of introduction
Organization	Information is organized in paragraphs that begin with a sentence that identifies the topic of the paragraph, and then transitions to	Information is mostly organized in paragraphs, some transitions from paragraphs could be improved	Information is presented in paragraphs but sometimes overlap or do not transition well from one to the next	Ideas not organized and do not transition well from one paragraph to the next	Lacks multiple paragraphs to assess.

next  
paragraph at  
end of  
paragraph  
smoothly.











Conclusion	Excellent assessment paragraph that summarizes main points, and how these points demonstrate the overall critique of the readings	Very good assessment paragraph that summarizes most of the main points and how these bear out the overall analysis	Good assessment paragraph, but only restates (uses same words) as thesis or evidence presented to close assignment.	Poor assessment of paragraph that only restates the thesis or some of the points in analysis	Lacks final paragraph or main points of assessment.
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


Instructor's Note on Professionalism in writing and communicating: This course is a safe space for everyone. Please remember to use professional language. Derogatory terms will not be tolerated and receive zeroes for non-compliance and violate Husson's Academic Integrity policy which follows the same penalties for Academic Dishonesty.

[J Ricker Course Syllabus HY 301I FALL 2020.docx](#) 

## Course Summary:

Date	Details	
Sun Sep 6, 2020	 <a href="#">Nationalism</a> ( <a href="https://husson.instructure.com/courses/1756995/assignments/12282818">https://husson.instructure.com/courses/1756995/assignments/12282818</a> )	due by 11:59pm

Date	Details	
Fri Sep 18, 2020	 <a href="#">Capitalism, Social Darwinism, and Communism</a> ( <a href="https://husson.instructure.com/courses/1756995/assignments/12492905">https://husson.instructure.com/courses/1756995/assignments/12492905</a> )	due by 11:59pm
Wed Sep 23, 2020	 <a href="#">Imperialism</a> ( <a href="https://husson.instructure.com/courses/1756995/assignments/12282816">https://husson.instructure.com/courses/1756995/assignments/12282816</a> )	due by 11:59pm
Sun Sep 27, 2020	 <a href="#">World War I</a> ( <a href="https://husson.instructure.com/courses/1756995/assignments/12282822">https://husson.instructure.com/courses/1756995/assignments/12282822</a> )	due by 11:59pm
Sun Oct 4, 2020	 <a href="#">Russia and Versailles</a> ( <a href="https://husson.instructure.com/courses/1756995/assignments/12282815">https://husson.instructure.com/courses/1756995/assignments/12282815</a> )	due by 11:59pm
Sun Oct 11, 2020	 <a href="#">Exam 1</a> ( <a href="https://husson.instructure.com/courses/1756995/assignments/12282809">https://husson.instructure.com/courses/1756995/assignments/12282809</a> )	due by 11:59pm
Sun Oct 18, 2020	 <a href="#">The Necessitous Man</a> ( <a href="https://husson.instructure.com/courses/1756995/assignments/12282821">https://husson.instructure.com/courses/1756995/assignments/12282821</a> )	due by 11:59pm
Sun Oct 25, 2020	 <a href="#">the Inter-war Era</a> ( <a href="https://husson.instructure.com/courses/1756995/assignments/12282820">https://husson.instructure.com/courses/1756995/assignments/12282820</a> )	due by 11:59pm
Wed Oct 28, 2020	 <a href="#">World War II</a> ( <a href="https://husson.instructure.com/courses/1756995/assignments/12282814">https://husson.instructure.com/courses/1756995/assignments/12282814</a> )	due by 11:59pm
Sun Nov 1, 2020	 <a href="#">Exam 2</a> ( <a href="https://husson.instructure.com/courses/1756995/assignments/12282810">https://husson.instructure.com/courses/1756995/assignments/12282810</a> )	due by 11:59pm
Sun Nov 8, 2020	 <a href="#">The Cold War</a> ( <a href="https://husson.instructure.com/courses/1756995/assignments/12282819">https://husson.instructure.com/courses/1756995/assignments/12282819</a> )	due by 11:59pm

Date	Details	
Sun Nov 15, 2020	 <a href="#">Post War Western Affluence</a> ( <a href="https://husson.instructure.com/courses/1756995/assignments/12282813">https://husson.instructure.com/courses/1756995/assignments/12282813</a> )	due by 11:59pm
Sun Nov 22, 2020	 <a href="#">Decolonization and Collapse of the Iron Curtain</a> ( <a href="https://husson.instructure.com/courses/1756995/assignments/12282817">https://husson.instructure.com/courses/1756995/assignments/12282817</a> )	due by 11:59pm
Sun Nov 29, 2020	 <a href="#">The Post Cold War World</a> ( <a href="https://husson.instructure.com/courses/1756995/assignments/12282812">https://husson.instructure.com/courses/1756995/assignments/12282812</a> )	due by 11:59pm
Tue Dec 8, 2020	 <a href="#">Exam 3</a> ( <a href="https://husson.instructure.com/courses/1756995/assignments/12282811">https://husson.instructure.com/courses/1756995/assignments/12282811</a> )	due by 11:59pm