

Were Industrialization's Gains Worth the Societal Costs?

HAVE ETHICS GONE AWRY?

(RGST 190GA)



A CONTRAST OF 2 ERA's

DESCRIPTION: *Ever wonder how we got to now?* Many socio-economic challenges are traceable to the "Gilded Age (1865-1900)" when the U.S. grew from a fledging agrarian society to a major industrial power. This discussion-based course balances theory with application to explore:

- Whether the gains of Industrialization were worth the societal costs?
- Were "Divine Providence" and "Manifest Destiny" doctrines misused to exploit immigrants, workers, indigenous and people of color?
- Were the renown industrialists who built this nation actually Robber Barons?
- How can students hone their presentation skills to more effectively engage and persuade?

Join us as this course may change your perspective forever!

COURSE GOALS: By the end of this course you will be able to:

- Practice CRITICAL THINKING by questioning common wisdom, forming your own opinions, and defending those opinions;
- Develop advocacy skills to effectively convey your passion, inspire, persuade and motivate toward discussion of your key points;

REQUIRED READINGS: Readings are divided into 2 groups as detailed on page 2.

- *Theoretical Foundation:* Provided on Gaucho Space, all students responsible to read weekly;
- *Application:* Indicated books must be acquired by assigned team in a given week; will present highlights and stimulate discussion.

COURSE REQUIREMENTS: Class meets twice weekly. Upper division students from all majors are welcome, an appreciation of basic economic principles and exposure to macro-economics a plus.

EVALUATION: Attendance and class participation are essential to optimize this course's benefits. Students are assigned one "application" presentation as part of a 3 or 4-student team basis.

- *Application Presentation (25%):* Team-Present one of the readings listed (next page)
 - For each presenter, submit a 1-page outline or write up due on day of presentation;
- *Class Participation (25%):* Be an active listener, participant and discussion facilitator;
- *Homework (25%):* Brief weekly reflections and case study assignments that will reinforce assigned readings;
- *FINAL (25%):* Multiple Choice and Short Answer word problems.

HISTORICAL FOUNDATION

CONTEMPORARY APPLICATION (Most Recent Editions)

Class Required Reading (Provided on Canvas)

Team Assigned Reading (Need to be Purchased)

Week One: **What Did Lincoln's Death Mean to the Nation and Reconstruction?**

Week Two: **Reconstruction: Were the Results Worth a War?**

Week Three: **Industrialization: Were the Benefits Worth the Corruption?**

Week Four: **Robber Barons: Did Their Contribution Offset Their Societal Harm?**

Week Five: **Labor: Are Employers Obligated to Pay a Living Wage?**

Week Six: **Immigration: When Do Newcomers Deserve Acceptance?**

Week Seven: **Economics: How Did Laissez Faire Contribute to Crises?**

Week Eight: **Indigenous People: How Does Their Treatment Compare to Genocide?**

Week Nine: **Progressive Era: Was It Successful?**

Week Ten: **Progressivism: Did it Have to End?**

FINAL EXAM:

Racial Equity

Enduring Legacy: Rhetoric and Ritual of the Lost Cause by Stuart Towns

Government Equity

The Fourth Industrial Revolution by Klaus Schwab

Business Equity

How Big Tech Barons Smash Innovation by Ariel Ezrachi

Labor Equity

Making the Global Economy Work for Everyone by Marco Magnani

Immigration Equity

A Nation of Immigrants by Susan Martin

Economic Equity

Games of Greed: Excess, Hubris, Fraud & Theft on Main Street & Wall Street by Torsten Dornin

Social Equity

Native America & Questions of Genocide by Alex Alvarez

Legacy Equity

Hitler's American Model by James Whitman

Political Equity

The Upswing: How America Came Together a Century Ago & How We Can Do It Again by Robert Putnam

EXPECTATIONS: Students who excel in this course will:

- Demonstrate commitment to inquisitive thinking and insightful reflection;
- Be open to new ideas and be supportive of those offered by fellow students;
- Take initiative to facilitate class discussions.

If at any point I sense that students are not doing their part in readings and participation, I reserve the right to modify this syllabus based on our in-class experience and to conduct pop-quizzes depending on class participation. These will be integrated into the course grade. Be respectful of instructor and students during discussions. No acceptance of late papers or presentations.

WORKLOAD: The course starts out at a brisk pace and uses that early material as a base to build your learning. Students are expected to “hit the ground running” with course readings and class participation as it will be near impossible to “slough off” at the beginning and catch up later.

ACADEMIC INTEGRITY: It is expected that you will work with other students on team and individual projects. However, benefiting from another student’s work without your own contributions will be considered cheating and subject to sanctions.

PRESENTATION GRADING: Presentations will be graded on a maximum 50-point scale and will be evaluated based on the following criteria (below).

- Up to 10 points each awarded for criteria listed.
- That total score will then be adjusted according to the aforementioned evaluation weighting to calculate course grades.
- Note: Each presenter allowed maximum of 1 video clip up to 3 minutes in length. Use of videos in your presentation will raise expectations for your presentation quality.

Early presenters will receive bonus points. Instructor reserves the right to add extra credit for improvement, for addition of outside research and for complexity of topic.

Course Grade will be according to University Standards, grades are based upon the following scale:

	PERCENTAGE	GPA
A (excellent), Highest quality, exceptionally good, superior	A+ 95.00%	4.0
	A 90.00%	4.0
B (good), Above the average, complete; thorough, competent; skilled	A- 86.66%	3.7
	B+ 83.33%	3.3
	B 80.00%	3.0
C (adequate), Sufficient to satisfy a requirement or meet a need, Average	B- 76.66%	2.7
	C+ 73.33%	2.3
	C 70.00%	2.0
D (barely passing)	C- 66.66%	1.7
	D+ 63.33%	1.3
	D 60.00%	1.0
F (not passing)	D- 53.00%	0.7

A	Insightful and original topic, well cited, researched, and argued. Augment class with outside material where appropriate.	Clear thesis. Logical and compelling progression of argument. Engaging introduction. Good flow, and compelling conclusions.	Skillfully integrated, varied, and distinctive diction and sentence structure.	Inspire class in enthusiastic discussion/debate based on your well-articulated & supported opinions and views.
B	Response to topic is thoughtful, and purpose is clear. Present well considered opinions and views.	Focused thesis. Logical sequence of coherent paragraphs. Generally smooth transitions. Intro is informative; conclusion goes beyond summary. Relevant references.	Sentences and diction varied, and fluent. Well integrated.	Identify key controversies along with pros and cons for each.
C	Response to topic is appropriate but needs more critical thinking.	Thesis evident, but unclear focus. Organization apparent but inconsistent. Lacking smooth transitions. Intro and/or conclusion may be weak. Underdeveloped key points.	Sentences show little sophistication or variety and some awkwardness. Diction occasionally vague or inappropriate wording. Poor quote integration.	Summarize assigned topics and convey key points to assure class understanding.
D	Topic is addressed inadequately. Ideas lack development. Under researched.	Thesis is weak. Haphazard organization. Illogical paragraph breaks. Points repetitive or irrelevant. Intro/conclusion weak.	Awkward sentences. Vague/ repetitive/ incorrect/ unidiomatic diction.	Organized presentation that is understandable and audience can comprehend.
F	Inappropriate topic. Unacceptable length. Little thought evident.	No thesis. No organization. Illogical progression of paragraphs. No transitions. Does not meet min. length requirements.	Awkward sentences obscure train of thought. Vague/ repetitive/ incorrect diction, incoherent.	Confusing, inarticulate presentation that audience has difficulty tracking.

TERM PROJECT: INDIVIDUAL GRADE & FEEDBACK			
Presentation Success Goal	Description	Scale 1-10	Comments
Audience Engagement	How well was audience's interest initially peaked & maintained?		
Organization	How well did information flow and audience absorb it?		
Focus	How well were key materials identified and presented?		
Discussion Facilitation	How well was audience encouraged to participate and react to presentation?		
Creativity & Initiative	Extent to which tools and media are used to gain audience interest & convey info		
Extra Credit Items:			

UCSB POLICY ON ACADEMIC HONESTY: It is expected that students attending the University of California understand and subscribe to the ideal of academic integrity and are willing to bear individual responsibility for their work. Any work (written or otherwise) submitted to fulfill an academic requirement must represent a student's original work. Any act of academic dishonesty, such as cheating or plagiarism, will subject a person to university disciplinary action. Using or attempting to use materials, information, study aids, or commercial "research" services not authorized by the instructor of the course constitutes cheating.

Representing the words, ideas, or concepts of another person without appropriate attribution is plagiarism. Whenever another person's written work is utilized, whether it be a single phrase or longer, quotation marks must be used, and sources cited. Paraphrasing another's work, i.e., borrowing the ideas or concepts and putting them into one's "own" words, must also be acknowledged. Although a person's state of mind and intention will be considered in determining the University response to an act of academic dishonesty, this in no way lessens the responsibility of the student. (Section A.2 from: <http://www.sa.ucsb.edu/regulations>, Student Conduct, General Standards of Conduct)

See student FAQ guide to academic dishonesty at:

<http://judicialaffairs.sa.ucsb.edu/academicintegflyer.pdf>. **Disclaimer:** This syllabus is as accurate as possible, but is subject to change at the instructor's discretion, within the bounds of UC policy.

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