

# EPS 500 – History of Work and Educational Policy

[Course Content](#) | [Course Organization](#) | [Evaluation & Grading Policy](#) |

## Course Content

### I. Work and Education:

- A. Liberty and Literacy
- B. A Historical Overview, 1890-1940
- C. A Historical Overview, 1940-1970

### II.

- **The New Economy: A Contemporary Overview.**
  - 1. A Contemporary Overview: Equity and Education
  - 2. A Contemporary Overview: Jobs and Skills
- **Work and Education: The Future and Other Considerations**
  - 1. The Future and Other Considerations: Training and Development
  - 2. The Future and Other Considerations: Globalization, Free Trade, Immigration

[back to top](#)

## Course Organization

Think of the course as composed of two parallel, but interrelated tracks. One track is built upon common readings, common lectures, and large-group discussions. On this track, we will consider some shared concerns and interests, building a shared background of knowledge and a shared vocabulary for talking about these issues. On this track, I will assign a set of readings for each week, launched by discussion questions that will be interjected through Moodle conferences. I expect all class members to be actively involved in these discussions, and will pose follow-up questions and responses to keep the discussion moving forward from week to week. This material will emphasize the historical and philosophical context issues I want you to consider in relation to the more contemporary, data-driven questions of the second track.

The first track is conceived as a more free-flowing, seminar-like discussion. New readings, lectures, and discussion questions may emerge as the conversation moves forward.

On the second track, you will work exclusively within teams to which I have randomly assigned you:

### *Assignment 1*

Your team goal will be to investigate a specific question or set of questions, to search for relevant resources to assist you in answering those questions, and to produce, as a team, a concise 7-10 pages in length position paper setting out the answers you have come up

with to that question. To share responsibility, you will have to find effective ways to work together within your teams (for instance, by dividing up research tasks and rotating responsibility for drafting the position paper, but collaborating in its revision - or you might discover other ways to cooperate in doing this). These papers will be the primary graded component in this course (participation in the large-group discussions will be a second factor), and will be posted on the course Web site so that each group can see and learn from what the others have produced.

### *Assignment 2*

Your team goal will be to investigate a specific question or set of questions, to search for relevant resources to assist you in answering those questions, and to produce, as a team, a concise 7-10 pages in length position paper setting out the answers you have come up with to that question. To share responsibility, you will have to find effective ways to work together within your teams (for instance, by dividing up research tasks and rotating responsibility for drafting the position paper, but collaborating in its revision - or you might discover other ways to cooperate in doing this). These papers will be the primary graded component in this course (participation in the large-group discussions will be a second factor), and will be posted on the course Web site so that each group can see and learn from what the others have produced. To summarize this overview: The team projects emphasize data-driven analyses of the current labor market and its education and training needs. The all-class activities emphasize the explanation and evaluation of these trends: Why are they happening? What do they mean for different groups in society? How should educators and trainers respond? Obviously, I mean for these two tracks to interact with and inform one another.

The course is designed in terms of two thematic sections: (1) A Historical Overview of Work and Education; (2) A Contemporary Overview; and Future and Other Considerations. The readings, lectures, and questions will be clustered into these three sections, and will be made available before each section begins.

[back to top](#)

### **Evaluation & Grading Policy**

1. There are two assignments: one team and one individual in this course. Team assignment will be given a letter grade, and all team members will typically share in that grade for that assignment (this will be waived only in unusual circumstances).
2. The individual assignment will be graded based on the clarity and organization of the response.

I want to see everyone do well in the class, and assuming good effort and participation, your grades should reflect that.

[back to top](#)