

HACE 4100/6100

The Economic Status of American Households and Related Policy

Fall 2009

Monday-Wednesday-Friday, 11:15-12:05

110 Dawson Hall

The course syllabus is a general plan for the course;
deviations announced in class by the instructor may be necessary

Professor	Dr. Teresa Mauldin, PhD., 203B Dawson Hall, (706)542-4854, tmauldin@fcs.uga.edu , Office hours: Monday/Wednesday 12:45-1:45
Graduate Assistant	Doneshia Starling, 105 CRC, (706)542-9013, 21dostar@uga.edu , Office hours by appointment
Course Description	<p>The interrelationship between demographic and family economic characteristics and well-being. Poverty, income, public policy and other determinants of the economic status of households.</p> <p>This course introduces you to some of the theories and concepts that economists use to examine issues related to households. We will use economic tools to analysis marriage, fertility, human capital investments, and earnings. We will consider a variety of family issues such as divorce and cohabitation, births outside of marriage, and poverty. In addition to learning about theories and models used to analyze family economics, you will learn some of the basic empirical facts about the family and how to find current statistics related to households and family economic well-being.</p> <p>The format for the class will be lecture-discussion/activities. Lecture will focus on areas where comprehension is substantially enhanced by additional elaboration by the instructor and where assigned readings do not adequately cover the topic. You are responsible for reading the text and other assigned articles to prepare for tests and daily questions.</p> <p>You will be working in groups in this course. Note that there are 100 points for group activities (outside the class—which will result in two short papers produced by the group) and you have a final group paper and presentation. Descriptions of these activities will be provided at appropriate points in the semester. Each of you brings different strengths to your group. Use those strengths as you work on the assignments. Group activities will be evaluated on product and process. We will develop a set of rules for groups at the beginning of the semester.</p> <p>This is a senior level course; as such, my expectations are high. My expectations of group work are higher than that of individual work because you can draw on strengthens of <u>all</u> members in the group and all group members can contribute to the assignment. Our national accreditation organizations expect that students will study at least two hours outside class for every hour that they are in class. This should give you some guideline for the amount of time you need to commit to this course.</p>

Course Objectives

- (1) Identify the economic well-being and changes in economic well-being of households, demographically, theoretically and empirically
- (2) Survey key concepts and measures relevant to the study of family economic status
- (3) Explore how various government policies affect household economic status
- (4) Develop knowledge of sources of data about household economic status
- (5) Develop knowledge of sources of published information and research about household economic status
- (6) Develop skills in writing and presenting materials about household economic status
- (7) Develop/enhance team skills
- (8) Develop/enhance analytical skills

Required Textbooks and Readings; clickers

There is no perfect textbook for this course. The Blau, Feber, and Winkler textbook is one of the best available but does not cover all topics in depth, therefore there are additional readings available from BelJean's.

BelJean's Packet: available from Bel-Jean Copy/Print Center, 163 E. Broad St.

Blau, F. D., Feber, M.A., Winkler, A.E. (2010). *The Economics of Women, Men, and Work* (6th Edition). Upper Saddle River, NJ: PEARSON/Prentice Hall.

You need to bring to class **every day** an InterWrite PRS (Personal Response System) Clicker

Additional readings may be assigned and will be available on-line at <http://www.libs.uga.edu>

Course Policies and Procedures

Tests. The dates for the regularly scheduled tests are **tentatively** scheduled, with definite dates announced in class and posted to eLearning Commons prior to the date they are given. **It is your responsibility to be aware of variations in the schedule.**

No early tests will be given under any circumstances. Everyone must complete the final group paper/presentation. If you miss tests 1 or 2, you can take a make-up (short-answer questions) test on Tuesday, December 8th (time/place to be determined).

Testable Material. Lectures and assigned readings are all appropriate materials for quizzes and exams. Power Points will be posted to eLearning Commons. However, they will not be complete. In order to have complete lecture materials you will need to attend class.

Academic Honesty. All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work. Policies and procedures specified in the UGA Academic Honesty Policy will be followed. Please note the following on the

UGA website ["unauthorized assistance"](#) as it applies to this course. Note that use of more than one clicker in class (in other words, completing someone else's assignment) is considered unauthorized assistance. Also, submitting group work and representing it as the work of all in the group when not all in the group members participated is unauthorized assistance. When turning in assignments **particular care should be taken in attributing sources in all papers and assignments.**

WP/WF Policy. Withdrawing **before** midpoint may result in a W (if you are passing the course) OR a WF (if you are not passing the course). WF's count in your GPA and count even if you retake the course. If you withdraw **after** midpoint, a WF can only be assigned even if you are passing the course. As of Fall 2008 you can have only 4 career withdrawals.

Laptop use and other electronics. Laptop computer use is not permitted in during this class. Please come and see me if this policy poses undue hardship on your learning process. Cellphones must be turned off during class (that does not mean on "quiet" or "vibrate" but off).

Late add. Late adds for this course will not be approved except on exceptional circumstances.

FERPA. According to the federal Family Educational Rights and Privacy Act (FERPA), a student has the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without the student's consent. FERPA allows disclosure of directory information without a student's consent unless the student has advised the Registrar in writing that he or she wishes to restrict access to this information. Directory information includes the student's name, address, telephone listing, e-mail address, date and place of birth, major field of study, participation in officially recognized activities and sports, dates of attendance, degrees and awards received and the most recent previous educational agency or institution attended by the student, as well as the weight and height of members of athletic teams. If you have requested that your directory information not be disclosed, please let me know, so I will not disclose your information to other persons. For example, not calling your name when giving back examinations or calling the roll, not allowing students to pick up tests in a pile where your name could be seen, giving other students your phone number or email address, etc. If you do not inform me of your request to the Registrar not to have your information disclosed, then I will assume that you have not made the request.

Work turned in late. Work turned in after the due date will be reduced by 20% for each day late (**including weekend days**). Problems with computers, printers, flash driver, etc., are not acceptable excuses for turning work in late. If turned in work for your group is your responsibility, remember that you will be affecting all group members grade.

Exceptions will only be made for **documented** illness, family emergency, scheduled University event for athletes, or *unexpected* civic responsibility.

Make certain that work not turned in during class is turned into the instructor's mailbox ***in 205 Dawson and has been signed by one of the HACE office staff with date and time***, otherwise it will be counted late

eLearning Commons. Each student is responsible for using eLearning Commons as it relates to this class. Students can link to the syllabus and other resources, check their grades, and send messages to their group members.

Attendance and Participation. Students are expected to attend class. Students are expected to read assigned readings and to participate in class discussion. **Note** that 100 points (or 20%) of your grade are from clicker questions. Missing class can have a significant impact on your final grade in this course. No make-up of clicker questions will be available. You will be allowed to “drop” (for those in which you are not in attendance, forgot your clicker, clicker had low battery) 4 days of clicker questions. Beyond those four (4) misses no exceptions will be made even if it is a family emergency, illness, etc. So don't just decide not to come to class and expect an exception will be made later for problems that occur in your personal life.

Two-Week Rule. If you have questions concerning grades, you should see the Professor or Graduate Assistant immediately. You are responsible for checking eLearning Commons in a timely fashion to ensure that the grade that we have recorded is your correct grade. You **have 14 days after grades are posted** to eLearning Commons to challenge or change the posted grade. If you turned in work that is not reflected in eLearning Commons or the grade is incorrect it is your responsibility to contact the Professor or the Graduate Assistant within those 14 days. After that point, the posted grade (or 0 for missed assignment or quiz) will stand.

Changes in Course Content and Schedule. Changes in the course content or schedule will be announced in class and posted to eLearning Commons.

Extra Credit. No **INDIVIDUAL** will be given the possibility of extra credit to improve their grade at any point in the term, **and in particular after the final exam.**

Accommodations due to disability. Students who seek special accommodations should contact the instructor during the first week of the semester or as soon as the need for the accommodation is discovered. The instructor will work with appropriate resources on campus to provide appropriate accommodations.

Student Responsibilities:

You are expected to have read the relevant material prior to coming to class.

You are expected to bring your PRS Interwrite clicker to class **each** day. If you share a clicker or bring someone else's clicker to class it is likely that you will not get credit for that days questions due to the conflict it will cause in recording your responses. It is your responsibility to make certain that it is YOU that is recognized by the system. If you purchase a used clicker put in new batteries. Keep batteries with you to make

certain that you don't have a problem because the batteries have run out. You are also responsible to ensure that your responses have been received. If there is a problem in the classroom ("dead spot") that is preventing the system from receiving your responses you need to move to another location in the classroom. If there is a problem you need to notify the instructor at the end of that particular class. Using two clickers (responding for another student) is unauthorized assistance under the Academic Honesty policy.

You are expected to respect your fellow students, the instructor, and the graduate assistant.

You are responsible for any missed material and obtaining any information, notes, handouts, etc., that you missed due to an absence from class.

It is your responsibility to ask questions when you are uncertain about assignments or course materials.

If you have personal problems which are affecting your ability to turn in assignments, it is your responsibility to contact the instructor.

If you are concerned about your grade, you should speak to the instructor.

You are responsible for earning your grade (with the instructor making every effort to help you learn the material). **Most students learn by being actively involved in the course materials.** So, you need to come to class, pay attention, actively participate and assist you group in the various assignments, and read the course materials.

A Special Note for Graduating Students and majors in HACE: It is your responsibility to do everything it takes to earn the C that is required for graduation. That means: coming to class *every day*, doing *every assignment* on time, and preparing for and taking *every exam*. No excuses. ***I'll save time and tell you now that there's nothing I can do for you once you have completed your final exam.***

Documented instructional need. It is your responsibility to alert the instructor during the **first two weeks** if you have special documented instructional needs that need accommodation.

Grading Scale

A = 465 - 500 points	A- = 450 - 464.99 points
B+ = 435 - 449.99 points	B = 415 - 434.99 points
B- = 400 - 414.99 points	C+ = 385 - 399.99 points
C = 365 - 384.99 points	C- = 350 - 364.99 points
D = 300 - 349.99 points	F = 0 - 299.99 points

In order to be fair to all students, grade cutoffs are final and will be held to strictly. Sorry, no exceptions. Grades will not be curved.

Grading Structure

Clicker responses	100
Test 1	100
Test 2	100
Group assignments	100
Final group paper/presentation	100
TOTAL Points	500

(Graduate Students will have an additional assignment for 100 points, so your total possible points will be 600. You should meet with instructor on a regular basis to discuss your project (research paper). The completed project will be due on the last day of class. The paper, developed with Dr. Mauldin, should include a researchable question related to one of the topics from class and that can be “tested” using data available from U.S. Bureau of Census or related sources. Focus will also be given to writing in a technical style).

Reading Assignments

(Because we are using a new textbook and new technology in the classroom dates for specific topics have not been determined; reading assignments will be given in class)

<p>Introduction and Changing Roles of Men and Women in a Changing Economy</p>	<ul style="list-style-type: none"> ➤ Blau, Ferber, and Winkler, Chapters 1 and 2
<p>The Family as an Economic Unit</p>	<ul style="list-style-type: none"> ➤ Blau, Ferber, and Winkler, Chapter 3
<p>Changing Family Structure and Economic Well-being: Marriage, Divorce, and Cohabitation</p>	<ul style="list-style-type: none"> ➤ Blau, Ferber, and Winkler, pp.290-301; 310-323 ➤ Haupt, A., & Kane, T.T. (2004). Nuptiality. In <i>Population Handbook</i> (pp. 33-34). Washington, DC: Population Reference Bureau. ➤ Becker, G.S. (1981). Imperfect information, marriage, and divorce. In <i>A Treatise on the Family</i> (pp. 219-236). MA: Harvard University Press ➤ Smock, P.J., Manning, W.D., & Gupta, S. (1999). The effect of marriage and divorce on women's economic well-being. <i>American Sociological Review</i>, 64, 794-812.
<p>Human Capital and Labor Force Participation</p>	<ul style="list-style-type: none"> ➤ Blau, Ferber, and Winkler, Chapters 5, 6, 7 and 8 ➤ Population Reference Bureau (2008). PopWire: A higher share of young women than men have earned B.A.s. Retrieved on July 21, 2008 from http://www.prb.org/Articles/2008/popwirefed2008.aspx?p=1 ➤ Golden, C., Katz, L.F., & Kuziemko, I. (2006). The homecoming of American college women: The reversal of the college gender gap. <i>Journal of Economic Perspectives</i>, 20(4), 133-156. ➤ Heckman, J. (2005). Inequality in America: What role for human capital policies? <i>FOCUS</i>, 23(3), 1-10.
<p>Fertility</p>	<ul style="list-style-type: none"> ➤ Blau, Ferber, and Winkler, pp. 303-310 ➤ Haupt, A., & Kane, T.T. (2004). Fertility. In <i>Population Handbook</i> (pp. 13-20). Washington, DC: Population Reference Bureau. ➤ Becker, G.S. (1981). The demand for children. <i>A Treatise on the family</i> (pp. 93-112). MA: Harvard University Press. ➤ Child Trends Data Bank (2008). Teen births. Retrieved on July 21, 2008 from http://www.childtrendsdatbank.org/pdf/75_PDF.pdf ➤ Child Trends Data Bank (2008). Percentage of births to unmarried women. Retrieved on July 21, 2008 from http://www.census.gov/population/www/socdemo/hh-fam.html

<p>Policies Affecting Paid Work and the Family</p>	<ul style="list-style-type: none"> ➤ Blau, Ferber, and Winkler, pp. 326-338 ➤ U.S. Census Bureau (2006). How the Census Bureau measures poverty (official measure). Retrieved December 2, 2006 from http://www.census.gov/hhs/www/poverty/povdef.html ➤ Ruggles, P. (1992). Measuring poverty. FOCUS, 14(1), 1-9. ➤ Rank, M.R. (2001). The effect of poverty on America's families: Assessing our research knowledge. <i>Journal of Family Issues</i>, 22, 882-903. ➤ Nock, S.L. (2005). Marriage as a public issue. <i>The Future of Children</i>, 15(2), 13-32.
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Important Calendar Reminders

Event	Date
Classes begin	August 17th
Drop Add	August 17 th -21st
Labor Day Holiday	September 7 th
Test #1	October 16 th
Fall Break	October 30 th
Thanksgiving Break	November 23rd – 27th
Test #2	December 2 nd
Make-up test day	December 8th
MWF Schedule on a Tuesday	December 8 th
Reading Day	December 9 th
Final Group Paper/Presentation	December 10 th 12:00 PM