

HACE 4100/6100
The Economic Status of American Households
and Related Policy
Fall 2008
Monday-Wednesday-Friday, 2:30-3:20

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

Professor

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Course Description

The interrelationship between demographic and family economic characteristics and well-being. Poverty, income, public policy and other determinants of the economic status of households.

Course Objectives

- (1) To explore the changing economic role of the family, demographically, theoretically and empirically
- (2) To explore the ways we define and measure family economic well-being
- (3) To enable students to engage in data analyses using data available from the U.S. Bureau of Census, National Center for Health Statistics, National Center for Education Statistics, other federal agencies, and private and nonprofit organizations
- (4) To understand how the student's family economic history has influenced their own personal economic circumstances

Required Textbooks and Readings

BelJean's Packets (Readings; Data Tables). Available from Bel-Jean Copy/Print Center, 163 E. Broad St.

Murdock, S.H., Kelley, C., Jordan, J., Pecotte, B., & Luedke, A. (2006). *Demographics: A Guide to Methods and Data Source for Media, Business, and Government*. Boulder, CO: Paradigm Publishers.

In addition, you will need a calculator for this course which you should bring to class every day.

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

Course Policies and Procedures

Tests dates. The dates for the regularly scheduled tests are **tentatively** scheduled, with definite dates announced in class and posted to WebCT Bulletin Board prior to the date they are given. **It is your responsibility to be aware of variations in the schedule.** If a student has a **documented reason** for missing one of the tests, then the student can take a make-up exam that is a different format (short-answer, fill-in-the-blank, etc). The make-up exam will be scheduled by the instructor. **Documented reasons include: illness (UGA health center stamped form is not acceptable, must have document from doctor), family emergency, University activity (athletes or documented course trip), or civic responsibility. YOU MUST CONTACT THE INSTRUCTOR PRIOR TO MISSING THE TEST IN ORDER TO INSURE THAT THE REASONS FOR MISSING THE TEST ARE ACCEPTABLE.** If student does not have a documented excuse, there is no opportunity for a make-up. If a student misses the final exam for a reason beyond the student's control, he/she should notify the professor BEFORE the exam begins unless the student cannot (for example, if the student is in an ambulance on the way to the hospital and is unconscious).

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. Note in Section 5 the behaviors that are identified as prohibited conduct. In this course, unless specifically and explicitly instructed otherwise (such as group work authorized by me), all assignments (in class and outside class) should be done individually. Individually means without the assistance of classmates or anyone else; for clarification of problems students should seek help from the instructor. **Particular care should be taken in attributing sources in all papers and assignments.** UGA's Academic Honesty Policy and Procedures are available on the Office of Senior Vice President for Academic Affairs and Provost website.

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.

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 include 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**). Exceptions will only be made for **documented** illness, family emergency, 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.

WebCT. Each student is responsible for using WebCT as it relates to this class. Students can link to the syllabus from WebCT, check their grades, send messages to the instructor and other class members, as well as receive mail and messages from the instructor. WebCT bulletins and mail will be the way that I communicate with you. **REMEMBER:** messages to the whole class will be sent by WebCT Bulletins so you should check on a regular basis.

Attendance and Participation. Students are expected to attend class. Students are expected to read assigned readings and to participate in class discussion. **Note** that 140 points (22%) of your grade are for data and in-class activities. In-class activities are planned for every Friday and may occur on other days as well. In some cases you will need to partially complete an assignment before coming to class. Missing class can have a significant impact on your final grade in this course. No make-up of in-class activities is available except for documented illness, family emergency, or unexpected civic responsibility.

Two-Week Rule. If you have questions concerning grades, you should see the Professor or Graduate Assistant immediately. You are responsible for checking WebCT **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 WebCT to challenge or change the posted grade. If you turned in work that is not reflected in WebCT or the grade is incorrect it is your responsibility to contact the Professor or the Graduate Assistant ***through WebCT mail*** 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 WebCT Bulletin.

Extra Credit. Unannounced quizzes will provide students with opportunities for extra credit. You have to be present (and in class when the activity begins) to be able to participate in these activities. No make-up of extra credit opportunities is available. **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.

Student Responsibilities:

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

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

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. You are responsible for earning your grade (with the instructor making every effort to help you learn the material).

If you are concerned about your grade, you should speak to the instructor **NO LATER** than mid-term. No consideration will be given to request about your grade at the end of the semester.

A Special Note for Graduating Students 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, taking advantage of *every* extra credit opportunity, 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 the semester ends.***

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

Grading Scale

A 93%+

A- 90% to <93%

B+ 87% to <90%

B	83% to <87%	B-	80% to <83%	C+	77% to <80%
C	73% to <77%	C-	70% to <73%	D	60% to <70%
F	<60%				

Each grade and the final letter grade which *you earn* will be *final*. **Grades will not be curved.**

Grading Structure

Test 1	100
Test 2	100
Test 3 (final)	200
Data and in-class assignments	140
Geneonomy assignment	100
TOTAL Points	640

Tentative Schedule and Reading Assignments

Page #

Introduction and Review of Theories

August 8-29

Income and Poverty: Measures of Economic Well-being

Sept. 3-24

- Becker, G. S. (1981). The evolution of family. In *A Treatise on the Family* (pp. 237-256). Cambridge, MA: Harvard University Press. 1
- Blau, F. D., Ferber, M.A., & Winkler A.E. (2006). The family as an economic unit. *The Economics of Women, Men, and Work* (pp. 35-52). NJ: Pearson/Prentice Hall. 13
- Palmer, J.L., Smeeding, T., & Jencks, C. (1988). The uses and limits of income comparisons. In J.L. Palmer, T. Smeeding, B.B. Torrey (Eds.), *The Vulnerable* (pp. 9-27). Washington, DC: The Urban Institute Press. 31
- Gottschalk, P., & Danziger, S. (1998). Family income mobility: How much is there and has it changed? *FOCUS*, 19 (3), 20-23. 41
- Ruggles, P. (1992). Measuring poverty. *FOCUS*, 14(1), 1-9. 45
- 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> 55
- Rank, M.R. (2001). The effect of poverty on America's families: Assessing our research knowledge. *Journal of Family Issues*, 22, 882-903. 61
- Fischer, C.S., Hout, M., & Stiles, J. (2006). What Americans had: Differences in living standards. In C.S. Fischer & M. Hout (Eds.), *Century of Difference: How America Changed in the Last One Hundred Years* (pp. 137-161). Russell Sage Foundation. 83

Sept. 26

TEST #1

Non-Income

- Fischer, C.S., Hout, M., & Stiles, J. (2006). How 97

Measures of Economic Well-being

Sept. 29 – Oct. 10

- Americans lived: Families and life courses in flux. In C.S. Fischer & M. Hout (Eds.), *Century of Difference: How America Changed in the Last One Hundred Years* (pp. 57-95). Russell Sage Foundation.
- Bianchi, S. M., & Casper, L.M. (2005). Explanations of family change. In V.L. Bengtson, A.C. Acock, K.R. Allen, P. Dilworth-Anderson, & D.M. Klein (Eds.), *Sourcebook of Family Theory and Research* (pp. 93-102). Thousand Oaks, CA: Sage Publications. 117
 - Fischer, C.S., Hout, M., & Saperstein, A. (2006). Where Americans came from: Race, immigration, and ancestry. In C.S. Fischer & M. Hout (Eds.), *Century of Differences: How America Changed in the Last One Hundred Years*(pp. 23-56). NY: Russell Sage Foundation. 127
 - Walker, J.R. (2007). Internal migration. Retrieved on July 18, 2008 from http://www.ssc.wisc.edu/~walker/resaerch/palgrave_6.pdf 145
 - Ehrenberg, R.G. & Smith, R.S. (2003). Investments in human capital: Education and training. In *Modern Labor Economics: Theory and Public Policy* (pp. 265-285). Reading, PA: Addison-Wesley. 151

Birth, Infancy, Childhood

Oct. 13-27

- Becker, G.S. (1981). The demand for children. *A Treatise on the family* (pp. 93-112). MA: Harvard University Press. 173
- Becker, G.S. (1981). Family background and the opportunities of children. The demand for children. *A Treatise on the family* (pp. 113-134). MA: Harvard University Press. 185
- Federal Interagency Forum on Children and Family Statistics (2008). *America's Children in Brief: Key National Indicators of Well-being, 2008*. Washington, DC: U.S. Government Printing Office. 197
- Hanson, T.L., McLanahan, S., & Thomson, E. (1997). Economic resources, parental practices, and children's well-being. In G.J. Duncan, J. Brooks-Gunn (Eds.), *Consequences of Growing Up Poor* (pp. 190-238). NY: Russell Sage Foundation. 190
- Heckman, J. (2005). Inequality in America: What role for human capital policies? *FOCUS*, 23(3), 1-10. 245
- Saenz, R. (2007). The growing color divide in U.S. infant mortality. Retrieved on July 21, 2008 from <http://www.prb.org/Articles/2007/ColorDivideinInfantMortality.aspx?p=1> 255

Oct. 29

Adolescence and
Young
Adulthood

Nov. 3 - 14

TEST #2

- Child Trends Data Bank (2008). Teen births. Retrieved on 259
July 21, 2008 from
http://www.childtrendsdatbank.org/pdf/75_PDF.pdf
- Child Trends Data Bank (2008). Percentage of births to 271
unmarried women. Retrieved on July 21, 2008 from
<http://www.census.gov/population/www/socdemo/hh-fam.html>
- Population Reference Bureau (2008). PopWire: A higher 279
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>
- Mather, M., & Adams, D. (2007). The crossover in female- 281
male college enrollment rates. Retrieved on July 21, 2008
from
<http://www.prb.org/Articles/2007/CrossoverinFemaleMaleCollegeEnrollmentRates.aspx>
- Golden, C., Katz, L.F., & Kuziemko, I. (2006). The 285
homecoming of American college women: The reversal of
the college gender gap. *Journal of Economic Perspectives*,
20(4), 133-156.
- Furstenberg, F. F. Jr., Kennedy, S., McLoyd, V.C., 309
Rumbaut, R.G., & Settersten, R..A. Jr. (2004). Growing up
is hard to do. *Context*, 3(3), 33-41.
- U.S. Bureau of Census (2008). Table MS-2. Estimated 319
Median Age at First Marriage, by Sex: 1890 to the present.
Retrieved on July 21, 2008 from
<http://www.census.gov/population/www/socdemo/hh-fam.html>
- Easterlin, R.A. (1987). The economic fortunes of young 321
adults. In *Birth and Fortunes: The Impact of Numbers on
Personal Welfare* (pp. 15-34). Chicago: The University of
Chicago Press.
- Schrammel, K. (1998). Comparing the labor market 333
success of young adults from two generations. *Monthly
Labor Review*, 121(2), 3-9

Adulthood

Nov. 17 – Dec. 9

- Becker, G.S. (1981). Imperfect information, marriage, and divorce. In *A Treatise on the Family* (pp. 219-236). MA: Harvard University Press. 341
- Stevenson, B., & Wolfers, J. (2007). Marriage and divorce: Changes and their driving forces. *Journal of Economic Perspectives*, 21(2), 27-52. 351
- AmeriStat staff (2003). Marriage boosts individual earnings. Retrieved July 14, 2006 from <http://www.prb.org/Template.cfm?section=PRB&Template=/ContentManagement/ContentDisplay.cfm&ContentID8285> 377
- Smock, P.J., Manning, W.D., & Gupta, S. (1999). The effect of marriage and divorce on women's economic well-being. *American Sociological Review*, 64, 794-812. 379
- Smock, P.J., Manning, W.D., & Porter, M. (2005). "Everything's there except the money": How money shapes decisions to marry among cohabitators. *Journal of Marriage and Family*, 67, 680-696. 399
- Edin, K., Kefalas, M.J., & Reed, J. (2004). A peek inside the black box: What marriage means for poor unmarried parents. *Journal of Marriage and Family*, 66, 1007-1014. 417
- Lee, M.A., & Mather, M. (2008). U.S. labor force trends. *Population Bulletin*, 63(2), 16 429
- Vere, J.P. (2007). "Having it all" no longer: Fertility, female labor supply, and the new life choices of generation X. *Demography*, 44(4), 821-828. 443
- Pezzin, L.E., Pollak, R.A., & Schone, B.S. (2007). Efficiency in family bargaining: Living arrangements and caregiving decisions of adult children and disabled elderly parents. *CESifo Economic Studies*, 53(1), 69-96. 451

DEC 12

**Data
Assignments
and In-class
Assignments
Readings**

FINAL EXAM 3:30-6:30

- Murdock, Kelley, Jordon, Pecotte, Luedke (2006). *Demographics: A Guide to Methods and Data Sources for Media, Business, and Government*. Pp. 11-20; 23-33;41-45;59-75
- Haupt, A., & Kane, T. T. (2004). About population. In *Population Handbook* (pp. 1-3). Washington, DC: PRB. 479
- Haupt, A., & Kane, T.T. (2004). Age and sex composition. In *Population Handbook* (pp. 5-11). Washington, DC: Population Reference Bureau. 483
- Haupt, A., & Kane, T.T. (2004). Race and ethnicity. In *Population Handbook* (pp. 37-38). Washington, 491

DC: Population Reference Bureau.

- Haupt, A., & Kane, T.T. (2004). Households and Families. 493
In *Population Handbook* (pp. 39-40). Washington, DC:
Population Reference Bureau.
- Haupt, A., & Kane, T.T. (2004). Fertility. In *Population* 495
Handbook (pp. 13-20). Washington, DC: Population
Reference Bureau.
- Haupt, A., & Kane, T.T. (2004). Nuptiality. In *Population* 503
Handbook (pp. 33-34). Washington, DC: Population
Reference Bureau.

DEC. 12 3:30

FINAL EXAM

