

**FCHD 6040**  
**Survey of Family Economics Research**  
**Fall 2016**

**Instructor:** Yoon G. Lee, Ph.D.

**Office:** FL 308C

**Office Hour:** Wednesday 3:00-5:00 p.m. or by appointment

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**Class Times & Location:** Thursdays 11:30-2:00 GNSHD 101

**Course Description:**

This course offers the students an overview of the demographics, trends, issues, and principle theoretical frameworks that guide investigation and explanation in the field of family economics. The goal of this course is to provide students with the foundation, resources, and skills necessary to design and analyze family economic research from a scientific perspective.

**Course Objectives:**

1. Understand the impact and implications of the demographics, trends, literature, and theories in the field of family economics.
2. Develop skills necessary to critically evaluate family economic research, theories, and their applications and be able to present those ideas professionally; Identify research questions and hypotheses.
3. Learn to use secondary data (e.g., HRS) to generate research ideas that can be applied to the study of family economics, and generate a research paper. \*Though not a requirement, the objective of this paper is publication (e.g., conference proceedings).

**Readings:**

- Mishel, L., Bivens, J., Gould, E., & Shierholz, H. (2012). *The State of Working America*, Ithaca, New York: ILR Press <http://www.stateofworkingamerica.org>
- Weekly readings will be discussed and some of them will be available at the FCHD 6040 homepage on Canvas. Students need to check Canvas for assigned readings.

**Expectations:** Assignments are required to be typed and submitted in a hard copy. Keep a copy of all assignments submitted and retain graded assignments until final course grade is received. All papers will be graded on the basis of clarity of expression, conceptual integration, and logical writing skills. Using APA (sixth edition), properly cite all published resources used to prepare written assignments. Remember the guideline: Paraphrase quote when necessary, but never plagiarize. Questions about any grade must be brought to the instructor's attention within one week after the exam or assignments are returned.

**Honor code policy:** As stated in The Student Code, “Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to re-enforce the higher level of conduct expected and required of all Utah State University students.” Complete academic honesty is expected in this course. Cheating on exams or plagiarism on written assignments will result in a failing grade and may result in further action according to University policy.

<http://www.usu.edu/studentservices/pdf/StudentCode.pdf#page=21>

**Students with special needs:** Students with Americans with Disabilities Act (ADA)-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

**Emergency preparedness:** In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of a fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

**Grievance process:** Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [http://studentlife.tsc.usu.edu/stuserv/pdf/student\\_code.pdf](http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf) (Article VII. Grievances, pp.25-30).

**Grading:** Grades for the course are a composite of performance on Participation, Class projects, Class discussants, Exams, Research paper and presentation. Point distributions are:

Class Participation	100
In-Class Projects (3@15)	45
Class Discussant (1@30)	30
Data Homework (HRS/Others)	25
Midterm Exam	50
Final Exam	100
Research Paper	125
Oral Presentation of Research Paper	25

Total **500 points**

**Final grades** will be based on the percentage of total points accumulated using the following scale:

A 95 -100%	B <sup>+</sup> 87 – 89.99%	C <sup>+</sup> 77 – 79.99%
A <sup>-</sup> 90 -94.99%	B 84 – 86.99%	C 74 – 76.99%
	B <sup>-</sup> 80 – 83.99%	C <sup>-</sup> 70 – 73.99%

## Grading

**Class Participation** (100 points) – Come to class on time, be prepared by studying the required chapters and readings, and participate in class discussion.

**In-Class Projects** (3@15 points = 45 points) – Throughout the semester, we will discuss various topics using additional activities that include outside preparations such as bringing contemporary news articles or video clips to class. There will be 3 activities during the semester valued at 15 points each. Three topics are: \* 1-trends in family economics, income inequality/poverty (wk6); 2-trends in debt (wk11), and 3-retirement security (wk14).

**Class Discussant** (1@ 30 = 30 points) – During the semester, you will choose a week to be able to integrate the required readings with an outside scholarly article of your choice. Articles are due to the professor by week 5. This is expected to be more than a “what do you think?” exercise, but it is a 45 minute-thought-provoking discussion that extends the objectives of the author(s). Prepare 3 discussion questions in advance (email to everyone 24 hours prior to class time). (\* Choose a week that you will lead the discussion in class)

**Data Homework (HRS/Others)** (25 points) –Using the HRS website <http://hrsonline.isr.umich.edu/index.php?p=showcontent> or other website, please review the list of variables to assist you in developing a family economic research question(s) you can study during the semester. Write a one-page single-spaced data/variables summary.

**Midterm Exam** (50 points) – Closed book – Short answer and essay question(s) based on discussions from the first half of the semester. You will have a - 1 ½ hour time limit.

**Final Exam** (100 points) – Open book– Comprehensive exam style essay question(s) based on discussions throughout the semester. You will have a 2 ½ hour time limit.

**Research Paper** (Composite of 4 steps – 125 points) – See p. 4.

**Oral Presentation of Research Paper** (25 points) – Prepare 12-15 PowerPoint slides (45 min.).

## 6040 Research Paper Guide

The purpose of this paper is to explore and review scientific journal articles in family economics research and to develop skills necessary to critically evaluate family economics theories and their applications. To achieve this objective, you will write a scholarly-focused paper on topic relevant to family economic issues. **\*Failure to include feedback revisions will result in a 5% reduction in points on that section.**

Research Topic and Question (10 points) – Due September 19<sup>th</sup>

- Select a topic of interest in family economics research (**check with professor prior to week 3**)
- Identify major research question(s), using **HRS website** or other data (check with me).
- Include rationale (“So What?”) on why the topic or the research question is important. Note carefully that it is not enough to simply state that it has not been done before. This would be a necessary, but insufficient reason.
- This information will form the basis for the “Introduction” of your research paper.

Summary of the Literature (30 points) – Due October 10<sup>th</sup>

\*Include revisions to the *Research Topic and Question* step based on feedback

- Develop a list of relevant scholarly articles (minimum of 5) that focus on this topic in family economics. Include a draft of your reference page including these citations. (10)
- Develop an outline of your chosen articles summaries based on the key issues that have been applied to this topic. This serves as your database of information about the topic. (10)
- Synthesize your research questions with the major findings from the review of literature. (10)

Research Draft -Synthesizing the Literature/Theory (30 points) – Due October 31<sup>st</sup>

\*Include updated revisions to the *Research Topic & Summary* steps

- Include 4-5 additional articles to the Literature, and these additions will form the basis for your “Review of Literature.” (10)
- Summarize the theory/perspective and explain how it applies to your topic. (10)
- Based on previous findings (Literature) and theories, identify major hypotheses in your research. (10)

Final Research Paper (55 points) – Due December 2<sup>nd</sup> (by 5 pm)

- **\*Combine updated sections** (Introduction, Literature Review, and Theory/Hypotheses). (10)
- Develop conclusion section – 1) summarize the results of your literature review; 2) provide suggestions for future research; 3) complete a draft of your research paper. (30)
- Final research paper should be a minimum of 10 pages for MS and 12 for PhD, NOT including title page or references (Double-spaced, 12 point-*Times New Roman* font). (5)
- Should follow APA style format (6<sup>th</sup> edition) and need to properly cite all published resources to prepare written assignments. (10)

Research Paper Presentation (25 points) – Due December 5<sup>th</sup>

- Prepare an oral presentation 45 minutes in length (12-15 slides or Poster)
- Make the presentation precise, understandable, interesting, well organized, and informative. Presentation formats will be discussed in further detail in class.
- Consider what you want your intended audience “to do” with your presentation: (i.e. change behavior, fund your research, change family economic policy...)

### Tentative Course Outline <sup>a</sup>

Date	Subject	Reading/Assignment
Week 1 9/1	Course Introduction and Overview of Family Economic Issues	Syllabus
Week 2 9/8	<i>Trends: Family Income; Income Mobility (SWA ch 2 &amp; ch 3)</i>	
Week 3 9/15	Trends: Wages; Jobs (SWA ch 4 & ch 5)	<b>Data Homework Due (25 pts.)</b>
Week 4 9/22	Trends: Wealth; Poverty (SWA ch 6 & ch 7)	Resource management theory <b>Research Question Due (10 pts.)</b>
Week 5 9/29	Trends: Middle Class Families; Work & Family Conflict	Role theory, Conflict theory <b>Class Discussant material due</b>
*Week 6 10/6	Human Capital, Employment Capital: How to build/protect family wealth and security	Human capital theory
Week 7 10/13	Trends: Savings, Spending, and Asset Ownership -“Save Now vs. Save Later” – <i>Theoretical Considerations</i>	Inter-Temporal Frameworks, Life cycle savings theory <b>Literature Summary Due (30 pts.)</b>
Week 8 10/20	<i>Midterm Exam</i>	
Week 9 10/27	Trends: Financial Distress in Family and Marriage, Gender Differences in Financial Investments	Risk tolerance theory ACCI proposal
Week 10 11/3	Trends: Debt and Credit Attitudes	Theory of planned behavior <b>Research Draft Due (30 pts.)</b>
*Week 11 11/10	Family Economic Well-being; Health and Wealth	Trans-Theoretical model of change
Week 12 11/17	Intergenerational Resource Transfers (Time)	<i>Work on Research Paper</i>
Week 13 11/24	<i>Happy Thanksgiving!</i>	
*Week 14 12/1	Intergenerational Resource Transfers (Money)	Altruism theory, Exchange theory <b>Final Research Paper Due 12/7 by 5pm</b>
Week 15 12/8	Retirement Security: Income Challenge and Working Longer	Be ready! Oral Presentation of Research Papers
Week 16 12/15	<i>Final Exam</i>	

<sup>a</sup>Note: This course schedule is subject to change according to class progress, unanticipated events. Subject to further revision at the discretion of the instructor. SWA= State of Working America

\* Dates with in-class projects

## Websites/Resources

- Center on Budget and Policy Priorities: <http://www.cbpp.org/>
- Center for Retirement Research at Boston College: <http://crr.bc.edu/>
- Demos, non-partisan public policy research and advocacy organization: <http://www.demos.org/>
- Economic Policy Institute: <http://www.epi.org/>
- Evaluate an article relating to family economics from the Monthly Labor Review: <http://www.bls.gov/opub/mlrhome.htm>
- Improving Family Financial Stability in Utah. United Way of Salt Lake <http://www.uw.org/>

## Recommendations

- Sign up for Census Bureau public-news-alerts: [public-news-alert@lists.census.gov](mailto:public-news-alert@lists.census.gov)  
<http://lists.census.gov/mailman/listinfo/public-news-alert>
- Subscribe to *Family Economics News* monthly email newsletter  
<http://www.csrees.usda.gov/newsroom/newsletters/familyeconnews/familyeconnews.htm>
- Sign up for Census Bureau public-news-alerts: [public-news-alert@lists.census.gov](mailto:public-news-alert@lists.census.gov)  
<http://lists.census.gov/mailman/listinfo/public-news-alert>

To find articles in the *Journal of Financial Counseling and Planning* or to search by subject, topic or author:

- Go to [www.afcpe.org](http://www.afcpe.org); Click on publications; Click on journal articles (under “Journal”); Search by keyword, volume or author. You will then find the abstract; At the bottom of the abstract where it says “download” click on the volume # to find the PDF of the article.

## List of Readings

\*\*Asterisk indicates required text reading. \*\*\*Asterisk indicates resources.

Week 1: Course Introduction and Overview of Family Economic Issues

- \*\*\* Bucks, B., Kennickell, A., Mach, T., & Moore, K. (2009, February). Changes in U.S. family finances from 2004 to 2007: Evidence from the Survey of Consumer Finances, Federal Reserve Bulletin, A 1-56.  
<http://www.federalreserve.gov/pubs/bulletin/2009/pdf/scf09.pdf>
- \*\*\* Coe, N. & Haverstick, K. (2010). How do responses to the downturn vary by household characteristics? Center for Retirement Research at Boston College.
- \*\*\* Moore, K. & Palumbo, M. (2010, June). The Finances of American Households in the Past Three Recessions: Evidence from the Survey of Consumer Finances, Federal Reserve Bulletin, A 1-55. <http://www.federalreserve.gov/pubs/bulletin/2009/pdf/scf09.pdf>.

## Week 2: Trends: Family Income; Income Mobility

- \*\*Garcia, J. (2008). *In the red or in the black? Understanding the relationship between household debt and assets*. New York: Demos.  
<http://www.demos.org/pubs/redorblack.pdf>
- \*\*O'Neill, B. & Xiao, J. (2012). Financial behaviors before and after the financial crisis: Evidence from an Online Survey. *Financial Counseling and Planning*, 23 (1), 33-46.
- \*\*Zick, C. D., Mayer, R. N., & Glaubitz, K. (2012). The kids are all right: Generational differences in responses to the great recession. *Financial Counseling and Planning*, 23(1), 3-16.

## Week 3: Trends: Wages and Jobs

- \*\*Neumark, D. & Button, P. (2013). Did age discrimination protections help older workers weather the Great Recession? Michigan Retirement Research Center.
- \*\*Rollock, N., Vincent, C., Gillborn, D., Ball, S. (2013). Middle class by profession: Class status and identification amongst the Black middle class. *Ethnicities*, DOI 10.1177/1468796812467743.
- \*\*Tamborini, C. R., Iams, H. M., & Reznik, G. L. (2012). Women's earnings before and after marital dissolution: Evidence from longitudinal earnings records matched to survey data. *Journal of Family and Economic Issues*, DOI 10.1007/s10834-011-9264-1.

## Week 4: Trends: Wealth and Poverty

- \*\*Bratter, J. L. & Damaske, S. (2013). Poverty at a racial crossroads: Poverty among multiracial children of single mothers *Journal of Marriage and Family*, DOI 10.1111/jomf.12012.
- \*\*\*Deacon, R. & Firebaugh, F. (1981). Family resource management as a system (Chapter 4, pp. 29-37. Boston: Allyn and Bacon.
- \*\*DeVaney, S., Anong, S., & Yang, Y. (2007). Asset ownership by Black and White Families. *Financial Counseling and Planning*, 18 (1), 33-44.
- \*\*Gradin, C. (2011). Poverty among minorities in the United States: explaining the racial poverty gap for Blacks and Latinos.

## Week 5: Trends: Middle Class Families; Work & Family Conflicts

- \*\*\*Cho, S. J., Gutter, M., Kim, J., & Mauldin, T. (2012). The effect of socialization and information source on financial management behaviors among low- and moderate-income adults. *Family and Consumer Sciences Research Journal*, 37 (2), 417-430.

- \*\*\*Draut T., Wheary, J., Shapiro, T. M., & Meschede, T. (2008, November). *From middle to shaky ground: The economic decline of America's middle class, 2000-2006*. (12 pp.) [http://www.demos.org/pubs/bat\\_2000-2006.pdf](http://www.demos.org/pubs/bat_2000-2006.pdf)
- \*\*Minnotte, K. L. (2012). Family structure, gender, and the work-family interface: Work-to-family conflict among single and partnered parents. *Journal of Family and Economic Issues*, 33, 95-107.
- \*\*Pedersen, D. E. & Kilzer, G. (2013). Work-to-family conflict and the maternal gatekeeping of dual-earner mothers with young children. *Journal of Family and Economic Issues*, DOI 10.1007/s10834-013-9370-3.
- \*\*Son, S. & Bauer, J. (2010). Employed rural, low-income, single mothers' family and work over time. *Journal of Family and Economic Issues*, DOI 10.1007/s10834-009-9173-8.

#### Week 6: Human Capital and Employment Capital: How to Protect Family Wealth

- \*\*\*Bryant, W. K. & Zick, C. D. (1991). Human Capital (Ch. 6, pp. 168-195). *The Economic Organization of the Household*. New York: Cambridge University Press.
- \*\*Conger, R., Conger, K., & Martin, M. (2010). Socioeconomic status, family processes, and individual development. *Journal of Marriage and Family* DOI 10.1111/j.1741-3737.2010.00725.x.
- \*\*Thomas, H., Boguslaw, J., Chaganti, A., & Shapiro (2013). Employment capital: How work builds and protects family wealth and security, *Leveraging Mobility Series*, 1-20.
- \*\*Washer, K. M., & Nippani, S. (2004). Human capital and the balance sheet. *Financial Counseling and Planning*, 15(1), 3-20.

#### Week 7: Trends: Savings, Spending, and Asset Ownership

- \*\*\*Ando, A. & Modigliano, f. (1963). The life cycle hypothesis of saving: Aggregate implications and tests. *The American Economic Review*. 53 (1), 55-84.
- \*\*\*Bryant, W. K. & Zick, C. D. (1991). *Consumption and Saving* (Ch. 4, pp. 78-114). *The Economic Organization of the Household*. New York: Cambridge University Press.
- \*\*Chen, P. & Finke, M. S. (1996). Negative net worth and the Life Cycle Hypothesis. *Financial Counseling and Planning*, 7, 87-96.
- \*\*Knoll, M., Tamborini, C., & Whitman, K. (2012). I do . . . want to save: Marriage and retirement savings in young households. *Financial Journal of Marriage and Family*, 74(2), 86-100.
- \*\*Xiao, J. J. (1996). Effects of family income and life cycle stages on financial asset ownership. 7, 21-30.

#### Week 8: Midterm Exam



## Week 9: Trends: Financial Distress in Family and Marriage

- \*\*Fisher, P. (2010). Gender differences in personal saving behaviors. *Financial Counseling and Planning*, 21(1), 14-24.
- \*\*\*Garcia, J. (2008, November). *The new squeeze: How a perfect storm of bad mortgages and credit card debt could paralyze the recovery*. Demos. [http://www.demos.org/pubs/new\\_squeezeNEW.pdf](http://www.demos.org/pubs/new_squeezeNEW.pdf)
- \*\*Garrison, S. & Gutter, M. (2010). Gender differences in financial socialization and willingness to take financial risks. *Financial Counseling and Planning*, 21(2), 60-72.
- \*\*Gilliam, J., Chatterjee, S., & Grable, J. (2010). Measuring the perception of financial risk tolerance: A tale of two measures. *Financial Counseling and Planning*, 21(2), 30-43.
- \*\*\* New America Foundation (2009, May). Debt in American households. Prepared by the Asset Building Program, 1-20. <http://www.demos.org/pubs/redorblack.pdf>.
- \*\*\*Smith, H. L., Finke, M. S., & Huston, S. J. (2012). Financial sophistication and housing leverage among older households. *Journal of Family and Economic Issues*, 33, 315-327.

## Week 10: Trends: Debt and Credit Attitudes

- \*\*\*Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179-211.
- \*\*Barnett, A. E. & Stum, M. S. (2012). Couples managing the risk of financing long-term care. *Journal of Family and Economic Issues*, 33, 363-375.
- \*\*\*Garcia, J. & Draut, T. (2009). *The Plastic Safety Net : How Households are coping in a fragile economy*. NY, NY: DEMOS. Retrieved on January 15, 2010 from: <http://www.demos.org/publication.cfm?currentpublicationID=C1B896F4-3FF4-6C82-56F2B3EF557CCFF5>
- \*\*\*Madden, T. J., Ellen, P. S., & Ajzen, I. (1992). A comparison of the Theory of Planned Behavior and the Theory of Reasoned Action. *Personality and Social Psychology Bulletin*, 18(3), 3-9.
- \*\*\*Pawlak, R. & Malinauskas, B. (2008). The use of the theory of planned behavior to assess predictors of intention to eat fruits among adolescents. *Family and Consumer Sciences Research Journal*, 37(1), 16-26.
- \*\*Rutherford, L. G. & DeVaney, S. A. (2009). Utilizing the theory of planned behavior to understand convenience use of credit cards. *Financial Counseling and Planning*, 20(2), 48-63.

Week 11: Family-Economic Well-being; Health and Wealth

- \*\*Gutter, M., Hayhoe, C. R., & Wang, L. (2007). Examining participation behavior in defined contribution plans using the transtheoretical model of behavior change. *Financial Counseling and Planning*, 18(1), 46-60.
- \*\*Lown, J. (2011). Development and validation of a financial self-efficacy scale. *Financial Counseling and Planning*, 22(2), 54-63.
- \*\*\*Rowley, M. E. , Lown, J. M., & Piercy, K. W. (2012). Motivating women to adopt positive financial behaviors *Financial Counseling and Planning*, 23(1), 47-62.
- \*\*\*Xiao, J. J. (2008). Applying behavior theories to financial behavior. In J. J. Xiao (Ed.), *Handbook of Consumer Finance Research* (pp. 69-82). New York: Springer.

Week 12: Intergenerational Resource Transfers

- \*\*\*Couch, K., Daly, M., & Wolf, D. A. (1999). Time? Money? Both? The Allocation of Resources to Older Parents. *Demography*, 36(2), 219-232.
- \*\*\*James III, R. N. (2009). Wills, trusts, and charitable estate planning: An analysis of document effectiveness using panel data. *Financial Counseling and Planning*, 20(1), 3-14.

Week 13: *Happy Thanksgiving!*

Week 14: Intergenerational Resource Transfers

- \*\*Kim, J., Choi, Saeun, Chatterjee, S., & Kim, Haejeong (2012). The motivation for Intergenerational time and financial transfers. *Family and Consumer Sciences Research Journal*, 37 (2), 373-397.
- \*\*Sheng, X. & Killian, T. (2009). Over time dynamics of monetary intergenerational exchanges. *Journal of Family and Economic Issues*,30, 268-281.

Week 15: Retirement Security: Income Challenge and Working Longer

- \*\*Hershey, D. & Jacobs-Lawson, J. (2012). Bridging the gap: Anticipated shortfalls in future retirement income. *Journal of Family and Economic Issues*, 33(3),306-314.
- \*\*Kim, E. J., Hanna, S. D., Chatterjee, S., & Lindamood, S. (2012). Who among the elderly owns stocks? The role of cognitive ability and bequest motive. *Journal of Family and Economic Issues*, 33, 338-352.
- \*\*Silverstein, M. & Giarrusso, R. (2010). Aging and family life: A decade review. *Journal of Marriage and the Family*, 72, 1039-1058.

Week 16: *Final Exam*