

CNSRSCI930: Seminar in Family Economic Policy

This is a graduate level seminar to introduce economic frameworks and use these tools for the analysis of family policy. Students in this seminar will critically analyze studies of how economic resources influence individual and household behavior. Students will broaden their ability to understand, critique, and use quantitative methods to better understand family and social welfare policies.

Textbooks: Most weeks we will read from the main textbook [Bryant, W. K., & Zick, C. D. \(2005\). *The economic organization of the household* Links to an external site.. Cambridge University Press. Links to an external site.](#) We will then supplement that text with academic journal articles and policy briefs on special topics, all posted on this website. Note: These articles are a mix of journals and authors, including well-established scholars and less-well cited works. All of the papers and briefs are intended to be thought provoking; the inclusion of these resources in the seminar does not imply any endorsement of the research or findings. We will also use Nicholson's [Microeconomic Theory Links to an external site.](#) (available in Canvas). This is an accessible graduate level textbook.

We will also highlight the econometric methods used in articles based on [Angrist, Joshua D. and Jorn-Steffen Pischke. 2009. *Mostly Harmless Econometrics: An Empirist's Companion*. Links to an external site.](#) Finally, I recommend [Elevate the Debate: A Multilayered Approach to Communicating Your Research Links to an external site.](#) by Schwabish. This book is extremely useful in how you think about presenting your work in the future.

Office Hours

Generally Tuesday or Wednesday 11-12:30. Email me or let me know in class. I will confirm with in-person or online meeting locations.

Class Sessions

The Seminar is **Mondays 1:00PM - 3:30PM**. For most sessions I have a review of the main content for that day as a video in Canvas. You should review this, as well as complete the readings, **before** class begins.

The first part of each class will be an application of the theories and methods discussed in the readings and overview. Typically, this will be the application to a specific policy or policy brief---similar to a case study format. You should come prepared with your own analysis for this discussion.

The second part of each class will be a discussion of each paper led by a designated student. Student discussants should be prepared to share: (1) what does this paper study? What data and methods are used? What do the authors find? (2) How does this relate to the theories and predictions in economic models? Are these findings consistent with what theory predicts? Why or why not? (3) What other questions does this raise for family policy researchers? Then have about five (5) questions ready to lead a discussion with your peers. Plan on about 10 minutes of summary and about 10 minutes of facilitated discussion.

[Canvas Website Overview Video](#)

[Readings and Lecture Schedule](#)

[Assignments \(to be posted\):](#)

- [PS1 Solutions](#)
- [PS2 Solutions](#)
- [PS3 Solutions](#)
- [PS4 Solutions](#)

- [Policy memo](#)
- [Literature Review Example](#)
- [Proposal Presentation](#) (Lunch Provided)
- [Proposal](#)

1) **Engagement :**

- Be prepared for class
- Be active in the discussion
- Ask questions and build on the ideas of other students
- Use the class discussion board
- Provide quality, constructive and thoughtful peer reviews for other students

2) **Assigned Articles Presentations.** You will lead the discussion of articles for class:

- What does this paper contribute to family policy?

3) **Problem Sets** The problem sets to show your application of economic analysis on family policy problems

- Applications
- Working with collaborators encouraged

3) **Policy Memo** 2 page (ss) policy memo making recommendation on a specific family policy grounded in theories in class

4) **Literature Review** Review of prior literature on focused topic in family policy (in preparation for proposal)

5) **Research Proposal** Research proposal using format provided.

GRADING:

Assigned weights for assignments are [shown in this spreadsheet Links to an external site.](#) A: 91-100; AB: 81-90; B: 71-80; BC: 61-70; Generally graduate courses do not offer credit for <BC.

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES

- See: <https://secfac.wisc.edu/academic-calendar/#religious-observances>

ACADEMIC INTEGRITY STATEMENT

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES STATEMENT

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

DIVERSITY & INCLUSION STATEMENT

[Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

In this course we will read papers by authors of a variety of backgrounds. Some will directly address race in their research. Others will not be intentional or thoughtful about how they consider race and race variables and constructs. I recommend reading [this 2020 letter](#) by Professor William Spriggs at Howard University (and the AFL/CIO). I also recommend [Deep Diversity by Shakil Chouhury Links to an external site.](#). This is a practical guide to thinking about racial diversity in organizations and daily life.

Privacy of Student Information and Digital Proctoring Statement

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported teaching and learning tools, including proctoring tools and takes necessary steps to ensure that tool providers prioritize proper handling of sensitive data in alignment with FERPA, industry standards and best practices.

Under the Family Educational Rights and Privacy Act (FERPA – which protects the privacy of student education records), student consent is not required for the university to share with Honorlock those student education records necessary for carrying out the proctoring service. 34 CFR 99.31(a)(1)(i)(B). FERPA specifically allows universities to treat vendors as school officials and to share student education records with them where they perform services for the university and are subject to FERPA requirements governing the use and redisclosure of personally identifiable information from education records. Honorlock is FERPA compliant and is bound by the terms of its agreement with the university to comply with FERPA's restrictions on the use of student education records.

PRIVACY OF STUDENT RECORDS and the USAGE of AUDIO RECORDED LECTURES

See information about [privacy of student records and the usage of audio-recorded lectures](#).

Usage of Audio Recorded Lectures Statement

Lecture materials and recordings for [insert class name] are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not

already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

How Credit Hours are met by the Course

Traditional Carnegie Definition – Three hours of classroom or direct faculty/instructor instruction and a minimum of two hours of out of class student work each week over approximately 15 weeks.

Introductions

- Bryant & Zick Ch 1
- [Way, Megan McDonald \(book excerpt\) *FAMILY ECONOMICS AND PUBLIC POLICY* Way, Megan McDonald \(book excerpt\) FAMILY ECONOMICS AND PUBLIC POLICY. 2018 Book, Chapters 1-2](#)
- [Berger, Lawrence M., and Marcia J. Carlson. "Family policy and complex contemporary families: A decade in review and implications for the next decade of research and policy practice." *Journal of Marriage and Family* 82.1 \(2020\): 478-50](#) Berger, Lawrence M., and Marcia J. Carlson. "Family policy and complex contemporary families: A decade in review and implications for the next decade of research and policy practice." *Journal of Marriage and Family* 82.1 (2020): 478-507.

Preferences, Substitution, Complements

- Bryant & Zick Ch 2
- [Lundberg, S., & Pollak, R. A. \(2007\). *The American Family and Family Economics*. The Journal of Economic Perspectives, 21\(2\), 3-26.](#) Lundberg, S., & Pollak, R. A. (2007). The American Family and Family Economics. The Journal of Economic Perspectives, 21(2), 3-26.
- [Zhao, Shuoli, Lingxiao Wang, Wuyang Hu, and Yuqing Zheng. 2022. "Meet the meatless: Demand for new generation plant-based meat alternatives." *Applied Economic Perspectives and Policy* 1–18.](#) Zhao, Shuoli, Lingxiao Wang, Wuyang Hu, and Yuqing Zheng. 2022. "Meet the meatless: Demand for new generation plant-based meat alternatives." *Applied Economic Perspectives and Policy* 1–18.
- [Lucas, P., Boyd, S., Milloy, M. J., & Walsh, Z. \(2020\). Reductions in alcohol use following medical cannabis initiation: results from a large cross-sectional survey of medical cannabis patients in Canada. *International Journal of Drug Policy*, 86, 102963.](#) Lucas, P., Boyd, S., Milloy, M. J., & Walsh, Z. (2020). Reductions in alcohol use following medical cannabis initiation: results from a large cross-sectional survey of medical cannabis patients in Canada. *International Journal of Drug Policy*, 86, 102963.
- Application: [Masks](#) Masks
- Supplement: [Nicholson ch 3](#) Nicholson ch 3(Preferences)

Income Effects, Elasticity, Price Effects

- Bryant & Zick Ch 3
- [Benjamin, Daniel J., James J. Choi, and A. Joshua Strickland. "Social identity and preferences." *American Economic Review* 100.4 \(2010\): 1913-28.](#) Benjamin, Daniel J., James J. Choi, and A. Joshua Strickland. "Social identity and preferences." *American Economic Review* 100.4 (2010): 1913-28.
- [Sanjay Basu, Hilary Kessler Seligman, Christopher Gardner, and Jay Bhattacharya. "Ending SNAP Subsidies For Sugar-Sweetened Beverages Could Reduce Obesity And Type 2 Diabetes" *Health Affairs*.](#)
- [Harding, Matthew, Ephraim Leibtag, and Michael F. Lovenheim. "The heterogeneous geographic and socioeconomic incidence of cigarette taxes: evidence from Nielsen homescan data." *American Economic Journal: Economic Policy* 4.4 \(2012\): 169-98](#) Harding, Matthew, Ephraim Leibtag, and Michael F. Lovenheim. "The heterogeneous geographic and socioeconomic incidence of cigarette taxes: evidence from Nielsen homescan data." *American Economic Journal: Economic Policy* 4.4 (2012): 169-98
- Application: [Housing](#) Housing

Consumption, Savings

- Bryant & Zick Ch 4
- [Nicholson ch 4.](#) Nicholson ch 4.(Utility Maximization and Choice)
- [Aguiar, Mark, and Mark Bils. "Has consumption inequality mirrored income inequality?." *American Economic Review* 105, no. 9 \(2015\): 2725-56.](#) Aguiar, Mark, and Mark Bils. "Has consumption inequality mirrored income inequality?." *American Economic Review* 105, no. 9 (2015): 2725-56.
- [Babiarz, Patryk, and Cliff A. Robb. "Financial literacy and emergency saving." *Journal of Family and Economic Issues* 35.1 \(2014\): 40-50.](#) Babiarz, Patryk, and Cliff A. Robb. "Financial literacy and emergency saving." *Journal of Family and Economic Issues* 35.1 (2014): 40-50.
- [Scholz, John Karl, Ananth Seshadri, and Surachai Khitatrakun. "Are Americans saving "optimally" for retirement?." *Journal of Political Economy* 114.4 \(2006\): 607-643.](#) Scholz, John Karl, Ananth Seshadri, and Surachai Khitatrakun. "Are Americans saving "optimally" for retirement?." *Journal of Political Economy* 114.4 (2006): 607-643.
- Application: [Savings](#) Application: Savings

Work, Leisure, Household Production

[Peer Reviews](#)

- Bryant & Zick Ch 5
- [Nicholson ch 5](#) Nicholson ch 5(Income and Substitution Effects)
- [Cortés, Patricia, and Jessica Pan. "When time binds: substitutes for household production, returns to working long hours, and the skilled gender wage gap." *Journal of Labor Economics* 37, no. 2 \(2019\): 351-398.](#) Cortés, Patricia, and Jessica Pan. "When time binds: substitutes for household production, returns to working long hours, and the skilled gender wage gap." *Journal of Labor Economics* 37, no. 2 (2019): 351-398.
- [Fahimullah, Fahad, Yi Geng, Bradley Hardy, Daniel Muhammad, and Jeffrey Wilkins. "Earnings, EITC, and Employment Responses to a \\$15 Minimum Wage: Will Low-Income Workers Be Better Off?." *Economic Development Quarterly* 33, no. 4 \(2019\): 331-350.](#) Fahimullah, Fahad, Yi Geng, Bradley Hardy, Daniel Muhammad, and Jeffrey Wilkins. "Earnings, EITC, and Employment Responses to a \$15 Minimum Wage: Will Low-Income Workers Be Better Off?." *Economic Development Quarterly* 33, no. 4 (2019): 331-350.
- [Yang, Tzu-Ting. "Family Labor Supply and the Timing of Cash Transfers Evidence from the Earned Income Tax Credit." *Journal of Human Resources* 53.2 \(2018\): 445-473.](#) Yang, Tzu-Ting. "Family Labor Supply and the Timing of Cash Transfers Evidence from the Earned Income Tax Credit." *Journal of Human Resources* 53.2 (2018): 445-473.
- Application: [Earned Income Tax Credit](#) Earned Income Tax Credit
- Optional: [In work credits across EU.](#) In work credits across EU.

Human Capital

- Bryant & Zick Ch 6
- [Greg Duncan and Katherine Magnuson. 2013. "Investing in Preschool Programs." *Journal of Economic Perspectives*, 27\(2\): 109-32.](#) Greg Duncan and Katherine Magnuson. 2013. "Investing in Preschool Programs." *Journal of Economic Perspectives*, 27(2): 109-32.
- [Wood, R. G., McConnell, S., Moore, Q., Clarkwest, A., & Hsueh, J. \(2012\). The effects of Building Strong Families: A healthy marriage and relationship skills education program for unmarried parents. *Journal of Policy Analysis and Management*, 31, 228-252.](#) Wood, R. G., McConnell, S., Moore, Q., Clarkwest, A., & Hsueh, J. (2012). The effects of Building Strong Families: A healthy marriage and relationship skills education program for unmarried parents. *Journal of Policy Analysis and Management*, 31, 228-252.
- [Jackson, C. Kirabo, Rucker C. Johnson, and Claudia Persico. "The effects of school spending on educational and economic outcomes: Evidence from school finance reforms." *The Quarterly Journal of Economics* 131, no. 1 \(2016\): 157-218.](#) Jackson, C. Kirabo, Rucker C. Johnson, and Claudia Persico. "The effects of school spending on educational and economic outcomes: Evidence from school finance reforms." *The Quarterly Journal of Economics* 131, no. 1 (2016): 157-218.
- Application: [College Debt.](#) College Debt.

Groups:

Fertility

- Bryant & Zick Ch 7
- [Kearney, Melissa S., and Phillip B. Levine. "Media influences on social outcomes: The impact of MTV's 16 and pregnant on teen childbearing." *American Economic Review* 105.12 \(2015\): 3597-3632.](#) Kearney, Melissa S., and Phillip B. Levine. "Media influences on social outcomes: The

impact of MTV's 16 and pregnant on teen childbearing." *American Economic Review* 105.12 (2015): 3597-3632.

- [Florian, Sandra M. "Motherhood and employment among whites, Hispanics, and blacks: a life course approach." *Journal of Marriage and Family*](#) Florian, Sandra M. "Motherhood and employment among whites, Hispanics, and blacks: a life course approach." *Journal of Marriage and Family* 80.1 (2018): 134-149.
- [Mulligan, Karen. "Access to emergency contraception and its impact on fertility and sexual behavior." *Health Economics* 25.4 \(2016\): 455-469](#) Mulligan, Karen. "Access to emergency contraception and its impact on fertility and sexual behavior." *Health Economics* 25.4 (2016): 455-469.
- Application: [Paid Leave](#) Paid Leave

Marriage, Divorce

- Bryant & Zick Ch 8
- [Addo, F.R. \(2014\). Debt, cohabitation, and marriage in young adulthood. *Demography*, 51\(5\), 1677-1701.](#) Addo, F.R. (2014). Debt, cohabitation, and marriage in young adulthood. *Demography*, 51(5), 1677-1701.
- [Stevenson, Betsey and Justin Wolfers \(2006\) "Bargaining in the Shadow of the Law: Divorce Laws and Family Distress," *The Quarterly Journal of Economics*, Vol. 121, No. 1, pp. 267–288.](#) Stevenson, Betsey and Justin Wolfers (2006) "Bargaining in the Shadow of the Law: Divorce Laws and Family Distress," *The Quarterly Journal of Economics*, Vol. 121, No. 1, pp. 267–288.
- [Autor, David, David Dorn, and Gordon Hanson. 2019. "When Work Disappears: Manufacturing Decline and the Falling Marriage Market Value of Young Men." *American Economic Review: Insights*, 1 \(2\): 161-78.](#) Autor, David, David Dorn, and Gordon Hanson. 2019. "When Work Disappears: Manufacturing Decline and the Falling Marriage Market Value of Young Men." *American Economic Review: Insights*, 1 (2): 161-78.
- Application: [Marriage and Child Outcomes](#) Marriage and Child Outcomes

Risk / Uncertainty / Insurance

- [Nicholson ch 7: Nicholson ch 7: Uncertainty Risk](#)
- [Chetty and Finkelstein: Social Insurance](#) Chetty and Finkelstein: Social Insurance
- [Luttmer, Erzo FP, and Andrew A. Samwick. "The welfare cost of perceived policy uncertainty: evidence from social security." *American Economic Review* 108, no. 2 \(2018\): 275-307.](#) Luttmer, Erzo FP, and Andrew A. Samwick. "The welfare cost of perceived policy uncertainty: evidence from social security." *American Economic Review* 108, no. 2 (2018): 275-307.
- [Sydnor, Justin. "\(Over\) insuring modest risks." *American Economic Journal: Applied Economics* 2, no. 4 \(2010\): 177-99.](#) Sydnor, Justin. "(Over) insuring modest risks." *American Economic Journal: Applied Economics* 2, no. 4 (2010): 177-99.
- [Ericson, Keith M. Marzilli, and Amanda Starc. "How product standardization affects choice: Evidence from the Massachusetts Health Insurance Exchange." *Journal of Health Economics* 50 \(2016\): 71-85.](#) Ericson, Keith M. Marzilli, and Amanda Starc. "How product standardization affects choice: Evidence from the Massachusetts Health Insurance Exchange." *Journal of Health Economics* 50 (2016): 71-85.
- Application: [Sick Leave](#) Sick Leave
- Application: [SSDI](#) SSDI

Externalities and Public Goods

- [Nicholson](#) Nicholsonch 19: Externalities and Public Goods
- [Almond, Douglas, Hilary W. Hoynes, and Diane Whitmore Schanzenbach. "Inside the war on poverty: The impact of food stamps on birth outcomes." *The Review of Economics and Statistics* 93, no. 2 \(2011\): 387-403.](#) Almond, Douglas, Hilary W. Hoynes, and Diane Whitmore Schanzenbach. "Inside the war on poverty: The impact of food stamps on birth outcomes." *The Review of Economics and Statistics* 93, no. 2 (2011): 387-403.
- [Berger, Lawrence M., Sarah A. Font, Kristen S. Slack, and Jane Waldfogel. "Income and child maltreatment in unmarried families: evidence from the earned income tax credit." *Review of Economics of the Household* 15, no. 4 \(2017\): 1345-1372.](#) Berger, Lawrence M., Sarah A. Font, Kristen S. Slack, and Jane Waldfogel. "Income and child maltreatment in unmarried families: evidence from the earned income tax credit." *Review of Economics of the Household* 15, no. 4 (2017): 1345-1372.
- [Finkelstein, A. and Notowidigdo, M.J., 2019. Take-up and targeting: Experimental evidence from SNAP. *The Quarterly Journal of Economics*, 134\(3\), pp.1505-1556.](#) Finkelstein, A. and Notowidigdo, M.J., 2019. Take-up and targeting: Experimental evidence from SNAP. *The Quarterly Journal of Economics*, 134(3), pp.1505-1556.
- Application: [Food Support](#) Food Support
- Breakout:

Information Failures

- [Nicholson ch 18:](#) Nicholson ch 18:Asymmetric Information
- [Kaiser, T., Lusardi, A., Menkhoff, L. and Urban, C., 2022. Financial education affects financial knowledge and downstream behaviors. *Journal of Financial Economics*, 145\(2\), pp.255-272.](#) Kaiser, T., Lusardi, A., Menkhoff, L. and Urban, C., 2022. Financial education affects financial knowledge and downstream behaviors. *Journal of Financial Economics*, 145(2), pp.255-272.
- [Wang, J. and Burke, K., 2022. The effects of disclosure and enforcement on payday lending in Texas. *Journal of Financial Economics*, 145\(2\), pp.489-507.](#) Wang, J. and Burke, K., 2022. The effects of disclosure and enforcement on payday lending in Texas. *Journal of Financial Economics*, 145(2), pp.489-507.
- [Sunstein, Cass R. "Are food labels good?." *Food Policy* 99 \(2021\): 101984.](#) Sunstein, Cass R. "Are food labels good?." *Food Policy* 99 (2021): 101984.
- Application: [Financial Literacy](#) Financial Literacy

Place, Race & Inequality

- [Podcast: Jamein Cunningham](#)
- Mortgage Lending: [Economist Links to an external site.\(Link\)](#) (Link)
- [Executive Summary 2004 National Academies Report \(p1-13\)Links to an external site.](#)
- [Chetty, N. Hendren and L. Katz \(2016\) "The Effects of Exposure to Better Neighborhoods on Children: New Evidence from the Moving to Opportunity Experiment" *American Economic*](#)

[Review 106\(4\): 855-902.](#) Chetty, N. Hendren and L. Katz (2016) “The Effects of Exposure to Better Neighborhoods on Children: New Evidence from the Moving to Opportunity Experiment” *American Economic Review* 106(4): 855-902.

- [Gerardi, Kristopher, Lauren Lambie-Hanson, and Paul Willen. "Racial differences in mortgage refinancing, distress, and housing wealth accumulation during covid-19." 2021 Series on Current Policy Perspectives, Federal Reserve Bank of Boston, Boston, MA \(2021\)](#) Gerardi, Kristopher, Lauren Lambie-Hanson, and Paul Willen. "Racial differences in mortgage refinancing, distress, and housing wealth accumulation during covid-19." 2021 Series on Current Policy Perspectives, Federal Reserve Bank of Boston, Boston, MA (2021).
- [Wursten, J. and Reich, M., 2021. Racial inequality and minimum wages in frictional labor markets. Working paper.](#) Wursten, J. and Reich, M., 2021. Racial inequality and minimum wages in frictional labor markets. Working paper.
- Application: [Zoning Zoning](#)

Financial Capability and Well-being

- Policy Examples: [Australia](#) / [US](#)
- [20Q Policy Analysis](#)
- [Sherraden Chapter \(2013\) @ Google Books](#)Links to an external site.
- [Alt: Working paper version \(2010\)](#) Alt: Working paper version (2010)
- [Collins, J. and Urban, C., 2020. Measuring financial well-being over the lifecourse. The European Journal of Finance, 26\(4-5\), pp.341-359.](#) Collins, J. and Urban, C., 2020. Measuring financial well-being over the lifecourse. *The European Journal of Finance*, 26(4-5), pp.341-359.
- [Sun, S., Chen, Y.C., Ansong, D., Huang, J. and Sherraden, M.S., 2022. Household financial capability and economic hardship: An empirical examination of the financial capability framework. Journal of family and economic issues, pp.1-1](#) Sun, S., Chen, Y.C., Ansong, D., Huang, J. and Sherraden, M.S., 2022. Household financial capability and economic hardship: An empirical examination of the financial capability framework. *Journal of family and economic issues*, pp.1-14.
- [Boyd-Swan, C., Herbst, C.M., Ifcher, J. and Zarghamee, H., 2016. The earned income tax credit, mental health, and happiness. Journal of Economic Behavior & Organization, 126, pp.18-38.](#) Boyd-Swan, C., Herbst, C.M., Ifcher, J. and Zarghamee, H., 2016. The earned income tax credit, mental health, and happiness. *Journal of Economic Behavior & Organization*, 126, pp.18-38.
- Case Study: [myRA myRA](#)

Proposal Presentations

- Present in class (10 min each)
- You will be assigned 1 presentation to provide written feedback.
- Final proposals submitted in Canvas by exam period.

Supplemental Material

- [Reading Academic Papers: Introduction](#) Reading Academic Papers: Introduction
- [Professional Writing](#)Links to an external site.
- [Data Visualization](#)Links to an external site.

- [Writing Academic Papers: Introduction](#)
- [Datasets Overview](#)