

ECONOMICS 586

THE ECONOMICS OF THE FAMILY

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Office Hours:
Tuesday, 4:45-5:45
or by appointment
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This course treats arguably the single most important institution in American society: the family. It is the source of most domestic consumption expenditure as well as most of the labor supplied to the economy. More fundamentally, it, in its many forms, is the locus of child rearing, the process by which the next generation of citizens and economic actors is created. We will employ microeconomic theory and other advanced tools to the study of the economic situation of the contemporary family.

This is an advanced course in economics; therefore, you *must have successfully passed intermediate microeconomics (Econ 410)*. Graduate students should check with Prof. Turchi. You will also find it extremely helpful already to have completed Economics 400 (Statistics) or an equivalent course.

The format of the course is lecture/discussion. There will be a final exam (15% of the final grade), an essay midterm (25%), a term paper (25%), a group paper on some aspect of family policy (20%), a group oral presentation of your term paper (10%) and a notebook containing your "reading reports" (5%). Other exercises designed to aid in comprehension of the material may be assigned as needed.

Books for Purchase:

Recommended Purchase: Paul D. Allison, *Multiple Regression: A Primer*. Thousand Oaks, CA: Pine Forge Press, 1999. This is a very useful and clearly written guide to regression analysis of which you will see a lot in this course.

You may also need to refer back to an intermediate microeconomics book at various times in the course, particularly at the beginning.

Much of the reading that you will do in this course will be in articles from economics and other journals, and in chapters from books. The reading list that follows contains two types of readings, required and optional. *Readings marked with an asterisk (*) are optional; all others are required.* All of the readings are on print reserve in the undergraduate library. Some are also on the course web site (®). I have also prepared a **Course-Pak (©)** that contains most articles for which Reading Reports are required (i.e., those marked with "@"), and a supply of Reading Report forms. A number of readings are available on the web through the electronic resources of Davis Library (e.g., JSTOR). Use the reserve collection for other items.

A course outline and schedule follow. Both are *tentative* at this point because this is an evolving course in an emerging field. If we deviate from the schedule, I will keep you informed as to where you ought to be.

The Economics Department administration has requested that the following policy be implemented:

Personal Electronic Devices	Unless explicitly authorized, you are not permitted to use a laptop computer, tablet computer, smart phone, or cell phone during class. Watching movies and videos, playing games, checking the scores on espn.com , and chatting with your friends are disruptive behavior that will not be tolerated.
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(Continued on following page.)

Tentative Course Outline

- I. Introduction: The Family as an Economic Unit (Jan 8, 13, 15) (Jan 22: read Pickford-Santos & do reading report)
A. Lecture on the Regression Analysis/Theory of Family Policy and Introduction to Policy Memo Project (Jan 20)
B. Microeconomic Theory Review (No assigned reading; use this time to read in marriage section) (Jan 27, 29)

Student Presentations begin Feb 3

- C. Becker's "New Home Economics" (No assigned reading; read ahead in marriage section) (Feb 3, 5)
- II. Family Formation (Feb 10, 12, 17)
A. The marriage decision as an economic decision
B. The marriage market
C. Cohabitation
- III. Family Dissolution
A. The decision to divorce & the role of the economic system in promoting and hindering divorce (Feb 19, 24, 26, Mar 3)
B. The economic consequences of divorce (Mar 5, 24)

Spring Break Mar 10, 12

Class Discussion on Family Policy Memos Mar 17, 19

- IV. The Allocation of Resources and Power Within Households (Mar 26, 31)
A. Allocation of goods: the financial cost of children
B. Allocation of time (sex roles)
C. Parental time spent in child rearing

Midterm Exam April 2

- V. Reproductive Behavior and Labor Force Participation (April 7, 9)
A. The demand for children
B. The economics of contraceptive choice
C. The black market for babies -- unintended consequences of Roe v. Wade

Term Paper Due Thursday, April 9th

- VI. Families in Poverty and the Distribution of Income and Wealth (April 14, 16)
VII. Family Policy Redux (Apr 21)

April 23d: Student Presentations of Term Papers - Extended Class until 7:30 p.m.

Final examination: Tuesday, April 28th @ 4 p.m.

Economics 586: The Economics of The Family

Reading List

Professor Boone A. Turchi

“*” = optional
“©” = included in course pak
“®” = on course web site
“@” = reading report required

1 Introduction

- Popenoe, David. 1993. “American Family Decline, 1960-1990: A Review and Appraisal.” *Journal of Marriage and the Family* Vol. 55. (With comments by Glenn, Stacey, Cowan & reply by Popenoe): 527-555.
- *Cherlin, Andrew J. 2009. *The Marriage-Go-Round: The State of Marriage and the Family in America Today*. New York: Alfred J. Knopf. Chapters 1-3.
- ®©@Becker, Gary S. 1981. *A Treatise on the Family*. Cambridge: Harvard University Press. Chapter 11, “The Evolution of the Family,” pp. 237-256.
- ®Schumpeter, Joseph A. 1988. “Schumpeter on the Disintegration of the Bourgeois Family.” *Population and Development Review* 14(3): 499-506.
- ®@Folbre, Nancy. 1986. “Hearts and Spades: Paradigms of Household Economics.” *World Development* 14(2): 245-256.
- ®©@Goode, William J. 1982. *The Family*. Englewood-Cliffs, NJ. Chapter 1, “The Theoretical Importance of the Family,” pp. 1-13.
- ®Folbre, Nancy and Julie A. Nelson. 2000. “For Love or Money -- Or Both?” *Journal of Economic Perspectives* 14(4), Fall: 123-140.
- *Wharton, Edith. 1948. *The Age of Innocence*. New York: D. Appleton.
- *Seth, Vikram. 1993. *A Suitable Boy*. New York: HarperCollins.

2 Family Formation

*Cherlin (2009), Chapters 4-6.

2.1. Cohabitation

- ®Bumpass, Larry and Hsien-Hen Lu, 2000. “Trends in cohabitation and implications for children’s family contexts in the United States,” *Population Studies* 54: 29-41.
- ®@Ressler, Rand W. and Melissa S. Waters, 1995. “The Economics of Cohabitation,” *Kyklos* 48(4): 577-592.
- ®@Lichter, Daniel T., Zhenchao Qian and Leanna M. Mellott, 2006. “Marriage or Dissolution? Union Transitions Among Poor Cohabiting Women,” *Demography* 43(2): 223-240.
- *Cherlin (2009), Chapters 7-8.

2.2. Marriage

- ®©@Santos, Fredricka Pickford. 1975. “The Economics of Marital Status.” In *Sex, Discrimination, and the Division of Labor*, edited by Cynthia B. Lloyd, 244-268. New York: Columbia University Press.
- *Grossbard, Amyra Schechtman. 1980. “The Economics of Polygamy.” In *Research in Population Economics*, Vol 2, 321-350. Greenwich, CT: JAI Press.

3 Divorce

3.1. Causes

- *Becker, Gary S., Elisabeth Landes, and Robert T. Michael. 1977. “An Economic Analysis of Marital Instability.” *Journal of Political Economy* 85(6): 1141-1187.
- ©@Lehrer, Evelyn L. 1988. “Determinants of Marital Instability: A Cox-Regression Model.” *Applied Economics* 20: 195-210.
- ©@South, Scott J. and Glenna Spitze. 1986. “Determinants of Divorce Over the Marital Life Course.” *American Sociological Review* 51 (August): 583-590.

- ©@Jensen, Peter and Nina Smith. 1990. "Unemployment and Marital Dissolution." *Journal of Population Economics* 3: 215-229.
- ©@Morgan, S. Philip, Diane N. Lye and Gretchen A. Condran. 1988. "Sons, Daughters, and the Risk of Marital Disruption." *American Journal of Sociology* 94(1) July: 110-129.
- ®@Brinig, Margaret F. 2000. "These Boots Are Made for Walking: Why Most Divorce Filers Are Women." *American Law and Economics Review*, 2(1) Summer: 126-169.
- ©@Hill, Martha S. 1988. "Marital Stability and Spouses' Shared Time." *Journal of Family Issues* 9(4) December: 427-451.

3.2. Consequences

- ®@Gruber, Jonathan. 2004. "Is Making Divorce Easier Bad for Children? The Long Run Implications of Unilateral Divorce." *Journal of Labor Economics* 22(4):799-833.
- ®@Rowthorn, Robert. 1999. "Marriage and Trust: Some Lessons from Economics." *Cambridge Journal of Economics* 23: 661-691.
- ©@Seltzer, Judith A., and Irwin Garfinkel. 1990. "Inequality in Divorce Settlements: An Investigation of Property Settlements and Child Support Awards." *Social Science Research* 19 (March): 82-111.
- ©@Teachman, Jay D. 1991. "Who Pays? Receipt of Child Support in the United States." *Journal of Marriage and the Family* 53 (August): 759-772.
- ©@Beron, Kurt J. 1988. "Applying the Economic Model of Crime to Child Support Enforcement: A Theoretical and Empirical Analysis." *Review of Economics and Statistics* 70(3): 382-390.

3.3. Alimony

- Landes, Elizabeth. 1978. "Economics of Alimony." *Journal of Legal Studies* 7(1): 35-63.

4 Allocation of Income, Time & Power within the Household

- ®Gershuny, Jonathan, and John P. Robinson. 1988. "Historical Changes in the Household Division of Labor." *Demography* 25(4): 537-552.
- ®Lundberg, Shelly and Robert Pollak. 1996. "Bargaining and Distribution in Marriage." *Journal of Economic Perspectives* 10(4) Fall: 139-158.
- ©@Desai, Sonalde, Lindsay P. Chase-Lansdale and Robert T. Michael. 1989. "Mother or Market? Effects of Maternal Employment on the Intellectual Ability of 4-Year-Old Children." *Demography* 26(4): 545-561.

5 Reproductive Behavior

- Turchi, Boone A. 1991. "How Economics, Psychology, and Sociology Might Produce a Unified Theory of Fertility and Labour Force Participation." in *Female Labour Market Behaviour and Fertility: A Rational-Choice Approach*, edited by J. Siegers, J. de Jong-Gierveld, and E. van Imhoff. Berlin: Springer-Verlag: 237-262.

6 Families in Poverty and the Distribution of Wealth

- Levy, Frank. 1987. "Changes in the Distribution of American Family Incomes, 1947-1984." *Science* 236(4804): 923-927.
- ©@Chevan, Albert and Randall Stokes. 2000. "Growth in Family Income Inequality, 1970-1990: Industrial Restructuring and Demographic Change." *Demography* 37(3): 365-380.
- ®Smith, James P. 1989. "Children among the Poor." *Demography* 26(2): 235-248.

7 Family Policy

- ®Swan, George Steven. 1986. "The Political Economy of American Family Policy, 1945-85." *Population and Development Review* 12(4): 739-758.
- ®Becker, Gary S. and Kevin M. Murphy. 1988. "The Family and the State." *Journal of Law and Economics* 31(1): 1-18.

Economics 586: Economics of the Family Interests/Paper Topic Questionnaire

Prof. B. Turchi

Write Your Name Here: _____

Below, in a list, write down the topics, questions, issues, etc., that you are most interested in learning something about in this course, particularly those about which you might want to write a paper. (e.g., "Has women's liberation had any effect on the distribution of work effort in the household?" or, "Does welfare really make people lazy?", etc.). Your responses will give me some idea about future topics for the course, as well as allow me to help you define a term paper topic.

More specifically, if you've already got a reasonably firm idea about a term paper topic that you'd like to try, write it down below, and give me a brief description of the specific questions you wish to address.

Economics 586:

The Economics of The Family

How to Read a Technical Paper

Professor B. A. Turchi

Nobody in his right mind ever characterized reading technical articles in economics as fun. It is, rather, work and ought to be approached as such. Since it is work, you are perfectly free to use any technique you can to extract the maximum information with the minimum amount of effort. Here are some suggestions for making your task easier.

1. *Never* just sit down and plow through an article from start to finish. Not only will you get discouraged real fast, but you'll probably not have any idea of what it is that you're supposed to be getting out of the piece.
2. Approach the article strategically: First, read the title and the first paragraph or so. Then go directly to the end of the article and read the concluding section or paragraphs. Your goal is to establish exactly what the topic of the paper is, and what the author thinks that he/she has accomplished.

(If you have your own copy of the article, then by all means mark it up. Write notes in the margin, circle key words, draw arrows connecting assumptions with hypotheses, etc.)

Suppose you have a paper entitled "Unemployment as an Antecedent to Divorce." The title and the introductory paragraph(s) suggest that the author is trying to determine whether or not the husband's being unemployed spurs or hinders a divorce. Then you turn to the end of the paper, where you see that the author claims to have demonstrated that being unemployed tends to cause people to divorce at a higher rate.

Without doing much reading at all, you have established the topic and the conclusions; now, the problem is to

answer the following questions: (1) How does the author actually demonstrate or back up this claim? (2) Do *I* find the author's claims credible after figuring out how they are supported?

3. Search the paper (again, without actually plowing through from front to back) to determine the method(s) the author uses to analyze the problem and reach his/her conclusion. (1) Does the author present a **theory of the process**? That is, does he/she give us a conceptual framework that either (a) helps us to frame our questions, or (b) leads us to explicit hypotheses that can be analyzed with data? Is there a **causal model** implied by the author's theory? That is, does he/she have explicit hypotheses about how some variables or factors cause certain behaviors to change? Can you diagram the causal model?

(2) What **assumptions** underlie the theory that is advanced? Do you find these assumptions plausible?

4. Try to catalog the factors that make the article *difficult to understand*. Does the author use theoretical tools (e.g., calculus or other advanced mathematics) that you don't understand to develop the theory? Many economists (and other scholars) write in such a way as to make basically simple concepts appear difficult, apparently under the conviction that if they write too clearly or simply, the reader will say, "That's so simple (minded) that even *I* could have written it."

Make a note of the terms and concepts that you don't understand and attempt to figure out whether not understanding them will make it impossible for you to get something from the article. For example, the author may employ utility maximization theory to develop specific hypotheses about behavior using sophisticated mathematics. You may not be able to follow the mathematics, but you *should* be able to understand the

assumptions going into the mathematics and the results of the analysis. You may have to take the results on faith, but that's OK as long as you recognize exactly what it is that you've had to take on faith.

5. How does the author test the hypotheses? Does he/she use data? If so, what kind? What is the sample size, etc.? Does the author use statistical methods that you've never heard of before (e.g., probit or tobit analysis, proportional hazards models, maximum likelihood, etc.). Again, ask yourself if you can understand the **results** of the analysis without understanding all the technical details.
6. Once you've figured out what you need to know in the body of the article in order to understand how the author reached his/her conclusions you can then read through the article, skimming the material you don't understand, trying to keep the thread of the argument intact. You will find that, in answering the previous questions, you will already have a good grasp of the article's contents.
7. Finally, you need to assess the success of the paper. Does the author ask interesting questions, or does he/she ask uninteresting questions that are easy to answer? How successful is he/she in answering the questions he/she poses? How does this article fit in with others you've read,

i.e., does it add to your overall understanding of the general topic? Can you list the **major strengths and weaknesses** of the article? What do you need to remember from this article in order to be able to pass an exam? Have you written down this essential core of information?

Summary:

Think of the process of reading a technical article as a war between you and the author. Your goal is to capture the useful information in the piece with a minimum of casualties (e.g., your sleep/recreation time, frustration, etc.). This means that you don't have to play by the rules; you don't have to read every word the author has written; you don't have to read from front to back; and you don't necessarily have to think that the author's done a good job when you're finished. Instead, pick over the article like a vulture attacking a piece of carrion (how about that for a dynamite simile?) Get the meat as quickly as possible and then head off for more pleasant activities.

Note that the "Student Reading Report" that you are completing for some articles attempts to force you into the style I've just described. You can fill out much of the first page by skimming and skipping through the article. Then once you've mapped the terrain you can read intelligently and quickly with a good idea of exactly what it is that you need to find in the body of the piece. Conscientiously completed, these reports will prove to be invaluable study guides during exam time.

Excerpts from a 1950 Home Economics Textbook:

- ◆ *Get your work done:* Plan your tasks with an eye on the clock. Finish or interrupt them an hour before he is expected. Your anguished cry, "Are you home already?" is not exactly a warm welcome.
- ◆ *Have dinner ready:* Plan ahead even the night before to have a delicious meal -- on time. This is a way of letting him know that you have been thinking about him and are concerned about his needs. Most men are hungry when they come home and the prospects of a good meal are part of the warm welcome needed.
- ◆ *Prepare yourself:* Take 15 minutes to rest so you will be refreshed when he arrives. Touch up your makeup, put a ribbon in your hair and be fresh looking. He has just been with a lot of work-weary people. Be a little gay and a little more interesting. His boring day may need a lift.
- ◆ *Clear away the clutter:* Make one last trip through the main part of the house just before your husband arrives, gathering up school books, toys, paper, etc. Then run a dustcloth over the tables. Your husband will feel he has reached a haven of rest and order, and it will give you a lift too.
- ◆ *Prepare the children:* Take just a few minutes to wash the children's hands and faces (if they are small), comb their hair and, if necessary, change their clothes. They are little treasures and he would like to see them playing the part.
- ◆ *Minimize all noise:* At the time of his arrival, eliminate noise of washer, dryer, dishwasher, or vacuum. Try to encourage the children to be quiet.
- ◆ *Be happy to see him:* Greet him with a warm smile and act glad to see him.
- ◆ *Some don'ts:* Don't greet him with problems or complaints. Don't complain if he's late for dinner. Count this as minor compared with what he might have gone through that day.
- ◆ *Make him comfortable:* Have him lean back into a comfortable chair or suggest he lie down in the bedroom. Have a cool or warm drink ready for him. Arrange his pillow and offer to massage his neck and shoulders and take off his shoes. Speak in a soft, soothing, pleasant voice. Allow him to relax -- to unwind.
- ◆ *Listen to him:* You may have a dozen things to tell him, but the moment of his arrival is not the time. Let him talk first.
- ◆ *Make the evening his:* Never complain if he does not take you out to dinner or to other places of entertainment. Instead, try to understand his world of strain and pressure, his need to be home and relax.
- ◆ *The goal:* Try to make your home a place of peace and order where your husband can renew himself in body and spirit.

The Daily Tar Heel

Thursday, May 27, 1999

Thumb Your Nose at Marriage

By CARA BRICKMAN

"My colors are bluish and bashful. Pink is my signature color," says Shelby in Steel Magnolias.

Thank God I won't be wearing pink.

This summer I am going to be a bridesmaid in my best friend's wedding.

In addition to wearing uncomfortable shoes and agonizing over what gift to get the newlyweds, I have been wondering why exactly they decided to tie the knot.

They are both in their early twenties and one of them is not even out of college yet. And, no she is not pregnant.

So, what's the hurry?

Maybe they want to start their lives together as soon as possible. They are in love and want to live together forever. They look forward to spending every single day with one another, sharing everything including checking accounts and personal sleeping space. They sincerely want to throw away tampon wrappers and put the lid down. They want to fall into a never-ending routine together.

Mmm ... sounds like heaven. For whatever reason couples decide to get married, the real impetus is the desire to not be a lonely slob.

It is so illogical that unhappy couples stay together for years. Take my parents for example. They were married for TWENTY years, and they were unhappy for the majority of those years. I can't remember them ever touching. Think of all the time

they wasted being miserable and fighting. They could have been just as unhappy by themselves.

Home life would have been a lot happier if they had just gotten divorced years ago. Staying married for the sake of the children is a farce. Children from divorced families can be normal and well-adjusted. It is the environment of constant bickering and hatred that will warp them.

Wanting to raise a family is a great reason to get married. People want their bloodline, or at least their name, to continue. Plus children are like your own personal slaves. Who else can you order to wash the dishes, mow the lawn or fetch you a beer? My parents should have changed my name from Cara to Janitor.

Just know when to call it quits. If after trying to work it out you still feel like you're in a steel cage match, then that disregard for above-the-belt fighting will rub off on the kids.

Emotional sparring aside, every marriage is really a lesson in economics. One of the partners is usually financially dependent upon the other. Most of the time it's the woman, as women still make considerably less money for doing the same work as men.

The only plus for the sistas is in the event of a divorce, when they receive half of what the spouse earns alimony and child support.

If you have kids, you need the money. If not, this fosters a dangerous lifetime reliance on another person.

For that person, marriage is like working on a plantation. It's always "yes massa" this and "no massa" that. Remember, not everyone can marry a sensitive millionaire. Do not sacrifice everything you

could be for a commitment that might not be all you think it is.

On Sunday, the *News and Observer* printed a story about Buffy Brown, a woman who recently earned a master's in divinity in women's studies from Southeastern Baptist Theological Seminary.

Although she is well-qualified to get a job of her own, she is going to work at another full-time job being a pastor's wife. She wants to stay home to raise a family and teach the younger women at her church.

Buffy is the *happy* subservient homemaker.

Ironically, Buffy says that modern feminism is wrong and that women should not try to go out and get jobs just because they can. (She never acknowledges the women that have to). Yet, she has empowered herself by getting her degree. Go Buffy!

It is unlikely that the Browns will ever get a divorce. They are a very missionary couple who believe family is the cornerstone of society. However, on the off-chance that they decide to slay the union, Buffy will come out of the marriage an independent, educated woman. She will not need her husband for financial support.

That is so key. They can function in the job market and in life without each other if their marriage does not work out.

Too many kids get married hoping it will last forever. But, for the handful of success stories there are hundreds of failures.

According to the 1998 Census Bureau Report, between 1970 and 1996, the number of divorced people has more than

quadrupled. This does not account for the people who are separated or still together unhappily.

The odds of having a healthy marriage are against you. It is also an unrealistic notion that you will be content with one person for the rest of your life. It's like underwear eventually the elastic is going to wear out.

Despite the statistics, people still take the plunge into marriage because it is the romantic thing to do.

The romantic ideal of marriage saturates us from day one. We see it all the time on television and in the movies. Forget violence. The most dangerous images we see involve the happy marriage and family. I'm talking to you, Cosby. They tell us that marriage is hearing music when we kiss and that not being married means we are old maids or losers.

That is not true. You're a loser anyway. But, now you're a loser with a marriage license. Congratulations.

Just wait until you are established. Get a job. Be independent. Then search for your one true love. You will save yourself a lot of heartache and the cost of a lawyer.

Take a cue from the Brickmans get out of a bad situation after months, not years. You do not want to wake up every morning beside someone you downright loathe.

Cara Brickman is a Journalism and English double major from Indian-Trial. Her bridesmaid dress is silver. Reach her at cdrickc@email.unc.edu

Term Paper Requirements

Purpose

The purpose of this term paper is to give you an opportunity to delve more deeply into a specific area of family economics. The exercise has the benefits of forcing you to pull together the ideas that you've been acquiring from the course, to express them in an organized manner and to gain experience in the use of economic analysis to address a real problem.

Form

The paper should be typed double-spaced and should be a *maximum of 20* pages long excluding references. *Minimum* length should be 10 pages. *All pages must be numbered consecutively.*

Citations: Do not use footnotes to cite references in the text. Instead, use the following system:

Unlike the books by Gary Becker (1991), W. Keith Bryant (1990, p. 214) and Alessandro Cigno (1991), the current work is not primarily a theoretical book. Other works (Fuchs, 1983) are not so theoretical. [When you actually refer to the author in the text, reference the work by putting its date in parentheses. If you want to reference a page number, put that in parentheses, too. If you want to reference a work that you haven't actually referred to in the text, put the author's name in the parentheses, too.]

Collect all your references at the back of the paper and use the following format:

Becker, Gary S. 1991. *A Treatise on the Family*. Enlarged Edition, Cambridge: Harvard University Press.

Bryant, W. Keith 1990. *The Economic Organization of the Household*. Cambridge: Cambridge University Press.

Smith, Roger. 1984. "The Family as a Small Factory," *Population Economics*, 8(4):131-163.

Content

The paper should address the following issues:

- ◆ What is the subject of your paper? Try to be as precise as possible about what the goals of the paper are.
- ◆ Why should we (the readers) be interested in this topic? I.e., what are the relevance and importance of this topic?
- ◆ No matter what your topic and how you plan to approach it, your paper should contain an organized and coherent description of what the literature that you've read says about this problem. This may, in fact, be the main part of your paper if you're basically trying to read, synthesize and criticize literature on a particular topic.
- ◆ Include a list of references at the end of the paper. *You need to include at least 5 additional references not already included in the course reading list.* A superior job will likely require many more. Note that articles from popular magazines (*Time*, *Fortune*, *Barrons*, etc.) or newspapers (*New York Times*, *Wall Street Journal*, etc.), while being valuable as reflections of public concern or popular solutions to problems, really don't count as references to the social science literature. So, if you use them, be sure to include other *academic* articles to meet the minimum requirement. Also, try to get the most recent references possible that are relevant to your topic. The material below shows you how to find recent work.
- ◆ *Citations from the Internet:* It has become very easy to find potentially useful material, including articles, statistical tables or even raw data, on the Internet. I have no objection to your using material from Internet sources *with the following caveats:* (1) The sources of much material on the Web are highly dubious; treat their quality with extreme caution, and try to find and cite the true sources of such material. (2) Web-based material, like that from magazines and newspapers mentioned above, has not undergone scholarly review and checking; indeed, it has not even undergone the kind of fact checking that an article in, say, *Time*, will have had. (3) Therefore, unless the source is a refereed scholarly journal, *Web-based references will not count toward your minimum 5 references.*
- ◆ *Oral Presentation:* As part of your project you will be required to present a 5-10 minute summary of your findings to the class. This presentation will take place as part of a group effort that I will describe later. I expect this to be a polished review of your topic and findings, not simply a quick rush through your paper.

NB: In order for your paper to be a valued contribution you must go beyond a simple regurgitation of the literature that you've read. Even if your paper does not employ statistical methods, new data or fancy mathematical theory you can make a contribution by tying together other scholars' writing into a *new synthesis*. Your contribution is the molding of others' ideas into a new perspective that includes your own understanding of the issues in addition to those of the authors that you cite. Your essay then adds something that is greater than the sum of the articles and books that you've read. To achieve this, you must spend enough time digesting and understanding the literature so that you can write an essay that is not simply an article-by-article replay of what other people have already written. This takes time and is very difficult to do if you try to do a rush job at the very end.

Notes on Research and Bibliographic Methods

In many respects the hardest part of any research project is the very beginning. At that point you don't have a clear idea of your objectives and you don't know which parts of the literature are actually relevant to your problem. You can spend lots of time in the library and not really feel like you're getting any place. I *still* have these feelings after many years of research experience. I've watched graduate students bumble around for two or three years trying to define a topic. Fortunately you don't have that much time to waste!

Here are some tips for getting started:

1. Do not enter the library without a definite plan of attack and specific objectives. Chapel Hill is too pleasant in the fall or spring to spend unproductive hours in the library. The plan of attack should include a list of criteria by which you should judge every article that you read. I.e., what precisely are you looking for? Can you write down a list of 3 or 4 specific questions to which you're seeking answers?
2. *Never* attempt to sit down and plow completely through an article or book the first time you see it. You'll only get bogged down and depressed if you discover that it really doesn't answer any of your questions.
3. Instead, give yourself, say, 10 or 15 minutes to do an intensive perusal of the piece with a view toward determining which, if any, of the target questions it addresses.
4. Prepare a note card (or other computer-based note) for each reading. After you've perused the piece make a notation on the card signifying (1) that it's not relevant to your concerns, or (2) that it is relevant to the following topics that you're researching a)... b).... etc.
5. Give yourself a well defined period for a literature review session, say two hours, and work steadily without allowing yourself to be distracted by, e.g., that great book on oriental philology that you never knew you were interested in until this very moment! After the period is up, give yourself a reward; one reward will be the two piles of cards that you've accumulated: *rejects* and *possibles*.
6. Once you've accumulated a small number of relevant articles, use the bibliographic reference system of the library. For example, if you've found an article published in 1999 that is really useful, later articles that cite it will also have a high probability of being useful. Use the *Social Science Citation Index* available through the UNC Libraries web page to trace all the articles published since then (in journals) that have cited it. Then see what *those* articles have cited. This allows you to get the most recent references available. Or look up the articles cited by your key article and see what they have to say ... if any of *those articles* are useful, see who's cited them, and so forth.
7. At the very beginning you may not have any articles to serve as a basis. This is where I might be able to help by giving you references or by showing you where you might find references. An excellent source of references in economics by topic areas is the *Index of Economic Articles* (See Davis Library web site for Electronic Resources). Look also for *Population Index*. It provides many listings of articles relevant topics in this course. These computer indices are wonderful resources to help you get started. In addition you will find useful a bibliography compiled by the producers of the *Panel Study of Income Dynamics* at the University of Michigan. This bibliography refers to articles, etc., that have been written using this comprehensive survey conducted since 1968 by the Survey Research Center at the University of Michigan. The range of topics here is very large, and you may well find a couple of items that will get you started. The latest version of this bibliography can be found at: <http://www.isr.umich.edu/src/psid/index.html>
8. Use the professional reference librarians in the Reference Department of Davis Library particularly to get help using the web-based bibliographies.
9. Fairly quickly in your initial literature search procedure you will have developed a set of references for each specific subject that you're pursuing in your paper. Some references will be useful in each of the specific subject areas; others in only one. Moreover, your literature search will probably have pointed up new topics that need to be included in the search process, topics that you didn't realize were important until you'd gained a basic familiarity with the literature.
10. Once you've accumulated literature on each topic, go back through it more carefully, topic by topic. Choose one of your topics and, using your card reference system go back through your references focusing only on that topic. In this way your reading will be much more structured and purposeful. However, before you do this, write down a set of even more specific questions about this particular specific topic that you want to answer. Again, using your cards, keep track of which references are relevant to the specific questions within each specific first round topic.
11. Think of yourself as a vulture flying in ever-tightening circles around your prey. (With metaphors like this one, you can see why I'm an economist!)
12. On the basis of this latest perusal of your literature you will likely find it necessary to go back to the literature search with a new, even more specific, set of questions. However, at some point you are going to find that the new literature that you're digging up isn't all that surprising any more. In fact, it's becoming downright repetitive. At this point you've probably gained a good mastery of the material and are ready to make your contribution. The frustrations of the early period will have receded, you'll not have any problems deciding what to do next. Congratulations.

The Difference Between “Affect” and “Effect”:

These two words are often used incorrectly by students on exams and in papers. I *know* that you’re not one of the offenders; however, I’m including this sheet just the same for your information.

affect (verb, transitive) Produce effect on (*how does price affect the demand for shoes?*); move, touch the feelings of (*that lecture affected me deeply*).

effect (noun) Result or consequence (*price has a great effect on quantity demanded*).

When you are using one of these words as a *verb* then you want affect. On the other hand when the word functions as a noun the word is effect. However, because English is such a wonderful language, see the exceptions below.

Somewhat Obscure Exceptions:

Occasionally you will run across these words used differently, as illustrated below; however, I almost never see these usages in student papers, so they probably are not relevant for you.

affect (noun) Expressive behavior or emotion manifested by individuals (His affect is indicative of underlying anger.) A technical term used by psychologists in describing how individuals present underlying emotions to others.

effect (verb, transitive) Bring about, accomplish, cause to occur (his speech effected a major change in attitude among the members of the committee). The distinction between this use of “effect” and using “affect” as a verb is somewhat subtle; however, there is a difference.

Memorandum

To: Students

From: Prof. B. Turchi

Date: 8/20/2007

Subject: NoteMap 2, an outlining program for Windows

Lexis-Nexis-CaseSoft, the publisher of the Windows-based outlining program, *NoteMap*, has released version 2 of the software and made it available for free to students in selected courses. I have used an outlining program for decades to write initial drafts of papers, articles, book chapters, etc. As an outlining medium, it is far superior to outline templates that you may find in word processors such as Word. Some of you may find this software invaluable in outlining, organizing and restructuring your own writing projects. NoteMap outlines can be exported directly to Microsoft Word for continued word processing and formatting.

If you're interested in trying out the program, follow the instructions below to download, install and begin using the software.

If you would like to learn more about the key features in NoteMap 2, please use the link below:

<http://www.casesoft.com/notemap/whatsnewnm2.shtml>

To download the program, go to the following web site and follow instructions to download the setup file for the program. You will want to save the *SpecialNM2.exe* file to your hard drive.

<http://www.casesoft.com/download/NM2Setup.exe>

Double-click *SpecialNM2.exe* to begin the installation process. You will need the following information during the installation routine: (Be sure to use my name -not yours - when you register the software)

Registration Information:

Registration Name: Boone Turchi
Registration ID: 9f46-6ae0
NoteMap Product ID: NMP-54963-8280728

Once installed you are ready to use NoteMap 2.

Start *NoteMap 2* and on the "Help" menu click "NoteMap 101". This will open an actual outline file that serves as an introduction and tutorial to the program. Good luck!