

GDAŃSK UNIVERSITY

Subject card

Subject name and code	Empirical research on household economic behaviour and well-being, PG_00045797							
Field of study	Economic Analytics							
Date of commencement of studies	October 2022		Academic year of realisation of subject		2023/2024			
Education level	second-cycle studies		Subject group		Optional subject group Subject group related to scientific research in the field of study			
Mode of study	Full-time studies		Mode of delivery		at the university			
Year of study	2		Language of instruction			English		
Semester of study	3		ECTS credits			3.0		
Learning profile	general academic profile		Assessment form			assessment		
Conducting unit	Katedra Statystyki i Ekonometrii -> F		aculty of Management and Economi			cs		
Name and surname	Subject supervisor		dr Piotr Paradowski					
of lecturer (lecturers)	Teachers		dr Piotr Paradowski					
Lesson types and methods	Lesson type	Lecture	Tutorial	Laboratory	Projec	t	Seminar	SUM
of instruction	Number of study hours	0.0	0.0	30.0	0.0		0.0	30
	E-learning hours inclu	ided: 0.0						
Learning activity and number of study hours	Learning activity	Participation in classes includ plan	n didactic ed in study	Participation in consultation hours		Self-study		SUM
	Number of study hours	30	6		6.0			75
Subject objectives	Empirical research on household economic behaviour and well-being.							
Learning outcomes	Course out	come	Subject outcome Method of ver			ication		
	[K7_W14] knows the principles of creating and developing forms of individual entrepreneurship using knowledge from the field of economic sciences		Student has a good knowledge of how individual economic/financial attitudes and behaviors influence economic well-being of each individual.		[SW3] Assessment of knowledge contained in written work and projects [SW1] Assessment of factual knowledge			
	[K7_U02] can use theoretical knowledge in the field of economics and finance to obtain, analyse and interpret data on economic processes and phenomena and on their basis formulate own opinions		Student knows the recent trends in economic literature on the determinants of household economic behaviour and wellbeing.			[SU4] Assessment of ability to use methods and tools [SU3] Assessment of ability to use knowledge gained from the subject [SU2] Assessment of ability to analyse information		
	[K7_K01] understands the need for continuous learning and, in particular, for advanced and modern tools for data analysis		Student has a broader knowledge about the analytical tools for the analysis of household economic behaviour and well- being.		[SK4] Assessment of communication skills, including language correctness [SK3] Assessment of ability to organize work [SK2] Assessment of progress of work			
	[K7_U07] can use the acquired knowledge of economic sciences and quantitative methods to identify, formulate and propose solutions to specific economic problems and assess their effectiveness		Student is able to conduct empirical analysis using econometric methods to analyze household economic behaviour and well-being as well as propose some solutions based on these findings.		[SU4] Assessment of ability to use methods and tools [SU3] Assessment of ability to use knowledge gained from the subject [SU2] Assessment of ability to analyse information [SU1] Assessment of task fulfilment			
	[K7_W08] knows the principles of preparing and analysing revenues and costs in enterprises and financial institutions used in preparing reports and taking management decisions		Student knows quantitative methods that use statistical data, in particular financial and economic data.		[SW3] Assessment of knowledge contained in written work and projects [SW1] Assessment of factual knowledge			

Subject contents	This course looks into policy and research questions concerning the economic well-being and behaviour of households as well as provides the tools for analytical, computational, and econometric investigation concerning these questions. In particular, the focus is on analytic economic measures of well-being (specifically wealth, but also touching upon income and consumption) as they are used in the empirical research and can be applied to inform policy-makers. This course explore the level of savings, investments, and debt, how wealth is distributed among households, as well as factors that affect wealth holdings and accumulation, such as compositional differences across households and associated behaviours. Since household behaviours are informative for understanding developments in household wealth at the micro level, the following topics will be covered during the course: i) saving and investment attitudes and behaviours, including risk aversion, financial literacy, financial planning, and how financial information is obtained; ii) housing attitudes; iii) loan refinancing, payment behaviour and credit lines available; iv) household financial constraints. The empirical exercises employ household microdata from various countries using Stata software				
Prerequisites and co-requisites	Methods of Quantitative Analysis.				
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade		
	Case study	60.0%	100.0%		
Recommended reading	Basic literature	OECD (2013), OECD Guidelines for Wealth, OECD Publishing. http://dx. en Luigi Guiso, Paolo Sodini; Househol Handbook of the Economics of Fina 1397-1532, https://doi.org/10.1016/f Cristian Badarinza, John Y. Campbe Comparative Household Finance, A (1): 111-144, https://doi.org/10.1146 John Y. Campbell; Restoring Ration Consumer Financial Regulation, Am Proceedings 2016, 106(5): 130, http aer.p20161127 Hamilton L.C. Statistics with Stata: N	Micro Statistics on Household doi.org/10.1787/9789264194878- d Finance: An Emerging Field, nce 2013, Volume 2, Part B: 3978-0-44-459406-8.00021-4 ell, Tarun Ramadorai; International nnual Review of Economics 2016, 8 /annureveconomics-080315-015425 al Choice: The Challenge of lerican Economic Review: Papers & ://dx.doi.org/10.1257/		

Supplementary literature	Maarten C.J. van Rooij, Annamaria Lusardi, Rob J.M. Alessie; Financial Literacy, Retirement Planning and Household Wealth, The Economic Journal 2012, 122(560): 449478, https://doi.org/10.1111/j. 1468-0297.2012.02501.x
	Julia Le Blanc, Alessandro Porpiglia, Federica Teppa,c Junyi Zhu, Michael Ziegelmeyer; Household Saving Behavior in the Euro Area, International Journal of Central Banking, June 2016, https:// www.ijcb.org/journal/ijcb16q2a2.pdf
	Dirk Brounen, Kees G.Koedijk, Rachel A.J.Pownall; Household financial planning and savings behavior, Journal of International Money and Finance 2016, 69: 95-107, https://doi.org/10.1016/ j.jimonfin. 2016.06.011
	Foster, J. E., S. Seth, M. Lokshin, and Z. Sajaia. 2013. A Unified Approach to Measuring Poverty and Inequality. Washington, DC: The World Bank. http://documents.worldbank.org/curated/en/ 281001468323965733/pdf/ 782980PUB0EPI0000PUBDATE05010020130.pdf
	Campbell, J. Y. Household finance. The Journal of Finance 2006, 61 (4), 1553-1604. https://doi.org/10.1111/j.1540-6261.2006.00883.x
	Cocco, J. F., Gomes, F. J., & Maenhout, P. J. Consumption and portfolio choice over the life cycle. The Review of Financial Studies 2005, 18(2), 491-533. http://faculty.london.edu/fgomes/cgm.pdf
	Van Rooij, M., Lusardi, A., & Alessie, R. Financial literacy and stock market participation. Journal of Financial Economics 2011, 101(2), 449-472. https://doi.org/10.1016/j.jfineco.2011.03.006
	Campbell, J. Y., & Cocco, J. F. Household risk management and optimal mortgage choice. The Quarterly Journal of Economics 2003, 118(4), 1449-1494. https://scholar.harvard.edu/files/campbell/files/ campbellcocco_qje2003.pdf
	Frank Cowell, Brian Nolan, Javier Olivera, Philippe Van Kerm, Wealth, Top Incomes and Inequality, LWS Working Papers Series 2017, No. 24, http://www.lisdatacenter.org/wps/lwswps/24.pdf
	Cupak, Andrej, Pirmin Fessler, Joanne W. Hsu, Piotr R. Paradowski (2022). Investor confidence and high financial literacy jointly shape investments in risky assets, Economic Modelling, Volume 116, https:// doi.org/10.1016/j.econmod.2022.106033
	Lindner, P. (2015). Factor decomposition of the wealth distribution in the euro area. Empirica, 42(2), 291-322.
	Jappelli, T. (1990). Who is credit constrained in the US economy?. The Quarterly Journal of Economics, 105(1), 219-234.
	D'Ambrosio, C., Jantti, M. & Lepinteur, A. (2020). Money and happiness: Income, wealth and subjective well-being. Social Indicators Research, 148(1), 47-66
eResources addresses	Uzupełniające Adresy na platformie eNauczanie: Empirical research on household economic behaviour and well-being - Moodle ID: 34143 https://enauczanie.pg.edu.pl/moodle/course/view.php?id=34143

Example issues/ example questions/ tasks being completed	 Using the Luxembourg Wealth Database (www.lisdatacenter.org), present basic facts about who owns asset and how much, how ownership and compositions of assets as well as risk aversion varies according to wealth, income, and age. Perform your analysis on Austria and UK. Discuss your findings. Examine the association between financial literacy and net worth controlling for other factors. Does financial literacy facilitate wealth accumulation? If so, in what type of assets knowledgeable individuals invest? Utilize the U.S. and Italian wealth microdata from the Luxembourg Wealth Database (www.lisdatacenter.org). Do Americans differ a lot from Italians?
Work placement	Not applicable