



## ***BUILDING FINANCIAL RESILIENCE: A GENERATIONAL APPROACH TO WEALTH CREATION*** **SYLLABUS**

**Course Name:** Personal Finance Economics  
**Instructor:** Susan Doty  
**Office Location:** CAS #141  
**Class Format:** 7-week Online Asynchronous

**Course Number:** ECON 3333 (4350-061)  
**Contact:** [sdoty@uttyler.edu](mailto:sdoty@uttyler.edu)  
**Office Hours:** Thursdays 8am-11am  
**Zoom Meetings:** By Appointment

### **Course Description:**

*Building Financial Resilience: A Generational Approach to Wealth Creation* balances the practical aspects of advanced personal finance with broader societal and generational impacts, making it appealing to a diverse range of students and professions. Financial resilience highlights the core goal of the course to equip individuals and families with the ability to withstand financial challenges, which applies across the wealth spectrum. The focus on generational wealth-building broadens the appeal beyond just immediate financial planning, by emphasizing long-term strategies. Taught in a 7-week online format, the course makes extensive use of case study simulations, multimedia content, data analysis projects, discussion forums, and expert guest lectures.

### **Student Learning Outcomes:**

By the end of the course, students will demonstrate an understanding of financial resilience, recommend financial wellness strategies, evaluate various wealth creation options, and develop plans to sustain and build wealth generationally for families in a variety of life situations. Detailed learning objectives are provided in each module.

### **Course Organization:**

There are seven weekly modules that must be completed on time and in sequence. Modules open on Monday mornings and close on Sunday evenings. Each weekly module follows the same format with an overview, two readings, two videos, and two activities that are the leaning resources. At the end of each module, students will post on the discussion board, take a module test, and analyze a case study.

### **Course Materials:**

All readings, videos, and activities will be provided in Canvas *at no additional financial cost to you*. Learning materials have been selected from a wide range of academic, practitioner, government, and business economics publication sources. UT Tyler offers a *NY Times* subscription and the full version of Microsoft Office for students.

### **Course Tools:**

Students must have access to a PC with the Windows operating system, reliable internet, and the full *MS Office suite* installed. Additionally, students must have audio, video, and screen capture recording capabilities.

### **Grading Policy:**

Final course grades are based on the sum of the six highest scoring modules with the requirement that students complete six module tests and six module case studies over the course of the semester. "A" grades require 540+ earned points. "B" grades require 480-539 earned points. "C" grades require 420-479 earned points. "D" grades require 360-419 earned points. Be aware that although technically a passing grade, a "D" may not be accepted by many programs. Less than 360 earned points and/or fewer than six module tests and six module case studies will result in a failing grade of "F" and no course credit will be awarded. The **make-up policy** for all students and all situations is the built-in option to drop the lowest scoring module.

***BUILDING FINANCIAL RESILIENCE: A GENERATIONAL APPROACH TO WEALTH CREATION***  
**Course Schedule**

<b>Module Dates</b>	<b>Topic Content</b>	<b>Assignments &amp; Due Dates</b>
<b>Weekly module pages open at 8:00am on their respective Mondays</b>	<b>4 Topics/Module Each Reading, Video, or Activity Resource</b>	<b>Weekly assignments due at 11:59pm on their respective Sundays</b>
<b>Week One</b> 3/3/2025 – 3/9/2025 <i>Income &amp; Wealth: Building Connections</i>	<ul style="list-style-type: none"> <li>• Role of education</li> <li>• Productivity &amp; wages</li> <li>• Geographic influences</li> <li>• Tax policies</li> </ul>	<b>100 points</b> Discussion - 10 Individual module test - 40 Case study - 50
<b>Week Two</b> 3/10/2025 – 3/16/2025 <i>Generational Wealth &amp; Poverty</i>	<ul style="list-style-type: none"> <li>• Inheritance &amp; wealth transfer</li> <li>• Role of home ownership</li> <li>• Impact of debt</li> <li>• Government policies</li> </ul>	<b>100 points</b> Discussion - 10 Individual module test - 40 Case study - 50
<b>Week Three</b> 3/24/2025 – 3/30/2025 <i>Financial Fragility &amp; Resilience</i>	<ul style="list-style-type: none"> <li>• Emergency savings &amp; shocks</li> <li>• Financial decision-making</li> <li>• Role of social networks</li> <li>• Risk mitigation</li> </ul>	<b>100 points</b> Discussion - 10 Individual module test - 40 Case study - 50
<b>Week Four</b> 3/31/2025 – 4/6/2025 <i>Wealth Gaps &amp; Inequality</i>	<ul style="list-style-type: none"> <li>• Higher education externalities</li> <li>• Changes to the middle class</li> <li>• Technological change impacts</li> <li>• Demographic disparities</li> </ul>	<b>100 points</b> Discussion - 10 Individual module test - 40 Case study - 50
<b>Week Five</b> 4/7/2025 – 4/13/2025 <i>Income Mobility Within a Generation</i>	<ul style="list-style-type: none"> <li>• Intragenerational mobility</li> <li>• A family vision</li> <li>• Stages of life</li> <li>• Life cycle financial planning</li> </ul>	<b>100 points</b> Discussion - 10 Individual module test - 40 Case study - 50
<b>Week Six</b> 4/14/2025 – 4/20/2025 <i>Promoting Generational Mindsets</i>	<ul style="list-style-type: none"> <li>• Multigenerational strategies</li> <li>• Differentiated retirement</li> <li>• Financial plans for aging parents</li> <li>• Sandwich generation challenges</li> </ul>	<b>100 points</b> Discussion - 10 Individual module test - 40 Case study - 50
<b>Week Seven</b> 4/21/2025 – <b>Saturday*</b> 4/26/2025 <i>Sustaining Financial Wellness &amp; Building Wealth</i>	<ul style="list-style-type: none"> <li>• Entrepreneurship as a path</li> <li>• Role of technology</li> <li>• Psychology of saving &amp; investing</li> <li>• Creating a sustainable portfolio</li> </ul>	<b>100 points</b> Discussion - 10 Individual module test - 40 Case study - 50
<b>Grades from Best Six Modules</b> <b>540+ points - A</b> <b>480-539 points – B</b> <b>420-479 – C</b> <b>360-419 - D</b> <b>&lt;360 – F</b>		

**BUILDING FINANCIAL RESILIENCE: A GENERATIONAL APPROACH TO WEALTH CREATION**  
**Course Materials**

*Provided in Canvas to students at no additional financial cost*

Module Readings	Module Videos	Module Activities
<p><b><i>Income &amp; Wealth: Building Connections</i></b> - This module explores the relationship between income and wealth creation, focusing on how financial decision-making can translate to long-term wealth accumulation.</p>		
<ul style="list-style-type: none"> <li>• The difference between income &amp; wealth.</li> <li>• From income to wealth</li> </ul>	<ul style="list-style-type: none"> <li>• Income inequality &amp; wealth gaps</li> <li>• How to build wealth on a small income</li> </ul>	<ul style="list-style-type: none"> <li>• Income vs. wealth simulation</li> <li>• Wealth calculation</li> </ul>
<p><b><i>Generational Wealth &amp; Poverty</i></b> - This module examines the transmission of wealth or poverty across generations and the socio-economic factors that either sustain or interrupt these cycles.</p>		
<ul style="list-style-type: none"> <li>• Road to generational wealth</li> <li>• The long shadow of intergenerational poverty</li> </ul>	<ul style="list-style-type: none"> <li>• Wealth inequality and the American dream</li> <li>• Generational wealth: myth or reality?</li> </ul>	<ul style="list-style-type: none"> <li>• Family wealth mapping</li> <li>• Comparing three families</li> </ul>
<p><b><i>Financial Fragility &amp; Resilience</i></b> - This module will focus on financial fragility, particularly the inability of households to cope with financial shocks, and strategies to build resilience.</p>		
<ul style="list-style-type: none"> <li>• Financial fragility &amp; economic insecurity</li> <li>• Building financial resilience</li> </ul>	<ul style="list-style-type: none"> <li>• How financial resilience can fight poverty</li> <li>• The fragile middle class</li> </ul>	<ul style="list-style-type: none"> <li>• Emergency fund workshop</li> <li>• Resilience building exercise</li> </ul>
<p><b><i>Wealth Gaps &amp; Inequality</i></b> - This module dives into the broader societal and economic factors that create and sustain wealth gaps and explores potential policy interventions.</p>		
<ul style="list-style-type: none"> <li>• Income mobility &amp; the persistence of poverty</li> <li>• The American dream stalled?</li> </ul>	<ul style="list-style-type: none"> <li>• Economic mobility &amp; the pursuit of happiness</li> <li>• Is the American dream alive or dead?</li> </ul>	<ul style="list-style-type: none"> <li>• Income mobility simulation</li> <li>• Public policy debate</li> </ul>
<p><b><i>Income Mobility Within a Generation</i></b> - This module explores the concept of income mobility, both upward and downward, and how it affects generational financial outcomes.</p>		
<ul style="list-style-type: none"> <li>• Power of generational thinking</li> <li>• Why generational wealth planning matters</li> </ul>	<ul style="list-style-type: none"> <li>• Building a financial legacy</li> <li>• Thinking ahead generationally</li> </ul>	<ul style="list-style-type: none"> <li>• Legacy building workshop</li> <li>• Future generations exercise</li> </ul>
<p><b><i>Promoting Generational Mindsets</i></b> - Explore how generational thinking influences financial planning, with a focus on long-term wealth-building and planning for future generations.</p>		
<ul style="list-style-type: none"> <li>• Bridging the gender and racial wealth gap</li> <li>• Income distribution and wealth</li> </ul>	<ul style="list-style-type: none"> <li>• The truth about income inequality</li> <li>• Wealth inequality &amp; public policy</li> </ul>	<ul style="list-style-type: none"> <li>• Policy solution brainstorm.</li> <li>• Graphing wealth inequality</li> </ul>
<p><b><i>Sustaining Financial Wellness &amp; Building Wealth</i></b> - This module focuses on practical strategies for wealth creation and financial wellness, including entrepreneurship, investing, and risk management.</p>		
<ul style="list-style-type: none"> <li>• Investing for financial independence</li> <li>• Entrepreneurship as a pathway</li> </ul>	<ul style="list-style-type: none"> <li>• Building wealth: a guide for the next generation</li> <li>• Entrepreneurship and wealth creation</li> </ul>	<ul style="list-style-type: none"> <li>• Investment portfolio design</li> <li>• Financial wellness plan</li> </ul>

<b><i>BUILDING FINANCIAL RESILIENCE: A GENERATIONAL APPROACH TO WEALTH CREATION Learning Objectives by Module</i></b>	
<b><i>After successfully completing this module, students will be able to:</i></b>	
<b><i>Income &amp; Wealth: Building Connections</i></b>	<ol style="list-style-type: none"> <li><b>Analyze</b> the relationship between income and wealth, and <b>differentiate</b> between how short-term income affects long-term wealth accumulation.</li> <li><b>Evaluate</b> how education, employment, and tax policies influence the ability to accumulate wealth.</li> <li><b>Compare</b> different strategies for converting income into sustainable wealth over time, considering various income levels and career paths.</li> <li><b>Assess</b> how wage disparities and income inequality impact long-term wealth creation for different demographics.</li> </ol>
<b><i>Generational Wealth &amp; Poverty</i></b>	<ol style="list-style-type: none"> <li><b>Explain</b> the causes and effects of generational poverty and wealth, focusing on systemic and structural factors.</li> <li><b>Analyze</b> data on wealth transfers, inheritance, and intergenerational wealth accumulation.</li> <li><b>Compare</b> the financial practices and mindsets that contribute to either the perpetuation of poverty or the creation of generational wealth.</li> <li><b>Evaluate</b> the impact of policy interventions, such as inheritance taxes and social programs, on generational wealth and poverty.</li> </ol>
<b><i>Financial Fragility &amp; Resilience</i></b>	<ol style="list-style-type: none"> <li><b>Identify</b> the key factors that contribute to financial fragility and the economic behaviors that lead to increased vulnerability.</li> <li><b>Assess</b> the effectiveness of financial products (e.g., insurance, emergency savings) in mitigating financial shocks and crises.</li> <li><b>Develop</b> a personal financial strategy aimed at reducing financial fragility through risk management and savings plans.</li> <li><b>Evaluate</b> how financial literacy programs and policy initiatives can foster resilience among financially vulnerable populations.</li> </ol>
<b><i>Wealth Gaps &amp; Inequality</i></b>	<ol style="list-style-type: none"> <li><b>Identify</b> the key factors contributing to wealth gaps, focusing on race, gender, and geography.</li> <li><b>Analyze</b> the role of government policies, education, and access to financial services in perpetuating or reducing wealth inequality.</li> <li><b>Compare</b> the long-term effects of wealth inequality on social mobility and economic stability.</li> <li><b>Propose</b> policy reforms or community-based initiatives that could reduce wealth inequality while fostering economic growth.</li> </ol>
<b><i>Income Mobility Within a Generation</i></b>	<ol style="list-style-type: none"> <li><b>Compare</b> the income mobility rates in different countries and <b>assess</b> how policy and social systems influence upward mobility.</li> <li><b>Examine</b> the barriers and enablers of mobility within specific sectors, occupations, &amp; demographics.</li> <li><b>Analyze</b> the role of education, industry changes, and policy reforms in either promoting or hindering upward income mobility.</li> <li><b>Evaluate</b> how income mobility impacts wealth creation and <b>propose</b> strategies for enhancing economic mobility for disadvantaged groups.</li> </ol>
<b><i>Promoting Generational Mindsets</i></b>	<ol style="list-style-type: none"> <li><b>Explain</b> how generational financial planning can optimize wealth accumulation across generations.</li> <li><b>Compare</b> financial planning strategies for different generations, considering multiple factors.</li> <li><b>Evaluate</b> the impact of life events (e.g., marriage, home buying, retirement, caregiving responsibilities) on multigenerational financial plans.</li> <li><b>Develop</b> a generational wealth transfer plan, incorporating tax planning, retirement strategies, and estate planning.</li> </ol>
<b><i>Sustaining Financial Wellness &amp; Building Wealth</i></b>	<ol style="list-style-type: none"> <li><b>Explain</b> the foundational principles of financial wellness, including budgeting, saving, investing, and risk management.</li> <li><b>Assess</b> various personal finance tools and technologies (e.g., robo-advisors, financial apps) that enhance wealth creation and financial health.</li> <li><b>Analyze</b> the role of behavioral finance in personal decision-making and propose strategies to improve financial habits.</li> <li><b>Evaluate</b> the ethical and social considerations of wealth creation, focusing on sustainable investing.</li> </ol>

## **Required University Supplement to Course Syllabus Hyperlinks in Canvas**

### **Student Resources:**

- UT Tyler Student Accessibility and Resource (SAR) Office (provides needed accommodations to students with document needs related to access and learning)
- UT Tyler Writing Center
- The Mathematics Learning Center
- UT Tyler PASS Tutoring Center
- UT Tyler Supplemental Instruction
- Upswing (24/7 online tutoring) - covers nearly all undergraduate course areas
- Robert Muntz Library and Library Liaison 08/2024
- Canvas 101 (learn to use Canvas, proctoring, Unicheck, and other software)
- Digital Support Toolkit (for supported courses only. Students are automatically enrolled in the toolkit for supported courses)
- LIB 422 -- Computer Lab where students can take a proctored exam
- The Career Success Center
- UT Tyler Testing Center
- Office of Research & Scholarship Design and Data Analysis Lab

### **Resources available to UT Tyler Students**

- UT Tyler Counseling Center (available to all students)
- MySSP App (24/7 access to Student Support Program counseling through phone or chat and online wellness resources available in a variety of languages)
- Student Assistance and Advocacy Center
- Military and Veterans Success Center (supports for our military-affiliated students)
- UT Tyler Patriot Food Pantry
- UT Tyler Financial Aid and Scholarships
- UT Tyler Student Business Services (pay or set up payment plans, etc.)
- UT Tyler Registrar's Office
- Office of International Programs
- Title IX Reporting
- Patriots Engage (available to all students. Get engaged at UT Tyler.)

### **University Policies and Information**

- Withdrawing from Class Students may withdraw (drop) from this course using the Withdrawal Portal. Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email [enroll@uttyler.edu](mailto:enroll@uttyler.edu) to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully read the implications for withdrawing from a course and the instructions on using the Withdrawal portal.

## **University Policies and Information (continued)**

- Texas law prohibits students from dropping more than six courses during their entire undergraduate career\*. The six courses dropped includes those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance. CAUTION #1: Withdrawing before census day does not mean you get a full refund. Please see the Tuition and Fee Refund Schedule. CAUTION #2: All international students must check with the Office of International Programs before withdrawing. All international students are required to enroll full-time for fall and spring terms. CAUTION #3: All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. CAUTION #4: All veterans or military-affiliated students should consult with the Military and Veterans Success Center.

\* Students who began college for the first time before 2007 are exempt from this law.

## **Artificial Intelligence Statement**

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

## **Final Exam Policy**

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

## **Incomplete Grade Policy**

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average. The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

## **University Policies and Information (continued)**

### **Grade Appeal Policy**

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the Registrar's Form Library.

**NOTE:** The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

### **Disability/Accessibility Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler/> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services>, the SAR office located in the Robert Muntz Library, LIB 460, email [saroffice@uttyler.edu](mailto:saroffice@uttyler.edu), or call 903.566.7079."

### **Military Affiliated Students**

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The Military and Veterans Success Center (MVSC) has campus resources for military-affiliated students. The MVSC can be reached at [MVSC@uttyler.edu](mailto:MVSC@uttyler.edu) or via phone at 903.565.5972.

### **Students on an F-1 Visa**

To remain in compliance with Federal Regulations requirements you must do the following: • Traditional face-to-face classes: Attend classes on the regular meeting days/times. • Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course. • Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

## **University Policies and Information (continued)**

### **Academic Honesty and Academic Misconduct**

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the Student Conduct and Discipline policy in the Student Manual of Operating Procedures (Section 8).

### **FERPA**

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in University Policy 5.2.3. The course instructor will follow all requirements to protect your confidential information.

### **Absence for Official University Events or Activities**

This course follows the practices related to Excused Absences for University Events or Activities as noted in the Catalog.

### **Absence for Religious Holidays**

This course follows the practices related to Excused Absences for Religious Holy Days as noted in the Catalog.

### **Absence for Pregnant Students**

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison.

**NOTE:** Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at [parents@uttyler.edu](mailto:parents@uttyler.edu) and also complete the Pregnant and Parenting Self-Reporting Form.

### **Campus Carry**

We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>