

the MINORITY REPORT

The annual news of the AEA's Committee on the Status of Minority Groups in the Economics Profession, the American Society of Hispanic Economists, the Association for Economic Research of Indigenous Peoples, and the National Economic Association

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HBCUs and the College Choices and Economic Outcomes of Black Students



By Andria Smythe, Howard University, and Ashley Edwards, College Board

The Supreme Court's June 2023 decision on the use of affirmative action in college admission has thrust the college options of Black students into the spotlight. Despite the current focus on diversity, affirmative action was originally meant to be a tool of restorative justice, providing equitable access to higher education for a historically excluded group. Although the current focus is on highly selective universities, it is HBCUs that have carried out the original intent of affirmative action. With the recent decision by the court, many are understandably curious about how HBCUs will factor into the college enrollment choices and outcomes of Black students. We and various coauthors explore this question in a series of articles. Here, we detail two of them.

In both, we use College Board data on the nearly 1.2 million Black students who took the SAT between 2004 and 2010.

The SAT data are linked to National Student Clearinghouse postsecondary educational data and credit bureau data. Collectively, these data contain information on precollege academics and demographics, college enrollment decisions and college outcomes, and long-term economic outcomes measured between 2014 and 2020, when individuals were around age 30.

Applications to and Enrollment in HBCUs

In "Applicants to Historically Black Colleges and Universities" (Edwards et al. 2023a), we use linear regressions to predict HBCU applications (defined as sending an SAT score to the institution¹) based on students' demographic and academic characteristics. We consider HBCU applications at both the extensive margin (whether a student applies to an HBCU) and the intensive margin (how many HBCUs a student applies to).

Along with the main variables of interest (gender, parental income and education, and SAT scores), we control for the number of SAT and AP exams taken and high school and cohort fixed effects.

We find that 37.5% of all Black students taking the SAT apply to at least one HBCU. Given that there are approximately 100 HBCUs in the U.S. and over 3,000 colleges and universities that are not HBCUs, this demonstrates striking interest in HBCUs. Women are 20% more likely than men to send an SAT score to at least one HBCU. We find a small positive gradient between the number of scores sent to an HBCU and parental education and a small negative gradient with parental income. Both parental education and income are positively related to the total number of scores sent across institutions.

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¹ Sending student scores represents a validated proxy for college applications (Pallais 2015; Smith 2018).

Advancing Minority Representation in the Economics Field

The Minority Report is a joint publication of the American Economic Association's Committee on the Status of Minority Groups in the Economics Profession (CSMGEP), the American Society of Hispanic Economists (ASHE), the Association for Economic Research of Indigenous Peoples (AERIP), and the National Economic Association (NEA). Published annually, The Minority Report showcases the people, programs, research, and activities of the four groups, which together work to increase and improve the representation of minorities in the economics profession.

Committee on the Status of Minority Groups in the Economics Profession

CSMGEP was established by the American Economic Association (AEA) in 1968 to increase the representation of minorities in the economics profession, primarily by broadening opportunities for the training of underrepresented minorities. CSMGEP, which is composed of economists from all areas of the profession, also works to ensure that issues related to the representation of minorities are considered in the work of the AEA, and engages in other efforts to promote the advancement of minorities in the economics profession.

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American Society of Hispanic Economists

ASHE is a professional association of economists whose primary goals are promoting the vitality of Hispanics in the economics profession, promoting rigorous research on economic and policy issues affecting U.S. Hispanic communities, and engaging more Hispanic Americans to effectively participate in the economics profession.

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Association for Economic Research of Indigenous Peoples

AERIP is a professional association of economists, political scientists, sociologists, policy practitioners, and others who are interested in economic research related to Indigenous peoples across the globe. Its mission is to facilitate intellectual exchange, foster networking and information sharing, and encourage and promote teaching and research on topics related to the social and economic development of Indigenous peoples.

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National Economic Association

NEA was founded in 1969 as the Caucus of Black Economists to promote the professional lives of minorities within the profession. In addition to continuing its founding mission, the organization is particularly interested in producing and distributing knowledge of economic issues that are of exceptional interest to promoting economic growth among native and immigrant African Americans, Latinos, and other people of color.

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CSMGEPPROGRAMS

Summer Training and Scholarship Program

The AEA Summer Training and Scholarship Program promotes diversity by preparing talented undergraduates for doctoral programs in economics and related disciplines. Hosted at Howard University, the program provides students with eight weeks of intensive training in microeconomics, mathematics, econometrics, and research methods from prominent faculty and economists at the Federal Reserve Board. Students have the opportunity to earn up to 12 college credits, participate in experiential learning, and join inclusive mentoring groups.

- **For more information and to apply:** Go to <http://economics.howard.edu/aeasp>
- **Application deadline:** January 31, 2024

Mentoring Program

Established in the mid-1990s, the AEA Mentoring Program (formerly known as the Pipeline Program) matches Black/African American, Hispanic/Latino, and Native American economics PhD students and new PhD graduates with mentors in the field, and facilitates networking between senior economists and students at all stages of the educational and career pipelines. One of the program's main activities is the Summer Mentoring Pipeline Conference, which brings together the mentees in the program, their mentors, other senior economists in and outside of academia, and the undergraduate students in the AEA Summer Training and Scholarship Program. Moreover, the Mentoring Program provides limited funding to support the research and travel of the mentees, including for presentations at major conferences.

- **For applications and more information:**
See the AEA website at <https://www.aeaweb.org/about-aea/committees/csmgep/mentoring> and contact AEAMentoring@gmail.com
- **Deadlines for funding requests:** March 1, August 15, and October 1, 2024

Summer Economics Fellows Program

The Summer Economics Fellows Program is designed to increase the participation and advancement of women and underrepresented minorities in economics. Fellows spend a summer in residence at a sponsoring research institution, such as a Federal Reserve Bank, another public agency, or a nonprofit research institution. Summer economics fellowships are available to senior graduate students and junior faculty. Fellowships are open to all economists without regard to gender or minority status, although the goal of the program—advancing the careers of women and underrepresented minorities—will drive the selection process.

- **Application deadline:** February 1, 2024
- **For more information:** Visit the AEA website at <https://www.aeaweb.org/about-aea/committees/summer-fellows-program>



Hispanic Schooling and Earnings Disparities

By Francisca M. Antman, University of Colorado Boulder; Brian Duncan, University of Colorado Denver; and Stephen J. Trejo, University of Texas at Austin

Hispanics are the largest racial/ethnic minority group in the United States, comprising over 62 million people and close to 19% of the population as per the 2020 U.S. Census (Jones et al. 2021). While research on the Hispanic population has largely focused on the integration, experiences, and impacts of *foreign-born* Hispanics, two-thirds of Hispanics in the United States were born in this country, and over the past two decades Hispanic population growth has come primarily from U.S. births rather than from immigration (Krogstad et al. 2022).

In this article, we focus on two important determinants of economic success—labor market earnings and educational attainment—and summarize differentials for Hispanic immigrants and U.S.-born Hispanics relative to other groups, emphasizing important distinctions within the Hispanic population explored further in Antman, Duncan, and Trejo (2023). We use 2019 American Community Survey (ACS) data from IPUMS USA (Ruggles et al. 2022) to describe these differences just before the onset of the COVID-19 pandemic.

We begin with educational attainment, as schooling is a key determinant of success in the labor market and also impacts social status, health, family stability, and life opportunities (Oreopoulos and Salvanes 2011; Hout 2012).

As shown in Figure 1, compared with non-Hispanic White people born in the United States, who have approximately 14 years of schooling on average, Hispanic immigrants have a schooling deficit of over three years, and U.S.-born Hispanics have a deficit of more than one year. Even among the U.S.-born, average years of schooling of Hispanic Americans trails that of Black Americans by a quarter of a year. Figure 1 further reports differences (relative to U.S.-born non-Hispanic White people) in average years of schooling for individuals ages 25–59 defined by race, ethnicity, and nativity (including those residing in group quarters).¹ The differentials are estimated by a least squares regression that controls for age and employs sampling weights. Patterns are similar when the data are disaggregated by sex.

These aggregate statistics, however, hide enormous diversity across Hispanic national origin groups, particularly for the foreign-born. Mexican and Central American immigrants display schooling deficits of over four years, more than quadruple the corresponding gaps for foreign-born Cubans and South Americans. Among the U.S.-born, Cubans and South Americans display educational parity with non-Hispanic White people, whereas other Hispanic national origin groups exhibit deficits of around one year. Note that for schooling as well as for other outcomes, overall patterns for Hispanics will largely reflect those of the Mexican-origin group because individuals of Mexican origin constitute half of Hispanic immigrants and two-thirds of U.S.-born Hispanics (in the relevant samples for Figure 1).

Figure 2 presents analogous differentials in the natural logarithm of annual earnings, separately for men and women, where we note that average annual earnings for non-Hispanic White men and women in our sample

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¹ Hispanics and Hispanic national origin groups are identified from the Hispanic origin question in the ACS and may be of any race; non-Hispanic Black and non-Hispanic White groups are identified from the race question. Foreign-born individuals are those born outside of the United States. Here, we include as foreign-born those born in Puerto Rico and other U.S. territories and outlying areas. We include individuals residing in group quarters to incorporate all populations in our estimates, including those who may be incarcerated at the time of the survey, a population which varies significantly by race and ethnicity. More broadly, the question of survey undercounts by race and ethnicity and how they might impact conventional estimates of racial and ethnic disparities remains open and ripe for further research (see Holzer 2021).

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are around \$76,723 and \$51,103, respectively.² Here, the samples are restricted to individuals with positive earnings, and the regressions that estimate these differentials control for state of residence as well as for age.

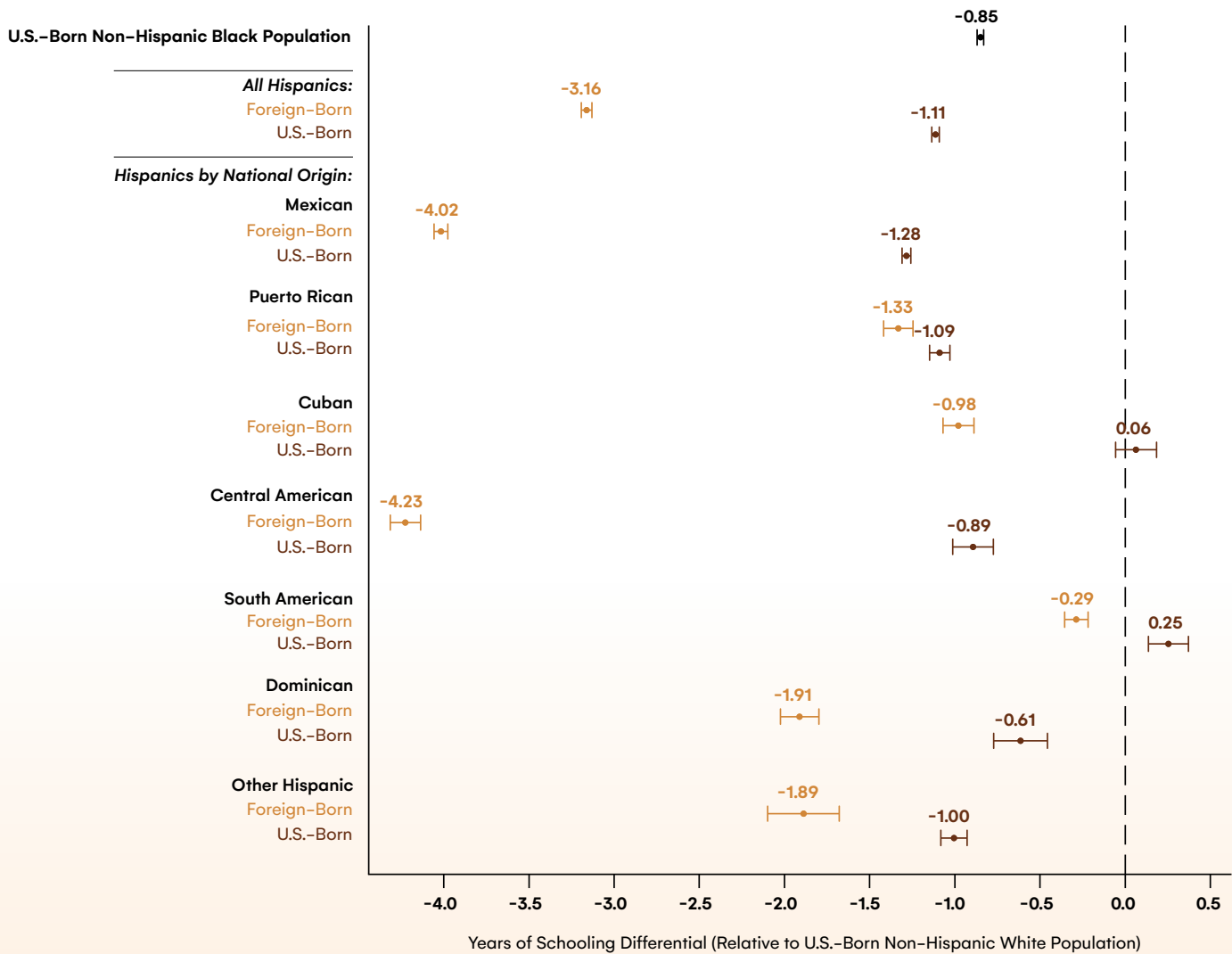
Foreign-born Hispanic men have an earnings deficit of 50 log points relative to U.S.-born non-Hispanic White men, which is similar to the corresponding deficit of 52 log points for foreign-born Hispanic women relative to U.S.-born

non-Hispanic White women.³ These earnings gaps are considerably smaller but still substantial for U.S.-born Hispanics: 30 log points for men and 19 log points for women. By comparison, the earnings deficit for U.S.-born Black

² Annual earnings include wage and salary income and (non-negative) self-employment income received over the previous 12 months. We do not explore employment rate differentials in this short piece; however, given that the reported earnings estimates are conditional on positive earnings, we note that annual employment rates, measuring the share of the relevant population who worked at any time in the last year, are approximately 92%, 86%, 88%, and 75% for foreign-born Hispanic men, U.S.-born Hispanic men, U.S.-born non-Hispanic White men, and U.S.-born non-Hispanic Black men, respectively. The employment rates for women in the corresponding racial and ethnic categories are 68%, 78%, 80%, and 79%, respectively.

³ The log earnings differential of -0.52 for foreign-born Hispanic women displayed in Figure 2 represents an earnings deficit of 52 log points. Log point differences of about 20 points or less in absolute value closely approximate percentage differences. For larger differences, the implied percentage difference can be calculated as $[e^{(0)x} - 1] \times 100$, where x is the log point difference.

Figure 1. Years of Schooling Differentials (Relative to U.S.-Born Non-Hispanic White Population), by Race, Ethnicity, and Nativity, 2019



Source: 2019 ACS microdata from IPUMS USA.
 Note: Error bars show 95% confidence intervals.

men is 47 log points. Among U.S.-born men, therefore, Hispanic American men earn on average about 25% less than non-Hispanic White men of the same age who live in the same state. Although this represents a sizeable earnings disadvantage, it is markedly smaller than the comparable deficit of 37% for Black men. In contrast, earnings deficits relative to non-Hispanic White women are similar for Hispanic (19 log points) and Black (17 log points) women, deficits of roughly 17% and 16%, respectively.

As with the results for education differentials, a significant degree of variation by country of origin underlies the earnings differentials.

Since employed Hispanic men and women work about the same number of hours per year as their non-Hispanic White counterparts, differentials in average weekly or hourly earnings are similar to those reported for annual earnings in Figure 2. The same is true for employed Black women but not for Black men, who work relatively fewer

hours than non-Hispanic White men. This accounts for over a quarter of the latter group's annual earnings deficit.

A fundamental source of the annual earnings differences shown in Figure 2 are the education gaps displayed in Figure 1, and this is especially true for Hispanics. Among the U.S.-born, for example, controlling for years of schooling (in regressions not shown) shrinks these gaps by 40% for

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Figure 2. Log Annual Earnings Differentials (Relative to U.S.-Born Non-Hispanic White Workers), by Race, Ethnicity, Nativity, and Sex, 2019



Source: 2019 ACS microdata from IPUMS USA.
 Note: Error bars show 95% confidence intervals.

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Hispanic men and 70% for Hispanic women. Education also plays a key role in explaining lower earnings for Black Americans, but for Black men in particular this role is considerably smaller, with their schooling gap accounting for less than a fifth of their earnings deficit.

Together, Figures 1 and 2 highlight the tremendous variation in earnings and educational outcomes among the U.S. Hispanic population. Compared with their immigrant ancestors, U.S.-born Hispanics experience large improvements in educational attainment and earnings. At the same time, Hispanic national origin groups differ widely in terms of the source country environments they left behind, their migration histories and arrival context (e.g., political refugees, undocumented immigrants, or legal admissions), where they live in the United States, skin color and racial identity, and myriad other

factors (Rumbaut 2006). In light of these important differences, the diversity of educational and earnings outcomes across national origin groups displayed in Figures 1 and 2 is perhaps unsurprising.

Substantial educational deficits exist for U.S.-born Hispanics and most foreign-born Hispanic national origin groups, and these educational deficits account for much of the corresponding earnings gaps.

Finally, Hispanics, even those born and raised in the United States, continue to face substantial labor market disparities,

as Figures 1 and 2 remind us. Substantial educational deficits exist for U.S.-born Hispanics and most foreign-born Hispanic national origin groups, and these educational deficits account for much of the corresponding earnings gaps. Consequently, there could be large benefits from research that improves our understanding of why schooling remains persistently low for U.S.-born Hispanics in particular and what specific interventions could help raise their educational attainment. It would also be valuable to increase our understanding of other sources of Hispanic earnings gaps besides schooling deficits. In Antman, Duncan, and Trejo (2023), we suggest avenues for further research in these areas as well as research into intergenerational progress for Hispanics to better understand these disparities and the strategies that might address them. ■

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Students in the second quartile of SAT scores are most likely to consider an HBCU, and students in the third quartile have the highest number of HBCUs in their portfolios. Students with SAT scores at the 95th percentile or higher (1200 or above) are least likely to send their SAT scores to an HBCU. Given that the affirmative action ruling will affect students with the highest SAT scores, it remains to be seen if the ruling changes the distribution of students interested in HBCUs in terms of SAT scores.

College Enrollment and Longer-Term Outcomes

In “HBCU Enrollment and Longer-Term Outcomes” (Edwards et al. 2023b), we analyze the counterfactual to HBCU enrollment in the short and long runs. Studying those who demonstrate interest in HBCUs (by sending an SAT score) but who do not subsequently enroll in an HBCU can shed light on how policies such as the ending of affirmative action, which may change who can access HBCUs, may impact the behaviors and outcomes of Black students who cannot access HBCUs subsequent to the policy.

We follow methods in the literature (Dale and Kreuger 2002; Mountjoy and Hickman 2021) that use a selection on observables approach, but account for unobservable variables related to college choice that often lead to selection bias by accounting for the college application portfolio. By doing so, we in effect compare students who enroll in HBCUs with students who do not but who have the same interest in HBCUs (and other colleges) as measured by where they send their test scores. We do not have acceptance decisions, but research suggests that students with the same application portfolio have similar probabilities of acceptance at

the constituent colleges, controlling for student academic and nonacademic characteristics (see Smith 2013); for more details on the model, see Edwards et al. (2023b).

We find that a meaningful number of qualified students who consider HBCUs do not enroll in any college (that reports to the National Student Clearinghouse) within six years of submitting the test scores. HBCU enrollment increases the probability of enrolling in a four-year college by 47.7 percentage points and decreases the probability of enrolling in a two-year college by 31.2 percentage points. These statistics tell us that HBCUs

Key findings are that enrolling in an HBCU increases bachelor’s degree completion, household income, and student loans for students with SAT scores below the median.

provide access to four-year colleges for many students who would have otherwise attended two-year colleges. We also find that enrolling in an HBCU modestly decreases the rate of enrolling in for-profit colleges.

In terms of college outcomes, initially enrolling in an HBCU increases the probability of earning a bachelor’s degree within six years of sending SAT scores² by 15 percentage points (40%), reduces the probability of

earning an associate degree by 3 percentage points, and increases the probability of earning any college degree by 12 percentage points (30%). Initially enrolling in an HBCU more than doubles the probability of earning a STEM degree, increases the probability of taking any student loans by 10 percentage points, and increases student loan balance by almost \$12,000.

Looking at longer-term outcomes, we find that enrolling in an HBCU increases household income at age 30 by 5%.³ Other findings include a 7.5% decrease in the probability of having a mortgage and a 25% decrease in the probability of declaring bankruptcy. Lastly, students who enroll in HBCUs are 3.2 percentage points less likely to live in the same state.

We consider heterogeneous effects of enrolling in an HBCU by student and institutional characteristics. Key findings are that enrolling in an HBCU increases bachelor’s degree completion, household income, and student loans for students with SAT scores below the median more so than for students with scores above the median. The effect of enrolling in HBCUs is also stronger for students with parental income below \$75,000 than for those with parental income above \$75,000. While the vast majority of HBCUs increase the probability of a student earning a bachelor’s degree and increase household income relative to not enrolling in an HBCU, enrollment in less selective HBCUs (those with average SAT scores below 1000) leads to larger increases in degree attainment and estimated household income.

In sum, with close to 40% of Black SAT takers having at least one HBCU in their college application portfolio, HBCUs are very important in the choice set of Black

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² Within eight years of high school graduation for the 2004 high school graduation cohort.

³ All outcomes in this paragraph are measured in 2017. The sample includes students who took the SAT between 2004 and 2010, who would be approximately age 30 at that time.

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students. HBCUs provide important pathways to access and attainment of four-year degrees for many qualified students who would have chosen less beneficial alternatives after high school.

Two key results are that (1) less selective HBCUs do better than more selective HBCUs in improving students' outcomes, and (2) students with lower parental income and lower SAT scores see larger

positive impacts of HBCU enrollment. One important implication of the affirmative action decision is that if more advantaged students start enrolling in HBCUs in greater numbers, this will likely lead to a cascading effect whereby less advantaged students will be pushed out of access to HBCUs. Given the counterfactuals delineated in this research, for a good number of potential enrollees, lack of access to HBCUs

means not going to college, or forgoing four-year colleges and attending two-year or for-profit colleges, which have poorer outcomes. Given the large positive effects of HBCU enrollment for disadvantaged students, this would lead to even lower degree completion rates for the Black community and more competition among Black students for already scarce resources due to historic and ongoing underfunding of HBCUs. ■

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Reframing Rural

Gbenga Ajilore

Senior Advisor, Office of the
Under Secretary for Rural Development,
U.S. Department of Agriculture

When Gbenga Ajilore started focusing his economic work on rural America, he had a lot to learn.

After all, he was raised “in a nice neighborhood” in Southern California, attending private schools. “Growing up in California, you think rural America is anything east of Vegas, west of Philly,” he quips.

In his current role as a senior advisor in the Office of the Under Secretary for Rural Development with the U.S. Department of Agriculture (USDA), as well as in his previous work with the Center for American Progress, Ajilore aims to reframe the way people think about rural communities.

That should start, he says, with dumping the concept of “rural America” in the first place. Rural Alabama, he points out, is very different from rural New York. And even within California, the Central Valley and northern California, while both rural, are vastly different places with vastly different needs.

A large part of Ajilore’s job at USDA, which starts with recommendations on policy but continues through making sure those policies are effectively implemented and measured, is to make clear that “rural is not agriculture and agriculture’s not rural,” he says. “If you want to talk about farms, talk about farms. If you want to talk about rural places, talk about rural places. Don’t conflate the two.”

The 2016 presidential election sparked a new cultural and academic interest in rural places and the people who live in them, but as the media, politicians, and social scientists—including economists—cast their gaze farther from the big cities where most are located, they weren’t always looking through the right lens. Really understanding rural life, Ajilore says, starts with setting aside long-held assumptions.

“Can we define it differently?” he asks. “Can we define it in a way that actually acknowledges the diversity, and also doesn’t talk about it in a deficit frame? We always talk about ‘disadvantaged communities,’ ‘distressed communities.’ These places, people live there. People have good lives there. But we don’t first acknowledge their issues and address their issues in a proper way.”

That ability to use precise information to shape good policies is what attracted Ajilore to economics as a student. He entered the University of California, Berkeley, as an undergraduate intending to study math, but hungered for something “more grounded” as the concepts grew more abstract. He remained an applied mathematics major but added an additional major in economics and went on to earn a PhD in economics from Claremont Graduate University in California.

He left California to become a professor at the University of Toledo in Ohio, where he started looking more deeply into how race factors into politics and policy, including police spending. As he studied where communities spent their money as an expression of what the people in those communities valued, he got interested in spatial econometrics—observing and tracking how decisions are influenced by neighbors, whether in nearby communities or peer groups.

Then, in 2014, “Ferguson happened,” Ajilore says, referencing the shooting of Michael Brown, an unarmed Black teenager, by a white police officer in a suburb of St. Louis. “And I was inspired to do a lot more work on policing.” Not just police spending, as before, but police behavior, including violence and how law enforcement access to militarized goods plays into that. He found, however, that there wasn’t much appetite for his research in economics at the time.

As he prepared for a push toward full professor, Ajilore spent a year as a visiting fellow at the Urban Institute learning about the more qualitative, real-world side of economic research. When it was time to return to Toledo, an opportunity came to work for the Center for American Progress, and he decided to leave academia behind. “I realized,” he says, “I was too far from the policy debate.”

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At the Center, he started learning more about rural communities as well as labor market disparities. And then, after the police murder of George Floyd in 2020 in Minneapolis, his expertise from his previous economic work on policing was very much in demand. He was interviewed by news outlets and writing blog posts, suddenly right in the thick of the policy debate.

Having a voice, he discovered, was “weird and exciting,” and he found he could use it in other discourses as well. He started using “jobs day”—the first Friday of every month, when the Bureau of Labor Statistics releases its unemployment numbers—to talk about something different from the changes dominating the conversation around the report. Instead, he highlighted, via graphs on Twitter, what has tended to stay the same: that the Black unemployment rate is persistently twice the White unemployment rate. He became a go-to voice for media coverage of the issue, starting a

conversation that he hopes will lead to systemic change.

“That was really exciting, to be able to make a name for myself, to be able to highlight this issue,” he says. “We need to talk about this gap.”

Ajilore shifted to the USDA in 2021, and finding untold stories in the numbers is part of the job there, too. When policies are put into place, he works on implementing the changes that are intended, but also making sure the needs of rural communities are taken into account.

“I always like to say that my job is to stick my nose in other people’s businesses and make sure that rural has a voice,” he says.

Ajilore is working to bring all voices to the table within the USDA as well. Soon after starting work there, he helped establish an equity commission at the agency, not only to identify systemic issues, but also to take active steps to put things right. The commission

delivered 32 recommendations earlier this year, in what Ajilore describes as one of his proudest accomplishments.

When he’s not hard at work reframing how economists and policymakers think about rural communities, he’s exploring another landscape: music. The pandemic gave him time to rekindle a love of playing bassoon, a comforting reminder of his childhood but also a helpful way to get through months of lockdown.

“It was a hobby that forced me to be off social media, to be away from TV and just to be in the moment,” he says—and he still assembles his bassoon and learns songs that catch his ear whenever he can. He’s also a runner, and a self-described sports and movie nerd. When he was teaching, he’d sometimes incorporate bits of economic plot lines from pop culture into his courses.

“It never comes off,” he says. “I’m always seeing things from that lens.” ■

PROUSTQUESTIONNAIRE

A salon and parlor game of the 19th century made famous by Marcel Proust’s answers, the Proust Questionnaire (adapted here) gets to the heart of things...

► **What’s on your nightstand?**

I have a buffalo plush (a gift from my son from the Connecticut Zoo) and my iPad to listen to music at night.

► **What job would you like to have if you weren’t an economist?**

I would be second bassoon in a city’s symphony orchestra.

► **Maynard Keynes or Milton Friedman?**

Neither. I prefer Sadie Alexander.

► **What trait do you deplore in other people?**

I deplore when people have an expectation on your behavior and then get upset when your actions don’t fit within that expectation.

► **What trait do you most admire in people?**

I like when people have a strong and informed belief in an issue and a willingness to fight for it.

► **What historical figure do you most admire?**

Mr. Rogers is someone who was always on the right side of history, and when he wasn’t, he made sure to update his show to rectify his error.

► **What’s the hardest thing you’ve ever done?**

There are three things that I would classify as the hardest things I’ve done: (1) completing my PhD, (2) the decision to give up tenure, and (3) running my first marathon.

Relationality in the Economics of Indigenous Peoples

By Ronald L. Trosper, University of Arizona

Many accounts of Indigenous peoples in America erroneously portray Indigenous societies as “collective” in contrast to the settlers’ “individualistic” societies. Both types are based on individuals; in collective societies, individuals give priority to the goals of a group, while in individualistic societies they prioritize their own goals (Triandis 1995). In truth, Indigenous societies were and are *relational* in their organization. People in a relational society believe each person is formed by their relationships and that each person is different because of their differing pattern of relationships (Edge 1998). These relationships include nonhuman entities, which, for many Indigenous societies, are considered conscious in their own way (Simpson 2017).

Because Indigenous persons exist in relational societies, Indigenous economics recognizes relationality and takes it into account (Trosper 2022). In today’s Indigenous economies, relationality coexists with individualism in hybrid organizations. In a relational society, persons engage in internal conversations in which they consider external circumstances and formulate plans of action based not only on their personal needs and desires, as in standard economics, but also on their connections to others, both human and nonhuman. They also extend their internal conversations to external conversations among others in

relationships with them. Persons differ in the extent to which they consult others in making decisions. Some always ask for feedback, whereas others are more independent (Donati and Archer 2015).

Because persons converse with themselves and with others in making decisions, we need a framework for understanding the structure of groups who are cooperating. A group hangs together and defines itself as separate

People in a relational society believe each person is formed by their relationships and that each person is different because of their differing pattern of relationships.

from other groups through the sharing and use of relational goods. Relational goods emerge from cooperative efforts. They can’t be exchanged, are available only to members of a group, and respond to the primary needs of humans to be sociable. Examples are mutual trust, shared identity, equity, solidarity, and love. A strong relationship has strong relational goods. People feel well treated because equity exists within a group: people are rewarded proportionately for their contributions and are assured of a share of the material benefits generated by the

relationship. Safety exists when people in a group are willing to come to the aid of another member if needed. People are empowered by the support of others; as a group they also can create power.

Relational groups exist at multiple levels. At the micro level, families share love as one of many primary relational goods. At a meso level, clans and villages share identity, solidarity, and equity. At a macro level, a major relational good is peace. The Haudenosaunee, also known as the League of the Iroquois, had all three levels; at the League level, the relational goods were peace, equity, and power. In contemporary times, the structures of groups within Indigenous societies vary worldwide.

The ethics of a relational society prescribe how persons are expected to treat each other in order to generate strong relationships. If people want to work together for a particular purpose, they need to follow rules for establishment of strong relationships; for example, always consult before deciding; learn how others see things; use persuasion, not coercion; balance emotion and reason; be trustworthy, but not always trusting; deal seriously with those with whom we differ; and respect personal and group autonomy (Fisher and Brown 1988). When the persons or entities in a relationship also include nonhuman beings, then the rules need to be modified to encompass

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relationships with nonhumans. The practice of observing consent from prey before harvesting them for food or other uses is an example of persuasion, not coercion; subsequently treating the body with respect as well as taking care of the food sources for the prey are also persuasive. “Learn how others see things” leads to careful observation of how prey live and what family and relational structures they have, which are both components of traditional ecological knowledge.

Relational goods are the source of social capital at the individual level. When a group has created a strong sense of trust, each member acts in a trustworthy manner toward others in the group. The characteristic of being trustworthy may become a quality of the person and extend to other domains. To identify trust as only a personal characteristic makes the mistake of ignoring the fact that trust emerges as a relational good among the people who trust each other. People sharing trust as a relational good can reach agreements on joint actions because they can assume that when another member of the group gives their word to act in a certain way, that person will do so. When surveys find that some societies have high levels of individual social capital, the possibility that strong relationships also exist should be explored (Eyster et al. 2023).

Among the primary human needs are both the need to have personal autonomy and the need to share with other people through reciprocity. Although personal autonomy overlaps with individualism, it differs because people with personal autonomy still have obligations to contribute to group goals even if they can be whom they wish to be. Since each person is unique, relational societies value them for that uniqueness. The autonomy of relational groups is also respected. The production of material goods and services, the normal outcome of economic relations,

also results from relationships. Moving from an individualistic to a relational society expands the range of successful productive activities. Individualistic societies have great difficulty in solving the dilemmas needed to produce common pool and public goods (Galbraith 1964). The literature on successful commons demonstrates that solving the dilemmas is much easier when strong relationships are present. Ostrom’s design principles, for example, contain both relational goods and advice on how to create strong relationships (Ostrom 2010).

European settlers imposed individualistic systems on Indigenous peoples in North America, thus inhibiting their ability to solve common pool dilemmas.

Such implementation of relationality accounts for the success of Indigenous societies in solving the dilemmas of common pool and public goods. The potlatch system developed on the Northwest Coast of North America maintained productive fisheries for thousands of years (Trospen 2009). The fisheries have been severely depleted by the settlers. The family hunting territory system among the Algonquin people supported high productivity in the beaver fur trade.

European settlers imposed individualistic systems on Indigenous peoples in North America, thus inhibiting their ability to solve common pool dilemmas. This effect of settler colonialism has been obscured by the poverty caused by uncompensated appropriation of

Indigenous lands. When they were denied the ability to exclude non-Indians from the family hunting territories, Cree and Ojibway peoples depleted the beaver population in the boreal forest while appealing to Canadian provincial governments to establish trapline and beaver preserves (Berkes et al. 2009; Tanner 2009).

The current overlap of hotspots of biodiversity with the presence of Indigenous peoples is a result of the relationships Indigenous people create with each other and with nonhumans in their territories (Tauli-Corpuz et al. 2020; Garnett et al. 2018). International conservation agencies recognize hotspots as places where biodiversity is very high; they are targets for protection. Unfortunately, Indigenous peoples are often displaced from these places, where they have been the caretakers and can be credited for promoting biodiversity.

In some cases, however, Indigenous peoples have built relationships with the settler societies that control their traditional territories in order to care for those territories as they have done for centuries. Assignment of personhood to rivers in New Zealand is one example; cooperation in the management of forests in Canada and the United States is another. The Andean countries Ecuador and Bolivia have recognized *buen vivir* in their constitutions. Indigenous peoples of the Andes use *buen vivir* to describe “a broad notion of well-being and cohabitation with others and Nature” (Gudynas 2011: 441). They advocate their concept of relationality as an alternative to standard development (Belting et al. 2018).

Relationality extends beyond collective ownership of common pool natural resources. Businesses, too, can be organized in relational terms, led by relational entrepreneurs (Geertz 1963; Wuttunee 2004; Spiller et al. 2011; Giovannini 2015). Cooperatives are an

example of relational firms (Ketilson and MacPherson 2001). Using the profits from casinos to benefit communities is one way that Indigenous relational societies apply equity requirements (Cattellino 2008).

Indigenous economics asserts that sustainability results from sustaining strong relationships, maintaining ecosystems of human relationships with each other and with nonhumans (McGregor, Whitaker, and Sritharan 2020). Individualistic systems are showing themselves to be unsustainable

due to their inability to maintain public and common pool goods. Failure to find cooperative solutions to the climate crisis is a major example, as is failure to maintain productive fisheries worldwide.

Pursuing relationality rather than individualism is not utopian; it is more sustainable than our current course. Behavioral economics has shown that human motivation can support the types of cooperation that create strong relationships among humans. Including nonhumans in these relationships is

also necessary. Biologists are providing examples that animals and plants can communicate, a key part of forming strong relations. Unfortunately, reliance on fossil fuels and minerals extracted from the earth has empowered individualistic systems. Strong Indigenous relational systems have survived and demonstrate that Indigenous economics provides a pathway for creating a better means of survival than current international policy. ■

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Understanding the World Through Economics

Francisca M. Antman
Professor, Department
of Economics,
University of Colorado Boulder

As an undergraduate student, Francisca Antman arrived at Harvard with the intent to study political science. Her family had been politically active, and growing up she saw how politics could have profound impacts on the world. She took an economics class to better understand political forces, but what she learned was that economics—and econometrics in particular—is the key to understanding just about anything.

“What I really wanted was to understand the world,” Antman says, “and economics was teaching the tools to do that.”

Now Antman herself is teaching, as a professor in the economics department at the University of Colorado Boulder. A development and labor economist, she also works with the University of Colorado’s Population Center and is a research fellow at the Institute for the Study of Labor.

When she was an undergrad at the turn of the millennium, economics was expanding, both in terms of what questions the field addressed and who was addressing them.

“I was very lucky to realize very soon that I could analyze any questions that I wanted with an economics degree,” Antman says. “Now that I’m a professor,

I really want to share that message with every student out there, because unfortunately we have significant underrepresentation of women and historically underrepresented racial and ethnic groups in economics. And some research suggests that may be, in part,

“

I really want everyone who has an interest in any of these questions, or really any questions about the world, to see themselves as an economist. I think I was very fortunate to see that was possible for me at a formative age.

”

because there are many students out there who don’t realize how expansive economics is and how much you can do with an economics degree.”

Antman encountered a core economic question frequently as a child who was born and raised in the United States but

often crossed the border to visit family in Mexico. She wondered why the poverty she saw in Mexico was so different from the abundance she saw in the U.S. Later, econometrics gave her a way to investigate “many of the disparities that I’ve seen over my life,” she reflects: “Why some people are rich and some people are poor. Why we see so many disparities across racial and ethnic groups, across gender, in so many areas.”

For her dissertation at Stanford University, she knew she wanted to use the tools of economics to learn more about the cross-border disparities she’d seen. For that project and in much of her research in the years since, she focused on the effects of family separation—why people leave their home country to live and work elsewhere and the effects on families when they do. The financial gains were well studied, but Antman was also interested in the costs, which she’d seen take a toll within her own extended family. Econometrics helped her see a clearer picture of how the migration of one family member can affect the health, education, and feelings of connection of those still in their home country.

“It is costly in a way that you can’t always measure and that you may not even internalize if you are a migrant yourself,” she says. “You might not

really even see the long-term impacts that might have on your children, for instance, or your parents.”

As a development economist, Antman has similarly found some untold economic stories by looking into history. In a paper published in 2022, she studied the rise in tea drinking in England in the 18th century, which led to more consumption of boiled water and thus lower mortality rates. It wasn’t a planned sanitation program or any kind of health initiative, but rather a social custom with an unintended consequence that helped bolster England’s economy going into the Industrial Revolution.

“It is surprising how different innovations have had such big impacts on the course of history or economic development that were not necessarily realized at the time,” Antman says.

The next revolution on the horizon for economics, as Antman sees it, might

be identity. Long assumed to be fixed, recent research points to identity, including race, as a more fluid concept, changing over time and in response to incentives, government policies, and more.

“I think that poses significant challenges for economics, which kind of tries to control for identity and assume it is fixed,” Antman says. “And it also opens up many new avenues of inquiry into how we form that identity. How does it change over time? And what are the implications if people can change their identities—for government policies, for researchers trying to estimate disparities?”

In her research and even in her choices of podcasts she listens to while running in her free time, Antman says, “I just love interesting questions,” and she hopes to encourage more people to ask and answer questions that interest them through economics. That’s at

the core of her work as co-director of the American Economic Association’s Mentoring Program and as a member of its Committee on the Status of Women in the Economics Profession and ex officio member of CSMGEP. And it’s the focus of her current, National Science Foundation-funded research that examines diversity in the economics field and how increased diversity is changing what’s studied, what’s published, and what questions are being asked.

“I really want everyone who has an interest in any of these questions, or really any questions about the world, to see themselves as an economist,” Antman says. “I think I was very fortunate to see that was possible for me at a formative age, when I was picking college majors. And I really want that for everyone.” ■

PROUSTQUESTIONNAIRE

A salon and parlor game of the 19th century made famous by Marcel Proust’s answers, the Proust Questionnaire (adapted here) gets to the heart of things...

- ▶ **What’s on your nightstand?**
A book that puts me right to sleep.
- ▶ **What historical figure do you most admire?**
Thurgood Marshall.
- ▶ **What job would you like to have if you weren’t an economist?**
Civil rights lawyer.
- ▶ **What is your favorite extravagance?**
My children.
- ▶ **What is an ideal day?**
Submit a paper, go for a long run, and spend the rest of the day with my family.
- ▶ **What is your worst habit?**
Overthinking.
- ▶ **What trait do you deplore in other people?**
A sense of entitlement.
- ▶ **Which talent would you most like to have?**
Ability to play a musical instrument really well.
- ▶ **What trait do you most admire in people?**
Resilience.
- ▶ **Maynard Keynes or Milton Friedman?**
Keynes.
- ▶ **What’s the hardest thing you’ve ever done?**
Grieve.

How to Be an Antiracist Economics Professor

By Jessica Wolpaw Reyes, Amherst College

The scholar-activist Ibram X. Kendi conceives antiracism as about our actions—what we do or do not do—and the consequences of those actions—whether they foster racial equity or racial inequity. “Being antiracist” is about developing ideas, methods, and policies that foster racial equity.

What does this understanding of antiracism mean for economics professors? How can we introduce our students to an economics that has antiracist potential? In this short article, I provide some tangible ideas for how we might be antiracist economics professors, highlighting resources from [CSMGEP’s Diversifying Economic Quality \(DivEQ\) initiative](#) (available at [diversifyingecon.org](#) and linked throughout the text).

It may be helpful first to identify what being antiracist does *not* mean. Most importantly, Kendi argues that being antiracist is not the same as being “not racist.” While we think objectivity is one of our great strengths as economists, Kendi tells us that, in the face of racism, objectivity is insufficient. Objectivity will never undo racism, and undoing racism is what antiracism is about.

An example may help. Greg Mankiw, in his market-leading intro textbook, writes that “discrimination is an emotionally charged topic that often generates

heated debate.” He then reassures his readers that “economists talk about the topic objectively, to separate fact from fiction.” Mankiw’s framing connects fiction with emotion, seeming to imply that facts must be cold and calculating.

Being antiracist is not
the same as being
“not racist.”

But the reality—the *factual* reality—is that discrimination is emotional because experiencing it is awful. Discrimination is rightfully “an emotionally charged topic,” and economists can’t fix that by claiming to sort out “fact and fiction.” Indeed, to say we are able to make that separation serves to label people’s real emotional reactions to real discrimination “fictional.” To be antiracist, we need to do a better job listening.

So how might an economics professor take action to bring antiracism into the classroom? Some simple guidelines—focused on respecting the truth and respecting our students—might help us head in the right direction.

First, we can put ourselves in our students’ shoes (or seats). For us, our

first experience of economics was long ago, but for our students, it is now. In one of my antiracist elective classes, we start by reading several “thinking like an economist” chapters from different intro textbooks. Reading these chapters as text rather than as instruction, many students experience the model of rational thinking on the margin as constraining rather than enlightening. Because the textbooks use stories that are trivial—for example, choosing whether to study or go out with friends—they center privileged students for whom such choices are salient, and they marginalize students who have experienced meaningful tradeoffs in their lives, like whether or how to confront a teacher who has decided they are not “honors material” or how to help their family navigate eviction.

Recognizing this, we might reconsider how we begin this economics journey. We could, perhaps, view these early chapters as opportunities for class discussion of how students experience these “rules” for thinking: What does it mean to follow the rules? What happens if a student violates a rule? Is it “bad” to be irrational or not to think about tradeoffs? What kinds of tradeoffs are we talking about? What if we place these rules in conversation with DivEQ class guidelines for thoughtful discussion?

By engaging in such discussion in a thoughtful manner guided by the DivEQ resources, we can work to center student thriving and thereby foster racial equity. We don't need to have answers for everything—it's the journey that matters. When we openly acknowledge questions like these, students will feel safer asking their own questions, ultimately leading to new research and perspectives.

Second, we can give students space to explore diverse perspectives, both from within economics and beyond (see Table 1). Lynn Parramore's interview with Darrick Hamilton, "[How America's Economy Runs on Racism](#)," published by the New Institute for Economic Thinking, presents a promising opportunity. In the interview, Hamilton explains the development of his conceptualization that racism is profitable and essential to capitalism. Reading this personal narrative of intellectual growth provides a pathway to understanding racial capitalism. Again, a few open-ended questions might enable a conversation in which students see economics as more full of intriguing possibility, helping them [envision their own intellectual journey into economics](#).

Crucial perspectives can also be found in narratives that are not explicitly economic: a few examples are Ta-Nehisi Coates's "The Case for Reparations," chapters from [Dómestica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence](#) or [The 1619 Project](#), or a history such as "Black Workers Remember." These texts give voice to BIPOC individuals thinking, laboring, and living within the racialized U.S. economy in a way that merely replacing a white character with a Black character in a textbook "economic

story" does not. While we might be nervous about teaching work that is not economics, students will usually accept with ease our disclaimer that we are not sociologists or historians but that this work is worthy of our attention. As the DivEQ resources remind us, "[our students can know more than we do about... poverty, racism, gender bias](#)," so we can "[teach with humility and be ready to learn](#)."

Third, we can afford students space to discuss and to be. Our students are far less indoctrinated into "thinking like an economist" than we are. With space to



We don't need to have answers for everything—it's the journey that matters. When we openly acknowledge questions like these, students will feel safer asking their own questions, ultimately leading to new research and perspectives.

think creatively and without judgment, they have remarkable capacity to venture into new territory, not only exploring economics as it is but also expanding it in exciting new directions. Given the power dynamics of higher education, students very likely will need our permission and a sense of safety to explore in this way. The expansive DivEQ resources can be helpful in creating a positive classroom space with possibility. We set the tone for this space, so if we [get to know our students as individuals, model inclusive participation, and foster respectful discussion](#), students will follow our lead. Students who feel safe and empowered can come up with insightful, creative, and radical insights about how the system is actually working. In short, they can learn. Open-ended questions, diverse pathways to contribute (in writing, online, after class, during

discussion, visually), and [equity-oriented affirmation of student contributions](#) can all foster antiracist progress.

Fourth, we can create opportunities for students to develop their new ideas in open-ended ways. Students in intermediate microeconomics might consider how useful the microeconomic model of labor supply is for understanding what they learn from [Dómestica](#) about domestic labor of Chicanas in Los Angeles. Alternately, they could start with the [Dómestica](#) book and see what model of labor supply it motivates. Students could

engage with narratives of incarceration, such as those curated by [Prison Radio](#), and try to square them with the profitability and growth of private prisons. What does it mean to profit from the caging of human beings? In an introductory class, students could consider the [racial consequences of the minimum wage narrative](#). Is the minimum wage "just" a binding



price floor, or is it something more? How do they make sense of the historical exclusion of the predominantly Black occupations of domestic service and agriculture from the minimum wage?

These new ways of thinking could also be catalyzed by readings that interrogate economics from other perspectives: Cheryl Harris's "[Whiteness as Property](#)," or chapters from [Histories of Racial Capitalism](#), [The Hidden Rules of Race](#), or [Reclaiming Economics for Future Generations](#). While some of these texts may be challenging, students can manage much more than we often give them credit for. Moreover, BIPOC students can find the whitewashing and invisibilization of economics narratives pretty challenging already; an economics that is not cognitively

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Table 1: Off-the-Shelf Antiracist Modules

Topic	Readings	Discussion Questions and Projects
Minimum wage	<i>The Microeconomics Anti-Textbook</i> (Hill and Myatt), §2.0–2.2.	<ul style="list-style-type: none"> • Is there a consensus on the effects of the minimum wage? • Are there moral consequences for being correct or incorrect on this question?
Discrimination	<p><i>Principles of Economics</i> (Mankiw), §19–2b: “Discrimination by Employers.”</p> <p><i>The Hidden Rules of Race</i> (Flynn et al.), Chapter 2: “Stratification Economics.”</p>	<ul style="list-style-type: none"> • Which approach to discrimination makes sense to you? • Which seems historically accurate or useful? • Does either help make sense of white supremacy and anti-Black violence in the Jim Crow south?
Domestic labor	<i>Doméstica</i> (Hondagneu-Sotelo), Chapter 1: “New World Domestic Order.”	<ul style="list-style-type: none"> • Is domestic work work? In what ways is it work or not work? • Can you connect the microeconomic model of labor supply to the work described in the chapter?
Pareto efficiency	<p>“In Order to Understand the Brutality of American Capitalism, You Have to Start on the Plantation” (Desmond, <i>The New York Times</i>).</p> <p>“The Pareto Efficiency Curve,” <i>The Economy: Economics for a Changing World</i> (The CORE Project).</p>	<ul style="list-style-type: none"> • If Pareto efficiency respects an initial distribution that started with slavery, what does that mean? • In light of these readings, explore Opportunity Insights data from a slaveholding state that was part of the Confederacy.
Segregation	<i>Segregation by Design</i> (Trounstine), “Introduction.”	<ul style="list-style-type: none"> • How did racial segregation happen? • Why are we taught that it was primarily “white flight”? • Explore the Mapping Inequality redlining maps of a place of interest to you.
Economic man	<p><i>Reclaiming Economics for Future Generations</i> (Ambler et al.), Chapter 3: “Blind to Structural Inequality.”</p> <p>“Life Story: Angela Davis” (Women and the American Story).</p>	<ul style="list-style-type: none"> • Who is economic man? • Are you like him? • Do you like him? • Is Angela Davis him?
Prison labor	<p>“US Prison Workers Produce \$11bn Worth of Goods and Services a Year for Pittance” (Anguiano, <i>The Guardian</i>)</p> <p>“Socioeconomic Status in Prison” (Congo, Prison Radio).</p>	<ul style="list-style-type: none"> • Can labor in prison be voluntary? • Are prison profits legitimate? • Do these readings prompt you to rethink the sources of profit in general?

dissonant with one's lived reality can be much easier to learn, integrate, and engage with.

Throughout, it is important to remind ourselves that teaching and learning are about the journey, not the destination. Not having *the* model of antiracism or *the* antiracist pedagogy should not stop us in our tracks. Destabilizing, thinking differently, thinking creatively—this is all a collaborative process.

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These are just some ideas for an antiracist approach to teaching and learning economics. Choosing any one specific example isn't crucial—what is important is that we give diversity, equity, and inclusion tangible meaning by actively taking on racial inequity with ideas, policies, and pedagogy. This engagement does not have to take a lot of extra time; these questions can be discussed in class in small groups, added on to problem sets, or framed as short response papers.

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Economics has never been about the end result, but has always been about the process. If we remember that curiosity and openness, we might stop teaching our students how to "think like an economist" and stop assuring them that economics can "separate fact from fiction" to prove/wish away racism. We just might be able to be antiracist economics professors, one creative teaching moment at a time. ■

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Commitment to the Craft

Kerwin Charles

Indra K. Nooyi Dean and Frederic D. Wolfe
Professor of Economics, Policy, and Management,
Yale School of Management

When Kerwin Charles arrived at the University of Miami from his home country of Guyana, he was driven to study something with “usefulness.” He had math in mind, intending to return home to be an actuary, perhaps. But he also wanted to add an area of study that would address his lifelong interest in history and how it affects people’s lives down the line.

All around him in Guyana, a former British colony in South America, he observed the tension between different factions of people, including descendants of formerly enslaved people and their former overseers as well as Indigenous residents. He noted vast differences in employment opportunities, and he pondered the effects of the country’s socialist structure. He wondered what it all meant for him, and the questions just got larger from there.

“All of these questions have an economic character, although I would not have called them economics,” says Charles, now the Indra K. Nooyi dean and Frederic D. Wolfe professor of economics, policy, and management at the Yale School of Management. And he was serious about finding answers. Even before college, he was voraciously

reading John Stuart Mill, so when a friend at Miami told him about a class in labor economics, he was game to give it a try.

“Very shortly into the seminar, I realize I love this. I don’t like it, I love it,” Charles recalls. “And this is what I want to do.”

“

Any scholar beginning a research project doesn’t know where it will go... It is the commitment to the craft rather than to the outcome, the diligent effort to unearth truth about a question of interest.

”

He liked that the forces he studied stemmed from historical context, and he was drawn to economics’ “firm grounding in what I considered evidence, the obsessive concern even then with data and about thinking about the limitations of observational data. I observe something; what do I infer from

what I observe? And economists seemed to me—way more than was true of other fields at the time, and I believe this may still be true—to bring a kind of skeptical orientation to reveal the truth from observational data.”

Charles went on to study economics further at Cornell University and then to teach at the University of Michigan and the University of Chicago before becoming dean at Yale’s School of Management in 2019. Along the way, his research has chased a wide range of questions, many of which echo the observations that first piqued his curiosity as a child in Guyana.

One area of sustained interest has been differentials in the labor market along the lines of identity, including race and gender, and how prejudice has affected workers across geography and time.

Charles also has researched how broader market forces ripple through the macroeconomy or regional economies, especially in how people work. Boom and bust cycles have drawn his particular interest, including in how housing market surges affect earnings, the decision to attend college, and more. He’s studied upswings and downswings in manufacturing, too, tracking the

effects on workers alongside those movements.

He's also studied changes to institutions over time, tracking public health entities, professional credentialing, and the effects of policy innovations on communities that aren't necessarily enthusiastic about them.

More than the answers he's found in any of his research, Charles values the questions themselves, and the process for finding clarity with them.

"Any scholar beginning a research project doesn't know where it will go. And part of why I love being a scholar is the uncertainty," he says. "It is the commitment to the craft rather than to the outcome, the diligent effort to unearth truth about a question of interest. And it might end up being an unsexy answer, and therefore published in an unsexy place, but it doesn't remotely change my level of satisfaction about and pride in the work that led to that outcome. So impact is a way to judge the thing. Another way to think about it is how various results have

shaped my thinking about work I will do going forward."

As dean, Charles has a front-row seat to the future of the study of economics, but that doesn't mean he knows exactly what's on the horizon.

“

As different kinds of people come into the field... the set of questions we are tackling is expanding wonderfully, and that will only redound to the benefit of the field going forward.

”

"Part of what is amazing about the work being done at a great scholarly community is the unpredictability of where things will go," he says. "What scholarship is, it's the aggregation of unpredictable discovery, collaborations,

serendipity, the emergence of some new discovery no one's thought about. So I have no idea where it's going."

But, he says, he's seen some changes that point to an exciting future.

For one thing, economics is starting to incorporate insights and methods from other disciplines, a shift "that I think promises to transform the field for at least a generation," he says. The volume of data, too, is far more vast than ever before, opening new possibilities of study to today's economists.

Also multiplying are the kinds of questions and the areas of study that can be considered part of the field.

"One still hears the sentence, 'That's not economics,'" Charles says, "but I think one hears that less and less, which is good. As different kinds of people come into the field from different backgrounds and different areas of emphasis, the set of questions we are tackling is expanding wonderfully, and that will only redound to the benefit of the field going forward." ■



STAY CONNECTED WITH CSMGEP!

- ✓ **Visit the CSMGEP website** (<https://www.aeaweb.org/about-aea/committees/csmgep>) for a listing of minority job candidates (get added to the list!), profiles of "economists to watch," information about our programs, opportunities for awards and funding, and resources for teaching and research.
- ✓ **Don't miss any CSMGEP news.** Get added to our email list: http://mail.aeapubs.org/mailman/listinfo/aea_csmgepnews
- ✓ **Follow us on X (Twitter):** @aeacsmgep

ECONOMIC JOBS BEYOND ACADEMIA

While many people are familiar with the responsibilities of academic jobs, less is known about jobs for economists outside of academia. Following are profiles of three economists working in nonacademic positions, including their advice to those entering the field.

International Monetary Fund

Washington, DC

Gee Hee Hong is a senior economist at the International Monetary Fund (IMF) in Washington, DC. The IMF is an international organization with 190 member countries that work together to promote international monetary cooperation, international trade, economic growth, and financial stability.

Hong explains: “As an economist at the IMF, our main objective is to ensure the economic well-being and macroeconomic stability of our member countries. We conduct economic analyses, engage with the countries’ authorities regularly, and provide sound economic policy advice. There is a team of economists for each country to conduct regular consultations. The consultations are based on interchanges of views on economic policies with the countries’ authorities.”

Providing sound economic policy advice is not always easy, she notes. “The nature of economic issues continues to evolve, and there is a significant amount of ‘learn things as you go,’” Hong explains. “More often than not, policymakers and the Fund economists who work with

policymakers are faced with unfamiliar topics” like digital currency and cryptocurrency. Even when the topics are not new—for instance, the transmission channels of monetary policy—new analyses may be needed to unpack the role of nonstandard factors, such as COVID-19 or Russia’s war in Ukraine.

The most exciting aspect of Hong’s job is “the fact that you continue to learn, whether it be about a specific country or a topic.” Economists at the IMF are encouraged to change their assignments to engage in new countries or different topics about every three years, and Hong says that this “allows us to broaden our

knowledge beyond the topic that we may have originally been familiar with or specialized [in] during graduate studies.”

When asked about diversity and inclusion at the IMF, Hong says that “as an international organization, the IMF is making an effort to have a more balanced regional representation of [its] member countries.” Furthermore, “the IMF has implemented a more robust accountability framework since 2019 to ensure that diversity objectives are reflected in recruitment and performance assessments.”

Hong advises newly minted economists who might be interested in the IMF to be willing to learn:

“I would encourage them to be open-minded and be ready to learn continuously! Each country has its own unique economic issues, and it is not uncommon to feel at a loss when an economic system does not work the way we learned in grad school. But, in my view, the fact that different countries have found their own ways to run their systems is what makes economics interesting too.”

Federal Reserve Bank of Minneapolis

Minneapolis, MN

Illenin Kondo is a senior research economist with the Opportunity and Inclusive Growth Institute (OIGI), which is part of the Research Department of the Federal Reserve Bank of Minneapolis. The OIGI was established in 2017 with the main mission of promoting research that helps increase economic opportunity and inclusive growth. Kondo found this job opportunity through his network of former colleagues, friends, and mentors.

Kondo explains that his work falls into three main categories: “My primary responsibility is to produce and to publish academic research. My research interests are in international economics, trade and labor markets, and recently racial socioeconomic inequality. My nonresearch time is spent supporting the Institute’s mission within the Bank.”

Kondo is currently leading the Income Distributions and Dynamics in America (IDDA) project, which produces rich income data across granular demographic dimensions with the objective of fostering research on

inequality. Kondo explains that “the IDDA offers an open-access data set, along with new analysis and insights. It is the fruit of a unique research collaboration with the U.S. Census Bureau, leveraging Census Bureau data linkages to administrative tax records while preserving confidentiality.” The IDDA was officially released in fall 2023. The third category of Kondo’s work is advising: “I mentor potential PhD students, help advise PhD students at the University of Minnesota, and serve on a couple of advisory boards.”

For Kondo, the most exciting aspect of the job at the OIGI is getting to “be part of a larger research department that has one of the most active macro theory groups in our field, while being able to wrestle within it—as part of my Institute work and research—with hard questions around economic justice.”

In terms of challenging aspects of the job, Kondo explains that “being passionate about research comes with challenges in balancing the demands

of research and family/personal life.” He also shares that he wrestles “with our field’s keen ability to ‘rationalize’ economic disparities experienced by marginalized communities in ways that don’t fit these groups’ understanding of their lived experiences.”

The Federal Reserve Bank of Minneapolis values diversity and “has been intentional about seeking to overcome barriers affecting the hiring, growth, and retention of top economists from historically underserved and disadvantaged communities.” Kondo explains that the OIGI in particular “has been successful at attracting top economists with a solid record of quality across diverse institutions, diverse backgrounds, and methodologies through the Visiting Scholars Program.” He also mentions the Federal Reserve’s Center for Indian Country Development (CICD) at the Minneapolis Fed as another example; the CICD is a “premier research center working with Native American researchers and communities.”

For newly minted economists who might be interested in a job like Kondo’s, he advises,

“Consider applying to the Minneapolis Fed OIGI Visiting Scholar program for yearlong visits or short-term visits.” He adds, “Our visitors come from all fields and all types of institutions.” In addition, Kondo advises young scholars to submit a paper to OIGI’s annual conference, which has an extra day for young researchers. “Consider submitting that third chapter or newer project! Adding value is in the Minneapolis Fed’s DNA.”

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Federal Deposit Insurance Corporation

Washington, DC

Haelim Anderson is a senior financial economist at the Federal Deposit Insurance Corporation (FDIC).¹ The FDIC is an independent U.S. agency that supervises financial institutions to maintain stability and public confidence in the U.S. financial system, and insures deposits in the event a financial institution fails. Anderson learned about this employment opportunity through Job Openings for Economists (JOE), a resource from the AEA that advertises academic and nonacademic jobs.

In her job, Anderson does both what she calls corporate work and academic research. Her work for the corporation takes many forms. She evaluates the financial health and resilience of banks by investigating the soundness of credit risk models, conducts economic analyses to contribute to policy initiatives such as those related to climate change, helps with the hiring of new economists and research assistants, and organizes conferences. During the time allocated for research, Anderson writes papers on banking, macro and monetary economics, and economic history.

When asked about the most exciting aspect of her job, Anderson highlights that “it is nice to know that your work helps shape important policies and is attempting to create a safer banking system.” She adds that another important aspect of her job is that, by allowing some flexibility in her daily schedule and not requiring work during weekends, it supports a work-life balance. “Being in a place that accommodates your life outside work is important for female professionals that have difficulty continuing their careers after having children.”

One challenge in Anderson’s job is having to deal with bureaucracy in government agencies, which can be slow and frustrating. Another challenging aspect of the job is the research side, as the entire publication process can also be frustrating, but in a different way, she notes.

In terms of recruiting at the FDIC, Anderson says that her organization participates in the annual economist job market and takes into account diversity and inclusion among many other considerations in searching to fill each position.

Anderson’s advice for newly minted economists who might be interested in this type of job:

“The amount of policy work and the type of work varies across agencies and across sections/divisions within the same organization, so you should learn what kind of work you will be doing. If you want to continue doing your research, you should ask about the time split between policy work and research.”

¹ Since the time of the interview, Anderson has moved to a new role as senior economist at the Bank Policy Institute.

ANNOUNCEMENTS

CSMGEP

» **Minority Students on the Junior Job Market**

Organizations looking to hire new PhD economists may see the CSMGEP [website](#) for the websites and CVs of underrepresented minority candidates on the market. We also invite employers to our Dissertation Session at the 2024 ASSA Meetings (January 5 at 8:00 am at the Grand Hyatt San Antonio), to hear candidates present their research. See page 31 for topics.

» **CSMGEP–AERIP–ASHE–NEA Reception at 2024 ASSAs**

We look forward to seeing you at our joint reception at the 2024 ASSA Meetings—January 6 at 6:30 pm at the Grand Hyatt San Antonio.

AEA MENTORING PROGRAM

» **Summer Mentoring Pipeline Conference**

The Summer Mentoring Pipeline Conference brings together AEA Mentoring Program mentees and mentors, other professional economists (in and outside of academia), and students in the AEA Summer Training Program. It is one of the largest gatherings of underrepresented minority economists in the country. Organized by co-directors Francisca M. Antman and Trevon Logan, the 2023 conference featured research presentations by mentees and summer program students; talks by employers outside of academia; panel discussions on professional development, best practices in mentoring and being mentored, thriving in graduate school, and navigating the PhD job market; a plenary discussion on funding opportunities; the 2023 Lewis–Oaxaca Distinguished Lecture by Samuel L. Myers, Jr. (Roy Wilkins Center for Human Relations and Social Justice, Hubert H. Humphrey School of Public Affairs, University of Minnesota); the bestowal of the 2023 Impactful Mentor Award to Sarah Jacobson (Williams College); and networking opportunities during and after the conference.

The 2024 AEA Summer Mentoring Pipeline Conference is scheduled for June 14–15 in Washington, DC. Details will be announced in early 2024. For more information, email AEAMentoring@gmail.com.

» **2023 Impactful Mentor Award**

Sarah Jacobson is the recipient of the 2023 Impactful Mentor Award. This award recognizes and celebrates the excellence and impact of mentors on diversity, access, and inclusion in the economics profession. Jacobson has an exceptional record of mentoring students and new PhDs from underrepresented groups, several of whom nominated her for this award. In addition, Jacobson serves on CSMGEP and has been an active mentor in the AEA Mentoring Program for several years, both as a coach in the AEAMP Job Market Bootcamp and as an official and unofficial mentor to many mentees. In her nominating statement, Jimena González-Ramírez, now associate professor of economics at Manhattan College, said, “Sarah is one of the strongest advocates and supporters of minorities within our profession. She may not realize the impact she has on underrepresented minorities in economics, but she has been making a huge difference for a long time.” Jacobson is a professor in the Economics Department at Williams College.

» **2023 Job Market Bootcamp**

Fourteen job market candidates and three mentors from academic institutions participated in the 2023 Job Market Bootcamp. Created in 2018, this annual bootcamp prepares students for the economics PhD job market, increasing their chances of securing positions best suited to their interests, training, and goals. In virtual monthly sessions from August to December, the job market candidates received tailored feedback on their job market papers, elevator pitches, CVs, and research/teaching statements. Mentors also gave presentations on the job market paper, preparing job market packets, interviewing strategies, and seminars. Breaks and special sessions allowed for networking and one-on-one support, including from a speech coach and an academic editor. To learn more, email AEAMentoring@gmail.com.

» **Mentoring Program Students Present at Regional Conferences**

The AEA Mentoring Program (AEAMP) organized an all-mentee session at the 2023 Western Economic Association International Conference. Titled “Underrepresentation, Policing, and Insurance,” the session featured students **Anderson Frailey**, University of Virginia, “Insurance with

continued on next page ▶

ANNOUNCEMENTS *continued*

an Endogenous Adversary: The Case of Ransomware”; **Romaine Anthony Campbell**, Harvard University, “Federal Oversight and Policing”; **Felipe Juan**, Howard University, “The Importance of Considering State Eligibility Requirements for Equitable Unemployment Insurance Access: Lessons from the Great Recession and COVID-19”; and **April Burrage**, University of Massachusetts Amherst, “How Do State R&D Incentives Affect Opportunity for Small Businesses for Women and Minority Owned Businesses?” Serving as discussants were mentees **Robert Balujua**, University of Arizona; **George Agyeah**, University of Arkansas; **Michael Navarrete**, University of Maryland, College Park; and **Ini-Abasi Umosen**, University of California at Berkeley.

Six AEAMP participants presented their research in the Southern Economic Association’s Graduate Student Program: **Andrenay Harris**, Texas A&M University, “The Effects of Forced Relocation from Drowned Towns on Economic Outcomes and Crime: Evidence from 1934–1952”; **Ini-Abasi Umosen**, University of California, Berkeley, “Gender Wage Gaps in the Gig Economy: Evidence From Online Tutoring Platforms”; **Michael Meneses**, Cornell University, “Organic Farming Transitions: A Dynamic Bioeconomic Model”; **George Agyeah**, University of Arkansas, “When the Modes of Interactions Matter: Virtual and In-Person Integration of Newcomers in a Dynamic Setting”; **Michael Navarrete**, University of Maryland, “COBOLing Together UI Benefits: How Delays in Fiscal Stabilizers Impact Aggregate Consumption”; and **Eric Neuyou**, University of Arkansas, “International Production Networks and Economic Growth: Evidence from the Semiconductor Industry.”

AERIP

Join AERIP!

Membership in the Association for Economic Research of Indigenous Peoples (AERIP) will give you access to research events, seminars, conference sessions, and a newsletter with information on grants, job opportunities, and events that are aligned with AERIP’s mission. We seek to facilitate intellectual exchange, foster networking and information sharing, and encourage and promote teaching and research on topics related to the social and economic development of Indigenous peoples. You can join [here](#). AERIP’s annual meeting will take place in February 2024.

Joint Brownbag Research Workshop

For the past two years, AERIP has partnered with the Indigenous Economics Study Group in Canada to host a brownbag seminar series. This virtual forum enables scholars to present and receive informal feedback on their research in the fields of Indigenous economics and economics in Indigenous contexts. The intent is to strengthen the network of researchers and practitioners in the field, to support new researchers, and to foster the cross-cultural and cross-national exchange of ideas and experiences. Presenters during the 2022–23 academic year included Patrick Carlin (Indiana University), Luis Monroy-Gómez-Franco (CUNY Graduate Center), Joaquin Daniel Ramirez Cabarcas (Universidad de los Andes), Krzysztof Karbownik (Emory University), Jorge Aguero (University of Connecticut), Marco Del Angel (California State University), Stephen Pitts (University of Minnesota), Laurel Wheeler (Center for Indian Country Development, Federal Reserve Bank of Minneapolis), Aldo Elizalde (Queen’s University Belfast), Heather Randell (Penn State), Cesar Huaroto De La Cruz (Pontificia Universidad Católica de Chile), and Jacob Bor (Boston University). In fall 2023, we transitioned to a research workshop format—three papers presented and discussed in one workshop session per semester. Interested in presenting at or attending the virtual brownbag workshop? Email indigenousecon@gmail.com.

Freedom and Justice Summer Conference

In 2023, AERIP, ASHE, and NEA relaunched the Freedom and Justice Summer Conference. Titled “Freedom and Justice: By/For/With Our Communities,” the conference took place August 10–12 at the Haskell Indian Nations University in Lawrence, Kansas. Plans for the 2024 conference are underway. A formal call for papers and registration information will be circulated through the AERIP, ASHE, and NEA networks soon.

ASHE

ASHE Annual Dissertation Award

ASHE is pleased to recognize **Rene Armando Crespin** as the 2023 recipient of this award. Crespin graduated with a PhD in economics from Cornell University in 2022 and is now a postdoctoral fellow in the Department of Economics at Michigan State University. His work has been supported by both National Science Foundation and National Academy of Education fellowships, and a chapter from his dissertation recently won an award from the American Real Estate and Urban Economics Association. His research

examines how policies affect people's decisions on where to live, attend school, and work, as well as the broader impacts of education and immigration policies, including place-based affirmative action, federal grants for low-income neighborhoods, and immigration enforcement. In addition to his research work, Crespin has demonstrated a commitment to service through mentorship and advocacy for representation in the economics profession. He is a product of the AEA Summer Program, where he later served as a teaching fellow.

ASHE Academic Achievement Award

ASHE is pleased to recognize **Susan Pozo**, professor of economics at Western Michigan University, as the 2023 recipient of this biennial award that recognizes outstanding scholarship. Pozo has written extensively on a variety of topics, including immigration policy, undocumented migration, the determinants and economic impacts of workers' remittances, the returns to international human capital, and international finance. She has authored/coauthored over 80 refereed journal articles and book chapters, and has contributed articles for ASHE's *Hispanic Economic Outlook* and *The Minority Report*. Her research has received funding from multiple organizations, including the United Nations, the Inter-American Development Bank, the National Institutes of Health, the Fulbright Foundation, and the Banco Bilbao Vizcaya Argentaria (BBVA) Foundation. She was the winner of Western Michigan University's 2018 Distinguished Faculty Scholar Award and its 2012–2013 College of Arts and Sciences Faculty Achievement Award in Research and Creative Activity.

Pozo is a research fellow at the Institute of Labor Economics (IZA), former director of Global and International Studies at Western Michigan University, a former Fulbright Research Scholar, and former president of ASHE. She holds a PhD in economics from Michigan State University and an AB in foreign area studies–Latin America from Barnard College.

Hispanic Economists Highlights

ASHE featured a Hispanic economist daily on X (formerly Twitter) during Hispanic Heritage Month. Those featured were Karla Cordova (Pomona College), Luis Torres (Dallas Fed), Oscar Gálvez–Soriano (University of Chicago), Karen Ortiz–Becerra (University of San Diego), José Bayoán Santiago Calderón (Bureau of Economic Analysis), Luis Baldomero–Quintana (William & Mary), Cecilia Peluffo (University of Florida), Rocio Madera (Southern Methodist University), Elisa Jácome (Northwestern University), Jorge de la Roca (University of Southern California), Jorge Guzman (Columbia University), Roberto Coronado (Dallas Fed), Steve Raphael

(University of California, Berkeley), Esteban Quiñones (Mathematica), Andrés Hincapié (University of North Carolina at Chapel Hill), Danae Hernandez–Cortes (Arizona State University), Christopher Neilson (Yale University), Eduardo Minuci (North Carolina A&T State University), Alexis Villacis (Arizona State University), German Blanco (Illinois State University), Martin Saavedra (Oberlin College), Adriana Corredor–Waldron (North Carolina State University), Luis Monroy Gómez Franco (University of Massachusetts Amherst), Marla Ripoll (University of Pittsburgh), Robert Gonzalez (Georgia Tech), Carmen Carrión–Flores (Syracuse University), Aaron Gamino (Middle Tennessee State University), Mónica López–Anuarbe (Connecticut College), and Luis E. Quintero (Johns Hopkins University).

ASHE Virtual Seminar Series

During 2023, ASHE organized a virtual research seminar series that gave scholars the opportunity to get together, share ideas, and receive feedback on their current research. Presenters included Andrea Velasquez (University of Colorado Denver), Christopher Campos (University of Chicago), Jorge Ramos–Mercado (University of Minnesota), Jorge De la Roca (University of Southern California), Rene Crespin (Michigan State University), Nathaniel Burke (West Virginia University), Carolina Caetano (University of Georgia), María Aristizabal–Ramírez (Federal Reserve Board), Carlos Hurtado (University of Richmond), and Diego Guerrero (University of Tennessee, Knoxville).

NEA

Celebrating the Life and Legacy of William Spriggs and Rodney Andrews

In 2023, the NEA lost two cherished members. **William Spriggs** was professor of economics at Howard University, chief economist at AFL–CIO, and past president of the NEA. His work and research focused on workforce discrimination, the minimum wage, national and international labor standards, pay equity, and historically Black colleges and universities (HBCUs). **Rodney Andrews** was professor of economics at University of Texas at Dallas. His work and research focused on the economics of education—specifically, issues of access and success in higher education. He also studied the effects of prekindergarten attendance on student achievement. The NEA will celebrate the life and work of these legendary economists at the 2024 ASSA Meetings in San Antonio. This special event will take place on Saturday, January 6 at 12:30 pm at the Grand Hyatt.

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ANNOUNCEMENTS *continued*

Sir W. Arthur Lewis Lecture

Sir W. Arthur Lewis was the first, and is still the only, Black person to receive the Nobel Prize in Economics. He garnered the prize in 1979, sharing it with Theodore Schultz, “for their pioneering research into economic development research with particular consideration of the problems of developing countries.” The Sir W. Arthur Lewis Memorial Lecture recognizes an economist who has produced seminal research on economic development or made a significant contribution to economic development through public service. The 2024 Arthur Lewis lecturer is Leonard Wantchekon, professor of politics and international affairs at Princeton University and founder of the African School of Economics. The lecture will take place at the 2024 ASSA Meetings in San Antonio on Friday, January 5 at 12:30 pm at the Grand Hyatt.

Alfred L. Edwards Award for Service to the NEA

Alfred L. Edwards served the NEA as president, secretary, and treasurer. This award is given periodically to a member of the NEA who has provided exceptional service to the organization. Romie Tribble, Jr., the current NEA secretary, has been selected as the 2024 recipient. He will be recognized at the NEA business meeting at the 2024 ASSA Meetings in San Antonio on Saturday, January 6 at 5:00 pm at the Grand Hyatt.

NEA Student Chapters Launch

In 2023, the NEA launched its student chapters, fulfilling a longtime vision to engage students with economics and the association. The purpose of the chapters is to connect students with scholarships, fellowships, and grants; student-centered and student-led initiatives; a network of students, academics, professionals, and policymakers; opportunities within the Federal Reserve System; a subscription to *The Review of Black Political Economy*; and research conferences and webinars. The inaugural campuses include the Atlanta University Center Consortium of schools, Howard University, and Morgan State University. The initiative will expand to other campuses in years to come. For more information, visit www.neaecon.org.

The Review of Black Political Economy

The Review of Black Political Economy welcomes submissions on research that examines issues related to the economic status of African Americans and the African diaspora worldwide. Individual articles for publication consideration should be submitted via the editorial management system. Proposals for special issues that fall within the scope of the journal should be sent to editorrbpe@gmail.com.

New Economic Analysis Newsletter

In 2022, NEA's Committee on Macroeconomic Policy and Race launched the *New Economic Analysis Newsletter* (NEAN). Each volume of NEAN features a collection of short articles that use aggregate data and analyses to offer perspectives and commentary, all designed to broaden the use of macroeconomic policy to constructively address racial economic inequality and racially disparate access to productive resources, including employment, education, housing, and wealth generation. All volumes are available on the NEA [website](#) and include instructions on how to submit an article for consideration.

NEA Webinar Series

In 2023, the NEA hosted webinars on topics ranging from student debt to displacement to reparations. The NEA has also introduced capacity-building webinars that focus on skill building of NEA members. The first webinar discussed strategies for securing funding for research. The second was a “Meet the Editor” session with one of the editors of *The Review of Black Political Economy*. To receive regular updates about upcoming webinars and other NEA events, become an NEA member at www.neaecon.org.

ACTIVITIES

CSMGEP

2024 ALLIED SOCIAL SCIENCES ASSOCIATION MEETING

■ CSMGEP DISSERTATION SESSION

Chair: Neville Francis, University of North Carolina at Chapel Hill

COBOLing Together UI Benefits: How Delays in Fiscal Stabilizers Impact Aggregate Consumption

Michael A. Navarrete, University of Maryland

Do Students and Parents Prefer Same-Gender Teachers? Evidence from an Online Tutoring Platform

Ini Umosen, University of California, Berkeley

Examining State R&D Policies and Federal Grant Opportunities: Analyzing the Effect on Small High-Tech Businesses from Socially Disadvantaged Groups

April Burrage, University of Massachusetts Amherst

International Production Networks and Economic Growth: Evidence from the U.S. Semiconductor Industry

Eric Neuyou, University of Arkansas

Discussants:

Ioana Marinescu, University of Pennsylvania

Matthew Notowidigdo, University of Chicago

Scott Stern, Massachusetts Institute of Technology

Kim Ruhl, University of Wisconsin-Madison

■ MEASURING DISCRIMINATION

Chair: Mónica García-Pérez, St. Cloud State University

Shocking Offers: Gender Inequality and Recessions in Online Labor Markets

Peter Blair Henry, Stanford University

Belinda Archibong, Columbia University

On Marginal Outcome Tests and Biased Decision Making

Peter Hull, Brown University

Systemic Discrimination: Theory and Measurement

Aislinn Bohren, University of Pennsylvania

Peter Hull, Brown University

Alex Imas, University of Chicago

Racial Disparities in the U.S. Mortgage Market

Agustin Hurtado, University of Maryland

Discussants:

Emily Breza, Harvard University

Patrick Bayer, Duke University

Stephen Ross, University of Connecticut

Vikrant Vig, Northwestern University

2023 SOUTHERN ECONOMIC ASSOCIATION ANNUAL MEETING

■ REPRODUCTIVE AND FAMILY HEALTH

Organizers: Sarah Jacobson, Williams College, and Mónica García-Pérez, St. Cloud State University

Chair: Mónica García-Pérez, St. Cloud State University

Access to Abortion and Intimate Partner Violence

Mayra Pineda-Torres, Georgia Institute of Technology

Aixa García-Ramos, University of Passau

Birth Control on Every Corner: Impacts of Pharmacist Prescriptions on Birth and Abortion Rates

Andrea M. Kelly, Grinnell College

The Impact of the War on Poverty on Infant Mortality Rates in the South: Evidence from the Legal Services Program

Jamein Pernell Cunningham, Cornell University

Improvements in Schooling Opportunities and Teenage Fertility

Maria Padilla-Romo, The University of Tennessee, Knoxville

Mayra Pineda-Torres, Georgia Institute of Technology

Lucas Nogueira Garcez, The University of Tennessee, Knoxville

Cecilia Peluffo, University of Florida

Discussants:

Annie McGrew, University of Massachusetts Amherst

Analisa Packham, Vanderbilt University

Lucie Schmidt, Smith College

Jason Lindo, Texas A&M University

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ACTIVITIES continued

■ WRITING AND SPEAKING FOR BROADER AUDIENCES

Organizers: **Mónica García-Pérez**, St. Cloud State University, and **Sarah Jacobson**, Williams College

Moderator: **Mónica García-Pérez**, St. Cloud State University

Panelists:

Cardiff Garcia, The New Bazaar
Alanna Wilson, Stand Together Trust
Walter Katz, Arnold Ventures, LLC
Gbenga Ajilore, USDA Rural Development

A Critical Indigenous Framework for State Paid Family Leave Policy Implementation

Teresa Abrahamson-Richards, University of Washington

Connecting to Credit and Capital: An Overview of the Native CDFI Industry

Laurel Wheeler, Center for Indian Country Development, Federal Reserve Bank of Minneapolis
Valentina Dimitrova-Grajzl, Virginia Military Institute
Peter Grajzl, Washington and Lee University
Michou Kokodoko, Center for Indian Country Development, Federal Reserve Bank of Minneapolis

2023 WESTERN ECONOMIC ASSOCIATION INTERNATIONAL ANNUAL MEETING

■ PRACTICAL APPROACH TO GRANT WRITING: WHERE DO I START AND HOW DO I GET BETTER AT IT?

Organizer/Moderator: **Luisa Blanco**, Pepperdine University

Panelists:

Eric Bahel, National Science Foundation
Aixa Cintron-Velez, Russell Sage Foundation
Christian Edlagan, Washington Center for Equitable Growth
Kwabena Gyimah-Brempong, National Science Foundation
John Phillips, Chief, Population and Social Processes Branch, National Institute on Aging, National Institutes of Health

AERIP

2023 ASSOCIATION FOR PUBLIC POLICY & MANAGEMENT CONFERENCE

■ THE DIVERSE POLICY LANDSCAPE OF INDIGENOUS NATIONS: DATA, FAMILY, AND FINANCE

Working with Indigenous Data: Lessons and Reflections from the Canadian Context

Donn Feir, University of Victoria
Robert Hancock, University of Victoria

ASHE

2024 ALLIED SOCIAL SCIENCES ASSOCIATION MEETING

■ MINORITIES AND DIVERSITY: IDEAS, MEASUREMENT, HEALTH, AND HOUSING

Joint Session with NEA

Chair: **Alfonso Flores-Lagunes**, Syracuse University

Ideas, Innovation, and the Racial and Ethnic Diversity of Economists

Francisca M. Antman, University of Colorado Boulder
Kirk B. Doran, University of Notre Dame
Xuechao Qian, Stanford University
Bruce A. Weinberg, The Ohio State University

The Extent and Potential Consequences of Ethnic Attrition among Hispanic Americans

Stephen J. Trejo, University of Texas at Austin
Brian Duncan, University of Colorado Denver

Health Shocks and Older Minority Women's Health: The Role of Private Transfer, Public Benefits and Neighborhood Characteristics

Mónica García-Pérez, St. Cloud State University

In Need of a Roof: Pandemic and Housing Vulnerability

Ruth Uwaifo Oyelere, Agnes Scott College
Kusum Mundra, Rutgers University

Discussants:

Randall Akee, University of California, Los Angeles
Maude Toussaint, Federal Reserve Bank of Chicago
Jose Manuel Fernandez, University of Louisville
Anita Alves Pena, Colorado State University

■ CONSEQUENCES FOR HISPANICS OF PUBLIC POLICIES, LAW ENFORCEMENT, AND ANTI-HISPANIC SENTIMENT

Chair: German Blanco, Illinois State University

Public Responses to Climate and Enforcement: Evidence from Immigrant-Serving Community-Based Organizations during the 2016 Presidential Election

Robert Santillano, University of California, Los Angeles
Juan M. Pedroza, University of California, Santa Cruz
Stephanie Potochnick, University of North Carolina at Charlotte

Ethnic Profiling Under the Auspices of Community Safety

Joaquín Alfredo–Angel Rubalcaba, University of North Carolina at Chapel Hill
Alberto Ortega, Indiana University
Prentiss A. Dantzer, University of Toronto–St. George

The New Marriages Composition and the 2016 Presidential Elections

Elisa Taveras, University of Texas Rio Grande Valley
Xin Liang, University of Texas Rio Grande Valley
Leila Salarpour, United Nations

Immigration Policy and School Bullying

Esther Arenas–Arroyo, Vienna University of Economics and Business
Catalina Amuedo–Dorantes, University of California, Merced

Discussants:

Alberto Ortega, Indiana University
Maria Padilla–Romo, University of Tennessee
Chunbei Wang, Virginia Tech
Christopher Campos, University of Chicago

2023 SOUTHERN ECONOMIC ASSOCIATION MEETING

■ ENTREPRENEURSHIP AMONG HISPANICS AND RACIAL MINORITIES

Organizer: Francisca M. Antman, University of Colorado Boulder

Chair: Alfonso Flores–Lagunes, Syracuse University

Self-Employment among Undocumented Hispanic Immigrants

Chunbei Wang, Virginia Tech

Push–Pull: The Entrepreneurial Tendencies of Hispanic Migrants to the U.S. Mainland

Alberto Dávila, Southeast Missouri State University
Marie T. Mora, Metropolitan State University of Denver

Internet Access and the Rise of Contract Workers and Sole Proprietors

Sheena L. Murray, The University of Tennessee at Chattanooga

Third Place Entrepreneurship: The Case of Magic Johnson's Starbucks

Jorge Guzman, Columbia University
Jinkyong Choi, Columbia University
Mario L. Small, Columbia University

Discussants:

Alberto Dávila, Southeast Missouri State University
Chunbei Wang, Virginia Tech
Jinkyong Choi, Columbia University
Sheena L. Murray, The University of Tennessee at Chattanooga

■ RACIAL AND ETHNIC DIFFERENCES IN HEALTH, IDEAS, AND APPROACHES

Organizer/Chair: Francisca M. Antman, University of Colorado Boulder

A Natural Experiment on Harm Reduction: The Effect of a Large Prescription Opioid Diversion Event on Opioid Mortality in the U.S.

Felipe Lozano–Rojas, University of Georgia
David Bradford, University of Georgia

Doing Latinx Studies as an Economist: Methodologies and Disciplinary Borders

Stephan Lefebvre, Bucknell University
Alan Aja, Brooklyn College, City University of New York

Ideas, Innovation, and Diversity in Economics

Francisca M. Antman, University of Colorado Boulder
Kirk B. Doran, University of Notre Dame
Xuechao Qian, Stanford University
Bruce A. Weinberg, The Ohio State University

Discussants:

Bilge Erten, Northeastern University
Francisca M. Antman, University of Colorado Boulder
Stephan Lefebvre, Bucknell University

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ACTIVITIES continued

■ IMMIGRATION, ETHNICITY, AND LONG-RUN OUTCOMES OF DISCRIMINATION

Organizer: **Francisca M. Antman**, University of Colorado Boulder

Chair: **Jose Manuel Fernandez**, University of Louisville

Puerto Rican Migrants Post Hurricane Maria

Zadia Feliciano, Queens College and CUNY Graduate Center

Alberto Dávila, Southeast Missouri State University

Marie T. Mora, Metropolitan State University of Denver

Mortality and Immigration Enforcement: The Case of Secure Communities

Jose Manuel Fernandez, University of Louisville

Mónica García-Pérez, St. Cloud State University

Sandra Orozco-Aleman, Mississippi State University

Which Mexicans Are White? Enumerator-Assigned Race in the 1930 Census and the Socioeconomic Integration of Mexican Americans

Stephen J. Trejo, University of Texas at Austin

Brian Duncan, University of Colorado Denver

Ethnic Identity and Anti-Immigrant Sentiment: Evidence from Proposition 187

Francisca M. Antman, University of Colorado Boulder

Brian Duncan, University of Colorado Denver

Discussants:

Jose Manuel Fernandez, University of Louisville

Zadia Feliciano, Queens College and CUNY Graduate Center

Francisca M. Antman, University of Colorado Boulder

Stephen J. Trejo, University of Texas at Austin

2023 WESTERN ECONOMIC ASSOCIATION INTERNATIONAL MEETING

■ RETIREMENT, CHILD OBESITY, AND SAME SEX COUPLES

Organizer: **Zadia M. Feliciano**, Queens College and CUNY Graduate Center

Chair: **Alfonso Flores-Lagunes**, Syracuse University

Mind the Gender, Racial and Ethnic Gap among Older Populations in the United States: Insights from the Retirement Knowledge Scale

Luisa Blanco, Pepperdine University

Ron Hays, University of California, Los Angeles

Does Schooling Improve Cognitive Abilities at Older Ages: Causal Evidence from Nonparametric Bounds

Alfonso Flores-Lagunes, Syracuse University

Vikesh Amin, Central Michigan University

Jason M. Fletcher, University of Wisconsin-Madison

Carlos A. Flores, California Polytechnic State University

Jere R. Behrman, University of Pennsylvania

Hans-Peter Kohler, University of Pennsylvania

Maternal Overweight and Employment Status: Determinants of Overweight and Obesity in School-Age Children in Mexico

Bianca Nayeli Chacón-Montoya, Universidad Autónoma de Nuevo León

Ernesto Aguayo, Universidad Autónoma de Nuevo León

How Do Same-Sex Couples Affect Central Cities?

Jooyoung Kim, Syracuse University

Discussants:

Zadia M. Feliciano, Queens College and CUNY Graduate Center

Luisa Blanco, Pepperdine University

Karla Cordova, Pomona College

Mary J. Lopez, Occidental College

■ MIGRATION, MOBILITY, TRADE AND DEVELOPMENT

Organizer/Chair: **Zadia M. Feliciano**, Queens College and CUNY Graduate Center

School Funding, Resources and Education Outcomes in the Dominican Republic

Dorian Abreu, Queens College and CUNY Graduate Center

Zadia M. Feliciano, Queens College and CUNY Graduate Center

Structural Transformation, Internal Migration and Intergenerational Education Mobility

Jingxuan Du, Syracuse University

Large-Farm Consolidation, Labor Demand, and Welfare in Rural Economies

Karen Ortiz-Becerra, University of San Diego

Vertical Spillovers of Exporters: Evidence from Transactions Microdata

Santiago Campos, University of California, Irvine

Discussants:

Alfonso Flores-Lagunes, Syracuse University

Catalina Amuedo-Dorantes, University of California, Merced

Fernando Antonio Lozano, Pomona College

Yang Liang, San Diego State University

The Accounting and Financing Needs of New African American Female Business Owners

Darlene Booth-Bell, Coastal Carolina University

April Torrence, West Virginia University

Reggie Bell, Coastal Carolina University

Race, Jobs, Automation and the Post-COVID-19 Future of Work in America

Kristen Broady, Federal Reserve Bank of Chicago

Anthony Barr, National Bankers Association

Aisha Meeks, Morehouse College

Ryan Perry, Federal Reserve Bank of Chicago

The Impact of Automation on Entrepreneurial Outcomes in the Service Industry by Race and Gender

Dorian Williams, Dillard University

Nicholas Hill, Claflin University

Micah Crump, Medgar Evers College

Consolidation of Banks and Its Impact on Minority-Income Dynamics

Salvador Contreras, University of Texas Rio Grande Valley

Amit Ghosh, Texas A&M International University

Discussants:

Quentin Johnson, University of Chicago

Haydar Kurban, Howard University

Andre Perry, Brookings Institution

Marionette Holmes, Spelman College

Raffi Garcia, Rensselaer Polytechnic Institute

■ ECONOMIC APPLICATIONS IN MINORITY AGING RESEARCH

Chair: **Marionette Holmes**, Spelman College

Earnings Shocks, Health Investments, and Cognitive Decline

Miesha Williams, Spelman College

Effects of Adolescent Athletic Participation on Adult Women's Cognitive Health

Rodrigo Aranda, Western Michigan University

Long-Run Effects of Childhood Health on Cognitive Functioning: Evidence from the Introduction of Measles Vaccine

Nicole Hair, University of South Carolina

NEA

2024 ALLIED SOCIAL SCIENCES ASSOCIATION

■ ACCELERATING AUTOMATION AND LIMITED CREDIT ACCESS: CHALLENGES AND OPPORTUNITIES FOR BLACK AND BROWN INDIVIDUALS AND BUSINESSES

Chair: **Kristen Broady**, Federal Reserve Bank of Chicago

An Analysis of the Profile and Social Impact of Minority Depository Institutions, 2010-2022

Anthony Barr, National Bankers Association

Mac McComas, Johns Hopkins University

Amine Ouazad, Rutgers University

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ACTIVITIES continued

The Racial, Ethnic and Gender Gaps on Retirement Knowledge across Different Working Age Groups in the United States

Luisa Blanco, Pepperdine University
Angelino Viceisza, Spelman College
Ron Hays, University of California, Los Angeles

Profits, Pandemics, and Lockdown Effectiveness: Theory and Evidence from Nursing Home Networks

Jean-Baptiste Tondji, University of Texas Rio Grande Valley

Roland Pongou, University of Ottawa
Ghislain Sidie, University of Ottawa
Guy Tchuente, Purdue University

Discussants:

David McMillon, Emory University
Robynn Cox, University of California–Riverside
Jhacova Williams, American University
Suneye Holmes, Spelman College
Johane Dikgang, Florida Gulf Coast University

■ AFRICAN ECONOMIC DEVELOPMENT

Joint Session with African Finance and Economics Association

Chair: **Gbadebo Odularu**, Bay Atlantic University

Access to Credit and Firm Performance from Gender Perspective: Evidence from Sub-Saharan Africa

Ahmad Ahmad, Loughborough University
Portia Akglo, Loughborough University
Justine Wood, Loughborough University
Morakinyo Adetutu, Loughborough University

How Senegal's Farmers Are Fighting Back Against Climate Shocks: Exploring Resilience Strategies for Family Farms in Rural Areas?

Nelson Sergeo, University of Yaoundé II
André Dumas, University of Yaoundé II

Investigating the Effect of Climate Change on Agricultural Productivity in Ghana

Eric Ayamga, Texas Tech University
Millicent Nimakoh, Kwame Nkrumah University of Science and Technology

The People's Voice and Access to Sanitation

Kwabena Gyimah-Brempong, National Science Foundation
John Francois, World Bank
Johnson Kakeu, University of Prince Edward Island
Christelle Kouame, World Bank

Trade and Women's Wage Employment: Does Infrastructure Matter?

Mina Balamoune-Lutz, University of North Florida

Discussants:

Fafanyo Asiseh, North Carolina A&T State University
Eric Ayamga, Texas Tech University
Mina Balamoune-Lutz, University of North Florida
Patrick Mason, University of Massachusetts Amherst
Kwabena Gyimah-Brempong, National Science Foundation

■ GENDER AND DISPARITY ISSUES IMPACTING AFRICAN COUNTRIES

Chair: **Miesha Williams**, Spelman College

Innovation, Creativity, Entrepreneurship, and Gender Gap in SSA

Juliet Elu, Morehouse College

Gender Differences in Grain Wholesale and Retail Margins: Evidence from Nigeria

Michael Olabisi, Michigan State University
Hakeem Ajeigbe, Bayero University Kano
Ashafa Sambo, Bayero University Kano
Toyin Ajibade, University of Ilorin
Maredia Mywish, Michigan State University

Female Labor Force Participation and Caregiving in Ghana

Fafanyo Asiseh, North Carolina A&T State University
Elizabeth Asiedu, Howard University
Michael Coffie, University of Cape Coast
Obed Quaicoo, North Carolina A&T State University
Theresa Mannah-Blankson, University of North Carolina

Land Access Inequality and Poverty among Agricultural Households in Nigeria

Ruth Uwaifo Oyelere, Agnes Scott College
John Chiwuzulum Odozi, Ajawi Crowther University

Economic Policies of Developed Economies: Implication on Sub-Saharan Africa

Akpan Ekpo, University of Uyo

Discussants:

Gregory Price, University of New Orleans
Miles Stevens, Morehouse College
John Ned, Pepperdine University
Samuel Amponsah, Tokyo International University
Miesha Williams, Spelman College

■ THE RACIAL WEALTH GAP, ACCESS TO CREDIT, AND GENTRIFICATION

Chair: **Trevon Logan**, The Ohio State University

Quality Employment, Capital Ownership, and the Racial Wealth Gap: The Case of ESOP Employment

Robynn Cox, University of California–Riverside
Adriane Clomax, University of Southern California

Who Benefits from Gentrification? Evidence from Three Decades of House Price Appreciation

Kenneth Whaley, University of South Florida
Maryam Aljahani, Bureau of Labor Statistics

Analytic Approaches to Measuring the Black–White Wealth Gap

Jermaine Toney, Rutgers University
Fenaba Addo, University of North Carolina at Chapel Hill
Darrick Hamilton, The New School

Barriers to Building Wealth among High Income Black Workers

Haydar Kurban, Howard University
Omari Swinton, Howard University
Angelino Viceisza, Spelman College
Rodney Green, Howard University
Nyanya Browne, Howard University
Bethel Cole–Smith, Howard University
Lauren Taylor, Howard University

Racial Protests and Credit Access

Alberto Ortega, Indiana University
Raffi Garcia, Rensselaer Polytechnic Institute

Discussants:

Raffi Garcia, Rensselaer Polytechnic Institute
Marcus Casey, University of Illinois–Chicago
Jamein Cunningham, Cornell University
Samuel Myers, University of Minnesota
Gregory Price, University of New Orleans

■ TOPICS IN MACROECONOMIC INEQUALITY

Chair: **Jamein Cunningham**, Cornell University

Disparate Human Capital Productivity Loss in the COVID–19 Pandemic

Rebecca Choudhury, Spelman College
Miesha Williams, Spelman College

Why Do Blacks Suffer More in Recessions and Benefit More in Expansions? Evidence from the Quarterly Workforce Indicators

Karl Boulware, Wesleyan University
Kenneth Kuttner, Williams College

Impact of Broad Student Loan Forgiveness

Jeffrey Galloway, Howard University
Gerald Daniels, Howard University
Venoo Kakar, San Francisco State University

Does Sovereignty Help Economic Growth?

Jose Caraballo–Cueto, University of Puerto Rico

Bank Deregulation and Healthcare

Ejindu Ume, Miami University
Raffi Garcia, Rensselaer Polytechnic Institute

Discussants:

Karl Boulware, Wesleyan University
Miesha Williams, Spelman College
Jeffrey Thompson, Federal Reserve Bank of Boston
Ejindu Ume, Miami University
Jose Caraballo–Cueto, University of Puerto Rico

■ BUILDING A COOPERATIVE ECONOMY: LESSONS FROM THE BLACK EXPERIENCE REVISITED

Moderator: **Nina Banks**, Bucknell University

Panelists:

James Stewart, Black Economic Research Center for the 21st Century
Curtis Haynes, Buffalo State University
Jessica Gordon–Nembhard, John Jay College
Nina Banks, Bucknell University

theMINORITYREPORT

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<https://www.aeaweb.org/about-aea/committees/csmgep/minority-report>