

ARIEL GOMEZ

<https://scholar.harvard.edu/arielgomez>

arielgomez@g.harvard.edu

HARVARD UNIVERSITY

Placement Director: Claudia Goldin
Placement Director: Lawrence F. Katz
Assistant Director: Brenda Piquet

CGOLDIN@HARVARD.EDU	617-495-3934
LKATZ@HARVARD.EDU	617-496-5079
BPIQUET@FAS.HARVARD.EDU	617-495-8927

Office Contact Information

Department of Economics
Cambridge St, Cambridge, MA 02138
Office and/or cell phone number:
+1-562-547-0570

Home Contact Information

21 Sparks St.
Cambridge, MA 02139

Undergraduate Studies:

Cerritos College, 2011 to 2013
Bachelor of Arts, Political Economy, UC Berkeley, 2013 to 2015
Pre-Doctoral Program, Research Scholars Initiative, Harvard University, 2015 to 2017

Graduate Studies:

Harvard University, 2017 to present
Ph.D. Candidate in Economics
Thesis Title: “*Essays on Historical and Contemporary Development in Mexico*”
Expected Completion Date: May 2023

References:

Professor Claudia Goldin
Harvard University
617-495-3934, cgoldin@harvard.edu

Professor Edward Glaeser
Harvard University
617-495-0575, eglaeser@harvard.edu

Professor Melissa Dell
Harvard University
617-384-7272, melissadell@fas.harvard.edu

Professor Nathan Nunn
University of British Columbia
604-822-2876, nathan.nunn@ubc.ca

Teaching and Research Fields:

Research fields: Development, Political Economy, History

Teaching Experience:

Fall, 2019	Econ 1342: The History of Economic Growth, Harvard College, teaching fellow for Professor Melissa Dell
Spring, 2020	Econ 50: Using Big Data to Solve Economic and Social Problems, Harvard College, teaching fellow for Professor Raj Chetty
Spring, 2021	DPI 410: The Politics of Development, Harvard Kennedy School, teaching fellow for Professor Gautam Nair
Spring, 2022	Econ 1050: Strategy, Conflict, and Cooperation, Harvard College, teaching fellow for Professor Robert Neugeboren

Honors, Scholarships, and Fellowships:

Summer 2022 Weatherhead Center Summer Grant

Research Papers in Progress:

“Rural Education, Nation-Building, and Ethnic Assimilation in Post-Revolutionary Mexico” (Job Market Paper) (September 2022, in progress)

Why do non-democratic regimes invest in education? Using a difference-in-differences design exploiting variation across cohorts, I show that Mexico’s massive expansion in rural schooling increased national coherence through language in locations with new schools in the 1920s. I first show that literacy increases with school exposure in all treated localities. I then find that in localities with indigenous-majority populations, schools increase Spanish fluency while decreasing fluency in indigenous languages. I then explore the relationship between rural schools and another important economic policy in post-Revolutionary Mexico, land redistribution. I find that localities with schools were more likely to receive a land grant. This finding points to avenues for future work exploring the mechanisms underlying this relationship, including the possible role of teachers as community organizers. While states may experience success in homogenizing their populations through education, schools may open a backdoor for social reform.

“The Upstream and Downstream Effects of Chinese Competition in Mexico” (June 2022, in progress)

Do intersectoral linkages counteract or exacerbate economic shocks? I address the question by studying the effects of downstream and upstream exposure to Chinese competition in Mexico between 1998 and 2018. I define a direct import penetration measure by linking the change in Chinese exports over time to baseline employment shares for each industry-municipality pair. Using inter-country input-output (ICIO) tables, I then create upstream and downstream measures linking all industries in Mexico to those directly exposed to Chinese trade. The upstream effect should exacerbate the negative impact of the direct effect by extending job losses to unexposed industries and non-traded sectors. But the downstream effect should have a positive impact on employment, since imports of Chinese goods increase the domestic supply of inputs, lowering costs for Mexican firms. My findings suggest that gains in service sector employment, mainly wholesale and retail trade, are greater than losses in manufacturing.

“The Long-Run Effects of Rural Education in Mexico: Evidence from 1960 and 1970 Census Microsamples” (In progress)