

## Racial and Ethnic Differences among Economics Baccalaureates

Marie T. Mora, *The University of Texas–Pan American*

For decades, the underrepresentation of minority groups in the economics profession has been a concern to many in the profession, particularly because many economic policies that affect Hispanic and African American communities have been designed without any input from members of these communities. Recent data indicate that this underrepresentation remains. To illustrate, despite representing one out of every eight people in the U.S., Blacks accounted for less than one out of every 20 recipients of bachelors degrees in economics awarded to U.S. citizens and permanent residents in 2009. Similarly, Hispanics represent one out of every six people in the U.S., but less than six percent of the economics bachelors degree recipients in 2009. The gaps are even wider when focusing on econ doctoral degree recipients, as only *one percent* of these degrees were awarded to Blacks, and *1.5 percent* to Hispanics, in 2009.<sup>1</sup>

Less is known about socioeconomic differences that might exist along racial/ethnic lines within the population of econ baccalaureates. Until recently, due to data availability, it has been difficult to shed light on this issue. However, the 2009 American Community Survey (ACS) provided in the Integrated Public Use Microdata Series includes information on the field of study of the bachelors degree. These data indicate that 51.9 million individuals ages 25 and older residing in the U.S. in 2009 had a four-year college degree or higher. Of these, over 1.4 million had bachelors degrees in economics.

Table 1 presents the racial/ethnic distribution of these college graduates. Similar to their representation among recent econ bachelors degree recipients, Blacks and Hispanics each comprised about five percent of all econ baccalaureates ages 25 and older in the U.S. This share was less than their representation among college graduates

<sup>1</sup> Hispanics can be of any race. These estimates come from the National Center for Education Statistics: Integrated Postsecondary Education Data System; the author thanks Ms. Alma D. Hales for her assistance. Admittedly, 2009 could be an outlier because the number of econ doctoral degrees awarded (549) is less than in previous years (e.g., 814 in 2008). Still, Blacks received 1.3 percent, and Hispanics, 1.9 percent, of all econ doctoral degrees awarded between 2005–2009.

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## 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. It has been operating under its current name since 1974, when it became a full, free-standing AEA Committee. CSMGEP, which is comprised 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, makes an annual report to the AEA on the activities of the Committee as well as on the status of minorities in the economics profession, and engages in other efforts to promote the advancement of minorities in the economics profession.

<http://www.aeaweb.org/committees/CSMGEP/index.php>

[csmgep@aeaweb.org](mailto:csmgep@aeaweb.org)

## American Society of Hispanic Economists

ASHE, established in 2002, is one of the affiliated members of the Allied Social Science Association. It is a professional association of economists who are concerned with the under-representation of Hispanic Americans in the economics profession at a time when Hispanics represent 16 percent of the U.S. population.

Its primary goals include:

1. Promoting the vitality of Hispanics in the economics profession through education, service, and excellence;
2. Promoting rigorous research on economic and policy issues affecting U.S. Hispanic communities and that nation as a whole; and
3. Engaging more Hispanic Americans to effectively participate in the economics profession.

<http://www.asheweb.net>

[ashe\\_mail@att.net](mailto:ashe_mail@att.net)

## National Economic Association

The NEA was founded in 1969 as the Caucus of Black Economists to promote the professional lives of minorities within the profession. Through its journal (*The Review of Black Political Economy*) and its annual meeting/sessions, the organization produces and distributes knowledge of economic issues that are of exceptional interest to native and immigrant African Americans, Latinos, and other people of color.

<http://www.neaecon.org>

# THE MINORITY Advancing Minority Representation in Economics REPORT

Welcome to the latest issue of *The Minority Report*, 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), and the National Economic Association (NEA). This Report showcases people, programs, research, and other activities of the three groups, which together should help increase the representation and presence of minorities in the economics profession.

## CSMGEP Members — 2011

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**Marie T. Mora** (First Vice President), University of Texas–Pan American  
**Sue K. Stockly** (Second Vice President), Eastern New Mexico University

## NEA Officers — 2011

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**Jessica Gordon Nembhard** (NEA President-Elect), John Jay College  
**Romie Tribble** (Secretary), Spelman College  
**Linda Loubert** (Treasurer), Morgan State University

## Newsletter Staff

Editor: Marie T. Mora, University of Texas–Pan American  
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# CSMGEP Programs

CSMGEP currently offers different training and mentorship programs, aimed at students at different stages of their academic careers as well as “newly minted” economists.

## The Summer Training Program

In 1974, the American Economic Association established the AEA Summer Training Program to prepare talented undergraduates for doctoral programs in economics by offering a unique opportunity for students to gain technical skills in economics and conduct research with prominent faculty. In 2012, the six-week program will be held from June 17 through July 28 at the University of New Mexico in Albuquerque. The Program will provide courses in economic theory, mathematics, and econometrics as well as research seminars intended to acquaint students with key economic concepts and issues. This Program is open to all qualified students, regardless of race, ethnicity, or gender. The Minority Fellowships are open to qualified U.S. citizens and permanent residents, with a preference for those who are members of historically disadvantaged racial or ethnic minority groups and advance the diversity of the Economics profession. Application and nomination information for this program can be found at <http://healthpolicy.unm.edu/>, or through email at [center@unm.edu](mailto:center@unm.edu). For more information, please contact the new Program Director, Robert Valdez at [rovaldez@aol.com](mailto:rovaldez@aol.com).

## Mentoring Program (formerly known as the Pipeline Project)

In the mid-1990s, CSMGEP created a Mentoring Program for students accepted into or enrolled in a Ph.D. program in economics; since then the program has expanded to include new doctorates as well. Students are matched with a mentor who sees the student through the critical junctures of their graduate program (including the transition from course work to research) or the early stages of their post-graduate career. The Mentoring Program also hosts an annual Pipeline Conference to which all participants and their mentors are invited. The conference, which is held each year at the site of the AEA Summer Training Program, facilitates contacts among minority students in different schools and at different stages in the pipeline. For more information about joining and supporting the Mentorship Program, contact the Program Director Patrick Mason at [pmason@fsu.edu](mailto:pmason@fsu.edu).

## Summer Economics Fellows Program

Sponsored by the American Economic Association and the National Science Foundation, the Summer Economics Fellows Program is designed to increase the participation and advancement of women and underrepresented minorities in economics. Fellows would spend a summer in residence at a sponsoring research institution, such as a Federal Reserve Bank or other public agency. Summer economics fellowships are available to senior graduate students and junior faculty. For more information, contact the Committee on the Status of Women in the Economics Profession at [cswep@usm.maine.edu](mailto:cswep@usm.maine.edu).

# Plagiarism in the Economics Profession

Gary A. Hoover, University of Alabama

Our profession has a problem with plagiarism. However, we infrequently discuss this problem because it rarely rises to the level of being discussed openly. To begin, we often confuse plagiarism with copyright infringement. As Walter Enders and Gary Hoover recently quoted the Modern Language Association Style Guide: “[U]sing another person’s ideas or expressions in your writing without acknowledging the source constitutes plagiarism.”<sup>1</sup> Of particular import here is that using the ideas of another without proper attribution would constitute plagiarism. The notion that ideas can be plagiarized is also a legal one.

*There is little that can be done to stop a determined plagiarist.*

Copyright infringement is taking the words of another. This is where a general level of confusion often arises. It is possible to commit both copyright infringement and plagiarism. However, it is also possible to commit plagiarism without copyright infringement. When wholesale sections of a paper are copied verbatim, this is a violation of both. At the same time, it is possible to take a paper and substantially change the wording but leave the central theme or idea unchanged. Without proper attribution, the latter is plagiarism.

Walter Enders and Gary Hoover surveyed editors of economics journals asking whether an “unattributed idea” constituted plagiarism (see Note 1). Nearly 48 percent of the 103 responding editors noted that an unattributed idea did not constitute plagiarism, in their opinion. In a follow-up survey of approximately 1,200 professional economists, over 35 percent responded that unattributed ideas did not constitute plagiarism. Our first job as a profession should be general education regarding definitions.

## Responses

Probably more concerning is the lack of action that generally occurs when a case of plagiarism is suspected. Part of

the problem is that we as a profession have not decided who should be in charge of hearing suspected cases and making the tough calls on the cases that are not obvious. Should this be something that journal editors, professional associations, or employing institutions will hear has to be addressed. As of now, no one has stepped up.

We should be mindful, however, that the implications of action are serious. As reported by Enders and Hoover as well as by Hoover,<sup>2</sup> the costs of actions taken against a person that could potentially damage a career are non-trivial. There are legal consequences that must be considered. Given that plagiarism can be very subtle, the likelihood of error could increase the plagiarist’s willingness to seek legal actions. Our profession has decided to err on the side of inaction as a result.

## What Can be Done?

There is little that can be done to stop a determined plagiarist. Some have argued that the best response is to never disseminate papers at conferences or make them available on the internet. The argument against such actions is that, given the long lag times involved in getting a paper published, then having someone else read that paper and write one as his or her own, the loss of citation opportunities could be severe. Even if the paper is never widely disseminated, once it is submitted for publication, there is an opportunity for the paper to be compromised at the review stage. Others argue that the best approach is to make the paper widely available immediately to establish ownership. This approach exposes the paper to more eyes and potentially to eyes that might seek to take the ideas or words contained within.

## A Code of Ethics?

A rather compelling case for a code of ethics has been made by George DeMartino.<sup>3</sup> However, for such a code to have any substantial impact it would need to be implemented by some of the larger economics associations

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1 Enders, Walter and Gary A. Hoover (2004), “Whose Line is it? Plagiarism in Economics,” *Journal of Economic Literature* 42(3): 487-93.

2 Hoover, Gary A. (2006), “A Game-Theoretic Model of Plagiarism,” *Atlantic Economic Journal* 34(4): 449-54. See Note 1 for the Enders and Hoover citation.

3 DeMartino, George (2005), “A Professional Code of Ethics for Economists,” *Challenge* 48(4): 88-104; and DeMartino, George (2010), “The Economist’s Oath: On the Need For and Content of Professional Economic Ethics,” *Oxford University Press*.

# Economics Jobs Beyond Academia

While many people are familiar with the responsibilities of academic jobs, less is known about jobs for economists outside of academia. The following includes some examples of non-academic positions held by economists, described in their own words.

## U.S. Food and Drug Administration, Center for Food Safety and Applied Nutrition

**Location:** Washington, D.C.

Belinda Acuña Mohr is an Economist at the U.S. Food and Drug Administration (FDA), Center for Food Safety and Applied Nutrition. Her position involves analyzing regulatory impacts, such as the costs to industry and the public health benefits from a particular regulation. Mohr works with scientists, lawyers, and writers to provide economic input into regulations, and she informs policy makers of the economic impacts of FDA policy.

Mohr says that what she finds most interesting about her position is the variety of subjects to analyze, and the many industries that FDA economists need to know about, given FDA regulations. Currently, Mohr is working on the regulations directed by the Food Safety Modernization Act (passed in January 2011), that deal with manufacturing firms, farms, imported food, etc. There are also nutritional subjects, such as menu labeling (e.g. calorie information), for FDA economists to study. One of Mohr's largest challenges with the job is that existing data needed are often scarce, such that economists "rely on publications, expert opinion, and anything else we can" when conducting their analyses.

Mohr learned about this position through the AEA's *Job Openings for Economists (JOE)*. Mohr does not believe that the FDA actively recruits economists from under-represented populations, but they are interested in increasing the number of women and minorities on staff.

Mohr's advice for "newly minted" economists who might be interested in this type of employment:

*This is the job for someone who enjoys interacting with people from many different academic backgrounds, and who knows how to speak clearly about economics in plain English.*

## El Paso Branch of the Federal Reserve Bank of Dallas

**Location:** El Paso, Texas

Roberto Coronado is a Senior Business Economist, as well as a Branch Economist, at the El Paso Branch of the Federal Reserve Bank of Dallas. As a Senior Business Economist, his position involves conducting research on issues pertaining to the Mexican economy, the maquiladora industry, and the U.S.-Mexico border economy. Coronado has written articles for various Federal Reserve publications and academic journals in both the U.S. and Mexico. Being a Branch Economist, Coronado supports the El Paso Branch Board of Directors by providing economic research, timely data, and answers to economic questions

*It is always a learning experience when you meet different people.*

at monthly meetings. He also supports all public outreach and economic education programs and initiatives carried out by the El Paso Branch, which involves among other tasks, giving economics presentations throughout the year to a wide range of audiences.

Coronado finds many aspects of his job to be fascinating. First (and according to Coronado probably the most interesting part) is that he gets to meet and interact with all kinds of people, from high school students, to business and community leaders, to the Board of Directors. Coronado notes that "It is always a learning experience when you meet different people." He also has flexibility in setting his research agenda, and he is given the opportunity to travel and speak widely to the public. Finally, since Coronado's job is neither solely academic nor research-oriented in nature, he is "always doing different things." Coronado says that he finds "this interesting and exciting because I am doing different tasks and never get bored."

When asked about the job's challenges, Coronado admits that because his responsibilities are constantly changing, it can be difficult spending time conducting research. According to Coronado, "In order to conduct academic research, one needs time to sit down and simply conduct

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research. Sometimes it is a challenge for me to find that quiet moment.”

In terms of learning about the job, Coronado acknowledges that he “was at the right place at the right time, and things just worked out.” He began working at the El Paso Branch as a student intern ten years ago, and he has stayed with the Branch since then. During this time, he was able to complete his M.S. degree in Economics at the University of Texas at El Paso, and eventually he earned his Ph.D. in Economics at the University of Houston.

In response to whether the El Paso Branch of the Dallas Fed actively recruits from under-represented populations, Coronado answers that “The Federal Reserve Bank of Dallas recruits economists in various venues and strive for a global audience. Many of our publications around recruiting are in professional economics magazines that would target all individuals with the appropriate background to fill these positions.” He further notes that the Dallas Fed participates “in many recruiting and college events that are geared to reach out to diverse groups of individuals in their field. Our economists’ workforce includes individuals from diverse backgrounds and locations from all over the world.”

Coronado’s advice to “newly minted” economists who might be interested in this type of employment:

*Sometimes right after graduate school, success is determined by whether or not you land an academic job. Academia clearly is the route most “newly minted” economists take, but it is not the only option available. Do not be afraid to break the mold!*

## National Academy of Social Insurance

**Location:** Washington, D.C.

Economist Ishita Sengupta is currently the Director of Workers’ Compensation at the National Academy of Social Insurance (NASI)—a non-profit non-partisan think-tank in DC. This position involves conducting research pertaining to workers who are injured on the job, including studying issues related to their medical care if they return to work, as well as the compensation they receive if they are permanently injured. Sengupta also writes proposals to bring in federal funding, and publishes in policy journals using the results of her research.

According to Sengupta, what she finds most interesting about the job is working in DC and meeting diverse

people through work. Sengupta also feels that she does “contribute in a small way to change the policies in Washington.” In terms of challenges, Sengupta notes that the biggest challenge is “To remain non-partisan in this changing world!”

Sengupta learned about this job through a non-JOE advertisement as well as through word-of-mouth, as one of her professors in graduate school informed her about it. When asked if NASI actively recruits economists from under-represented populations, Sengupta states “I don’t think so. Even though we have pretty open selection process, we don’t get many applications from the underrepresented population.”<sup>1</sup>

Sengupta’s advice to “newly minted” economists who might be interested in this type of employment:

*It is very important to do a few internships while in graduate school to be more ready for the job-market. Internships broaden the network which is very useful while looking for jobs later on.*

<sup>1</sup> In a related discussion, Pamela Larson (NASI Executive Vice President) noted that NASI uses its network of 900 members for recruitment. Because its network does not include many members of underrepresented groups, NASI also sends its job announcements to several HBCUs and universities, as well as to the e-mail lists of the AEA Mentoring Program, the National Poverty Center (University of Michigan), and more recently, the American Society of Hispanic Economists. NASI has been inviting more members from underrepresented groups to join its referral network, with the expectation that it will become as diverse as the field. Larson states that “NASI is so pleased to be included in the efforts of the Econ Profession to diversify itself.”

such as the American Economic Association or the European Economic Association. The code could be effective in two ways. It firstly might be helpful in simply stating that certain actions are considered bad etiquette to those who might not know. These Associations could threaten to expose, or at a minimum, ban the plagiarist from participating in their events or publishing in their journals. Secondly, if part of the hesitance of editors to initiate an investigation is the fear of legal action, a code of ethics could give them a stronger legal footing.

Although there is no clear way to prevent work from being compromised, ultimately, the best way to never be accused is to attribute properly and when in doubt to attribute even more.

# Making the Most of a Presentation

Mark Hugo López, Pew Hispanic Center<sup>1</sup>

I'm sure this has happened to you. You're at a conference. You're attending a session that has what appears to be several interesting papers. You've been looking forward to seeing the authors present and discuss their work. And you thought you would learn something at the session.

But then . . . despite a wonderful title, the first presentation seems to have little relation to the main topic of the session. You hold tight. Maybe the presenter will get there. But up comes a slide with equations which you cannot read because the font size is too small. And finally the presenter shows a slide which contains a table from his/her paper. But the font size is so small, you can't make anything out. At this point it is hard to follow along. You pull out your smartphone and check your email.

This is one of the worst things that can happen to a presenter. His/her audience has lost interest in the presentation, and likely the work in general. And an opportunity to tell many about the work has turned into a missed opportunity. Furthermore the main purpose for attending the conference has been lost.

Economists often have a difficult time communicating their ideas concisely. This has translated into a deserved poor reputation among other academics as well as the public at large when it comes to presentations, papers, reports and articles. And this is not just a problem among inexperienced researchers—senior economists, junior faculty members, associate faculty and research directors all have delivered poor presentations

Why is this the case? For the most part, economists are just being economists. They often get caught up in communicating the technical details of their research, sometimes well and sometimes poorly. Overall, these details are important, and reflect the immense training economists receive. However, for most audiences, even audiences of economists, presenting such technical details can be more a detriment than a plus, and often can get in the way of communicating the research paper's most important findings. This is especially true if the presentation is executed poorly.

<sup>1</sup> The views expressed in this article are the author's, and they do not necessarily support the views of the Pew Hispanic Center or the Pew Charitable Trust.

So what can you do to avoid such a scenario? In this article I offer some general guidelines for improving presentations. While not comprehensive, I hope these tips and ideas help, and perhaps even start a conversation about communicating ideas.

## Motivate your presentation—and your audience.

Economists' presentations are often poorly motivated. Why the research question was explored is not mentioned. And the research is not put into context. To avoid this, ask yourself these questions. Why do we care about the research question? What makes this question so in-

*... a 15 minute presentation should have no more than 10 slides!*

teresting? What is the big picture? A slide or two with answers to these questions at the beginning of a presentation is helpful and can inform your audience about what you will present. Also, including current facts and information or trends can be a useful way of pulling in your audience from the start.

## Think about your overall story.

What is the most important thing that an audience member should take away from your presentation? What is the best way to present your results? Putting together a presentation that is concise and delivers your key findings clearly takes some planning and thought. To emphasize the key stories and results you want to communicate, save your last slides for a summary.

## Slides should only show what you plan to talk about.

When developing your presentation, only show findings or include points you plan to talk about. For example, a slide that shows only coefficients for key variables is preferable to a slide that shows all coefficient results. There is no need to show more than what is necessary.

## Keep your slides simple and clear.

Think hard about what you want to say. Slides should not be a wall of text, and font sizes should never fall below 20

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point. Even in bullets. I also find that slides with a blue background, white letters and bolded fonts without “feet” (sans serif) such as Verdana or Arial are best.

### Consider using a graph to show your main findings.

Tables can be useful, especially in a paper. However, for a Powerpoint presentation, consider showing results as a graphic. It is often much easier to grasp. Even when showing regression analyses, show key coefficient estimates with a chart.

### Limit the number of slides you show.

Plan for about 1:30 for each slide (perhaps a little more). That means a 15 minute presentation should have no more than 10 slides! This is not a hard rule, but rather a guideline.

### When presenting equations or tables, show only key elements.

Many times a presenter’s slides are poorly executed. I cannot tell you how many times I have been to a presentation, sat in the front row, and was unable to read the equations and tables of numbers on the screen because there were too many on the screen, or they were too small. Rather, show only those equations that you want to talk about. And on tables, only show the results you want to discuss. If audience members want more detail, direct them to your paper.

### Think about who your audience is—tailor your presentation.

When you give a presentation, remember that the presentation you give to a general audience of non-academics should be different from the presentation you give to an audience of academic economists. For a general audience, you might want to avoid technical details altogether. But for an audience of economists, you might want to show more technical details. However, even if your audience is an audience of economists, that doesn’t mean you can throw out all good presentation etiquette. Even more so, it is important to be disciplined about your presentation.

### Practice your presentation.

It is important to run through your presentation at least once (but preferably several times). You’ll find this helps achieve at least three things. First, running through the presentation will let you see where there are problems, either with the flow of the presentation or with what you

plan to say. Second, practicing your presentation will give you a sense of your timing. Be sure you know how much time you have for your presentation, and utilize Powerpoint’s built-in timer to see how much time you are spending on each slide. Finally, a run-through will help you practice what you plan to say. Usually by the second or third time that you have gone through a presentation, you’ll find yourself delivering your presentation more smoothly and confidently.

### Don’t go over your time limit.

Session organizers and chairs have a tight schedule to follow. And it is important that presenters stick to their time limits. This is among the most important things you can do to make your presentation a success. Unfortunately, many presenters go over their time—ignoring the session chair’s subtle protests and sometimes having to rush through the most important findings of the paper. How can you avoid this problem? Make sure that you know how much time you have and practice your presentation at least once.

Remember that as a researcher, one of your key roles is to take your research and communicate it in a compelling way. That means you need to digest your work and only communicate its most relevant points.

Economists have a well deserved reputation for being poor writers and poor presenters. We have a natural tendency to get caught up in the details, the data, the numbers—so much so that we lose sight of *why* we are doing the research in the first place. In many ways, this is one of the things that sets economists apart from other fields—in both good and bad ways. We need to be more critical of how we present and what we present.

### Sample conference presentation outline

- slide 1 – title slide
- slide 2 – motivating slide (main question(s))
- slide 3 – (very) short literature review or current trends/facts
- slide 4 – theoretical or empirical model (if time permits)
- slide 5 – data source
- slide 6 – primary summary stats (only if time permits)
- slide 7 – main findings
- slide 8 – more findings
- slide 9 – summary of main findings
- slide 10 – key “take-aways” for the audience





who majored in the other social sciences or in other areas. Native Americans, too, were underrepresented in economics, comprising only two percent of the econ college graduates, half their share among the other social sciences. Asians, in contrast, were over-represented in economics, as they comprised over 12 percent of econ college graduates—2.4 times their share among non-econ social science college graduates.

**Table 1: Racial/Ethnic Distributions of Econ and Non-Econ Baccalaureates Ages 25 and Older in the U.S. in 2009**

| Race/Ethnicity                       | Economics | Other Social Sciences | Non Social Sciences |
|--------------------------------------|-----------|-----------------------|---------------------|
| Asian                                | 12.3%     | 5.1%                  | 8.4%                |
| Black                                | 5.0%      | 9.0%                  | 7.2%                |
| Hispanic                             | 5.1%      | 6.0%                  | 5.9%                |
| Native American                      | 0.2%      | 0.4%                  | 0.3%                |
| Non-Hispanic White                   | 76.4%     | 78.2%                 | 77.1%               |
| Other or more than one race reported | 2.2%      | 3.1%                  | 2.7%                |

Source: Author's estimates using 2009 ACS data in the IPUMS: Ruggles, Steven, J. Trent Alexander, Katie Genadek, Ronald Goeken, Matthew B. Schroeder, and Matthew Sobek, 2010, *Integrated Public Use Microdata Series: Version 5.0* [Machine-readable database]. Minneapolis: University of Minnesota, [www.ipums.org](http://www.ipums.org).

Notes: The sample includes college graduates ages 25 and older; the econ baccalaureates are identified as those whose first bachelors degree was in economics. The Ph.D. can be in any area. Sampling weights are employed. The full sample includes 14,651 econ majors, 32,503 non-econ social science majors, and 550,795 non-social-science majors, representing, respectively, 1.4 million, 3.1 million, and 51.9 million college graduates in the U.S.

Table 2 shows selected socioeconomic and demographic characteristics of all college graduates who majored in economics versus other fields; these characteristics are also shown separately for Blacks and Hispanics. (The sample size of Native Americans is too small to produce reliable estimates.) Econ majors were more likely to have a post-baccalaureate degree than non-econ majors in 2009; this difference also existed for Blacks and Hispanics. Some 43 percent of Black econ majors, and 39 percent of Hispanic econ majors had an advanced non-doctoral degree or a doctoral degree, compared to 35 and 31 percent of their non-econ counterparts, respectively.

**Table 2: Selected Socioeconomic and Demographic Characteristics of Econ and Non-Econ Baccalaureates Ages 25 and Older in the U.S. in 2009**

| Characteristic               | Econ Baccalaureates |       |          | Non-Econ Baccalaureates |       |          |
|------------------------------|---------------------|-------|----------|-------------------------|-------|----------|
|                              | All                 | Black | Hispanic | All                     | Black | Hispanic |
| Advanced non-doctoral degree | 37.9%               | 38.9% | 35.0%    | 32.7%                   | 31.4% | 28.1%    |
| Doctoral degree              | 4.1%                | 4.2%  | 4.3%     | 4.2%                    | 3.1%  | 3.1%     |
| Female                       | 30.1%               | 42.0% | 36.3%    | 51.4%                   | 60.0% | 52.6%    |
| Age (in years)               | 48.14               | 44.07 | 44.27    | 47.87                   | 45.64 | 42.81    |
| Foreign-born                 | 23.8%               | 34.6% | 58.0%    | 16.3%                   | 16.8% | 45.2%    |

Source: Author's estimates using 2009 ACS data in the IPUMS (see Table 1 notes for details).

Notes: The sample includes college graduates ages 25 and older; the econ baccalaureates are identified as those whose first bachelors degree was in economics. The advanced or doctoral degree can be in any area. Sampling weights are employed. The full sample includes 14,651 econ majors, 616 Black econ majors (representing 74,500 individuals), 693 Hispanic econ majors (representing 72,100 individuals), 583,298 non-econ majors, 35,307 Black non-econ majors (representing 4.0 million individuals), and 30,786 Hispanic non-econ majors (representing 3.2 million people).

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*... underrepresentation of Blacks and Hispanics among econ Ph.D.s relates to their underrepresentation among econ undergraduate degrees, and not from a lack of interest in pursuing a Ph.D. ...*

Moreover, this table shows that a slightly greater share of Black econ majors held a post-baccalaureate degree than econ majors in general, while the reverse held for Hispanics. Of interest, about four percent of econ majors, including Blacks and Hispanics, had a doctoral degree; note that this share exceeds the three percent share of Black and Hispanic non-econ majors with doctoral degrees. This observation suggests that part of the issue regarding the underrepresentation of Blacks and Hispanics among econ Ph.D.s relates to their underrepresentation among econ undergraduates, and not necessarily from a lack of interest of minority econ majors in pursuing a Ph.D.

Across the board, Table 2 indicates that women comprised considerably fewer of the econ majors than college graduates in other fields; this has been well documented. Of interest, among econ baccalaureates ages 25 and older in 2009, women represented a higher share of Blacks (at 42 percent) and, to a lesser extent, Hispanics (at 36 percent), compared to econ majors in general (30 percent).

This table also shows that the foreign-born accounted for higher shares of econ baccalaureates than college graduates in other fields among populations of the same race/ethnicity living in the U.S. in 2009, particularly for Blacks, and to a greater extent for Hispanics. The foreign-born represented 24 percent of econ majors in general, but 35 percent of Blacks and 58 percent of Hispanics with economics degrees. It should be noted that when focusing exclusively on econ majors who had a doctoral degree (not reported in the table), a full third were born outside of the country, compared to just over one quarter of non-econ majors in 2009. Moreover, 62 percent of Black and Hispanic (combined) econ baccalaureates with a doctoral degree in the U.S. were foreign-born, compared to 37 percent of those outside of economics.<sup>2</sup> As such, among Black and Hispanic econ majors with doctoral degrees, a minority were born in the U.S. or its territories, which is not the case for econ majors in general or for Black and Hispanic non-econ majors with this level of education.

Among those with doctoral degrees (not reported in the table), about eight percent of econ majors were professional economists and another 27 percent were college or university professors. Of Black and Hispanic econ baccalaureates with doctoral degrees, a larger share were economists (13 percent), but a smaller share (21 percent) held professorial positions, suggesting that Black and Hispanic econ majors with Ph.D.s were less likely than other econ majors to work in academia.

Table 3 contains information on annual wages and salaries (which pertains to income earned in the 12 months before the ACS

<sup>2</sup> Black and Hispanic econ baccalaureates with doctoral degrees are combined because of their small sample size [23 Blacks (one of whom was Hispanic), and 28 Hispanics]. Sample-size issues aside, it is worth noting that 80 percent of Hispanics in this group were foreign-born, compared to 38 percent of Blacks.

questionnaire) for econ and non-econ majors. College graduates with an economics degree earned more on average than non-econ majors in 2009 (\$106,000 versus \$68,000). However, these gaps were smaller for Hispanics and especially for Blacks, than for the typical college graduate. For example, the average wages and salaries of Black and Hispanic econ baccalaureates ages 25 and older were \$66,055 and \$80,450, respectively, compared to their non-econ counterparts (who earned \$54,341 and \$55,145). Note that Hispanic econ majors earned considerably more on average than their Black counterparts, but among non-econ majors, this difference was only slight.

**Table 3: Earnings of Econ and Non-Econ Baccalaureates Ages 25 and Older in the U.S. in 2009**

| Characteristic   | All College Graduates  |                      |                      | Doctoral Degree Holders |                      |
|--|------------------------|----------------------|----------------------|-------------------------|----------------------|
|  | All                    | Black                | Hispanic             | All                     | Black or Hispanic    |
| <b>Econ majors:</b>  |                        |                      |                      |                         |                      |
| Annual wages and salaries (standard deviation)                   | \$105,949<br>(115,617) | \$66,055<br>(68,668) | \$80,450<br>(99,018) | \$127,730<br>(118,120)  | \$97,322<br>(69,315) |
| Regression-adjusted earnings difference from non-Hispanic Whites | ---                    | -19.9%               | -26.8%               | ---                     | -25.8%               |
| <b>Non-econ majors:</b>  |                        |                      |                      |                         |                      |
| Annual wages and salaries (standard deviation)                   | \$68,494<br>(68,619)   | \$54,341<br>(46,432) | \$55,145<br>(52,560) | \$92,493<br>(80,577)    | \$79,958<br>(70,417) |
| Regression-adjusted earnings difference from non-Hispanic Whites | ---                    | -6.0%                | -11.1%               | ---                     | -11.3%               |

Source: Author's estimates using 2009 ACS data in the IPUMS (see Table 1 notes for details).

Notes: The sample includes college graduates ages 25 and older who reported wage and salary income; the econ baccalaureates are identified as those whose first bachelors degree was in economics. The doctoral degree can be in any area. Sampling weights are employed. Blacks and Hispanics are combined for the doctoral degree holders because of their small sample size among econ baccalaureates. The sample of doctoral degree holders reporting wage and salary income includes 484 econ majors (representing 44,300 individuals), 40 Black and Hispanic econ majors (representing 4,200 individuals), 18,749 non-econ majors (representing 1.7 million individuals), and 1,749 Black and Hispanic non-econ majors (representing 175,300 individuals). See the Notes to Table 2 for the overall sample size. The regression-adjusted earnings differentials from non-Hispanic Whites (based on the standard Oaxaca-Blinder technique) are all statistically significant (contact the author for details). The average earnings of non-Hispanic Whites were the following: \$106,477 among econ majors, \$66,403 among non-econ majors, \$136,108 among econ majors with doctoral degrees, and \$94,344 among non-econ majors with doctoral degrees.

A larger racial/ethnic earnings gap also existed among econ versus non-econ baccalaureates who had a doctoral degree. Econ majors in general with doctoral degrees earned nearly \$128,000 on average—almost \$31,000 more than the amount earned by Black and Hispanic econ majors with the same education level that year.


Table 3 further presents information on the “regression-adjusted” earnings differences from non-Hispanic Whites. Blacks and Hispanics earned significantly less than non-Hispanic Whites, particularly among college graduates in economics. Black econ baccalaureates earned nearly 20 percent less, and Hispanics nearly 27 percent less, than otherwise similar non-Hispanic Whites. Among adults with non-econ college degrees, these earnings differences were six and 11 percent, respectively. Table 3 further reveals that these relative earnings differences also exist among those with doctoral degrees, as Blacks and Hispanics with this education level earned 26 percent

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# About the Leadership


## Juliet Elu 2011 NEA President

In addition to being the President of the National Economic Association, Juliet Elu is currently Professor of Economics at Morehouse College. Prior to joining Morehouse, she was the Vice-Chairperson and Director of the Management and Organization Program, in the Department of Economics at Spelman College. Her research and teaching interests are in the areas of quantitative methods, micro/macro economics, international trade and development, gender issues, and economic anthropology in developing economics. Elu's professional affiliations include the National Economics Association, the Committee on the Status of Minority Groups in the Economics Profession, American Economic Association, African Finance and Economic Association, and she has served as a board member in these organizations. She earned her B.Sc. in Economics/Political Science and her MBA/MPA from Utah State University, and she completed her doctorate in Economics from the University of Utah in Salt Lake City.




## David J. Molina 2011 ASHE President

In addition to being the President of the American Society of Hispanic Economists, David J. Molina is currently Associate Professor of Economics at the University of North Texas (UNT) and the interim director of the Immigrant Research and Policy Center at UNT. He has also taught at New Mexico State University, was a researcher at Louisiana State University and Colegio de La Frontera (Monterrey, Mexico), and is a past president of the Association of Borderland Scholars. He has over 30 peer reviewed journal articles, over 50 chapters in books and other publications, and 3 books. Molina testified before the U.S. Congress and the USITC during the NAFTA negotiation/ratification process, and he participated in and headed several Texas Legislative ad-hoc committees during the same period. Moreover, the U.S. State Department sponsored him to present a review of the NAFTA process to COMESA ministers in Lusaka, Zambia. Molina's current interests include Mexican immigration, Mexican micro-enterprises, remittances, Mexican income distributions, Mexican and U.S. Hispanic consumer behavior, U.S. Hispanic wages, U.S.-Mexico border economic issues, and the economics of sports. Molina, who is fluent in English and Spanish, was born in Detroit and raised in Mexico City and South Texas. He earned his B.B.A. in Economics from St. Mary's University (San Antonio), and he completed his Ph.D. in Economics from Texas A&M University.



## Marie T. Mora 2011 CSMGEP Chair

In addition to serving as Chair of the AEA Committee on the Status of Minority Groups in the Economics Profession, Marie T. Mora is Professor of Economics at The University of Texas–Pan American (UTPA). Prior to joining UTPA, she was a tenured faculty member at New Mexico State University. Her primary research interests are in labor economics, particularly in the areas of Hispanic labor-market outcomes (including self-employment), the economics of the U.S.-Mexico border, and the economics of education. She has published 30 refereed articles on these topics, has one coauthored/coedited book, and is presently coauthoring a book (with Alberto Dávila) on Hispanic Entrepreneurship (under contract with Stanford University Press). Mora is a past president of the American Society of Hispanic Economists. She is currently serving on the National Advisory Board for the RWJF Center for Health Policy at the University of New Mexico, and is a member of the Social Science Quarterly Editorial Board. Mora has also been a mentor in the Diversity Initiative for Tenure in Economics (DITE) Program. Mora earned her Ph.D. in Economics from Texas A&M University, and B.A. and M.A. degrees (also in Economics) from the University of New Mexico in her hometown of Albuquerque.



# Announcements

## ■ Changes in CSMGEP Leadership

Marie T. Mora, University of Texas–Pan American, was appointed as CSMGEP chair for 2011. She took the reins from Ngina Chiteji, Skidmore College, whose term ended in January 2011. CSMGEP thanks Ngina for her service. In January 2012, Cecilia Rouse, Princeton University, will return to her position as chair after having been on leave from the Committee to serve on the White House Council of Economic Advisors.

## ■ New AEA Summer Training Program Director and Host

Robert Valdez of the Robert Wood Johnson Foundation Center for Health Policy at the University of New Mexico is the new Director of the AEA Summer Training Program. The 2012 program will run for six weeks, from June 17 through July 28 at the UNM campus in Albuquerque. For more information, see <http://healthpolicy.unm.edu/>.

## ■ AEA Mentorship/Pipeline Conference

In June 2011, the AEA Mentorship/Pipeline Program hosted its annual conference, this year in Tallahassee Florida. The purpose of this conference is to bring together graduate students, newly minted Ph.D.s, and mentors from around the nation to exchange ideas, network, and participate in professional development activities. The 2012 conference will occur in the Summer of 2012 in Albuquerque, New Mexico. For more information about this conference (or Program in general), contact the Program Director, Patrick Mason at [pmason@fsu.edu](mailto:pmason@fsu.edu).

## ■ CSMGEP Reimbursement of Journal Submission Fees for CSMGEP Session Presenters

CSMGEP will now reimburse authors for their journal submission fees (up to \$250) for their papers presented in a CSMGEP session at the national conferences (ASSA, SEA, and WEAI meetings), as long as the paper is submitted within six months of the presentation. (Only one submission fee will be reimbursed per paper.) For more details, contact Marie Mora at [mtmora@utpa.edu](mailto:mtmora@utpa.edu).

## ■ ASHE Service Awards

At its annual business meeting in 2011, ASHE presented two awards for **Outstanding Service to ASHE by an Institution** in 2011. One went to the College of Liberal Arts

and the Department of Economics at Texas A&M University in recognition for its hosting of the fourth annual ASHE conference on Economic Issues Affecting Hispanic and African American Communities at the Texas A&M University campus in College Station in September 2010. The conference participants were encouraged to bring prospective graduate students to participate in the conference, and they also met with graduate advisors and faculty. The other award went to the Federal Reserve Bank of Atlanta in recognition of its America's Center support in hosting the ASHE conference on Hispanic Economic Issues in November 2010. The papers and presentation slides can be found at [http://www.frbatlanta.org/news/conferences/10ashe\\_agenda.cfm](http://www.frbatlanta.org/news/conferences/10ashe_agenda.cfm).

ASHE also presented two awards for **Outstanding Service to ASHE by an Individual**. One went to Myriam Quispe-Agnoli of the Federal Reserve Bank of Atlanta for her role in having the America's Center sponsor the ASHE

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> *Racial and Ethnic Differences continued from page 11*

less than otherwise similar non-Hispanic Whites among econ baccalaureates, and 11 percent less than non-Hispanic White non-econ baccalaureates. One possible explanation for the relatively large racial/ethnic wage differentials among economists is that *within* the profession, Blacks and Hispanics are attracted to specific fields (such as labor economics, or economic development) that might not be in as high of demand as other areas in economics.<sup>3</sup>

In all, these findings point to racial/ethnic differences in socioeconomic outcomes among majors in economics that are not necessarily the same as those observed among college graduates in general. This is a topic that warrants further investigation. If Black and Hispanic college students perceive relatively lower returns from majoring in economics versus other disciplines, their underrepresentation in the economics profession (in jobs requiring undergraduate degrees as well as those requiring doctoral degrees) could be a long-term phenomenon.

<sup>3</sup> See, for example, James Peoples' article "Supply and Demand" in the Winter 2009 edition of this Report.



conference on Hispanic Economic Issues. The other award went to Isabel Ruiz at Sam Houston State University for her active service involvement in ASHE.

### ■ ASHE Conferences in 2011

ASHE cosponsored the conference on **The Hispanic Economic Experience** at the Federal Reserve Bank of Dallas in June 2011 with the Community Development Division of the Dallas Fed and the Immigrant Research and Policy Center of the University of North Texas. The conference had as the keynote lunch speaker the President and CEO of the Dallas Fed, Richard Fisher. The papers and presentation slides can be found at <http://dallasfed.org/cd/events/2011/hee.cfm>.

ASHE cosponsored the **Economic Issues Affecting Hispanic and African American Communities**, along with the Department of Economics at Texas A&M University (made possible through a generous donation by Terrence Larsen) and the AEA Committee on the Status of Minority Groups in the Economics Profession. This was the fifth such conference that ASHE and Texas A&M cohosted. Each presenter was encouraged to bring prospective graduate students to give them the opportunity to experience an academic conference, to network with

other students and faculty, and to learn about economics graduate programs (including those at Texas A&M).

### ■ ASHE Summer Dissertation Fellowship Awards

ASHE awarded three graduate students with a summer fellowship award in 2011. Ms. Cruz Caridad Bueno received the top award. Ms. Bueno is at the University of Massachusetts Amherst. Her dissertation advisor is James K. Boyce, and the title of her dissertation is *Essays on Gender and Development in the Dominican Republic*. Mr. Juan Carlos Suarez Serrato at the University of California at Berkeley received the second place; he is working under Emmanuel Saez. The third place went to Ms. Monica Deza, also at the University of California at Berkeley; she is working under Alan Auerbach and Shachar Kariv. This was the fourth consecutive year that ASHE sponsored Summer Dissertation Fellowship awards. For more information on these awards, contact [ashe\\_mail@att.net](mailto:ashe_mail@att.net).

### ■ CSMGEP Now at the WEAI Meetings

For the first time, CSMGEP organized a session at the 2011 Western Economic Association International annual meetings, held in San Diego, California. Plans are already underway for a Professional Development session organized by CSMGEP the 2012 WEAI meetings. CSMGEP started organizing sessions at the Southern Economic Association meetings in 2010. ■

## Darity Receives the NEA Westerfield Award

William A. ("Sandy") Darity Jr. was selected as the National Economic Association's **Samuel Z. Westerfield Award** recipient. The Westerfield award is the NEA's highest distinction. It recognizes a Black economist who has distinguished himself or herself through scholarly research, professional achievement, contributions to government, and/or service to the community. Previous recipients include Nobel Laureate Sir W. Arthur Lewis, Dr. Phyllis Wallace, Dr. Marcus Alexis, Dr. Bernard Anderson, and Dr. Margret Simms. Dr. Darity's considerable professional accomplishments and generous intellectual leadership make him uniquely qualified to join this illustrious group of past Westerfield recipients.

William A. ("Sandy") Darity Jr. is Arts and Sciences Professor of Public Policy, African and African American Studies, and Economics at Duke University. He is also a fellow at the Center for Advanced Studies in Behavioral Sciences at Stanford University. His areas of specialties are Economic Development, History of Economic

Thought, Economics of Education, and Economic History. Dr. Darity is an internationally prominent economist and scholar, and one of the high-profile economists conducting research on racial and ethnic inequality from a cross-national perspective. He is the chief architect of the emerging field of stratification economics. Specifically, his research has focused on the racial achievement gap, North-South theories of trade and development, skin shade and labor market outcomes, the economics of reparations, the Atlantic slave trade and the Industrial Revolution, the social and psychological effects of unemployment exposure, and the history of economic thought. Dr. Darity is also a prolific scholar having published more than 220 professional papers and eight books. He also served as editor-in-chief of the second edition of the nine-volume International Encyclopedia of the Social Sciences (2008). Dr. Darity earned his Ph.D. in economics from the Massachusetts Institute of Technology (1978) and a bachelor's degree in economics and political science at Brown University (1974). ■

# Selected Conference Sessions

## ■ AEA/ASSA Annual Meetings January 2011

(Contact the NEA President, Juliet Elu at [jelu@morehouse.edu](mailto:jelu@morehouse.edu) for details on the 2011 NEA sessions.)

### Stratification Economics: An Emerging Subfield (CSMGEP Session)

**Chair:** Patrick Mason, Florida State University (substituting for William Darity, Jr., Duke University)

#### Roundtable Discussion

Papers:

“Stratification Economics: Economics and Social Identity,” William Darity, Jr., Duke University; Patrick L. Mason, Florida State University; and James Stewart, Pennsylvania State University

“Stratification Economics and Wealth Inequality,” Darrick Hamilton, Milano–The New School

“Does Mestizaje Matter in the U.S.? Economic Stratification of Mexican Immigrants,” Alberto Dávila, University of Texas–Pan American; Marie T. Mora, University of Texas–Pan American; and Sue Stockly, Eastern New Mexico University\*

“Stratification Economics and the Racial Achievement Gap,” Timothy Diette, Washington & Lee University; and Arthur H. Goldsmith, Washington & Lee University

“The Economic Breeding-Out of Surplus Blacks? The Political Economy of Eugenic Sterilization and Genocide in North Carolina,” Gregory Price, Morehouse College

### AEA Committee on the Status of Minority Groups in the Economics Profession—Dissertation Session (CSMGEP Session)

**Chair:** Ngina Chiteji, Skidmore College

**Discussants:** Patrick Mason, Florida State University; Mark Hugo López, Pew Hispanic Center; Darrick Hamilton, The New School; Marie T. Mora, University of Texas–Pan American; and Sue Stockly, Eastern New Mexico University

Papers:

“The Impact of Smoking Bans on Birth Weight: Is Less More?,” R.J. Briggs, Pennsylvania State University

“Estimating the Effect of a Dual Language Program on Student Achievement: A Quasi-Natural Experiment,” Ivan Ariel de Jesus, Columbia University

“Banking Efficiency and Remittances: The Mexican Case,” Violeta Diaz, University of Texas–Pan American

“Do Housing Prices Account for School Accountability?” Erika Martinez, Duke University

“Do Minimum Salaries Shorten Firm Tenure or Career Length?” Johnny Ducking, University of Kentucky

### International Economic Issues: Africa and Latin America (NEA- ASHE Session)

**Chair:** Sandra Rivera (U.S. International Trade Commission)

**Discussants:** Carlos Seiglie, Rutgers University; Alberto Dávila, University of Texas–Pan American; David J. Molina, University of North Texas; Sue K. Stockly, Eastern New Mexico University; Edward E. Gartey, Uwi-Mona; and Mwangi Wa Gĩthĩnji, University of Massachusetts, Amherst

Papers:

“On Cargo Security Measures and Trade Costs,” José Signoret, U.S. International Trade Commission

“The Impact of NAFTA on Population Subgroups: An Economywide Analysis,” Sandra Rivera, U.S. International Trade Commission; Ashley Winston, U.S. International Trade Commission

“Mexico’s Regional Convergence after NAFTA: A Dynamic Panel Data Analysis,” Rene Cabral, Tecnológico de Monterrey, Campus Monterrey; and Andre V. Mollick, University of Texas–Pan American

“Remittances and Income Smoothing in Mexico,” Catalina Amuedo-Dorantes, San Diego State University; and Susan Pozo, Western Michigan University\*

“Fiscal Dominance and Economic Management in the ECOWAS Sub-Region,” Akpan Ekpo, West African Institute for Financial and Economic Management; and Udoma Afanghide, West African Institute for Financial and Economic Management

“The Transatlantic Slave Trade and Ethnicity in Africa,” Warren Whatley, University of Michigan\*

### Topics in Labor Economics (ASHE Session)

**Chair:** Francisco Rivera-Batiz, Columbia University

**Discussants:** Mark Hugo López, Pew Hispanic Center; Marie T. Mora, University of Texas–Pan American; Francisca Antman, University of Colorado-Boulder; and Francisco Rivera-Batiz, Columbia University

Papers:

“The Complexity of Immigrant Generations for U.S. Hispanics and Asians,” Brian Duncan, University of Colorado-Denver; and Stephen J. Trejo, University of Texas-Austin\*

“What Are the Effects of State Level Legislation Against the Hiring of Undocumented Immigrants?” Magnus Loftstrom, Public Policy Institute of California; Sarah Bohn, Public Policy Institute of California; and Steven Raphael, University of California–Berkeley

“Employment Options for Low-Skilled Workers in the Baltimore Metropolitan Area: Workforce Training Issues and Challenges,” Luis M. Pinet-Peralta, Optimal Solutions Group, LLC; and Mark Turner, Optimal Solutions Group, LLC

“Panel Data Analysis of Hierarchical Segregation,” Dina Shatnawi, Naval Post Graduate School; Michael R. Ransom, Brigham Young University; Ronald L. Oaxaca, University of Arizona\*

## ■ WEAI Annual Meetings June/July 2011

### Education, Health, and Wealth Outcomes (CSMGEP Session)

**Chair:** Marie T. Mora, University of Texas–Pan American

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**Discussants:** Mary López, Occidental College; Alberto Dávila, The University of Texas–Pan American; and Mónica I. García-Pérez, St. Cloud State University

Papers:

“Private Insurance Consumption Preferences of Immigrants in the U.S.,” Jennifer Rice, Eastern Michigan University; and Mehmet E. Yaya, Eastern Michigan University

“My Brother’s Keeper? The Association between Having Siblings in Poor Health and Wealth Accumulation,” Colleen Heflin, University of Missouri; and Ngina Chiteji, Skidmore College

“Peer Effects on Undergraduate Business Student Performance,” Salvador Contreras, University of Texas–Pan American; Francisco Badua, Lamar University; and Mitchell Adrian, McNeese State University

### National and Transnational Macro Issues (ASHE Session)

**Chair:** Catalina Amuedo-Dorantes, San Diego State University

**Discussants:** Catalina Amuedo-Dorantes, San Diego State University; Salvador Contreras, University of Texas–Pan American; Abelardo Rodriguez, University of Idaho; Alberto Dávila, University of Texas–Pan American

Papers:

“A Network Map of the Flow of Remittances from the U.S. Border into Mexico,” Belinda Román, Palo Alto Community College

“Macroeconomics Effects of Size Dependent Policies and Tax Evasion in Mexico,” Claudia Sánchez-Vela, Universidad Autónoma de Nuevo León; and Jorge N. Valero-Gil, Universidad Autónoma de Nuevo León

“Corn and Mexican Agriculture: What Went Wrong?” Antonio Avalos, California State University, Fresno; and Eduardo Graillet, Universidad Veracruzana

“Immigrant Networks or Immigration and Domestic Conflict,” Kusum Mundra, Rutgers University

### Immigrant/Native Employment and Housing Differentials (ASHE Session)

**Chair:** Fernando Lozano, Pomona College

**Discussants:** Fernando Lozano, Pomona College; Mehmet Yaya, Eastern Michigan University; Marie T. Mora, University of Texas–Pan American; and Ngina Chiteji, Skidmore College

Papers:

“Workplace Concentration of Immigrants,” Fredrik Andersson, Office of the Comptroller of the Currency; Mónica I. García-Pérez, St. Cloud State University; John Haltiwanger, University of Maryland; Kristin McCue, U.S. Census Bureau; and Seth Sanders, Duke University

“Technology Access and Usage among Hispanic Entrepreneurs,” Alberto Dávila, University of Texas–Pan American, and Marie T. Mora, University of Texas–Pan American

“Immigrant and Minority Homeownership through Recent Housing Boom and Bust,” Kusum Mundra, Rutgers University

“The Great Recession and the Wealth and Retirement Decisions of Older Immigrant and Native Households,” Catalina Amuedo-Dorantes, San Diego State University; and Susan Pozo, Western Michigan University

### ■ SEA Annual Meetings November 2011

#### Demographic Characteristics and Socioeconomic Outcomes (CSMGEP Session)

**Chair:** David J. Molina, University of North Texas

**Discussants:** Linda Loubert, Morgan State University; Sue K. Stockly, Eastern New Mexico University; Luisa R. Blanco, Pepperdine University; and Andres J. Vargas, Texas Tech University

Papers:

“Discrimination in the Credit Market: A Focus on African American-Owned Small Businesses,” Elizabeth Asiedu, University of Kansas; Akwasi Nti-Addae, University of Kansas; and James Freeman, Wheaton College

“Comercio Justo and Justice: An Examination of Fair Trade and Its Effect on Indigenous, Latina Women and the Family,” Tamara Stenn, Keene State College

“Health Perpetuation: The Effect of Parents’ Nativity on Child’s Health,” Monica I. Garcia-Perez, St. Cloud State University

“The Determinants of Slave Prices: Evidence from the South 1775–1865,” Kirk Adair, Howard University; Cyril K. Hunte, Howard University

#### Investment Decisions in the Hispanic Community (ASHE Session)

**Chair:** Mark Hugo López, Pew Hispanic Center

**Discussants:** Monica Garcia-Perez, St. Cloud State University; and Pia M. Orrenius, Federal Reserve Bank of Dallas

Papers:

“Health and Health Habits among Mexican Immigrants to the U.S.: A Time Use Perspective,” Andres J. Vargas, Texas Tech University

“Do Spending Patterns or Time Use Decrease the Educational Investment in African American and Hispanic Communities?” David J. Molina, University of North Texas; and Megan Dorman, University of Texas at Austin

“What’s Our Next Best Alternative? Estimating the Opportunity Cost of Graduate School for Minority Scholars,” Sue K. Stockly, Eastern New Mexico University; and Michael Snipes, Eastern New Mexico University

“Private Insurance Consumption Preferences of Immigrants in United States,” Jennifer L. Rice, Eastern Michigan University; and Mehmet E. Yaya, Eastern Michigan University

### ■ Selected NEA Papers from the 2011 ASSA Annual Meetings

“Does Teacher Preparation Matter? Pupil Academic Achievement and Teachers’ College Preparation,” Patrick Mason, Florida State University

“Estimating the Expected Net Returns to College,” Andrew J. Hussey, University of Memphis; and Omari H. Swinton, Howard University\*

“Global Financial Crisis and Africa: Is the Impact Permanent or Transitory? Time Series Evidence from North Africa,” Hassan Y. Aly, The Ohio State University; and Mark C. Strazichic, Appalachian State University\*

\* Published in the May 2011 edition of the *American Economic Review*.