

TUNG DANG

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Citizenship: Vietnam (F-1 Visa)

RESEARCH INTERESTS

Labor Economics, Development Economics, International Economics

EDUCATION

Cornell University Ithaca, NY
Ph.D., Applied Economics and Management, expected: 2022

Green Mountain College Poultney, VT
Kiyo Tomita and James Dugan Memorial Scholar
B.A., Self-Designed in Economics, 2015

Saint Michael's College Colchester, VT
Visiting Student, Spring 2014

WORKING PAPERS

“The Local Economic Impact of International Students: Evidence from US Commuting Zones”
(job market paper)

“Household Resources and Investments in Children’s Higher Education: The Role of
Intrahousehold Bargaining”

“Parental Risk Preferences, Intrahousehold Decision Making, and Investments in Children’s
Higher Education: Evidence from Indonesia”

WORK IN PROGRESS

“Contract Employment and Life-Cycle Wage Growth in Developing Countries: Evidence from
Matched Employer-Employee Data”

“International Students and Natives’ Attitude Towards Immigration” with Julia Zhu

BOOK TRANSLATIONS

Tung Dang and Chi Tran, translators, *Sự Lên Ngôi Của Các Nền Tảng Đa Chiều* (Thế Giới Publishers, 2019)

Vietnamese translation of *Matchmakers: The New Economics of Multisided Platforms* by David S. Evans and Richard L. Schmalensee

Tung Dang, translator, *Ai Được Gì và Tại Sao* (Tri Thức Publishing House, 2017)

Vietnamese translation of *Who Gets What and Why* by Alvin E. Roth

RESEARCH EXPERIENCE

Research Assistant for Prof. Mallika Thomas, Cornell University	2019-2021
Research Assistant for Prof. Emi Uchida and Prof. Todd Guilfoos, University of Rhode Island	2014
Research Assistant for Prof. Kenneth Mulder, Green Mountain College	2013-2014

TEACHING EXPERIENCE*Undergraduate*

AEM 4190 Strategic Thinking (Game Theory), Cornell University Teaching Assistant for Prof. Nancy Chau	Spring 2018, Spring 2019
AEM 4300 International Trade Policy, Cornell University Teaching Assistant for Prof. Nancy Chau	Spring 2017
AEM 4590 Financial Markets and Institutions, Cornell University Teaching Assistant for Prof. Jawad Addoum	Fall 2016
Jose M. Calhoun Learning Center, Green Mountain College Academic Tutor	2014-2015
ECO 2023 Economics of the Environment, Green Mountain College Teaching Assistant for Prof. Kenneth Mulder	Fall 2013

Graduate

AEM 3440/6440 Consumer Behavior, Cornell University Teaching Assistant for Prof. Suzanne Shu	Fall 2021
AEM 6700 Economics of Consumer Demand, Cornell University Teaching Assistant for Prof. Miguel Gómez	Fall 2017, Fall 2018

OTHER INFORMATION

Language	Vietnamese (native), English (fluent)
Statistical Software	STATA, R, Matlab, SQL Server
Non-Academic Activity	Classical Guitar (2008 Vietnamese National Youth Competition Finalist, Ranked 6/10)

REFERENCES

Nancy Chau (Chair)

Professor, Charles H. Dyson School of Applied Economics and Management,
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Ravi Kanbur

Professor of Economics,
International Professor of Applied Economics and Management, and
T.H. Lee Professor of World Affairs, Charles H. Dyson School of Applied Economics and
Management, Cornell University
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Mallika Thomas

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TEACHING REFERENCES

Miguel Gómez

Associate Professor, Charles H. Dyson School of Applied Economics and Management,
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Email: mig7@cornell.edu

Suzanne Shu

John S. Dyson Professor in Marketing,
Charles H. Dyson School of Applied Economics and Management,
Cornell University
Email sbs78@cornell.edu

RESEARCH ABSTRACTS

The Local Economic Impact of International Students: Evidence from US Commuting Zones (job market paper)

Abstract: Despite the rising costs of higher education, enrollment of international students in the United States has grown dramatically over the past few decades. While increases in international enrollment have been shown to contribute to a vibrant higher education sector, the effects on local economies surrounding universities and colleges are less understood. This paper uses administrative data covering the universe of international students enrolled in US higher education between 2001 and 2015 to study their short-term effects on local labor markets and firms. I implement an instrumental variable estimation approach that takes advantage of the supply-push components of changes in US enrollment, proxied by fluctuations in the outflows of students across countries of origin to other English-speaking destinations. I show that international students lead to substantial increases in local jobs and earnings. One additional student per thousand residents increases the employment to population ratio by 0.39 percentage points and average wages by 0.83 percent. These effects are concentrated in non-tradable industries, particularly in construction, retail, and services. Consistent with general equilibrium models with heterogeneous firms, local demand shocks induced by an increase in enrollment also result in significant within-industry labor reallocations as more efficient firms enter and expand while the least efficient ones contract and exit. Overall, these findings highlight substantial economic benefits from foreign students in the form of increases in local income and aggregate productivity.

Household Resources and Investments in Children's Higher Education: The Role of Intrahousehold Bargaining

Abstract: Across many economic settings, children from wealthier households are more likely to attend post-secondary education. Recent studies have questioned the roles of short-run credit constraints in explaining this relationship and emphasized other long-run determinants that could be correlated with wealth. This paper argues that when fathers and mothers disagree on how much to invest in children's education, the extent to which household resources translate into educational attainment critically depends on who controls household resources. Using labor force and household survey data from Indonesia, I examine the importance of intrahousehold decision making in affecting children's university enrollment. Consistent with a Chiappori-type collective framework, changes in women's outside options relative to men's result in more decisions made within the household by women, especially those related to expenditures on children. Accordingly, relative improvements in women's bargaining power when children graduate from high school significantly increase their likelihood of university enrollment, holding household resources and children's ability indicators constant. This effect is quantitatively similar for both boys and girls. Overall, these findings suggest that intrahousehold bargaining power is a potentially important mediator of the effects of household resources on children's educational attainment.

Parental Risk Preferences, Intrahousehold Decision Making, and Investments in Children's Higher Education: Evidence from Indonesia

Abstract: This paper examines parents' investments in children's education in the presence of uncertainty in returns and intrahousehold heterogeneity in parental risk preferences. Consistent with a Chiappori-type collective model of household decision making, I find that both fathers' and mothers' risk aversion significantly decrease children's tendency to enroll in higher education, although the effects depend critically on the distribution of intrahousehold bargaining power. Additional results show that parental risk aversion also affects children's labor market entry upon high school graduation. These findings highlight the roles of parental risk preferences and intrahousehold bargaining dynamics as important mechanisms that contribute to intergenerational persistence in economic outcomes.