

JIEE ZHONG

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EMPLOYMENT

Assistant Professor of Economics, Miami University, 2024 - Present

EDUCATION

Ph.D., Economics, Texas A&M University, May 2024

M.A., Economics, Xiamen University, June 2018

B.A., Taxation, Guangdong University of Foreign Studies, June 2013

RESEARCH FIELDS

Labor Economics, Environmental Economics, and Health Economics

PUBLICATION

"Can Social Media Rhetoric Incite Hate Incidents? Evidence from Trump's "Chinese Virus" Tweets"

Journal of Urban Economics. [Published Version]. Corresponding Author, Joint with Andy Cao and Jason Lindo.

We investigate whether Donald Trump's "Chinese Virus" tweets contributed to the rise of anti-Asian incidents. We find that the number of incidents spiked following Trump's initial "Chinese Virus" tweets and the subsequent dramatic rise in internet search activity for the phrase. Difference-in-differences and event-study analyses leveraging spatial variation indicate that this spike in anti-Asian incidents was significantly more pronounced in counties that supported Donald Trump in the 2016 presidential election relative to those that supported Hillary Clinton. We estimate that anti-Asian incidents spiked by approximately 4200 percent in Trump-supported counties compared to an increase of approximately 200 percent in Clinton-supported counties.

WORKING PAPERS

"Early Grade Retention Harms Adult Earnings" (Job Market Paper) [Latest Version]

Revise and Resubmit to the American Economic Journal: Applied Economics

This paper presents the first causal evidence of the effects of grade retention on labor market outcomes and post-secondary educational attainment, analyzing a reading test-based retention policy in Texas. Employing a fuzzy regression discontinuity design, the study finds that third-grade retention significantly reduces the average earnings between ages 23 and 25 by \$3,512 (22%). While retention initially increases test scores, these gains diminish over time. Moreover, retention increases school absence, violence, and crime. It further reduces the likelihood of high school graduation but does not affect college enrollment, graduation, the timing of these outcomes, or the selectivity of college attended.

"Grade Retention" (Joint with Kendall J. Kennedy and Simon ter Meulen. Invited for inclusion in Handbook of Labor, Human Resources and Population Economics, ed. Klaus F. Zimmermann.)

Grade retention is widely practiced in education systems worldwide, but the effects of grade retention often differ from those of typical educational attainment. This chapter discusses recent research on the causes and consequences of grade retention, covering the effects of grade retention on academic achievement, behavioral outcomes, and labor market outcomes. Furthermore, it also provides an overview of the estimation of the effects of grade retention and a discussion of how retention can affect other research on education and labor markets. Finally, it provides an overview of research on the incentive effects of grade retention policies on retained and non-retained students and makes suggestions for future work in this area.

“Lead in the Air: Unraveling the Long-Term Impacts of Lead Exposure” (Joint with Fellow Graduate Student Thao Duong)

We examine the long-term impact of early childhood lead exposure on earnings, educational outcomes, and the underlying mechanisms. Leveraging a unique natural experiment—the decline in the use of leaded gasoline in piston-engine aircraft post 9/11—, we find that even minor reductions in lead levels lead to significant improvements in earnings for individuals aged 23 to 29 who were students in grades 4 to 8 at the time of exposure. Additional findings indicate that these reductions positively affect test scores and high school graduation rates and increase post-secondary education enrollment but do not significantly alter behavioral outcomes.

“The Impact of Reclassifying English Learners as Proficient on Their Long-Term Educational and Earnings Outcomes” (Joint with Fellow Graduate Student Sijia Zhang and Yayun Chen)

Despite the fact that one in ten U.S. students is an English learner, the long-term effects of English Learner (EL) status on life outcomes remain largely unexplored. While existing research provides inconsistent findings on short-term outcomes like test scores and high school graduation, the long-term impacts on earnings and post-secondary education are notably under-studied. This paper fills this critical knowledge gap by leveraging Texas Education Research Center data, which links educational histories to labor market outcomes. Exploiting a quasi-random variation at the cutoff of the reading test—a prerequisite for reclassification—the Fuzzy Regression Discontinuity Design reveals that students being reclassified as English proficiency at grade 3 experience a substantial increase in earnings at age 25, as well as improved high school graduation rates.

WORK IN PROGRESS

“The Impact of Principal-Student Ethnic Match: Evidence from Grade Promotion Decisions”

“The Impacts of Light and Noise Exposure on Human Capital Formation: Evidence from Wind Farm Operation” (Joint with Fellow Graduate Student Thao Duong)

“The Lifelong Impact of Pre-Kindergarten Education” (Joint with Fellow Graduate Student Maya Mikdash)

“Breaking the School-to-Prison Pipeline: The Role of Alternative Education” (Joint with Fellow Graduate Student Maya Mikdash)

“Measuring the Negative Impacts of Teachers: Disciplined Teachers and Student Outcomes” (Joint with Fellow Graduate Student Maya Mikdash)

PRESENTATIONS

2024: Amherst College, Hong Kong University of Science and Technology, Miami University, University of Wisconsin-Whitewater, Jinan University

2023: Southern Economics Association conferences, Western Economic Association International 98th Annual Conference, Eastern Economic Association Conferences, LBJ School Policy Research Workshop

2022: Southern Economics Association conferences, Association for Public Policy Analysis and Management, Western Economic Association International 97th Annual Conference, Midwest Economics Association

2021: Health Econ/Health Policy Mentoring Workshop

2020: Successfully Navigating Your Ph.D. Workshop

TEACHING EXPERIENCE

Instructor of Record

Microeconomics Theory, Summer 2022

Econometrics Qualifier Camp (Ph.D. core), Summer 2022

Teaching Assistant

International Trade Theory & Policy, Fall 2023
 Data Science for Economic and Social Issues, Spring 2023
 Applied Micro-econometrics (Ph.D. level), Spring 2022
 Econometrics 461, Fall 2021
 Public Finance 412 (Spring 2020, Fall 2019, Spring 2019)

RESEARCH ASSISTANT

Texas A&M University, Prof. Barr, Summer and Fall 2021

SEMINAR COORDINATOR

Student Brown Bag, Spring 2023 and Fall 2022

REFEREE

Journal of Public Economics
 Economic Inquiry

HONORS AND AWARDS

The Institute for Humane Studies (IHS) Hayek Fund Scholars Grant Award, June 2022-August 2023

DISSERTATION COMMITTEE

Andrew Christopher Barr (Co-Chair)	abarr@tamu.edu	Texas A&M University
Jason M. Lindo (Co-Chair)	jlindo@gatech.edu	Georgia Institute of Technology
Joanna Lahey	jlahey@tamu.edu	Texas A&M University
Yonghong An	yonghongan@tamu.edu	Texas A&M University

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