

Hanbyul Ryu

Department of Economics
University of California, Riverside
900 University Avenue
Riverside, CA 92521-9800

Updated: October 2018
TEL: +1 (951) 472-6748
Email: hryu004@ucr.edu
Website: google.com/hanbyul-ryu

Education

Ph.D., Economics, University of California, Riverside	June, 2019 (Expected)
M.A., Economics, University of California, Riverside	2016
B.A., Economics (Honors), Applied Mathematics, University of Wisconsin-Madison	2012

Research Interests

Development Economics, Labor Economics, Applied Microeconomics

Peer-Reviewed Publication

“Natural Disasters and Human Capital Accumulation: The Case of Nepal’s Earthquake” (with Jayash Paudel), *World Development* 111 (2018): 1-12.

Working Papers

“The Effects of Changes in School Entry Age and Duration on Student Performance: Evidence from Brazilian Compulsory Schooling Reform” (with Steven M. Helfand and Roni Barbosa Moreira) (**Job Market Paper**)

“The Effect of Compulsory Preschool Education on Maternal Employment”

Work In Progress

“The Effect of Delaying Motherhood on Labor Market Outcomes: Evidence from the Zika Virus”

“Does Electricity Matter for Student Learning?”

“Infertility Insurance Mandates and Delaying Motherhood”

Awards, Honors, and Grants

Conference Travel Grant, Graduate Student Association, UCR	2018
Graduate Student Travel Grant, Department of Economics, UCR	2018
Outstanding Teaching Assistant Award, UCR	2017
Graduate Division Fellowship, UCR	2015

Teaching Experience

Instructor

Intermediate Microeconomic Theory II
Labor Economics

Summer 2018
Summer 2017, 2016

Teaching Assistant

Introductory Microeconomics, Intermediate Microeconomics, Stock Market,
Intermediate Microeconomic Theory, Statistics for Economics, Introductory Econometrics

2014-present

Seminar and Conference Presentations [Including Scheduled]

2018: California State University, Long Beach ; North East Universities Development Consortium (Cornell); UC Riverside Applied Economics Colloquium; All California Labor Economics Conference (poster, USC); Asia-Pacific Economic Association (USC); Econ-GSA Econometrics Seminar (UCR); APPAM Regional Student Conference (Claremont); Association for Education Finance and Policy (Portland); Society for Research on Educational Effectiveness (Washington)

2017: APPAM Regional Student Conference (UCR)

Research and Professional Experience

Research Assistant for Professor Steven Helfand

2016-2017

Measurement Science Executive, Nielsen Korea

2013-2014

Manage and execute statistical analysis, data simulations, and sample design

Skills and Personal

Software: Stata, Matlab, ArcGIS, \LaTeX

Languages: English (Fluent), Korean (Native)

Military Service: Republic of Korea Air Force, 2003-2005

Citizenship: South Korea

References

Steven Helfand (Chair)
Associate Professor/Chair
Department of Economics
University of California,
Riverside, CA 92521
steven.helfand@ucr.edu

Anil Deolalikar
Professor/Founding Dean
School of Public Policy
University of California,
Riverside, CA 92521
anild@ucr.edu

Michael Bates
Assistant Professor
Department of Economics
University of California,
Riverside, CA 92521
mbates@ucr.edu

“The Effects of Changes in School Entry Age and Duration on Student Performance: Evidence from Brazilian Compulsory Schooling Reform” (with Steven M. Helfand and Roni Barbosa Moreira) **Job Market Paper**

Despite important policy implications, there is limited evidence on the impact of lowering school entry age and increasing the length of primary education on student performance. This study examines these changes in the context of Brazil’s 2006 compulsory schooling reform. We exploit differences in the years that schools adopted the policy as a plausibly exogenous source of variation and use students’ birth months to predict school entry age. The overall impact of the policy package was to increase math and Portuguese test scores by approximately 0.10 and 0.03 standard deviations in students’ fifth and ninth year of school. Among the students who entered primary school one year earlier, those without any prior education experienced larger increases in their fifth year test scores compared to students who gained an additional year of primary education at the expense of preschool. This advantage, however, disappeared by their ninth year. We discuss different mechanisms through which the policy may have influenced students’ cognitive outcomes and conduct various robustness checks to verify the paper’s interpretation.

“The Effect of Compulsory Preschool Education on Maternal Labor Supply”

The Brazilian government implemented a reform that mandated preschool education compulsory in 2009. I exploit discontinuities in the preschool eligibility rules to examine the effects of preschool enrollment on mothers’ labor market outcomes. Using a regression discontinuity design, I show that preschool enrollment significantly increased the time spent working rather than performing household chores among mothers in single-family households without additional younger children. Moreover, these mothers were more likely to take formal jobs that guaranteed employee rights and benefits. I found no effects among the mothers who had additional younger children or were living with other relatives. Taken together, the findings reveal a potential benefit of lowering school entry age in a context where limited availability of early childhood education constrains mothers’ labor market activities.

“Natural Disasters and Human Capital: The Case of Nepal’s Earthquake” (with Jayash Paudel)

We exploit the quasi-random spatial and temporal nature of ground tremors to evaluate the long-term impact of the 1988 earthquake on educational outcomes among affected children of rural Nepal. We employ a difference-in-differences research design to show that infants born in districts severely affected by the earthquake are 13.8% less likely to complete middle school and 10% less likely to complete high school. Our findings demonstrate that children belonging to high caste groups mitigate the negative environmental shock in the long run. However, infants belonging to low caste groups are 17.6% less likely to complete middle school and 11.9% less likely to complete high school. We also find that male infants exposed to a severe earthquake perform significantly better than their female counterparts, suggesting prospects of gender bias in a patriarchal society. Together, these results provide strong evidence that earthquakes lead to deterioration of human capital in a developing country setting.

“The Effect of Delaying Motherhood on Labor Market Outcomes: Evidence from the Zika Virus”

Identifying a causal relationship between motherhood and female labor market outcomes has been a challenging issue due to the difficulties in finding proper identification strategies. Previous studies have used twins, same-sex siblings, or infertility treatments as sources of exogenous variation in the timing of births, but there was a limitation because these studies used the sample of women who already have a child or use infertility treatments. Using state variation of microcephaly cases as an instrumental variable, I aim to examine how labor market outcomes were affected by the decision to delay pregnancy with a more representative sample of women. I found that the increase of microcephaly cases lowered the probability of having a newborn child and am currently investigating how delayed motherhood affected maternal labor market outcomes.