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**EDUCATION**

University of California at Berkeley, Ph.D. Candidate in Economics, 2005 to Present, Expected May 2010  
Massachusetts Institute of Technology, S.B., Mathematics, 2004  
Massachusetts Institute of Technology, S.B., Economics, 2004  
École Polytechnique - France, Diplôme d'Ingénieur Coursework, 2004

**RESEARCH AND TEACHING FIELDS**

Primary: Economic History, Labor  
Secondary: Development, Econometrics, Public Finance

**DISSERTATION TITLE**

“Essays on Race and the Causes and Consequences of Public School Development in the U.S. South”

**JOB MARKET PAPER**

“Land Endowments, Child Labor, and the Rise of Public Schooling: Evidence from Racial Inequality in the U.S. South”  
Black children born in the U.S. South in 1910 attended inferior schools and received three fewer years of education than their white peers. These racial differences diminished significantly in the following three decades, most notably in the Cotton Belt. Moreover, there was no major federal policy targeted at black schools during this period. I propose that the demand for child labor can explain these trends in racial inequality. To test this explanation, I digitize archival school district data and combine them with cotton production data. I argue that prior to 1910, the demands of cotton crowded out black schooling in this region because (1) its land endowments were conducive to growing cotton, (2) growing it was particularly child-labor intensive, and (3) black children were more frequently employed than white children. School boards underinvested in black schools in response to this demand for black child labor from white landowners and black parents. I provide evidence that racial differences in public school quality in 1910 were larger in cotton-growing regions of the South than in otherwise comparable non-cotton growing regions. I also show that most of these racial differences fell during two periods: (1) the early 1920s slowdown of cotton production, and (2) beginning in the mid-1930s when New Deal policy indirectly discouraged cotton share tenancy and consequently suppressed demand for child labor. These results suggest the importance of land endowments and the demand for child labor in reinterpreting the history of institutional development during the Jim Crow era, which in turn has consequences for black well being during the 20th century.

**WORKS IN PROGRESS**

“Black-White Differences in the Returns to School Quality and Adult Mortality in the U.S.”

Black-white differences in adult health have narrowed significantly in the U.S. over the past few decades. Underlying this disparity are racial differences in education. In this paper, I estimate the extent to which the early-20<sup>th</sup> century reduction of the black-white gap in school quality in the South accounts for this racial convergence in health. I first formalize health as a function of school attendance and the returns to education, both of which depend on the quality of education available. I then estimate returns to education by instrumenting school quality with cotton prices and New Deal policy. These instruments show why demand for child labor fell, and in turn, why investments in black school quality rose. I use census microdata to construct synthetic cohorts by race, and link each one to the quality of schools available when they were children. The schooling data come from archival reports of education that I digitize. This paper complements a larger literature on assessing the most cost-effective child policy for improving later-life well being, and more generally, the long-term effects of early-life shocks.

## WORK IN PROGRESS, CONTINUED

“Agriculture and the Labor Market for Teachers in the United States, 1900-1950”

“Prosperity, Female Labor Supply, and Fertility: Origins and Persistence of the U.S. Baby Boom”

“Diversity, Social Goods Provision, and Performance in the Firm” (with Sara Fisher Ellison and Wally Mullins)

## RESEARCH EXPERIENCE

Research Assistant

Professor Kenneth Chay, UC Berkeley and Brown University (2006-2008)

Professor Barry Eichengreen, UC Berkeley (2006-2007)

Federal Reserve Board of Governors: Macroeconomic Analysis Section (2004-2005)

Professor Caroline M. Hoxby, Harvard University (2004)

Professor Sendhil Mullainathan, MIT (2003-2004)

Professor Charles Stewart III, Caltech-MIT Voting Technology Project (2003-04)

## TEACHING EXPERIENCE

Teaching Assistant to Professor James Powell, Graduate Econometrics II: Econ 240B, UC Berkeley (2007)

## FELLOWSHIPS AND AWARDS

2009 Economic History Association, Dissertation Grant

2008 All-UC Group in Economic History, Dissertation Grant

2008 Dean's Normative Time Fellowship, UC Berkeley

2007 Academic Progress Award, UC Berkeley

2004 Award for Best Paper in Undergraduate Economics Journal (Thesis Prize), MIT

## PRESENTATIONS

2009 Stanford University; University of California at Berkeley; All-UC Group in Economic History; Economic History Association; NBER Summer Institute, Development of the American Economy; Annual Cliometrics Conference; Pacific Conference for Development Economics

2008 Economic History Association (Poster); NBER Summer Institute, Development of the American Economy (Poster); Harvard University, Economic History Tea

## OTHER INFORMATION

Citizenship: United States of America

Languages: English, French

## REFERENCES

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