

Curriculum Vitae: Andrew B. Rice

Department of Economics
407 Kern Bldg.
The Pennsylvania State University
University Park, PA 16802

Phone: 814.876.4658
arice@psu.edu

Education

Ph.D. Economics, Penn State University (Expected June 2010)
B.S. Economics, The Pennsylvania State University, 2003
Diploma, North Crowley High School, Fort Worth, TX, 1999

Personal

Date of Birth: November 6, 1980
Place of Birth: Fort Worth, Texas
Citizenship: United States

Thesis

Essays in Micro Economics
Thesis Advisor: Edward J. Green

Fields of Research

Primary: Applied Microeconometrics
Secondary: Health, Labor, Political Economics, Economic Demography, Computational Methods

Papers

Uncovering the Causal Pathways Between Education Investment and Reduced Mortality (Job Market Paper)
S. Bade and A. Rice, *Political Advocacy with Collective Decision Making*. Mimeo 2009.

Awards and Honors

Fall 2008 Liberal Arts Dissertation Fellowship
2008 Harold F. Martin Graduate Assistant Outstanding Teaching Award
2007-2008 Bates White Graduate Fellowship
2006 Penn State College of Liberal Arts Outstanding Teaching Award for Graduate Students.
Penn State Department of Economics Outstanding Teacher Award for Spring, Summer, and Fall 2006.

Teaching Experience

Instructor, Econometrics (~ 25 students), Summer 2009.
Instructor, Principles of Microeconomics (~ 375 students), Spring 2007.
Instructor, Current Issues (Senior Writing Intensive, ~ 40 students), Summer and Fall 2006.
Instructor, Intro to Micro/Macro Economics (~ 75 students), Spring 2006.
Teaching Assistant, Principles of Microeconomics (~ 1000 students a semester), The Pennsylvania State University, Fall 2004, Spring, Summer, and Fall 2005.

Research Experience

Research Assistant for Edward Green; Department of Economics, Penn State University; Summer 2008, Fall 2009

Research Assistant for Robert Marshall; Department of Economics, Penn State University; Spring 2009

Consulting Experience

Bates White Summer Fellow: worked on a large international anti-trust civil lawsuit with a team to establish liability using modern economic techniques.

Computer Skills

Parallel C, C++, Stata, Matlab

Presentations

Pre-Electoral Debate: The Case of a Large Election. The 18th Stony Brook Game Theory Festival of the Game Theory Society, Stony Brook, 2007.

Pre-Electoral Debate: The Case of a Large Election. Cornell-PSU Macro Workshop. Pennsylvania State University, University Park, PA. 6 April 2007.

Making Penn State's Most Enrolled-In Class More Welcoming. Penn State Symposium for Teaching and Learning with Technology. The Pennsylvania State University, University Park, PA. 8 April 2006.

References

Prof. Edward Green,
415 Kern Graduate Bldg, University Park, PA 16802
Tel: 1-814-865-8493; E-mail: edgreen@psu.edu

Prof. Edward Coulson,
508 Kern Graduate Bldg., University Park, PA 16802
Tel: 1-814-863-0625; E-mail: fyj@psu.edu

Prof. Joris Pinkse,
616 Kern Graduate Bldg., University Park, PA 16802
Tel: 1-814-863-0508; E-mail: joris@psu.edu

Prof. Duane F. Alwin,
326 Pond Lab, University Park, PA 16802.
Tel: 1-814-863-0438; E-mail: dalwin@pop.psu.edu

Thesis Abstract

It is well known that there is a strong positive relationship between better health outcomes and higher educational attainment. As a rule of thumb; one extra year of education is associated with an extra one and a half years of life. Two main theories about this association are discussed in the literature: that education improves longevity through some unknown mechanism; or that there is a selection bias due to unobserved heterogeneity. One common example used to support the selection bias theory is that patient people may be willing to invest in more education and better health behaviors when young since these individuals have not heavily discounted the benefits when old. Likewise; impatient people care little about the future and therefore choose not to invest in education and health behavior.

The distinction has important policy ramifications: if the selection bias theory explains most of the association, simply encouraging education may not generate a strong health behavior response. Fortunately recent research has taken advantage of natural experiments to suggest that unobserved

heterogeneity does not fully explain why health and education are so strongly related. To the extent that both theories explain some part of the association, it is currently unknown which is dominant and how they interact with each other.

I use the Health and Retirement Study data from 1992-2006 to structurally estimate a dynamic model of health and education choice allowing for permanent unobserved heterogeneity in time preference. This is the first attempt to tie detailed micro data to an economic model in order to examine the effects of education on health behavior. Results suggest that while there is considerable heterogeneity in time preference; controlling for it does not diminish the direct health returns to education. This model suggests that a significant portion of the reduction in mortality from an exogenous increase schooling actually stems from a change in behavior to protect long term gain from the extra schooling as opposed to a “free” side effect of schooling.