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RESEARCH AND TEACHING FIELDS

Primary: Applied Econometrics, Economics of Education, Social Policy.
Secondary: Labor Economics, Economics of the Family.
Teaching: Applied Econometrics, Labor Economics, Economics of Education.

DOCTORAL STUDIES

Ph.D., Economics, Northwestern University, Evanston, IL.
Dissertation Title: *“Essays in Applied Econometrics and Economics of Education: Family Decision-Making of High School Curriculum and Returns to Education.”*
Committee Chairperson: Prof. Charles F. Manski.
Expected: Spring 2010.
Affiliate, Multidisciplinary Program in Education Sciences (MPES),
School of Education and Social Policy, Northwestern University, 2006-2007.

PREDOCTORAL STUDIES

M.A., Economics, Northwestern University, Evanston, IL, December 2005.
M.Sc., Economics, Bocconi University, Milan, Italy, July 2004.
B.A., Economics and Business, University of Verona, Italy, Sept. 2003 (*summa cum laude*).
Master Class, Quantile Regression, University College of London, London, UK, Feb. 2003.

FELLOWSHIPS AND AWARDS

Northwestern University Distinguished Teaching Assistant Award, 2009.
University of Verona Research Grant, 2009.
SSIS of Veneto Grant for the Research “Understanding Family Choice of High School Curriculum”, 2007 (with Prof. Paola Dongili).
Northwestern University Fellowship, 2006-2007, Spring 2009, Fall 2009.
Marco Fanno Fellowship, MedioCredito Centrale (MCC), 2004-2006.
Undergraduate Dissertation Award Angelo Costa (VIII Ed.), *Rivista di Politica Economica and Confindustria*, 2004.
Banca Popolare di Verona, Vicenza e Ancona Fellowship, 2003-2004.
ALVEC Award for Best Graduating Student (cohort 1999-2003), University of Verona, 2003.

TEACHING EXPERIENCE

Teaching Assistant to Prof. C. Manski, *Introduction to Econometrics* (Ph.D.), Fall 2008.
Teaching Assistant to Prof. S. Habermalz, *Labor Economics* (undergraduate), Winter 2009.

RESEARCH EXPERIENCE

Co-organization, survey design, and co-administration for the research project
“*Comprendere le Decisioni Familiari sul Curricolo della Scuola Superiore dei Ragazzi*”
(Understanding Family Choice of High School Curriculum),
funded by the SSIS of Veneto, Italy, 2007-2008, with Prof. P. Dongili.
Research Assistant to Prof. C. Manski, Spring 2008.
Research Assistant to Prof. R. Bernal, L. Hu, C. Moriguchi, and E. Nagypal
for the research project “*The Economics of Adoption*”, Fall 2006-Winter 2008.
Research Assistant to Prof. L. Hu, Summer 2006.

JOB MARKET PAPER

“*Understanding Choice of High School Curriculum: Subjective Expectations and Child-Parent Interactions*”

Abstract. This paper analyzes the determinants of curriculum choice under curricular tracking, using a novel data set I collected by surveying a sample of newly-enrolled high school students of the Municipality of Verona, Italy and their parents. The nature of the data enables me to estimate a behavioral model of curriculum choice that explicitly incorporates important sources of uncertainty faced by families at the moment of the choice and explicitly accounts for heterogeneous family decision protocols, representing different types of child-parent interaction. Specifically, I use reported decision protocols to classify families into the main types observed in the data (child chooses unilaterally, child chooses after listening to his parent, and child and parent make a joint decision), and I estimate a distinct choice model for each type. Direct use of children’s and parents’ probabilistic expectations in the econometric model allows me to separately identify the effects of expectations and preferences on the observed choices. In turn, observed choices and family members’ preferences before the choice, combined, aid identification of parameters capturing child-parent interactions. Preliminary estimates suggest that children who chose after listening to their parents partially incorporated parental expectations into their own and that in families that chose in a collective fashion parents’ preferences and expectations substantially affected the final choice. Based on current estimates, differences in predictions delivered by a “representative decision maker”-type model and by the model with heterogeneous decision protocols for a number of counterfactual scenarios suggest that accounting for decision protocol heterogeneity may be important for policy analysis. However, evidence in the data suggests also that decision protocol selection may be endogenous to curriculum choice, thereby calling for further investigation and possibly for joint modeling. The approach of this paper can be easily applied to analysis of other choices under uncertainty with multiple decision makers. In fact, while disentangling the relative role of preferences, expectations, and interactions in driving any choice under uncertainty is fundamental for policy analysis, achieving it through collection of new data enables one to relax strong and often not credible assumptions on behavior maintained for identification.

OTHER DISSERTATION PAPERS AND PUBLICATIONS

“*Family Decision Protocols in the Choice of High School Curriculum. An Exploratory Analysis*” (in progress).

“*Non-Parametric Bounds on Quantiles under Monotonicity Assumptions: with an Application to the Italian Education Returns*”, Journal of Applied Econometrics, forthcoming.

“*Economia e Scelta del Percorso Scolastico*” (Economics and high school curriculum choice) with Paola Dongili, *Formazione e Insegnamento* n. 1-2 (2009) (not peer-reviewed).

“*Quantile Regression Evidence on Italian Education Returns*”, *Rivista di Politica Economica Italiana* XI-XII, 53-107 (2004).

PERSONAL INFORMATION

Date of birth: July 19, 1980.
Marital status: single.
Citizenship: Italian.

REFERENCES

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