

FEDERICO ROSSI

LONDON SCHOOL OF ECONOMICS & POLITICAL SCIENCE

Department of Economics

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GENDER: Male

CITIZENSHIP: Italian

PRE-DOCTORAL STUDIES:

2011 – 2013: MRes in Economics (with Merit), London School of Economics
2009 – 2011: MSc in Statistics (Summa cum Laude), University of Bologna
2006 – 2009: BA in Economics (Summa cum Laude), University of Bologna

DOCTORAL STUDIES:

PhD in Economics, London School of Economics

DATES: 2013 - present

THESIS TITLE: "Essays in Applied Macroeconomics"

EXPECTED COMPLETION DATE: June 2017

THESIS ADVISOR AND REFERENCES:

Professor Francesco Caselli (Advisor)
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DESIRED TEACHING AND RESEARCH:

Primary Fields: Macroeconomics, Growth and Development

Secondary Fields: Labour Economics

TEACHING EXPERIENCE:

2015 – 2016: EC442 Macroeconomics for MRes Students, LSE (PhD)
2014 – 2015: EC307 Development Economics, LSE (Undergraduate)
2013 – 2014: EC210 Macroeconomic Principles, LSE (Undergraduate)

RELEVANT POSITIONS HELD:

2016 – 2017: Research Officer, Centre for Macroeconomics
2015 – 2016: Teaching Fellow, Department of Economics, LSE
2013 – 2015: Graduate Teaching Assistant, Department of Economics, LSE
2012 – 2015: Research Assistant for Francesco Caselli, Centre for Economic Performance
2012 – 2014: Research Assistant for Silvana Tenreyro, Centre for Economic Performance

LANGUAGES

English: Fluent
Italian: Native
Spanish: Intermediate

HONORS, SCHOLARSHIPS AND FELLOWSHIPS:

2016: Stiglitz Essay Prize (3rd classified), International Economic Association
2015: Class Teacher Award, LSE
2015: LABOUR Prize for “Barriers to College Investment and Aggregate Productivity”
2013-2015: Economics Department Scholarship, LSE
2012: Economics Department Prize for Outstanding Examination Performance, LSE
2011-2013: Mastership, UniCredit and Universities Foundation
2010: Overseas Scholarship (University of California, Berkeley)
2008: Erasmus Scholarship (European Business School, London)

COMPLETED PAPERS:

Job Market Paper:

“Parents, Schools and Human Capital Differences across Countries”, with Marta De Philippis

Results from international standardized tests show large cross-country differences in students' performance. Where do these gaps in human capital achievement come from? This paper argues that differences in cultural environments and parental influence are of great importance. We compare the school performance of second-generation immigrants from different nationalities but educated in the same school, and find that those whose parents come from high-scoring countries in the PISA test do better than their peers. The gap is larger among students whose parents have little education and have recently emigrated, suggesting the importance of country-specific cultural traits that parents progressively lose as they integrate in the new host countries. We quantify the overall contribution of parental influence to the observed cross-country differences in the PISA test performance, and show that it accounts for a

sizeable part of the gap between East Asia and other regions. This pattern questions the interpretation of PISA scores and other measures of human capital achievement as quality proxies for a country's educational system. They appear to reflect an important intergenerational and cultural component.

Other Papers:

“Barriers to College Investment and Aggregate Productivity”

Family income shapes college opportunities for US students, even when its correlation with academic ability is taken into account. I propose a general equilibrium model to estimate the productivity costs deriving from the fact that human capital investment is not always allocated where its marginal product would be highest. Using the equilibrium conditions of the model, I back out the value of barriers to college investment for disadvantaged students from data on family income, ability, schooling and wages. Counterfactual experiments suggest that a more meritocratic access to college education could boost output by approximately 10%, and wages by between 8% and 11%. I conclude that returns from policies aimed to expand college opportunities are potentially very large.

RESEARCH IN PROGRESS:

“Supply versus Demand: Decomposing the Variation of the Skill Premium across Countries and over Time”

Why does the skill premium differ across countries? And what explains its different evolution over time? This paper quantifies the relative importance of “demand” factors, such as differences in technology and sectoral composition, and “supply” factors, such as differences in the quality of (or in the selection into) higher education. I compute the country of origin-specific skill premium for immigrants educated in their home countries and working in the same host country, and relate it to the average skill premium observed in their country origin. Preliminary results suggest that “demand” factors seem to be of much greater importance, since the country of origin-specific skill premium is similar across different immigrants' nationalities, and strongly related to the skill premium among natives in the host countries.

CONFERENCE AND SEMINAR PRESENTATIONS:

- 2017: IEA World Congress (Mexico City), Barcelona GSE Summer Forum, Georgetown University, Universidad Carlos III de Madrid, Universidad Autonoma de Barcelona, University of Nottingham, University of Surrey, University of Bristol, University of Manchester, University of Bologna, Copenhagen Business School, Johns Hopkins SAIS, CaixaBank Research, Bank of Italy, RES PhD Meeting (University of Westminster)
- 2016: Simposio of the Spanish Economic Association (Bilbao), Royal Economic Society Annual Conference (University of Sussex), Marco Fanno Alumni Workshop (Milan)
- 2015: Sixth Italian Congress of Econometrics and Empirical Economics (Salerno)
- 2014: Applied Economics Workshop (Petràlia Sottana)

REFEREE SERVICE:

Economica