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Placement Director: David Cesarini	david.cesarini@nyu.edu	646-413-8576
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Education

PhD in Economics, New York University, 2018–2024 (expected)

Thesis Title: *Learning with Misspecified Models*

BA in Economics, ITAM, 2012–2016

References

Professor Guillaume Frachette
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Professor Alberto Bisin
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Professor Andrew Schotter
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Teaching and Research Fields

Fields: Experimental Economics and Microeconomic Theory

Teaching Experience

Fall 2019	PhD Math for Economists, NYU, Teaching Fellow for Professor Efe Ok
Fall 2020, Spring 2021	Intermediate Microeconomics, NYU, Teaching Fellow for Professor Erik Madsen
Summer 2021, 2022, 2023	MA Math Bootcamp Part 1, NYU, Lecturer

Fall 2021, Spring 2022	Intro to Microeconomics, NYU, Teaching Fellow for Professor Karl Storchmann and Professor Andrew Paizis
Fall 2022	Experimental Economics 1, NYU, Grader for Professor Guillaume Frechette

Research Experience and Other Employment

Spring 2020	NYU, Research Assistant for Professor Debraj Ray
Summer 2022	NYU, Research Assistant for Professor Guillaume Frechette
Fall 2021–Summer 2022	NYU, Student Microeconomic Theory Lunch Organizer

Honors, Scholarships, and Fellowships

August 2018–May 2023	MacCracken Fellowship, NYU

Publications

Galindo, J., Ülkü, L.(2020), *Diversity Relations over Menus*, Social Choice and Welfare **55**, 229–242

Research Papers

Learning with Misspecified Models: Overconfidence and Stereotypes (Job Market Paper)

I design a framework and a laboratory experiment that allow for the comparison of multiple theories of misspecified learning. I focus on a framework with endogenous information and a data-generating process ruled by two fundamentals: an ego-relevant parameter and a state. Within this framework, I study three forces that can lead to misspecified beliefs: initial misspecifications, learning traps, and biased updating. I find that biased updating is the main driver of misspecified beliefs in the lab. In addition, I vary the degree of ego relevance of the parameter by introducing a stereotype treatment. The data are consistent with biased updating in both cases but for different reasons: when learning about themselves, subjects attribute successes to their own ability and failures to luck. Instead, in the stereotype treatment, they compensate for initial negative biases by over-attributing positive signals to the ability of others. This tendency translates into similar observed choices but different dynamics in beliefs.

Research In Progress

Competition in Campaign Spending (with Eyal Ben David)

Learning with Simple Mental Models: Experimental Evidence on the Cause of Polarization (with Alberto Bisin and Guillaume Frechette)