

# CURRICULUM VITAE

## David Titus

---

Cornell University  
Department of Economics  
Uris Hall 435

---

[dwt45@cornell.edu](mailto:dwt45@cornell.edu)  
<https://davidwdtitus.github.io/davidtitus/>  
<https://economics.cornell.edu/david-titus>

### EDUCATION

#### Cornell University

6<sup>th</sup> year PhD Student in Economics

August 2020 - Present

#### Binghamton University, State University of New York

Bachelor of Science in Economic Analysis

December 2019

Bachelor of Arts in Mathematics

December 2019

### RESEARCH INTERESTS

Labor Economics, Economics of Migration, Economics of Education

### DISSERTATION COMMITTEE

Michele Belot (Chair)

Frances Perkins Professor of Industrial and Labor Relations

Professor of Economics, Cornell

[mb2693@cornell.edu](mailto:mb2693@cornell.edu)

Francine Blau (Co-Chair)

Frances Perkins Professor Emeritus of Industrial and Labor Relations

Professor of Economics Cornell

[fdb4@cornell.edu](mailto:fdb4@cornell.edu)

Lawrence Kahn

Braunstein Family Professor Emeritus of Industrial and Labor Relations

Professor of Economics, Cornell

[lmk12@cornell.edu](mailto:lmk12@cornell.edu)

### PRESENTATIONS

APPAM Fall Research Conference, Seattle, WA (upcoming)

November 14, 2025

Midwest Economics Association, Kansas City, MO

March 22, 2025

Academy of Economics and Finance, Pensacola, FL

February 13, 2025

Cornell Labor Works in Progress Seminar

Fall 2024, Spring 2025

## **RESEARCH PAPERS**

### **Immigration Policies and Human Capital: The Impact on Undocumented College Attendance**

(Job Market Paper)

I design a series of event studies to estimate the impact of various state policies on the college attendance of undocumented, non-citizen, and citizen Hispanics in the United States. I implement a random forest algorithm as my primary approach for imputing undocumented status, but I also use both logit and logical imputation as robustness checks. My results indicate that Universal E-Verify laws lower the college attendance of undocumented immigrants ages 18-25 by nearly 3 percentage points. This is a large effect, given that only 22.7 percent of undocumented immigrants ages 18-25 either were attending or completed college. I do not find that more lenient in-state tuition and financial aid policies lead to higher undocumented education. These results suggest that greater employment restrictions on undocumented immigrants produce detrimental effects on human capital accumulation.

### **Policies, Prejudice, and the Residual Wage Gap between Refugees and Natives**

I explore possible explanations for the residual wage gap between refugees and natives in Germany. I first demonstrate that most of the increased wage gap compared to previous cohorts is not primarily attributable to increased income inequality: a Juhn, Murphy and Pierce (1993) decomposition reveals that residual price changes explain only a small portion of the increased residual gap. I then estimate the impact of prejudice and the minimum wage. I find limited evidence that prejudice has a significant overall effect in the residual gap. If anything, my results suggest that average prejudice and prejudice at the upper tail of the distribution negatively impacts refugees. This finding diverges from Becker's model on the "marginal" prejudiced employer, but it is consistent with alternative theories, such as prejudice by customers, or lower reservation wages due to increased job search costs in a prejudiced environment. I also find evidence that increases in the minimum wage bite across regions within Germany lower the residual wage gap but raise the residual employment gap. Finally, I find that refugees in more prejudiced regions invest more in integration courses and language acquisition, although it is unclear whether this is due to greater social pressure or to more stringent enforcement of assimilation policies. However, refugees in these regions do not earn higher wages, suggesting that prejudice may mitigate potential returns to assimilation.

### **Do Integration Courses Alleviate Refugee Downgrading? Evidence from Germany**

I examine the impact of the German for Professional Purposes course on recent refugees in Germany. I focus on language acquisition, employment, skill level, and wages as my key outcomes. I further investigate how the returns to the course are impacted by anti-refugee prejudice. I also test for spillover effects within refugee households. Initial estimates indicate that this course has remained an effective tool in improving refugee language acquisition. This finding

is in the wake of a 2015 crisis that led to a sudden, unexpected, and large influx of asylum seekers, increased prejudice against refugees, settlement policy changes, and a cohort for which the course was not specifically designed. I find evidence that increased prejudice may lower the return to the course. I fail to find evidence for within-household spillovers. My preliminary results indicate that professional training and language courses can remain an effective policy tool, even in the event of unexpected crises and upheaval.

### **The Gender Pay Gap Across Countries**

(Ongoing joint project with Francine Blau, Lawrence Kahn, Leonardo Penaloza Pacheco, and Freddy Bachmann)

### **OTHER RESEARCH EXPERIENCE**

Binghamton University, State University of New York	Spring 2019 – Spring 2020
Undergraduate Research Assistant for Professor Plamen Nikolov	
Cato Institute (Internship)	Summer 2019

### **TEACHING EXPERIENCE**

Introductory Microeconomics (ECON 1110 at Cornell)	Winter 2024
Teaching Assistant for Senior Lecturer Jennifer Wissink	
Economics of Wages and Employment (ILRLE 2400 at Cornell)	Spring 2023
Teaching Assistant for Professor Gary Fields	
Introductory Microeconomics (ECON 1110 at Cornell)	Fall 2022
Teaching Assistant for Senior Lecturer Stephanie Thomas	
Economics of Wages and Employment (ILRLE 2400 at Cornell)	Spring 2022
Teaching Assistant for Professor George Jakubson	
Public Finance (ECON 4260 at Cornell)	Fall 2021
Teaching Assistant for Senior Lecturer Jennifer Wissink	
Intermediate Microeconomics (ECON 360 at Binghamton University)	Fall 2018
Teaching Assistant for Professor David Slichter	

### **OTHER TEACHING-RELATED EXPERIENCE**

Grading Assistant, Public Finance (ECON 4260 at Cornell)	Fall 2022, Fall 2023
Tutor in Economics and Mathematics (Varsity Tutors)	Spring 2020
Tutor (Educational Opportunity Program, Binghamton University)	August 2018-December 2019

### **AWARDS, HONORS, AND GRANTS**

SAGE Fellowship (Cornell)	2025-2026
Graduate School Conference Travel Grant (Cornell)	2025
SAGE Fellowship, (Cornell)	2020-2021
Distinguished Achievement in Economics (Binghamton University)	May 2019