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Education

PhD In Economics, New York University, 2015 - September 2022
Thesis Title: *Essays in Intergenerational Mobility and the Marriage Market*
MS in Economics, Universidad de San Andrés, 2013.
BA in Economics, Universidad de Buenos Aires, 2006-2011. *Honors: Summa Cum Laude.*

References

Professor Raquel Fernández	Martin Rotemberg
New York University	New York University
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Teaching and Research Fields

Applied Microeconomics, Labor Economics, Quantitative Economics.

Teaching Experience

Spring, 2017	Microeconomics, New York University, TA for Professor P. Moser
2008 – 2012	Mathematics and Economics III, Universidad de Buenos Aires, Lecturer for Professor A. Macaya
2009 – 2011	Microeconomics, Universidad de Buenos Aires, Lecturer for Professors A. Reynoso and E. Petruzzello
Spring, 2011	Advanced Econometrics, Universidad de Buenos Aires, TA for Professor L.A. Trajtenberg
Spring, 2009	Advanced Microeconomics, Universidad de Buenos Aires, TA for Professor M. Rossi
2008 – 2010	Macroeconomics, Universidad de Buenos Aires, TA for Professor Goldberg

Research Experience and Other Employment

2014-2015	Universidad de San Andrés, Research Assistant for Prof. J. C.
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2011-2012

Hallak
United Nations Development Programme, Research Assistant
for R. Mercado

Honors, Scholarships, and Fellowships

2015-2021

McCracken Fellowship, New York University.

2013

Merit-based full Scholarship, Universidad de San Andrés

Research Papers

The Effects of Assortative Mating on Intergenerational Mobility (Job Market Paper)

I study the effects of assortative mating on intergenerational mobility. More educated parents invest more time with their children and transfer more resources to them. Children whose both parents hold a college degree outperform children with at least one non-college-educated parent from early ages, and the gap does not close as they acquire education. As marriages are increasingly among spouses of the same education, the inequality in children's initial human capital and resources worsens, suggesting that increased assortative mating increases income inequality and reduces intergenerational mobility. I extend the standard heterogeneous-agent life-cycle model with earnings risk and credit constraints to allow different degrees of assortative mating to quantitatively evaluate the importance of this mechanism. The model, estimated to the US in the 2000s, implies that if sorting in the marriage market were as low as the least sorted marriage market within the US (at a commuting zone level), intergenerational mobility would increase by 11% and inequality, as measured by the Gini coefficient, would decrease by 2%.

Labor Shocks Effects on Marriage Patterns

I exploit trade-induced exogenous changes in inequality and the relative economic stature of men versus women to study who marries whom and why. First, I study how a large-scale trade-induced labor demand shock affected workers differently by educational level and gender. I find that high-school-educated workers are disproportionately affected, particularly men: (i) unemployment increases for high-school-educated men and women, but women are able to compensate for most job losses by reallocating to non-manufacturing sectors; (ii) the gender gap in annual earnings decreases for high-school-educated workers but not for college-educated ones; (iii) the skill premium increases for men and not for women. Second, I study the consequences of these changes on the marriage market. Consistent with models in which gains from marriage stem from joint consumption or production, the trade-induced decrease in marriage prevalence is driven entirely by college-educated women marrying less with high-school-educated men, as the increase in men's skill gap increases the costs of marrying down for women. On the other hand, high-school-educated women marry more college-educated men. This can be explained as the result of different forces: (i) high-school-educated women search more, as the cost of marrying down increases; (ii) the cost of marrying down for college men remains unchanged; (iii) college men become less attractive to college women as the shock reduces their relative economic stature.

Female Leadership in Times of COVID (with Sahar Parsa)

Using data from the website Glassdoor, we investigate how employee satisfaction changes at the start of the COVID pandemic. We conduct text analysis on employee reviews and find that the pandemic has had no effect on what employees value most about their jobs: benefits, their team, the firm's culture, work-life balance, and flexibility. Employee satisfaction increases within weeks of the declaration of a pandemic, which is consistent with working from home improving several of those dimensions.

Furthermore, after COVID, workers begin to care about the firm's leadership and whether they feel supported and cared for. Using a difference-in-differences empirical strategy, we find that workers in companies led by women are happier than workers in companies led by men after COVID. This is consistent with research on the differences between men's and women's leadership styles, with the latter being more likely to empathize with their employees.

Research In Progress

The Retreat of High-School Educated Women from the Labor Force

In recent decades, the life cycle of high-school-educated women's labor force participation (LFP) has shifted. The decline in LFP during the childbearing years is more pronounced for cohorts born after 1970, and it is not followed by a subsequent recovery, as it was for previous cohorts or contemporary college-educated women. To investigate the role of increased time investments in children on long-term LFP decisions, I develop a quantitative life-cycle model with habit formation in LFP preferences as a function of the time previously worked. I estimate the model for the 1960 cohort and use it to quantify the effects of increased skill premium and new parenting norms faced by later cohorts on their LFP decisions. The habit-cost of returning to the labor force rises as returns to human capital rise and mothers spend more time with their children in their early years. The income gains from returning to work are sufficient for college-educated women, but not for high-school-educated women.