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Education

Ph.D. in Economics, University of Massachusetts Amherst, Expected May 2020
(Major Fields: economics of education, applied microeconomics, political economy, stratification economics)

M.A. in Economics, University of Massachusetts Amherst, 2018

B.A. in Economics, University of Massachusetts Amherst, 2011

Primary Fields

- Economics of Education
- Applied Microeconomics
- Political Economy
- Labor Economics

Dissertation

Title: "Three Essays on the Economics and Political Economy of the School-to-Prison Pipeline"

Committee: Dania V. Francis (Chair), Michael Ash (Member), Kathryn McDermott (Outside Member)

- Explores how various aspects of the school-to-prison pipeline trend impacts educational outcomes and the implications this trend has for inequality by race and gender
- Using an interdisciplinary conceptual framework, empirically explores the impact of school security in terms of impacting students' educational aspirations after high school, and shows the differential impacts of these measures by race and gender
- Empirical examines the role that holding and disclosing a school disciplinary record plays in college application behaviors, decisions, and outcomes for students using a negative credential framework
- Uses school and district-level data on K-12 schools to test whether police and security staffing and spending crowds out resources for student support and college preparation; then, examines the neighborhood and district economic conditions related to school and districts where police and security staffing outnumbered student support staffing

Book Reviews, Other Papers, and Contributions

"Paying the Price of a Broken System" a book review of Sara Goldrick-Rab's *Paying the Price* in *Academe Magazine*, September 2017.

"Profiting Off Debt" written with Mark Paul. *Jacobin (online)*, September 2016.

Contributor, "Rewrite the Racial Rules: Building an Inclusive American Economy" by Andrea Flynn, Dorian Warren, Felicia Wong, and Susan R. Holmberg, *Roosevelt Institute*, June 2016.

Contributor, "Rewriting the Rules of the American Economy" by Joseph Stiglitz, Nell Abernathy, Adam Hersh, Mike Konczal, and Susan R. Holmberg, *Roosevelt Institute*, May 2015.

"The Causes and Consequences of Mounting Student Debt in Massachusetts", supported by a \$10,000 grant from the *Massachusetts Society of Professors*, distributed by *Public Higher Education Network of Massachusetts*, advised by Professor Nancy Folbre, April 2015.

Teaching Publications

(Forthcoming 2020) "Behavioral Economics in Context: Applications for Development, Inequality, Finance, and the Environment" for the In Context Initiative, Global Development Policy Center and Global Development and Environment Institute, Tufts University/Boston University.

Research Experience

Spring 2018	Research Assistant, Political Economy Research Institute, with Professors Dania V. Francis, Michael Ash, and Kathryn McDermott
Summer 2016	Research Assistant, University of Massachusetts Amherst, with Professor Dania V. Francis
2015-2016	Research Consultant, Roosevelt Institute
Fall 2013	Research Assistant, University of Massachusetts Amherst, with Professor Nancy Folbre

Research Interests

- Economics of Education
- Applied Microeconomics
- Labor Economics
- Inequality by Race and Gender
- Political Economy
- Carceral Studies

Teaching Experience

Spring 2020	Instructor, Econ 197SD: Student Loans, Other Debt, and the U.S. Economy
Fall 2019	Instructor, Econ 191: The Economics Behind Our Lives, First Year Seminar
Summer 2019	Online Instructor, Econ 203: Intermediate Microeconomics
Fall 2018	Instructor, Econ 191: The Economics Behind Our Lives, First Year Seminar
Fall 2017	Instructor, Econ 191: The Economics Behind Our Lives, First Year Seminar
Summer 2017	Online Instructor, Econ 394: Writing in Economics
Spring 2017	Teaching Assistant, Econ 394: Writing in Economics, with Lynn Hatch
Fall 2017	Instructor, Econ 191: The Economics Behind Our Lives, First Year Seminar
Summer 2016	Online Instructor, Econ 104: Intro to Macroeconomics
Spring 2016	Lecturer, EC 12: Principles of Microeconomics & EC 195: Political Economy of Education, University of Vermont
Winter 2016	Online Instructor, Econ 104: Intro to Macroeconomics
Fall 2015	Teaching Assistant, STPEC 191: Intro to Radical Social Theory, with Graciela Monteagudo
Summer 2015	Online Instructor, Econ 397W: Writing in Economics
Spring 2015	Teaching Assistant, Econ 311: Money and Banking, with Douglass Cliggott
Fall 2014	Teaching Assistant, STPEC 191: Intro to Radical Social Theory, with Graciela Monteagudo
Spring 2014	Teaching Assistant, Econ 311: Money and Banking, with Douglass Cliggott
Fall 2013	Teaching Assistant, Econ 203: Intermediate Microeconomics, with Alex Coram
Spring 2013	Teaching Assistant, Econ 311: Money and Banking, with Douglass Cliggott
Spring 2012	Teaching Assistant, Econ 397W: Writing in Economics, with John Stifler
Fall 2011	Teaching Assistant, Econ 103: Intro to Microeconomics, with Gerald Friedman

Student Advising

Honors Thesis Committee Member, Katherine Cude, University of Vermont, 2016

Teaching Interests

- Microeconomics
- Economics of Education and Public Finance
- Political Economy
- Macroeconomics
- Econometrics and Statistics

Fellowships and Awards

Spring 2019 Political Economy Research Institute Dissertation Fellowship
 Summer 2017 Graduate School Summer Diversity Fellowship

Professional Activities and Service

University of Massachusetts Amherst: Member of Center for Popular Economics, Graduate School First-Generation Initiative, Economics Graduate Student Organization

Member of Association for Public Policy Management and Analysis, Feminist Economics , Union for Radical Political Economics, National Economic Association

Conferences and Presentations

August 2019 NEA-ASHE Freedom and Justice Summer Conference, Albuquerque New Mexico, presentation "Carceral Schools and College Expectations: Evidence from the National Crime Victimization School Crime Supplement"

March 2019 APPAM Regional Student Conference, Washington D.C., presentation "Carceral Schools and College Expectations: Evidence from the National Crime Victimization School Crime Supplement"

October 2018 UMass-New School Graduate Student Workshop, Amherst Massachusetts, presentation "Carceral Schools and College Expectations: Evidence from the National Crime Victimization School Crime Supplement"

September 2017 International Initiative for Promoting Political Economy, Berlin Germany, presentation "Schooling in Neoliberal America: Political Economy of the School-to-Prison Pipeline"

June 2015 Social Economics World Congress & Summer School, St. Catherine's Ontario, participant and awarded scholarship to cover cost of attendance

April 2015 INET Young Scholars Initiative Workshop & Conference, Paris France, participant and awarded scholarship to cover cost of attendance

August 2013 Summer Institute in New Economics, Racine Wisconsin, participant and awarded scholarship to cover cost of attendance

References

Professor Dania V. Francis
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Professor Michael Ash
 Department of Economics
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Professor Kathryn McDermott
 Department of Educational Policy, Research, & Administration
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Jackie Brousseau-Periera
 Academic Dean
 College of Social and Behavioral Sciences
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Dissertation Summary:**Three Essays on the Economics and Political Economy of the School-to-Prison Pipeline**

My dissertation is an exploration of the impacts of the policies and practices associated with the school-to-prison pipeline, including school discipline and security, on students' educational outcomes, and the ways in which these impacts may perpetuate racial and economic inequality. My dissertation is composed of the following three chapters.

Carceral Schools and College Expectations: Evidence from the National Crime Victimization School Crime Supplement *Job Market Paper*

I look at the differential impacts of school security measures in high schools on students' future expectations of going to and graduating from college using data from the National Crime Victimization Survey: School Crime Supplement. By employing a probit model and several checks of robustness, I find that students exposed to metal detectors are less likely to expect to attend or graduate from college, and for students of color, especially Black and male students, the impacts are more profound and include other security measures such as experiencing locker checks and the presence of police and security staff at school. Using a conceptual framework drawing on literature from across the social sciences, I propose that the visibility and intrusiveness of these measures, as well as issues of crowding out resources for student support and internalized negative feedback and stereotype threat, play an important role in understanding this outcome. This research shows an important and understudied cost of securitized school environments, which remain a debated policy in the wake of high profile acts of school violence. In that context, I illuminate and open questions about the unintended and racialized consequences of converting schools from "soft" to "hard targets" in terms of the negative effects these environments have on student educational aspirations.

Testing the Mark of School Discipline

I examine how having a school suspension history impacts student college application behaviors and outcomes. Using a similar framework to the "Ban the Box" literature and data from the High School Longitudinal Survey of 2009 matched with archival data on institutional application requirements, I examine how requiring students to disclose a school disciplinary record impacts the decision to apply to college, the selectivity of schools applied for, the likelihood of acceptance, and scholarship and financial aid receipt. In this work, to isolate the impact of disciplinary record disclosure, I am able to use a policy change occurring with the Common Application platform, in which disciplinary records are asked of the student, but individual institutions can opt out of accessing these data. By understanding how disciplinary records and their disclosure impacts students' college application behaviors and outcomes, we can better understand the compounding impacts of disparate disciplinary policies in schools, and offer a policy solution in how colleges and universities collect information on disciplinary histories.

Where Cops Outnumber Counselors: The Economics of Carceral Schools

I describe the economic conditions of K-12 schools and districts where police staff outnumber school psychologists and counselors using school-level data from the Office of Civil Rights Data Collection. I hypothesize that disproportionate security resources may crowd out resources for counseling and other student support. Matching these data with economic indicators at the census tract level, I then look at the economic conditions of districts with disproportionate policing to support staff ratios, and describe how neighborhood conditions such as residential segregation, mobility, unemployment, per pupil school funding, and incarceration rates are related to carceral school environments.