

Teaching Statement

I love teaching! Working with students to understand the wide variety of backgrounds they come from, to further their intellectual development and to help them achieve success has been among the most rewarding things I have done at graduate school and is something I look forward to intensely going forward in academia. Teaching economics is a matter of great privilege and an enormous responsibility, given the extent to which insights acquired in the economics classroom will translate into how our students participate in our economy, society, and polity. In my career, I aspire to be a teacher-scholar, with a strong joint emphasis on research *and* teaching, and a purposeful integration of students into my research program.

My approach to teaching economics involves three aims. First, I aim to ensure that students are well-equipped to understand and communicate in the language of both academic economics and popular discourse on economic issues. Second, I aim to ensure that students can critically evaluate empirical statements and published statistics correctly. Finally, recognizing that economics suffers from challenges associated with inclusion, I aim to create a welcoming and inclusive environment in which a wide range of views can be constructively examined through respectful and engaging discussions grounded in the analytical apparatus economics brings to the table. This includes explicit initiatives to encourage members of communities underrepresented in economics to enroll and participate in the classroom. I look forward to pursuing these goals as a faculty member at Middlebury College.

Teaching Experience

My first formal teaching experience with undergraduate students was as a teaching assistant on [EC210: Macroeconomic Principles](#), a second-year undergraduate course at the London School of Economics. I had taken this course only a year prior as part of the two-year master's program and found myself particularly aware of which parts of the class would prove challenging to my students. This allowed me to customize the experience of my students to make these parts easier. I was an active participant in responding to questions asked by students on the online forum. I also held special office hours to accommodate the needs of my differently abled students, and the experience allowed me to appreciate the challenges they faced more deeply. I was awarded a highly commended teaching prize for my work on EC210.

At Stanford, I have been involved as a teaching assistant on several courses. My first experience here was on [Econ 125: Economic Development, Microfinance and Social Networks](#), taught by Professor Arun Chandrasekhar in Spring 2020 at the height of the pandemic. My involvement in the course included facilitating the transition to online teaching and conducting one-on-one advising sessions working with students on final. I was also responsible for a special TA session in which I explained the economics of adverse selection and moral hazard to the students, many of whom had no background in economics. I was awarded an Outstanding Teaching Assistant award for my teaching.

I was involved in the teaching of [Econ 143: Finance, Corporations and Society](#) with Professor Anat Admati in Fall 2020 and Winter 2022. Prior to the pandemic, Econ 143 was a participation-heavy course with external visitors and regularly updated content. Converting it to an online course involved several challenges, including creating an entirely new set of materials and developing new modes of assessment including breakout room assignments and a new final group project, essentially from scratch. I was responsible for developing the prompt for and coordinating the final project, including helping with team formation and providing several teams with special office hours to help them with ideas and resources. As a course with minimal prerequisites, we had to create a classroom environment suited to students from a wide range of academic backgrounds, as well as one suited to the needs of those from non-traditional academic backgrounds. As my teaching evaluations attest, our efforts

were rewarded with a course that provided a particularly engaging and compelling experience for over 150 students. We were able to replicate this experience successfully in Winter 2022, when Econ 143 was held online for the first couple of weeks and transitioned to in-person instruction midway through the quarter.

Finally, I was involved in the teaching of [Econ 52: Economic Analysis III](#), the Intermediate Macroeconomics component of the economics honors sequence at Stanford, in Winter 2021 (Professors Adrien Auclert and Pete Klenow), Spring 2021 and Spring 2022 (Professor Patrick Kehoe). As a teaching assistant, I was responsible for conducting weekly sections with groups of 15-20 students, for which I prepared content both reviewing materials from the class and extending the content to ensure that students could relate the abstraction associated with simple macroeconomic models to real-life contexts. I was also responsible for creating problem set and exam questions. My novel approach to problem set questions, requiring students to download publicly available data and examine it through the lens of simple models, was widely appreciated by the students. Over summer 2021, I was responsible for the preparation of a new set of materials for Econ 52, including a set of notes that complemented existing class slides. These notes proved very helpful to the 2022 cohort in Econ 52. I was awarded a second Outstanding Teaching Assistant Award for my work on this class.

My [teaching evaluations](#) attest to my general approach to teaching, which emphasizes simplification of complex ideas and an empathetic approach to student learning, being mindful of the many invisible challenges undergraduate students face. Empathy toward students is particularly important in the aftermath of the pandemic. In all my classes, I have gone above and beyond the expected to help students facing specific challenges, be it through extra office hours dedicated to explaining mathematical concepts to students without the necessary background or through the creation of additional class materials that illustrate specific ideas more simply.

Teaching in the Future

My experiences teaching at LSE and Stanford have involved teaching economics to students from a wide variety of backgrounds and experiences. These experiences have prepared me to both teach a wide range of subjects and for the task of mentoring students and promoting their success. At Stanford, I have taken graduate level courses in macroeconomics and finance (economic growth, business cycles, finance and macroeconomics, international macroeconomics, and quantitative methods for economists), as well as in applied microeconomics (labor economics and household finance) and in game theory. My teaching background makes me particularly suited to teaching macroeconomics, in the form of an intermediate macroeconomics course for undergraduate students (analogous to ECON 0250 at Middlebury) pursuing a major in economics, or in the form of optional advanced courses which are more technical (analogous to ECON 0350 at Middlebury). I will also develop and offer topics courses on the theory and empirics of economic growth and on how technological change can exacerbate inequality through its impacts on labor markets, targeted either at advanced undergraduates or as second-year graduate courses. I view the former of these courses as complementing courses such as ECON 0415 and ECON 0418, but with more focus on current issues surrounding economic growth in advanced economies, and the latter complementing courses such as ECON 0401 and ECON 0420 to together provide a comprehensive view of the current research in economic inequality.

In the longer run, I would develop advanced courses on the modern literature surrounding macroeconomics and heterogeneity. I see this course as one starting with simple models to motivate market incompleteness, and building up to a discussion of how this can lead to heterogeneity in the impacts of monetary and fiscal policies across households. I would also develop courses in dynamic general equilibrium modeling exploring modern tools such as Dynare for solving DSGE models and more modern nonlinear solution methods, suitable for an advanced undergraduate class that would also be accessible to students outside the economics major, including those in mathematics, computer science and the natural sciences.

Courses I design will emphasize active learning, requiring students to work with datasets and with statistical software. A central component of all my courses will be an extra session providing students with a preliminary

background in coding and working with statistical packages, a module I developed in part while working temporarily as a course preparation assistant for a class in Behavioral Economics. Readings for courses I will teach will draw upon a wide variety of sources, including accessible academic pieces, current news articles, podcasts, and even educational television shows. Assessment in courses I teach will include regular assignments requiring hands-on work with data, as well as regular presentations by students with the intent of improving communication skills, a key prerequisite in the modern workplace. If the subject allows, much of the final grade in my course will be based on a final project requiring students to incorporate the material they have learned toward analyzing a novel question. My teaching will incorporate a wide range of views and the work of academics from groups which are relatively marginalized in economics. Throughout my courses, I will seek and incorporate feedback from my students into the structure of my course, maintaining an empathetic approach towards my students throughout.

In addition to formal courses, I intend to engage students, both undergraduate and graduate, in active research by instituting reading groups associated with topics I am teaching. These reading groups will require students – and myself – to actively engage with the literature on topics they are interested in, and, over the course of a year, transition to conducting research on their own and presenting their own work. It is my aim that some of these students will continue working on their projects, which will eventually become honors theses and even publications.

In any teaching activity, I look forward to promoting the success of each one of my students, irrespective of the backgrounds they come from. I particularly look forward to supporting international students and members of racial, ethnic, and religious minorities, as well as members of groups underrepresented in economics, including women, non-binary and LGBTQ students, and those from low-income backgrounds, those with disabilities, veteran students and mature students. I will aim to promote include the diverse points of view these students bring to economics both in the classroom, where I will strive to create an environment welcoming of all ideas and openly acknowledge the absence of certain views in economics' academic and professional discourse, and outside, via efforts to encourage participation by members of underrepresented groups in academic activities and eventually to pursue graduate education in the field.