

My teaching reflects my research in its pluralism across political science subfields and its interdisciplinary approach to political economy. I have experience that spans Comparative Politics, American Politics, International Relations, Public Policy, and Political Theory. I earned three Certificates of Distinction in Teaching, awarded for exceptional student evaluations, while teaching courses on Foundations of Comparative Politics, International Political Economy, and Ethics & Public Policy. As a teacher I aim to develop students' self-efficacy as researchers while accommodating their diverse academic backgrounds and interests. I implemented this when I taught a self-developed syllabus on the politics of inequality and presented on insights from this experience at the American Political Science Association's Teaching and Learning Conference. I am prepared to teach introductory courses on comparative politics, political economy, and political theory as well as advanced seminar courses that draw from across disciplines to examine topics such as economic inequality, education, and business power according to your teaching priorities.

I specialize in teaching political economy courses with policy relevance that draw from across quantitative, qualitative, and normative approaches to research on politics. I taught students calculus, formal models, and statistics at the University of Chicago. I later applied this experience to teach applications of quantitative methods both rigorously and accessibly in substantive courses on international political economy and the political economy of education. My experience as a policy analyst and mixed-methods researcher also complements my teaching on qualitative approaches to political economy. For example, I discussed my experience observing regulators coordinate with banks to demonstrate how interviews can help to test theories about business power. I also drew from my archival research on school reform to prompt discussions on how primary evidence can challenge conventional wisdom. I have also taught political theory material on political economy topics. While teaching a course on Ethics & Public Policy, I advised students on evaluating policy proposals from a normative perspective. I also helped to develop a doctoral-level political theory field seminar syllabus by identifying empirical readings to complement units of political philosophy material about themes like "Equality", "Power", and "Legitimacy". I would draw on this diverse experience to teach interdisciplinary political economy courses.

I applied this pluralist approach with an emphasis on building students' self-efficacy in my course on "Opportunity Politics". My syllabus, available on my website, teaches students to both effectively read and eventually produce research on unequal opportunities. It familiarizes students with work across disciplines and political science subfields that studies inequality with a focus on education, credit, and labor market policy. I foster students' critical reading skills by choosing material that builds in complexity, beginning with popular press books and review articles before introducing primary academic sources. These are paired with material on research skills to develop students' capacities as self-guided *producers* of research along with assessments that offer opportunities for feedback. Students first write a literature review and learn how to draw from existing research to develop an argument that plausibly answers their self-developed research questions. After familiarizing themselves with various research methods, they then propose an appropriate test for hypotheses that follow from their argument in an analysis plan assignment. This cumulative approach to teaching research skills empowers students to develop compelling research prospectuses and prepares them for future independent capstone projects such as theses.

This course also demonstrates how I teach with a pluralist approach that accommodates students whose interests span the divide between empirical and normative approaches to social inquiry. In disciplines marked by this divide like political science, students who aim to develop independent research projects can struggle if they are asked to adopt tradition-specific approaches which are ill-suited for the questions that inspire them. I address this in my syllabus by developing skills curricula to accommodate students pursuing both political science and theory projects. For instance, I match handouts on how empiricists and theorists deploy concepts with readings from both political science and political theory with arguments that use distinct concepts of inequality. This allows students in both fields to receive instruction and feedback in pluralist classes, with positive learning benefits. For example, empirical students learn about carefully separating presentations of results from discussions of normative implications, while theory students better understand how normative arguments should avoid taking contestable empirical premises for granted.

I presented on my experience teaching this course at the Teaching & Learning Conference (TLC) of the American Political Science Association (APSA), and I am preparing a pedagogical article on these themes. In this work in progress on "Pluralist Pedagogy", I argue that tutorial courses should either introduce students to the research traditions which divide disciplines before sorting students into sections or teach with syllabi that directly accommodates intra-disciplinary pluralism. This approach would allow all students to more effectively match their interests with a research approach and would particularly benefit students from less advantaged academic backgrounds. At the APSA TLC, I received feedback from fellow teaching professionals on how this may also apply to other divides within and across disciplines and on how to test my argument with student surveys. As a co-administrator of my department's sophomore tutorial in the coming Spring term, I plan to implement panel surveys that measure how politics students come to develop their interests across sub-fields to prepare my draft for submission to a journal such as *PS: Political Science & Politics*.

I have also helped students to realize their self-defined goals with a pluralist approach in my roles as both an academic and thesis advisor. I mentored dozens of students with various interests and backgrounds on navigating course selection as an advisor for all Government majors in a residence hall. I would draw from my experience advising students on how coursework can support diverse career paths and coordinating with department staff about enrollment if I administer degree programs in future service commitments. I have also advised two political science theses which cross subfield boundaries. The first analyzed public opinion with quantitative methods to examine how normative values affect individual support for school funding across US states and received the second highest possible grade for senior theses at my institution, while the second ongoing thesis uses qualitative interviews to examine how competing concepts of fairness shaped actors' policy positions in a recent attempt to reform school assignment in New York. I have also guided students with diverse interests to achieve their independent goals as a senior thesis tutorial leader. I will apply this experience at your institution to advise senior thesis students while challenging them to pursue rigorous research that can draw from perspectives across disciplinary boundaries.

The following pages offer a summary of the courses that I have taught, my student evaluation scores from each course, and selected examples of students' qualitative feedback on my teaching approach. Please do not hesitate to reach out if you have any questions about my teaching plans.

Summary of Courses, Teaching Evaluation Scores, and a Selection of Students' Feedback:**“Foundations of Comparative Politics” (Comparative Politics; undergraduate)**

4.86/5 (14 responses). Awarded Certificate of Distinction in Teaching

*“Daniel was an incredible instructor who was not only genuine and patient but very relatable and understanding—he made his time and advice available for long hours and was very accommodating for all, making sure we knew he was there for us for course material or anything Gov related.”*

**“Ethics & Public Policy” (Public Policy, Political Theory; undergraduate)**

4.75/5 (16 responses). Awarded Certificate of Distinction in Teaching

*“Daniel is one of the best TF's I've had at Harvard. He was always good-humored, kind, thoughtful and incredibly helpful as we worked through the material. He really effectively engaged everyone in my section, and I'm both grateful for and impressed by his presence in the class!”*

*“Daniel asked us insightful questions that helped me understand the readings for this course and made interesting connections to readings from previous weeks. He was very accessible outside of class and offered useful advice that helped me narrow down my ideas and construct a clearer argument.*

*Daniel was a great TF! He made sections both fun and enriching, offering questions to guide the discussion and incorporating useful breakout room activities. He was also extremely accessible and helpful outside of class! Daniel was always willing to discuss policy memo ideas and answer any questions I had.*

*“Daniel was amazing in section. It was truly the best section I have ever attended. He was able to connect topics and further discussions started in class.”*

**“International Political Economy” (International Relations; undergraduate)**

4.72/5 (18 responses). Awarded Certificate of Distinction in Teaching

*“Daniel is one of the best TFs I've ever had! His teaching style is just amazing: he managed to make even the most complicated readings easily comprehensible. The same is true for some theoretical concepts that I was struggling to understand, such as the difference between the Stolper–Samuelson and the Hecksher–Ohlin theorems. His comments and suggestions were always incredibly helpful: his support during the paper-writing-process truly made a difference for me. He also put so much work into this class. For example, he had additional office hours the week before papers were due, before the midterm, and the final. He organized review sessions for the midterm and the final as well. Finally, his enthusiasm for political economy is just so contagious (he even had topic-specific songs for different modules – my favorite one was the one about the IMF).”*

*“Daniel was a truly terrific section leader. He managed to maintain serious discussion and learning while always being very approachable. He also provided in-depth feedback on all class assignments. I was able to speak to him about our common broader academic interests in office hours.”*

*“Daniel did everything right honestly. He did a great job breaking down the material for us in section, and he was always available for questions. He also let us have some controlled fun in the section, which made the material even better, in my opinion. His comments were also always spot on and very specific for assignments.”*

*“Daniel was my favourite TF. He is enthusiastic about the topic, helps us to succeed in the course and beyond and is especially accessible outside of classes.”*

*“Daniel is such a great section leader and evidently cares about his students and is always willing to provide feedback in and out of the classroom. I really enjoyed how he was able to make an environment that facilitated great discussion and felt comfortable, while still being able to push his students”*

**“Political Theory Field Seminar” (Political Theory; graduate)**

5/5 (2 responses)

*Always attentive and productive in facilitating discussion/recommending additional readings. Also, always very accessible for feedback/assistance in developing ideas for response papers.*

**“Political Economy of the School” (American Politics, Public Policy; graduate)**

5/5 (6 responses)

*Daniel was incredibly knowledgeable and helpful, especially when it came to econometric methodology. When the course expectations from the professor were opaque, Daniel was crucial in clarifying*

*Daniel was an incredible TA — super caring, knowledgeable about the material, and clear in his explanations. Not only did he take the time to prepare section slides to help us understand methodology and major assignments, but he was always available for office hours to help us better understand material or give feedback on presentations or papers. Daniel went above and beyond and we all really appreciated him, both for the material support and for the kind and comfortable learning environment he created.*

*I felt I learned a significant amount in section. It is when I was able to internalize a lot more of the course material. Daniel is extremely knowledgeable. Among other things, I think one of his greatest strengths is that he is very well read and can help contextualize the research.*

**“Opportunity Politics” (Comparative Politics, American Politics; undergraduate)**

3.91/5 (11 responses)

*I would say he's a very effective TF, always answers our emails and tries to orient us in the right direction without explicitly telling us what to do.*

*Daniel was awesome! He was very accessible outside of class and gave great feedback to assist you with the assignments.*