Teaching Statement

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Teaching philosophy

I design courses with two principles in mind. First, students need flexibility to engage with the course on their own terms and focus on the content they find useful. Second, students need accountability to stay on task while allowing flexibility. To implement these two principles, I rely primarily on a flipped classroom approach. In the future, I plan to implement contract grading to reward engagement with the material over correctness.

Teaching experience

I have experience teaching substantive and methodological courses to diverse audiences and under different formats. At McMaster, I teach data analysis for public policy and public opinion, with emphasis on research designs for credible causal inference. The goal of this course is to give students hands-on experience in designing a quantitative research project in an area relevant to academia, policy, or industry.

At Tulane, I taught an undergrad senior course on the challenges of developing democracies from the perspective of evidence-informed policymaking. This course overviews the main challenges in the path to democratic consolidation around the world, the proposed solutions to these challenges, and how governments, researchers, and civil society organizations use data to evaluate these solutions. The previous version focused primarily design-based causal inference. In a future version, I plan to expand toward the application of machine learning and big data.

I also taught introduction to comparative politics, emphasizing theoretical and methodological considerations as the core of the course, while simultaneously encouraging students to apply this knowledge to recent events in a region or country of their choosing.

In my time at Illinois, I taught statistics and research methods. In the 2020-2021 academic year, I was the graduate methods teaching assistant in our department. My duties involved advising PhD students taking courses in the quantitative methods sequence, as well as mentoring undergraduates enrolled in the senior honors thesis program. I

also served as a teaching assistant for Jake Bowers' introduction to data analysis for political science majors. This course focuses on flipped classroom learning, letting students engage with the course material on their own time and using lecture time to work as a group on problem sets and research projects. I have also contributed as a math camp instructor for three consecutive years, introducing statistical programming in R to incoming graduate students in our department.

Teaching interests

I am prepared to teach courses on comparative politics, accountability and representation, evidence-informed policy, and the politics of the Global South. I can also teach methods courses on research design, quantitative methods, and computational social science. You can find copies of current and sample syllabi in my teaching portfolio.