

As an applied microeconomist specializing in labor, I aim to stir the same sense of curiosity that galvanized me when I was a student to choose economics as a career path. I focus on leaving my students with an understanding of economics in a way that would allow them to apply it to the world and become more engaged citizens. Economics, at its core, is about decision making and trade offs in a world with scarce resources. Imparting these principles on students, who are themselves making constant decisions and trade offs, allows them to eagerly investigate and navigate the world. Moreover, economics can provide a useful toolkit in a world that has never been more connected. Economics could provide students with instruments, like critical thinking and quantitative analysis, building upon their previous knowledge base to guide them into higher levels of thinking and application of topics. Thus, providing students with these tools serves them well in life and their careers.

I taught Urban Economics and Principles of Microeconomics both online and in-person. For Urban Economics, I developed curriculum that covers plethora of topics and incentivizes engagement. I took initiative in creating an inclusive class environment striving to make it a place where students are not afraid of asking questions. Additionally, I cultivated class exercises using relevant examples from the news that would incite lively arguments in order to help students understand the principles of economics. Moreover, I used and developed group games and jigsaw activities on topics such as crime and policing to engage students in a number of important economic ideas. These activities were well received by my students as the following evaluation would suggest “the strengths of this class were the analogical activities we did in order to learn the material better.”

Furthermore, I personally believe that students learn best by doing. Consequently, I dedicated a portion of my class to go over economic exercises and solve them in class with the students. I developed a class where students felt included, participated in discussions, and understood economics. The in-class activities that I incorporated honed the critical thinking and quantitative analysis skills of my students, preparing them for their careers, navigating the world, and the exams.

As an undergraduate students at a large public college, I greatly benefited from professors that ensured their students understood the material, encouraged questions and in-class participation, and went over class material during office hours in order to further push my knowledge. This is why I enjoy teaching economics, a topic that I am passionate about. I teach to share my passion with students and witnessing my students approach the material with their own unique perspectives has given me great joy. My enthusiasm for economics and my desire to aid my students in understanding the material is reflected in my positive teaching evaluations. I constantly work to ensure that they have a deeper understanding of the world than they did before entering my classroom.

During my time as a Ph.D. student at the University of Houston, I have served as the instructor for Microeconomic Principles (Summer 2021, Spring 2022, and Summer 2022). I also served as the Graduate Teaching Assistant of classes in Political Economy, Intermediate Macroeconomics, Intermediate Microeconomics, Capital Market Economics, and Microeconomic Principles. I include below summaries from my teaching evaluations for all the courses that I personally taught. Teaching evaluations are submitted anonymously after the conclusion of each class at the University of Houston. I provide information on my own teaching evaluations and those of other instructors in the department for comparison. I present both statistical evaluations and open-ended student responses.

Tulane University: ECON3320-Urban Economics (Spring 2024)

In the table below, you will find a summary of my quantitative course evaluations along with all qualitative responses for the courses I served as an instructor at Tulane University. Additional supplemental materials including example syllabi and example slides are available at: <https://hussainhadah.com/teaching/>

Summary of Quantitative Evaluations for Courses as an Instructor

At the conclusion of each semester, students are encouraged to submit evaluations for their enrolled courses. Each student was asked rate the overall teaching instructors and quality of the course on a scale of 1 to 5 (with 5 being the highest).

The table below summarizes student responses to the question for the courses I served as an instructor. Average scores on a scale of 1 to 5 are presented for each course along with the departmental average.

Evaluation Statistics (N = 56, Response Rate = 0.95)

Course	Overall, I would recommend this instructor, Professor Hussain Hadah		My knowledge of this course's subject has grown as a result of taking this course.	
	Hadah	School of Liberal Arts Average	Hadah	School of Liberal Arts Average
ECON3320	4.51	4.49	4.49	4.51

Selected Comments from Student Feedback

Professor Hadah is a wonderful professor who is very flexible to his student's needs. Often has long lectures but attempts to keep the class engaged.

Professor Hussain Hadah is clearly very knowledgeable on not only the course material, but how to teach it. I have taken education and curriculum building classes at Tulane, and if Professor Hussain Hadah had turned in his course planner, he would have undoubtedly received an A as the course was accommodating, accessible, had real world application, and engaging.

Really enjoyed this course. Professor Hadah was great! His priority was on us learning the material and not on dead lines. As a second semester who is working two jobs while applying to graduate school, I really appreciated this classes flexibility

University of Houston: ECON2304 Microeconomic Principles (Summer 2021, Spring 2021, Summer 2022)

In the table below, you will find a summary of my quantitative course evaluations along with all qualitative responses for the courses I served as an instructor at the University of Houston. Additional supplemental materials including example syllabi and example slides are available at: <https://hussainhadah.com/courses/econ2304/>

Summary of Quantitative Evaluations for Courses as an Instructor

At the conclusion of each semester, students are encouraged to submit evaluations for their enrolled courses. Each student was asked rate the overall teaching instructors and quality of the course on a scale of 1 to 5 (with 5 being the highest).

The table below summarizes student responses to the question for the courses I served as an instructor. Average scores on a scale of 1 to 5 are presented for each course along with the departmental average.

Evaluation Statistics (N = 83, Response Rate = 0.87)

Course	Instructor's Teaching Overall		Course Quality Overall	
	Hadah	Department Average	Hadah	Department Average
ECON2304	4.25	4.22	4.2	4.15

Selected Comments from Student Feedback

I thought Mr. Hadah added a lot of helpful information in his lectures that supplemented the textbook. He never spend more time on something than he needed to, but always took the time to help a student understand if they had questions.

The straightforwardness of the class is great. The professor doesn't add anything to the exams that wasn't covered or discussed during the lectures. Also, the grading policy and work that needed to be completed was all known to us from the very first day of class.

The strengths of this class were the analogical activities we did in order to learn the material better. For example, we did the materials trade activity early in the semester while we were learning the impact of trade.

Professor Hadah himself was the strength. There were few times that anyone had a question that he couldn't answer immediately, and he used many different examples so people could understand.

If he could tell the students did not understand something he would keep explaining it as best as he could and in various ways until the students finally got it.