

I have been a teaching assistant for a variety of courses throughout my time at Arizona, ranging from introductory courses for non-majors through first year math courses for PhD students. Moreover, I have been the sole instructor of record for undergraduate courses in both micro and macroeconomics, and I am scheduled to teach Intermediate Microeconomics for Business Decisions in Spring 2025. I am prepared to teach any undergraduate or masters level course related to economics. At the PhD level, I am comfortable teaching first year mathematics for economists and field courses in environmental economics, industrial organization, and labor economics. I would also be particularly excited to teach a course on structural methods in empirical economics, covering topics from labor and/or industrial organization.

Throughout my undergraduate and graduate education, I have been fortunate to learn from outstanding teachers. My teaching philosophy has been to incorporate the best from each of them into my own classes. Practically, this can be summarized into two guidelines I follow. The first is a true enthusiasm for the material that you are teaching and the second is a true respect for the students that you are teaching.

As university-level economics instructors, it is not entirely difficult to maintain enthusiasm for the material that we teach. The real-world consequences of practically every economics course are immediate. I find that ensuring that my students are aware of this is very helpful in maintaining engagement throughout a course. To do so, I regularly begin my courses with current events that are related to topics that we are either going to discuss during the upcoming lecture or that we have previously discussed. I ask the students to tell me how what they have learned in the course has prepared them to analyze these current events.

In order to facilitate active discussion in my courses, there is likely nothing more important than ensuring that each student understands that their voice is respected and encouraged. I believe that my breadth of experience as a student has better enabled me to approach each of my own students where they are, and to help them understand that my classroom is a space where ideas can safely flow, regardless of their background or current skill level.

In terms of content, I try to incorporate two focuses in each of my classes. The first is to clearly explain economic modeling and the second is in the use of real-world data analysis. Much of economic thought is guided by models, whether it be a model of perfect competition in a principles course or a model of dynamic demand for durable goods in a PhD field course. An important component of teaching economics is therefore making sure that our students understand that a model is a simplification of reality, and that we need to make a number of assumptions in modeling reality. I firmly believe that when presenting a new model one should discuss the most important assumptions being made. After discussing the model, I find it helpful to return to these assumptions, as a class, to understand how we should expect the model output to change if we made changes to the assumptions. This is a part of sophisticated economic research, but I have found that it is well within reach for many undergraduate students.

A firm understanding of data is becoming an increasingly valuable tool for our students, and I believe that economics courses can be a great starting point to acquire these skills. I plan to incorporate data skills in each of my upper-division and graduate courses. This will include instruction and practice forming a coherent plan to transform a set of different datasets into an analysis-ready product, how to actually implement this plan in a general-purpose programming language, and how to run and interpret results. These are skills that are, and will continue to be, greatly valued in industry, and I believe that we are doing our students a great service by helping them acquire such knowledge.