



BROWN

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## Teaching Statement

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During my time as a Ph.D. student at Brown University, I was appointed as an instructor for a Ph.D.-level course “**Computing for Economists**” for two years. This course was a new required course for first-year Ph.D. students and thus I constructed all the course materials. This course introduces students to basic concepts in software engineering and scientific computing as preparation for conducting frontier research in all fields of economics. The software engineering part aims to teach the functions of a computer and how to write code and organize data in a productive way. Specifically, I teach students how to conduct productive research practices by improving portability, clarity and maintainability, accuracy, efficiency, and reproducibility of a research project. The scientific computation part aims to teach how to numerically solve problems that cannot be solved by hand. The syllabus, teaching evaluation, and some lecture materials are found on my [website](#). I tried to make this course highly inclusive and interactive with various communication tools, Q&As, anonymous surveys, examples, empirical applications, and in-class and take-home exercises. Although this is a Ph.D.-level course, several undergraduate students also took it, did well, and liked it. I received the *Teaching Award* for my performance.

In addition to computational economics (as described above) and undergraduate courses in various fields of economics, I am prepared to teach a variety of advanced and specialized courses.

**Development Economics.** I would be happy to teach any part of development economics at any level. I could cover a variety of topics including microeconomic issues (household models, food and nutrition, health, demography and gender, education, labor, land, property rights, credit and insurance, environment and natural resources, agriculture, technology adoption, infrastructure, conflict) as well as macroeconomic issues (history, comparative development, growth theories, poverty traps, inequality, misallocation, financial frictions, institutions, trade).

**Urban and Spatial Economics.** I could teach any part of urban or spatial economics at any level. I would cover theories and empirics on topics including: monocentric and polycentric models of cities, urban land size and zoning policies, housing market and regulations, spatial equilibrium and hedonic regressions, agglomeration economies, transportation, economic geography, migration, and urbanization in developing countries. Depending on the relevance, I would also cover basic topics on international trade, including gains of trade and law of comparative advantage, Ricardian models, factor proportion theories, and increasing returns and firm heterogeneity.

**Environmental Economics.** I would be happy to teach natural resource and environmental economics at any level. I would cover topics including environmental valuation, discounting, cost-benefit analysis, market failure, pollution control, climate change, the Environmental Kuznets Curve, renewable and non-renewable resources, forest resources, and environmental policies.

**Political Economy of Conflict and Violence.** I would be happy to teach a specialized course of political economy focusing on conflict and violence. I would cover topics ranging from traditional theories of conflict to frontier empirical research on conflict, violence, and peace building.

**Applied Econometrics.** I would be happy to teach any part of econometrics and statistics at the undergraduate or master’s level. I could also teach a Ph.D.-level course of applied econometrics focusing on causal inference and empirical applications.