

Everything I do for and in the classroom is informed by the need to instill in students the critical curiosity necessary for effective democratic citizenship. We exist in a diverse society in which technological advancements continue to undermine traditional national borders. Global citizenship requires understanding the political and economic connections between disparate communities, analyzing their implications, and developing perspectives about international relations that inform personal and professional conduct. I strive to instill these qualities in my students by **fostering an inclusive environment, adapting to real-world issues, and encouraging creative analysis.**

By deliberately **fostering inclusion** in every moment in my classroom, I offer a space in which all students can participate and feel valued as learners. Students are human beings possessing autonomy over their own learning. Establishing a foundation of trust and mutual respect includes students as responsible agents on their own terms, which in turn inspires them to connect course material to their lived experiences. For instance, I open International Relations courses with discussions of current events, asking students to speak about global political news that has caught their eye. This gives students a low-stakes means of entering into discussion and allows me to adjust to topics most interesting to them. It also validates students for relating, for example, their relatives' experiences during Brazil's 2022 election to discussions of populism's impact upon international trade. Rotating between lectures, small group sessions, and full class discussions, I use the whiteboard frequently to visually demonstrate abstract topics, such as game theory models and exchange rate politics, giving students multiple means of connecting with the material. I conclude each class by having students complete an online questionnaire on what they have learned, which allows me to continually assess their grasp of course content and adapt future sessions to material they find most confusing or intriguing. These routine practices build an environment that validates the perspectives of all students, particularly those of less-privileged backgrounds, and establishes the foundation for inclusive dialog and mutual respect.

I build on that foundation by consistently demonstrating how our analytic frameworks relate to the **real-world issues** developing outside of our classroom. As global citizens, students will need to be able to evaluate current events and relate them to their lives and their work; as learners preparing for multitudinous careers, they must understand that the static historical events in our readings are no less important than the international dynamics unfolding before us. By regularly having class discussions about current events, I ensure that all students have a common platform to understand and discuss major developments that certainly will arise during the semester (such as, most recently, when Russia invaded Ukraine). It is crucial to go beyond mere conversation about the news and into genuine application of social science, and so I tie contemporary happenings into lectures and class discussions, demonstrating how we can apply analytic frameworks to understand the events as they occur and critiquing where the frameworks still fall short. For instance, in the spring of 2022, my course used the bargaining model of war to offer explanations for why Russia invaded Ukraine, predict how long the war would last, evaluate opinions of pundits, and propose policies that the United States might undertake as a response. I also assign quizzes which require students to work on their own to analyze current events, such as asking them to use models of debt politics to explain Sri Lanka's economic collapse. Integrating practical discussion and regular assessment of political phenomena into each course both models the utility of social science analysis and offers

opportunities to practice it on their own.

When students have connected to the content and participated in our modeling of political science frameworks, I then encourage them to *creatively analyze* course material. In their post-graduate lives, they need to be prepared to develop and express their perspectives on political controversies while respectfully critiquing alternative views. I offer them space to practice these skills through flexible assignments, in which students have a menu of options to choose from. In my role as lab instructor for the graduate-level Introduction to Probability and Statistics, I require students to find a dataset from a political science publication to work with throughout the semester, thus fostering programming techniques while they begin developing their research agendas. In undergraduate courses, I assign students to write several essays in which they write an argument about a controversial issue in world politics. I give them a dozen questions and open-ended prompts to work from, allowing them to choose based on their interests and strengths. This has allowed students to craft arguments about, for example, the relative hierarchy of sovereignty in international politics using the Confederation of Independent Football Associations as a case study. By evaluating students upon topics of their choice, I encourage them to develop their own voice to creatively evaluate international politics and offer new criticisms of extant analysis or forward-looking policy proposals.

Ultimately, by the conclusion of my courses, I expect that students be capable of using a range of analytic tools to incisively evaluate new political information and have begun developing their unique personal understanding of the responsibilities of global citizenship. Qualitative comments in my evaluations reflect that my philosophy is effective in achieving this goal. Students frequently reference the inclusive environment, stating that I “was open to different viewpoints and allowed us to kind of cater essays to our interests and gave some creative freedom” and “flexible and understanding and that made me want to work harder in his class.” Students also appreciate the tangible connections to political events, with one relaying that “relating the abstract topics that we learn in the class to events happening in the world now allows me to have a better grasp of the subject we’re learning.” Another shared that I “created a great atmosphere, relaxed yet intellectually engaging.” Comments like these are especially gratifying, given the challenges of teaching remotely and in person during the COVID-19 pandemic.

During my studies at UNC, I have had the opportunity to develop and hone my teaching philosophy in several settings. I have twice solo-taught International Relations and Global Politics, led lab instruction for multiple graduate-level methods seminars, and served as a teaching assistant for many undergraduate political science courses. The overall student evaluation ratings for my courses for my courses is 4.75 out of 5, compared to 4.44 for the political science department. I am excited by the opportunity to teach classes such as international relations, international political economy, international organizations and cooperation, and research methods in political science.