

Teaching Portfolio

I taught sixteen courses at UC Santa Cruz between 2020 and 2026: fifteen as a teaching assistant, from introductory microeconomics through graduate econometrics, and one, Intermediate Microeconomics, as instructor of record. As Graduate Pedagogy Fellow (2022–2026), I created the department’s workshop series for graduate teaching assistants and led it each year for three years. This portfolio collects three kinds of material: a teaching statement, a summary of student evaluations, and sample syllabi for two courses I have designed. Student evaluations are available for fourteen of the sixteen courses; the Winter 2020 course was evaluated on an earlier platform and could not be recovered, and the Spring 2025 evaluation is not available on the current platform. The complete, unedited evaluation reports are linked throughout, and every figure and quotation in this portfolio is drawn from them.

Courses taught

As instructor of record: Intermediate Microeconomics.

As teaching assistant:

- | | |
|-------------------------------------|---|
| ■ Introductory Microeconomics (×5) | ■ Applications in Microeconomics (graduate) |
| ■ Intermediate Microeconomics (×4) | ■ Industrial Organization |
| ■ Introductory Macroeconomics (×2) | ■ Economic Rhetoric |
| ■ Applied Econometrics I (graduate) | |

Contents

1. **Teaching Statement.** How I teach and the evidence behind it. [[View PDF](#)]
2. **Teaching Evaluations: Summary.** Every course on every evaluation item, voluntary section attendance by course, the instructor-of-record evaluation, and selected comments, with links to the complete reports. [[View PDF](#)]
3. **Sample Syllabi.** Described below; full syllabi are linked.

Sample syllabi

Principles of Economics. An introductory course that treats economic models as tools – each with assumptions, applications, and limits – rather than as a set of settled truths. Its learning outcomes ask for judgment as much as technique: identifying which framework fits a given context, distinguishing evidence-based claims from opinion, and tracing how individual decisions and broader economic systems influence each other, across a single arc that runs from agents through markets to systems and ends on growth and inequality. Assessment is built so that persistence converts into points: unlimited-attempt mastery quizzes where only the best score counts, participation graded on effortful completion, and dropped attendances and extensions as automatic policy for everyone. [[Full syllabus](#)]

Current Debates in Economics. A lower-division economics course run as a discussion seminar, on debates the field has not settled – minimum wages, unions, immigration, discrimination, affirmative action, environmental justice. Students are not asked to take a side; they are graded on how well they frame one: stating each position’s premises and conclusions, and identifying what would count as evidence. They lead one class discussion in a small group and develop a staged reflection paper engaging critically and charitably with a debate of their choosing. [[Full syllabus](#)]

Complete evaluation reports

- Teaching assistant evaluations, all courses, 2020–2026
- Instructor-of-record evaluation, Intermediate Microeconomics (Summer 2024)
- Participant feedback, graduate TA pedagogy workshops (Fall 2023)