Teaching Statement

I teach comparative politics, authoritarian politics, and comparative judicial institutions. Students often arrive with firm views about a country or policy. I ask them to explain their reasoning, examine the evidence, and consider competing explanations. A short lecture introduces a problem. Students then work with a case, document, or dataset and defend their interpretation. Writing assignments and exams give them practice carrying out that analysis independently.

I designed and currently teach *Politics in China and Japan*. Comparing Japan's developmental state with China's party-state capitalism gives students a way to examine the state's role in economic development under different political institutions. Four analytical memos ask them to defend a claim using the assigned readings and address an alternative explanation. The course will end with a crisis exercise in which students act as officials with different responsibilities and incomplete information. We will use their decisions in the debrief to discuss nationalism, bureaucratic politics, and misperception: why did they choose a particular course of action, and what did they believe the other side would do?

I have also worked as a teaching assistant for *Introduction to Comparative Politics* and *Causal Inference and Applications*. In comparative politics, a fishing game in a shared spreadsheet gave students a collective-action problem to explain. In the methods course, 47 undergraduates learned R and Stata through labs and replication exercises. Their capstone evaluated China's digital-surveillance program. They had to justify an identification strategy, examine its assumptions, and interpret uncertainty alongside the policy consequences. When students asked for slower pacing and more specific feedback, I divided technical demonstrations into shorter steps, added comprehension checks, and provided grading rubrics before major assignments.

The China and Japan course assumes no language training or prior regional expertise. Readings are in English or use identified translations, and I require no commercial textbook. Media have captions or transcripts. I assess participation through preparation and engagement with the material. Asking a focused question or responding carefully to a classmate's evidence contributes to the discussion. Students who use AI assistance on take-home work must disclose the tool and prompts and check factual claims and citations.

In supervising an interdisciplinary honors thesis on speech recognition, I helped the student narrow the question and build a Python analysis pipeline. We also discussed the ethics of human voice data. Regular deliverables and code review let us address problems while the research was still taking shape. I would use a similar approach with graduate students, helping them turn a substantive question into a feasible design and assess the conclusions their evidence supports.

I am prepared to teach courses in comparative politics, authoritarian politics, and comparative judicial institutions, as well as Chinese politics and international political economy. In graduate seminars, I would draw on my field research to examine how governments organize authority and how citizens gain access to institutions. I can also offer causal inference, field experiments, and computational social science, helping students connect substantive questions to the design choices they encounter in fieldwork and the analysis of administrative data.