Teaching Statement

I have taught a wide range of undergraduate, Master's, and Ph.D. courses, covering topics such as monetary theory and policy, monetary history, the economics of financial crises, and macroeconomic analysis. Across these courses, I emphasize a balance between economic intuition and analytical rigor, combining real-world policy discussions with formal modeling and quantitative methods.

At the undergraduate level, I have taught ECON 451 (Monetary Theory and Policy), ECON 422 (Monetary History), and ECON 452 (Economics of the Financial Crisis). ECON 422 integrates historical analysis with current developments, while ECON 452 blends historical perspectives on the 2007–2009 financial crisis with theoretical models of financial instability, supplemented by case studies and student presentations. I recently redesigned ECON 451 to provide a structured mix of theoretical frameworks and policy applications. The course covers (i) price-level and inflation dynamics, including the Fiscal Theory of the Price Level; (ii) money and payments, using decentralized market models to illustrate the roles of money and credit; and (iii) the future of finance, drawing on bank-run models and screening frameworks to analyze fintech lending and financial fragility. These modules are paired with overviews of the Federal Reserve's policy tools and emerging issues such as **digital currencies**, **DeFi lending**, and other **fintech innovations**. The goal is for students to gain both practical insights and foundational tools for analyzing monetary policy and evolving financial systems.

At the graduate level, I have taught ECON 503 (Macroeconomic Analysis) for Ph.D. students, introducing dynamic optimization, general equilibrium modeling, and quantitative macroeconomic methods. I designed two new modules on continuous-time dynamic modeling to complement the traditional discrete-time focus, aligning the course with contemporary macroeconomic research. I have also co-taught the Master's-level ECON 503.

In the past years, I have taught over a dozen sections across these courses to more than 350 students, with delivery modes including in-person instruction and fully remote teaching during the COVID-19 pandemic. My teaching record spans small graduate seminars and large undergraduate lectures, requiring flexibility in course design, instructional style, and assessment methods.

Beyond formal teaching, I am deeply engaged in advising and mentorship. I have served on multiple Ph.D. dissertation committees, including recently completed dissertations in Economics at Penn State, and have advised two undergraduate honors theses, several funded undergraduate research projects, and Master's papers. I mentor graduate students in research and have supervised research assistants at both the Ph.D. and undergraduate levels. In 2018, I advised the Female Faculty and Students Monthly Meeting, fostering mentorship and community among women in economics. In Fall 2019, I launched a biweekly macroeconomics reading group for Ph.D. students, which continues to provide a forum for critical engagement with recent research and professional development. I have also written recommendation letters for undergraduate and graduate students applying to graduate programs, fellowships, and jobs. I view teaching, advising, and mentorship as complementary activities—integral to training the next generation of economists and ensuring they have the skills, confidence, and professional readiness to succeed.