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TEACHING STATEMENT

I am a Ph.D. candidate in economics and I focus my research on macroeconomics, growth, and development. I use both theoretical and statistical methods to analyze different questions. Having a solid background in theory, I would be qualified to teach macroeconomics, economic growth, and development economics at a graduate or undergraduate level.

My two primary objectives, as a professor, would be to help students learn concepts that enable them to think critically about the world, and to walk out of the class with a deeper understanding of economics.

Then, the goals of the teaching are twofold: to give the basis of economics with theory principles, to foment students' independent analytical thinking around the economic theories applied to the development field, and to develop skills to apply the economic concepts to real-world situations.

To achieve these goals my teaching methodological proposal for both courses, basic and advanced, should be to divide them into two modules.

In the first module of the course, I would introduce the theoretical perspective, providing the students the theoretical tools. I will start by introducing the key components of modern macroeconomics and the various economic models of economic growth (such as the Solow model, and the neoclassical Theory of Economic Development) including topics like migration, fertility, labor, and unemployment. In this way, students will be able to develop the stream of thought based on this initial concept by incorporating the ideas that make up the building blocks of the theory, such as the aggregate production function, capital accumulation, and several more concepts.

In the second module, I would show the empirical perspective. In particular, the objective of the course would be to discuss the application of the theory to empirical evidence. To this end, I would equip students with the numerical method necessary to tackle interesting questions in quantitative macroeconomics, understand the relationship between the variables, and analyze real data in light of the theories discussed in class. Then, I will ask the student to solve and analyze macro models with languages such as Stata, Matlab, and R.

Regarding the evaluation, during the first and the second modules, I would introduce the most important scientific papers on classical and contemporary theories of economic growth and development to be discussed in class. The lecture contents would be based on the main contributions of the theories to understand differences in living standards and policy implications for the developing world.

Based on that, students should summarize and critically analyze these articles. After that, students must solve several problem sets and apply statistical tools to analyze a given data set in light of the theories discussed in class. The final in-class exams will require students to put into practice the vast number of concepts, theories, mechanisms, and methods learned throughout the course.

Arianna Garofalo