

**Murat Üngör**  
**Ph.D. Candidate**  
**University of Southern California**

## **Teaching Statement**

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Parallel to my research interests, my main teaching interests lie in fields of international macroeconomics, macroeconomics, and economic growth. I can teach courses in these areas at any level. I also feel confident teaching international trade, numerical methods, and development economics (macro aspects). I am willing and able to teach at all undergraduate levels (from macro principles to an advanced international course). The syllabi I have prepared for sample of possible courses that I could teach are available at: [http://www-scf.usc.edu/~ungor/Murat\\_Ungor\\_Syllabi\\_Suggestions.pdf](http://www-scf.usc.edu/~ungor/Murat_Ungor_Syllabi_Suggestions.pdf)

During my stay at the University of Southern California, I have gained teaching experience as a teaching assistant for the following classes:

ECON 605, Macroeconomic Theory II (Ph.D.), Spring 2007, 2008  
ECON 505, Macroeconomic Theory I (Ph.D.), Fall 2005, 2006, 2007, 2009  
ECON 501, Macroeconomic Analysis and Policy (M.A.), Spring 2008  
ECON 305, Intermediate Macroeconomics, Spring 2006

My teaching philosophy is to help students acquire analytical skills along with substantive knowledge. I intend to structure my classes to include lectures, group discussions, and student presentations. I focus on three core aspects: developing a strong foundation in terms of knowledge of the theory, endowing students with the tools to apply the theory, and encouraging them to question the established theory. In developing a strong knowledge base, my focus is to expose the students to the most current and up-to-date material in the subject, and at the same time, to help them understand the older material which establishes a foundation. I lay a lot of emphasis on the application of theory to understand and solve real world problems. Understanding the contributions as well as the shortcomings of a theory enables students to challenge it and think about ways to improve it.

I believe that consultation outside the class room is an integral part of ensuring a pro-active learning environment. This means not only being available during the scheduled office hours but also having an open door policy during other times of the day. Beyond this, I encourage students to contact me by e-mail whenever they feel the need and I make a point of responding to them as soon as possible.

Teaching is both exciting and demanding. I challenge myself to continuously learn and improve. A good learning opportunity comes from students' feedback. In addition to the university's standard teacher evaluation, I ask students throughout the semester what techniques they find most effective and useful. I incorporate their feedback in the remainder of the class and in future classes. I also strive to keep up with advances in the literature. I look forward to opportunity of continuing my teaching career in the future and improving my ability to better help students learn.