My goal as a teacher is to help students think critically about social dynamics and develop a passion for the nuances of human interactions. I view economics training as indispensable to citizens of a democratic society. Economics reveals hidden relationships, protects us from jumping to unjustified conclusions, and helps us anticipate non-obvious policy consequences. As teaching and research are complementary activities, I am eager to share my passion with students and to refine my own thinking in the process.

I am best prepared to teach courses with a significant theoretical component. At the undergraduate level, I would be excited to teach any class on microeconomic theory or game theory, but I am perhaps especially qualified to teach courses at the intersection of economics and computer science. During my doctoral training, I taught a complete undergraduate course, one of the core courses for Stern undergraduates at NYU. This course dealt with the economics of IT, and I would be happy to teach a similar course in the future, focusing on topics such as skill-biased technical change, the boundary of the firm, intellectual property rights, and the role IT plays in reducing informational frictions. I would motivate these topics using examples of familiar internet-based companies that face related problems. I expect to add to this experience later in the spring as I will teach half of MIT's undergraduate course on the economics of networks while Daron Acemoglu is on leave. This is a course intended for juniors and seniors, covering topics close to my own research like diffusion, social learning, and network effects. I would be pleased to leverage this experience by teaching an undergraduate networks class as an assistant professor. I would also be happy to bring insights from the networks literature into courses on other topics like industrial organization or political economy.

At the graduate level, I would enjoy teaching courses in game theory, mathematical methods, and network economics. In a graduate course on game theory, I would cover basic solution concepts as presented in standard texts such as Fudenberg and Tirole (*Game Theory*), with an emphasis on the interpretation of equilibrium and its epistemic foundations. I would be sure to discuss purification theorems, convergence of best-response dynamics, type spaces, and the concepts of common knowledge and common belief. As a major objective of such a course is to prepare students for scholarly work, I would spend time on applications to active areas of research. Partially drawing on my own work, I would focus on dynamic games of experimentation and information acquisition, including the design of contracts and contests. I would also cover games on networks, particularly ones that involve information transmission.

At the professional level (e.g. MBA), I could teach microeconomics as well as courses related to machine learning and predictive modeling. In a microeconomics course for MBA students, I would cover essential topics like competitive versus monopolistic markets, externalities and market failures, incentives for innovation, and screening and price discrimination. I would also emphasize topics related to the inner workings of organizations, such as delegation, information processing, and hierarchies. From my time at the Stern School of Business, I have significant experience as a TA for courses on business analytics and predictive modeling. I could integrate some of this material into a microeconomics course. I could also teach a separate course more focused on these topics.