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Teaching Statement

My approach to teaching centers on **knowledge**, **application**, and **inspiration**, which helps students understand how political systems are constructed, why they change, and how institutions, organizations, and individuals combine to produce regime-level outcomes. At the **University of Pennsylvania, I taught across courses in American politics, immigration, survey and experimental methods, and European Union politics**. These experiences prepared me to work with students who enter political science with widely varying methodological and substantive preparation. When teaching, I both **lecture** and use a series of **active classroom** activities (depending on the course, the students, and the topic). For example, in the classroom, I use guided readings, structured discussions, visual mind maps, and paired research presentations and writing assignments for active learning. I find that this approach makes social scientific arguments about a messy and complicated social world accessible without sacrificing the analytical complexity necessary for sound comparisons.

At Providence College, I currently teach three sections of POLI 101 through a self-designed course that begins with the historical development of political ideologies and comparisons between them. The second half examines the state, its institutions, and its social organizations. This structure helps students connect the concepts they encounter in everyday life to the study of ideologies. It also allows them to consider how political ideas emerge and change in response to historical contexts, and how institutions give those concepts practical consequences.

In Spring 2027, **I am scheduled to teach European Politics and a capstone seminar on Democracy and Diversity**. My approach to European politics would draw on literature from the Portuguese beaches on the Atlantic to the Urals. Since my research spans the traditional divide between Western and Eastern Europe, I am able and comfortable teaching across this divide as well. I have taught European Union politics at Penn and am also comfortable teaching about the international organization's institutions.

The capstone seminar examines the relationship between ethnic, religious, and linguistic diversity and democracy at the macro, meso, and micro levels. The course compares the historical development of democracy in the Global North with the development of democracy, or its absence, in the Global South. Its readings bring book chapters and articles on South Asia, Central Asia, Central Europe, Latin America, and the Middle East into conversation with the Western European and American canon on liberal democracy. Students will assess how well arguments travel across regions and what happens when those arguments' assumptions encounter different economic and social conditions.

As a capstone, the seminar will also give students an opportunity to integrate their substantive interests and methodological skills into a research project of their own. I organized that work around a layering (scaffolding) assignment. This would allow students to practice independent inquiry and research, with iterative feedback that makes thesis writing more manageable. I would adapt this approach for graduate students by supporting the development of more advanced research designs and independent projects, as well as making clear adjustments to expectations around theoretical innovation and, where appropriate, independent data collection and analysis.

When it comes to teaching methods, I can teach mixed-methods, mathematics for social scientists, and research design to both undergraduate and graduate students. As a positivist, I recognize that there are limits to the qualitative methods I can teach within the traditional interpretivist epistemological approach, but I am happy to offer a survey course on qualitative methods. All to say, I am attentive to the relationship between a question, proposed answers, the necessary evidence, and, especially, the assumptions required to connect them all. This is a transferable and necessary skill for teaching and mentoring students. I welcome the opportunity to co-teach with colleagues whose methodological expertise complements my own.

309 Howley Hall, Providence College, Providence RI 02918-0001
lhalevy@providence.edu

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Seeking feedback during the semester gives me an opportunity to understand students' experiences while the course is still underway. I have attached a document containing teaching and mentoring evaluations from Penn and Providence College, as well as a mentoring evaluation from Konstanz. Should you require further testimonials from graduate students I advised during my *postdoc* in Konstanz, I am happy to provide them. You are also welcome to contact my co-supervisor for more information about advising at Konstanz.

Mentorship and Service

Mentorship and advising are an extension of my teaching. I provide structure for students to undertake ambitious projects. At the University of Konstanz, I supervised and advised graduate and undergraduate research. At Penn, I worked with undergraduates developing research papers and helped students field their own online surveys and community-based research projects through the research design course I TA-ed. I would welcome opportunities to extend this work through undergraduate and graduate research advising. As outlined in my cover letter, I am keen to start a digital history lab with faculty in the department and across the University that would symbiotically help students with research, faculty with research, as well as digitize data from Israeli archives (which are, for the most part, not digitized or quantified).

At the University of Konstanz, I served as a supervisor for graduate theses and mentored several undergraduate, M.A., and M.Sc. students unofficially. At the **University of Pennsylvania**, I worked extensively with undergraduates, developing research papers, survey projects, and community-based work aligned with students' independent academic interests. At Providence College, I will teach the senior political science research seminar and supervise students as they develop independent research projects. So far, across the three universities where I have taught and/or mentored students, I have worked with students in History, Cultural Studies, and Sociology who were interested in politics and often chose to transfer to political science after taking one or more of my classes.

I also bring substantial experience with academic service and governance. At Konstanz, I served as the Early Career Representative on the Board of the Cluster of Excellence "The Politics of Inequality," participating in decisions concerning appointments, contract extensions for early-career researchers, and broader institutional decisions. I have also organized international workshops and an externally funded conference on democracy and inequality in Central and Eastern Europe. I view advising and service as integral parts of university life. I would be glad to contribute to student advising, curriculum development, departmental seminars, research initiatives, and shared governance. Having worked in American, British, Israeli, and European academic institutions, I am comfortable navigating diverse institutional cultures and collaborating with faculty, students, and professional staff who make our work possible.

Lastly, my own often less-than-pleasant fieldwork experiences and my time as an early-career scholar inform my advice to students on research. As someone who had an untraditional path to graduate school and, through graduate school, due to circumstances outside my control, I am empathetic to the ways in which "life" works its way into the classroom for many students during their time in higher education. That said, my standards are unwavering, and I maintain high expectations for myself and my students. I would rather research take longer, be original, and be done well than be done poorly and quickly. When necessary, I am able and willing to provide appropriate pastoral care to students.

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