

Teaching Interests – Morgan H. Llewellyn

I am interested in teaching at the undergraduate and graduate levels. My substantive teaching interests include American politics, political behavior, and political institutions. Ideally, I would like to teach a course that incorporates these three interests, such as a course on how American institutions affect representation, candidate behavior, and voter behavior. While grounded by a substantive problem or issue, I want to teach courses that provide students with at least one tool from the following group: formal political theory, political methodology, and research methods.

In the context of formal political theory, I am interested in teaching a course that centers on the Downsian model of candidate competition. Starting from the basic premise of candidate convergence, I am interested in teaching a course that investigates not only the median voter theorem, but also theoretical reasons for candidate platform divergence. I am also interested in teaching game theory, models of information aggregation in elections, and theoretical implications of electoral institutions. Methodologically I am capable of teaching a number of classes including statistics, basic regression analysis, models of discrete choice, and advanced topics such as matching and hierarchical models. Additionally, I am interested in teaching a methodology class that covers laboratory and survey experimental methods in political science. Finally, I would be interested in teaching a course that combines game theory and/or empirical analysis with experimental methods.

The most influential experiences of my academic career were classes and opportunities to work with professors and write research papers. As a professor, I would like to give other students this potentially rewarding opportunity. I am interested in teaching a class that focuses on providing students with the tools and experience necessary to conduct independent research. Specifically, I am interested in teaching a class that requires students to develop and test their own hypotheses of political behavior or formal models. This class would be broken into two halves. In the first half, students would be required to develop a hypothesis or formal model of political behavior. Students would be required to write a literature review that describes how their

hypothesis or theory fits into the research field. During the second half of the class, I would work with students to help them find data to test their hypothesis, or a mathematical approach to prove their theory. The goal of this course would be that each student writes a paper which could be presented at an undergraduate or graduate level research conference.