

1 Areas of Specialization

My areas of teaching specialization are in the fields of Research Methods Comparative Politics, and Middle East and North Africa (MENA) Politics. I hold a Master's Degree in Applied Statistics (IU, 2020) and I have conducted extensive interview-based fieldwork research in Tunisia and Turkey. As a fellow at the Ostrom Workshop, I specialize in conducting institutional analysis. I have taught my own Introduction to Political Science Course at Ozyegin University, Turkey (Summer 2022) and I have served as an Associate Instructor for undergraduate courses on Political Philosophy, Comparative Politics and American Politics at Indiana University-Bloomington and Sabanci University, Turkey. You may access my syllabi [here](#). Table 1 lists the courses that I would be interested in teaching within the fields of Methods, Comparative Politics and Area Studies, some of which may be offered at the graduate level:

Table 1: A Sample of Courses that I can offer

Methods	Comparative Politics	Area Studies
Introduction to Statistics	Institutional Analysis	MENA Politics
Data Visualization with R	Democratization & Authoritarianism	Islam and Democracy
Mixed Method Research	Governance and Corruption	Politics in the Muslim World
Introduction to Sampling	Politics of Development	Self Governance

2 Teaching Philosophy

My two major goals as a political science instructor are providing students with tools to engage in critical thinking and guiding them through the facts related to the political world. Most importantly, my approach is driven by “thinking like a citizen”, a philosophy of Elinor Ostrom and the Ostrom Workshop that also informs my research agenda. This involves configuring the knowledge to serve for building active and informed citizenship to respond to needs of our century.

My experience at the Indiana University, Sabanci University and Ozyegin University (Turkey) suggest that students often ask similar questions related to politics and governance, although their answers to them might be different. As someone who grew up in the Global South and conducts his research in the region, I value the diversity of perspectives. Thus I consider political science courses as opportunities to approach political issues from different angles and I prefer running my courses through question and answer format where students are active participants. This has the benefit of enabling students to critically evaluate the ideas, providing opportunities for referring back to the previous weeks and figuring out the subjects that the students did not clearly understand.

I also occasionally blend the textbook material with my academic specialties. For instance, when Tunisia experienced a governance crisis in July 25th, I devoted a special session to the subject. This enabled students to zone in on specific institutional mechanisms, a dynamic often not afforded in introductory courses. Another method that I use is referring to popular culture. For instance, in discussing *qualitative* methods I provide the process tracing methods of *Sherlock Holmes* as examples.

I occasionally invite guest speakers to our classroom to discuss their specialization related

to the subjects. In my Introduction to Political Science Course the Turkey country expert from V-Dem Project discussed the challenges in conceptualizing and analyzing democracy across different settings. Another guest was Professor Sabri Ciftci, who presented his forthcoming book *Islam, Justice and Democracy* and answered the questions. Such experiences were quite valuable, as students were able to learn central themes informing debates in the academia and policy world.

Independent analyses constitute central requirements for my assignments, because in any career path that students choose, they will need to engage in some form of independent data collection and evaluation process. In the very first weeks of the my Introductory course I introduced students to institutional, rational/material and ideational frameworks to propose and analyze political arguments. Later on I asked them to pick a country and evaluate that country's economic wealth (GDP Per Capita) through a framework of their choice. This project enabled students to formulate their opinions on a question through data that they collected on their own. I also designed other open-ended assignments, such as asking students to argue for either presidential or parliamentary systems. Through extensive feedback such assignments enable students to build upon their critical thinking and writing skills.

The COVID-19 pandemic created new challenges and opportunities for university education. Maintaining the attention of students in online settings can be a very challenging task and requires novel approaches. While teaching the my Introductory course, I devised specific methods that could gauge and maintain student interest. For instance, if the subject is party identification across generations, I begin the class by polling students anonymously on whether their party choice overlaps with the choices of their parents. That way students can connect the material with their own experiences.

In the near future I am interested in teaching a wider range of courses on methods. Eventually, I would like to design and teach a course on Mixed Methods, where I can combine my insights from fieldwork with my training at *IQMR (Institute for Qualitative and Mixed-Method Research)* and statistical methods. Such a course would also dive into questions on the philosophy of conducting Social Sciences.

3 Student Evaluations

Course evaluations at the Ozyegin University are measured by questions on a 1–5 scale, with higher scores indicating more positive evaluations. Table 2 reports mean and median scores for my Introduction to Political Science course. Table 3 reports the count for student evaluations on specific learning outcomes.

Table 2: Evaluation of Role as Lead Instructor for IR 101 - Introduction to Political Science Course, Ozyegin University, Turkey Summer 2021, 1-5 Scale

Evalutions	Mean	Median
Overall, this course was...	3.75	4
The course content was useful	3.69	4
E-resources used for the course were useful	4.20	4
Overall, the course instructor was...	3.88	4
The instructor has through knowledge of the subject matter	4.00	4
I was easily able to access the instructor	4.25	5
Student work was evaluated in a timely manner	4.00	4

Note: All questions on a 1 to 5 scale with 1 = very poor, 2 = poor, 3 = adequate, 4 = good and 5 = very good. N = 16.

Table 3: Evaluation of Learning Outcomes as Lead Instructor for IR 101 - Introduction to Political Science Course, Ozyegin University, Turkey Summer 2021 (Counts)

Learning Outcome	Very low	Low	Moderate	High	Very High
Recognize the basic structure of the field	1	0	1	8	6
Explain political regime definitions	1	0	2	6	7
Analyze the workings of principal political institutions	1	0	3	4	8
Compare the impact of political institutions	1	0	1	7	7
Explain the theories and actors of International Relations	1	1	2	7	5
Explain the main political ideologies	1	1	2	4	8

Note: All indicators based on total counts. N = 16.

3.1 Selected Student Comments

“He knows how to reach the student very well, has a good command of the subjects he teaches, and can show us how to express ideas instead of conveying information directly. If I may be frank, he may be the best teacher I have ever had.”

“Instead of memorizing the subjects told, we learned how to interpret them. My perspective on political issues has clearly improved. It was a much better experience than I expected.

“He is an excellent teacher in my opinion.”

“He is actually nice and wise despite being young.”

“Guest speakers attending some of the lectures ... is very useful.”

“Explains fluently even long topics in an understandable way without boring.”

“He communicated very well with us and we were in constant communication, whether it was whatsapp group or emails, it was very good.”

“He knows how to engage interactively about his field.”