

Teaching Philosophy
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As a professor, I see my role as sparking students' curiosity about the world around them, challenging them to think for themselves, and giving them the tools and support they need to succeed. As a professor of politics, I pursue these goals in part by fostering a collaborative atmosphere, encouraging student participation even in large lecture classes, and welcoming different points of view, both regarding social scientific matters and the great issues of the day. By integrating interactive elements into my classes, and relating theoretical debates to current events and present-day social problems, I facilitate student interest and engagement, and fill classrooms with students from diverse ethnic, gender, and ideological backgrounds.

At the beginning of my Introduction to Political Psychology lecture course (one of the staples of my undergraduate teaching), I communicate three main course objectives. First, students are exposed to and master important theoretical ideas from social psychology, behavioral economics, political science, and other related fields. The study of human nature requires interdisciplinary insight; I invite students to explore the nexus between politics and psychology from the perspectives of numerous disciplines, presenting the core ideas both rigorously and accessibly. Second, students do not only learn these ideas, they also come to understand *how this knowledge was acquired*, through the course's emphasis on social science experiments and the scientific method. Organizing the course in this way deepens student understanding and empowers students both to critique conventional wisdom and to develop their own novel ways of thinking about politics. Modeling what it means to "know" something in politics also offers larger lessons for civic debate and engagement. And third, the theoretical ideas from class are constantly applied to current issues of real-world importance, further motivating student interest and recall, and highlighting the ways in which abstract knowledge can be used in the service of society. Although the details differ, the ethos behind these course objectives also motivates my teaching in other areas, from my First-Year Seminar on Political Theater to my new large lecture class on the Politics of Climate Change.

In addition, I have been highly active in supporting undergraduate research. Over the years, I have supervised around 90 undergraduate honors theses through the Politics Department Senior Honors program. This mentorship, among the most rewarding of my experiences at NYU, has involved weekly (or near-weekly) meetings with students as they develop and perfect their senior theses, as well as coaching and ample opportunities for practice as they prepare their presentations for our annual Politics Senior Honors conference. On top of this mentorship, I have also supervised a number of research-based independent study courses for undergraduates over the years. These independent studies have been designed around student interests and have also involved roughly weekly one-on-one meetings.