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To teach is to enact, publicly—to think out loud—

a sequential set of thinking moves that will impart to students a body of collectively inherited, but always continually challenged, knowledge, as well as, by the very dialectical mode of delivery—inquiry, the skills and techniques required to hone or even to contest this wisdom once a student is ready to participate and contribute to our understanding of the most resilient patterns of political behaviour, norms, and institutions.

To teach by this philosophy is to impart the sense that when we learn, we are participating in a centuries-long conversation between those who forged the way before, we who take up the challenge of improving on their insights, and those who will one day refute ours. To this end, I design all my lectures in each module as a coherent series—an arc that connects the first to the thirteenth lecture—and something like a microcosm of the scholarly conversation of any given sub-field or topic in political science. In each of my modules, I cross-reference lectures from before and look ahead to moves I will elaborate on in future lectures. Each lecture is therefore both discrete and part of a larger argument I present over thirteen weeks. The benefit of this is that students will be able to experience for themselves how knowledge is built in a dynamic process of creative destruction; at a more mundane level, students would also be more motivated to attend every lecture because I try to keep them guessing what the next scholarly paradigm shift will be that we would discuss in the coming week. Students also learn better when they see how their lecturer is trying to convey both the trees and the forest of a body of knowledge.

What Students Say...

“Extremely charismatic and engaging teacher. He pushes us to think beyond the box. He does not use slides which I really liked.”

“Dr Lim is constantly engaging in class, ensuring that, even in a 3-hour seminar, there is never a dull moment. He constantly imparts to us mind-blowing insights, and makes it an effort to put us in uncomfortable intellectual places in order to help us learn. He has a fantastic sense of humour as well, which makes classes all the more enjoyable.”