

CURRICULUM VITAE

Ellen Grigsby

Political Science

Updated 20 September 2016

Education:

Ph.D., 1986. University of North Carolina-Chapel Hill, Political Science (Major Field: Political Theory). Dissertation: "The Politics of Protest." Dissertation Advisor: Michael Lienesch.

Employment History:

Principal Lecturer, 2013-present. Department of Political Science, University of New Mexico, Albuquerque, New Mexico.

Lecturer III, 2004-2013. Department of Political Science, University of New Mexico, Albuquerque, New Mexico.

Director, 2003-2004. Advising Center, College of Arts and Sciences, University of New Mexico, Albuquerque, New Mexico.

Lecturer III, 1995-2003. Department of Political Science, University of New Mexico, Albuquerque, New Mexico.

Lecturer II, 1992-1994. Department of Political Science, University of New Mexico, Albuquerque, New Mexico.

Instructor, 1991-1992. Department of Political Science, University of New Mexico, Albuquerque, New Mexico.

Management Consultant, 1990. SBR & Company, Washington D.C.

Assistant Professor, 1987-1990, Department of Government, New Mexico State University, Las Cruces, New Mexico.

College Assistant Professor, 1986-1987. Department of Government, New Mexico State University, Las Cruces, New Mexico.

Instructor, 1982-1986. Department of Political Science, North Carolina State University, Raleigh, North Carolina.

Graduate Teaching Assistant, Department of Political Science, University of North Carolina, Chapel Hill, North Carolina, 1979-1985.

Teaching, Research and Service Interests

In my professional life at UNM, teaching, research, and service have always intersected in numerous ways. My research and writing have explored questions arising from challenges I

engage in my undergraduate classes and in my service as pre-law advisor and internship coordinator. For instance, one of my earliest projects after joining the political science department and becoming the instructor for the large introductory class was to write an introductory political science textbook (*Analyzing Politics*, 6th ed.), and one of my recent publications was a chapter in an edited collection (*Before the Paper Chase: The Scholarship of Law School Preparation and Admissions*) that seeks to identify patterns in successful pre-law preparation strategies. Similarly, I have drawn upon the scholarship of teaching and learning in political science to develop what I regard as a scholarship of advising, an advising that is evidence-based and assessment-oriented, and I incorporate such advising approaches in my work with UNM students and in my involvement in professional organizations.

Having taught more than thirteen different undergraduate courses (excluding readings courses and independent studies) since I began working at UNM in 1991, I have had numerous opportunities and widely divergent contexts for thinking about teaching and learning, and I have tried to evaluate my own experiences in reference to scholarly developments in my field. What I have come to conclude is in no way novel; indeed, the antecedents are at least as old as Homer. Teaching, at least in my field, in my estimation, needs to encourage students to practice agonistics/puzzling in the engagement with political theory texts. I believe that teaching students to read texts of political theory in agonistic terms promotes the close scrutiny of content while also challenging prevailing assumptions that reading/teaching/learning theory is somehow method-free. A study/teaching/learning of theory texts with attention to the textus-/textile-/cross-weaving-weaving nature of theoretical texts (as analyzed, for instance, in Harry Berger's *Situated Utterances*) posits that reading itself is an intellectual problem to be analyzed closely and invites students to think about methodological assumptions implicit in different ways of reading. By experiencing the reading of texts as potentially disputatious puzzles, students can discover for themselves the intellectual excitement of reading classic works of political theory in terms of something much more intellectually challenging than simplified categories. Students can begin to study political theory texts as open cases to be investigated with attention to detail, and they can be challenged to consider the option of viewing the *study* of theory not as the equivalent of mining texts ahistorically and selectively for rhetorical or partisan gain, but as a search for evidence no less exacting than such investigations conducted by political scientists in other subfields. Understood thusly, analyzing theory and textuality can offer opportunities for students to examine political theory in, to paraphrase David Mayhew, ontological as well as normative terms and, thereby, to draw upon political theory to evaluate questions across the subfields without distorting theory itself through strategic appropriation and reductionism. In sum, I think students learn theory best by means of immersion: immersion in the primary texts, immersion in the disciplinary arguments over the primary texts, and immersion in methodological complexities illustrating why political scientists employ competing approaches in the ongoing analysis of primary political theory texts.

Classroom Teaching (Fall 2006—Fall 2016)

2016; Fall; American Political Theory; PS 300T; 38 students.

2016; Fall; Congressional Processes; PS 300T; 4 students.

2016; Fall; Political Ideas; PS 300T; 57 students.

2016; Fall; Internship; PS 491; 19 students.

2016; Fall; Internship; PS 291; 1 student.

2016; Summer; Political Ideas; PS 260; 21 students.

2016; Spring; Modern Political Theory; PS 362; 31 students.

2016; Spring; Political Ideas; PS 260; 38 students.

2016; Spring; Internship; PS 491; 17 students.

2016; Spring; Congressional Processes; PS 300T; 5 students.

2016; Spring; Internship; PS 291; 3 students.

2015; Fall; Ancient and Medieval Political Theory; PS 361; 16 students.

2015; Fall; Political Ideas; PS 260; 50 students.

2015; Fall; Internship; PS 491; 13 students.

2015; Fall; Congressional Processes; PS 300T; 5 students.

2015; Fall; Internship; PS 291; 9 students.

2015; Summer; Political Ideas; PS 260; 16 students.

2015; Spring (Academic Leave Semester); Congressional Processes; PS 300T; 5 students.

2015; Spring (Academic Leave Semester); Internship; PS 491; 5 students.

2014; Fall; Green Political Theory; PS 300T; 40 students.

2014; Fall; Political Ideas; PS 260; 56 students.

2014; Fall; Internship; PS 491; 18 students.

2014; Fall; Congressional Processes; PS 300T; 5 students.

2014; Fall; Internship; PS 291; 2 students.

2014; Fall; Independent Study; PS 499; 1 student.

2014; Summer; Political Ideas; PS 260; 16 students.

2014; Spring; Ancient and Medieval Political Theory; PS 361; 21 students.

2014; Spring; Political Ideas; PS 260; 48 students.

2014; Spring; Internship; PS 491; 17 students.

2014; Spring; Congressional Processes; PS 300T; 4 students.

2014; Spring; Internship; PS 291; 1 student.

2014; Spring; Senior Thesis; PS 497; 1 student

2014; Spring; Problems; PS 552; 1 student.

2013; Fall; Modern Political Theory; PS 362; 30 students.

2013; Fall; Political Ideas; PS 260; 59 students.

2013; Fall; Internship; PS 491; 15 students.

2013; Fall; Internship; PS 291; 7 students.

2013; Fall; Congressional Processes; PS 300; 5 students.

2013; Summer; Political Ideas; PS 260; 16 students.

2013; Spring; American Political Theory; PS 300T; 43 students.

2013; Spring; Political Ideas; PS 260; 58 students.

2013; Spring; Internship; PS 491; 18 students.

2013; Spring; Congressional Processes; PS 3005; 5 students.

2013; Spring; Senior Thesis; PS 497; 1 student.

2012; Fall; Ancient and Medieval Political Theory; PS 361; 30 students.

2012; Fall; Political Ideas; PS 260; 59 students.

2012; Fall; Congressional Processes; PS 300; 4 students.

2012; Fall; Political Science Internship; PS 291; 5 students.

2012; Fall; Political Science Internship; PS 491; 18 students.

2012; Summer; Political Ideas; PS 260; 22 students.

2012; Spring; Modern Political Theory; PS 362; 27 students.

2012; Spring; Political Ideas; PS 260; 55 students.

2012; Spring; Congressional Processes; PS 300; 5 students.

2012; Spring; Political Science Internship; PS 291; 8 students.

2012; Spring; Political Science Internship; PS 491; 19 students.

2012; Spring; Independent Study; PS 499; 1 student.

2011; Fall; American Political Theory; PS 300; 42 students.

2011; Fall; Political Ideas; PS 260; 59 students.

2011; Fall; Congressional Processes; PS 300; 5 students.

2011; Fall; Political Science Internship; PS 291; 6 students.

2011; Fall; Political Science Internship; PS 491; 7 students.

2011; Fall; Independent Study; PS 499; 1 student.

2011; Spring; Modern Political Theory; PS 362; 26 students.

2011; Spring; Political Ideas; PS 260; 59 students;

2011; Spring; Issues in Political Theory; PS 300; 5 students

2011; Spring; Political Science Internship; PS 291; 5 students.

2011; Spring; Political Science Internship; PS 491; 13 students.

2011; Spring; Problems; PS 552; 1 student.

2010; Fall; Ancient and Medieval Political Theory; PS 361; 24 students.

2010; Fall; Political Ideas; PS 260; 58 students.

2010; Fall; Congressional Processes; PS 300; 5 students.

2010; Fall; Political Science Internship; PS 291; 7 students.

2010; Fall; Political Science Internship; PS 491; 24 students.

2010; Fall; Independent Study; PS 499; 1 student.

2010; Spring; Modern Political Theory; PS 362; 28 students.

2010; Spring; Political Ideas; PS 260; 59 students.

2010; Spring; Issues in Political Theory; PS 300; 1 student.

2010; Spring; Political Science Internship; PS 291; 5 students.

2010; Spring; Political Science Internship; PS 491; 17 students.

2010; Spring; Independent Study; PS 499; 5 students.

2009; Fall; American Political Theory; PS 300; 43 students.

2009; Fall; Political Ideas; PS 260; 60 students.

2009; Fall; Political Science Internship; PS 291; 5 students.

2009; Fall; Political Science Internship; PS 491; 15 students.

2009; Fall; Independent Study; PS 499; 2 students.

2009; Spring; Modern Political Theory; PS 362; 32 students.

2009; Spring; Political Ideas; PS 260; 60 students.

2009; Spring; Political Science Internship; PS 291; 5 students.

2009; Spring; Political Science Internship; PS 491; 12 students.

2009; Spring; Independent Study; PS 499; 3 students.

2008; Fall; Ancient and Medieval Political Theory; PS 361; 22 students.

2008; Fall; Political Ideas; PS 260; 60 students.

2008; Fall; Contemporary Political Theory; PS 300; 1 student.

2008; Fall; Political Science Internship; PS 291; 8 students.

2008; Fall; Political Science Internship; PS 491; 23 students.

2008; Fall; Independent Study; PS 499; 4 students.

2008; Spring; Modern Political Theory; PS 362; 29 students.

2008; Spring; Political Ideas; PS 260; 62 students.

2008; Spring; Political Science Internship; PS 291; 4 students.

2008; Spring; Political Science Internship; PS 491; 13 students.

2008; Spring; Independent Study; PS 499; 11 students.

2007; Fall; Ancient and Medieval Political Theory; PS 361; 28 students.

2007; Fall; Political Ideas; PS 260; 41 students.

2007; Fall; Political Science Internship; PS 291; 8 students.

2007; Fall; Political Science Internship; PS 491; 18 students.

2007; Fall; Independent Study; PS 499; 1 student.

2007; Spring; Modern Political Theory; PS 362; 22 students.

2007; Spring; Political Ideas; PS 260; 52 students.

2007; Spring; Political Science Internship; PS 291; 7 students.

2007; Spring; Political Science Internship; PS 491; 13 students.

2007; Spring; Independent Study; PS 499; 14 students.

2006; Fall; Ancient and Medieval Political Theory; PS 361; 29 students.

2006; Fall; Political Ideas; PS 260; 60 students.

2006; Fall; Political Science Internship; PS 291; 5 students.

2006; Fall; Political Science Internship; PS 491; 10 students.

2006; Fall; Independent Study; PS 499; 1 student.

Curriculum Development (Fall 2006—Fall 2016)

Revision of Online PS 260 Political Ideas for submission as UNM Online Best Practice Course (through UNM Extended Learning, Center for Teaching Excellence, and UNM Online Course Advisory Council), in progress Fall 2016.

Developed PS 300T Green Political Theory, Fall 2014

Developed online course PS 260 Political Ideas; first offered Summer 2012

Developed online course Political Science Internship PS 291 and PS 491; first offered Fall 2011.

Developed PS 300T Congressional Processes for Washington, DC interns, first offered Fall 2010.

Developed correspondence course PS 260 Political Ideas; first offered Fall 2008.

Service

Participant. Pre-Law Advisors National Conference. Chicago, IL. June 7-10, 2016.

Online Teacher of the Year Award, Nominee. Spring 2014.

Search Committee for Recruiter and Admissions Official. UNM School of Law. Spring 2014.

American Indian Student Services S.T.A.R.S (Special Thank You And Recognition from Students) Award, Nominee, May 2013.

UNM, Excellence in Advisement Award, Faculty Nominee, May 2013.

UNM Pre-Law Advisor. 2001-present.

Member, Department of Political Science, Undergraduate Committee, Fall 2016.

Member, Department of Political Science, Departmental Web and Social Media Committee, Summer 2016-present.

Member, Department of Political Science, Fred Harris Washington, DC Internship Committee, 2005-present.

Faculty Advisor College Democrats, Pre-Law Honor Society, Political Science Honor Society, Mock Trial Club, Queer-Straight Alliance, Amnesty International, UNM Model Congress, One Million Bones; Young Progressives; Young Greens Rising; multiple semesters–present.

Participant. Law School Admission Council. Prep 2011: Supporting Your Role in Diversifying The Legal Profession. Orlando, Florida, January 23-25, 2011.

Presenter, “How To Get The Most Out of Your Undergraduate Experience.” Council on Legal Education Opportunity Thurgood Marshall Legal Education Opportunity Program, The

Road to Law School, University of New Mexico School of Law, February 2010, February 2009

Instructor. Center For Democracy and Civic Education, We The People Summer Institute, Nebraska. Nebraska State Bar Association, Summer 2015, Summer 2009, Summer 2008, Summer 2006.

Instructor. Center For Democracy and Civic Education, We The People Summer Institute, New Mexico. Albuquerque, NM. Summer 2009, Summer 2008, Spring 2006, Summer 2005, Summer 2004, Summer 2003, Summer 2002.

Judge. Center For Democracy and Civic Education, We The People. New Mexico State Competition, Santa Fe, NM, December 2003-2009.

Judge. Center For Democracy and Civic Education. We The People U.S. National Competition, Washington, DC, April 2009, April 2008, April 2007, April 2004.

Member, Board of Directors. Western Association of Pre-Law Advisors; 2001-2008.

UNM Site Supervisor. UNM Law Day; 2002-2008.

Instructor. Center For Democracy and Civic Education, We The People Summer Institute, Texas Bar Association Law-Related Education, Austin, Texas, Summer 2008, Summer 2007.

Invited Participant. Civitas International, Texas and New Mexico Law-Related Education Delegation, San Jose, Costa Rica, December 9-14, 2007.

Faculty Mentor. UNM Research Opportunity Program. Fall 2006, Spring 2003, Summer 1997, Summer 1996.

Member, Undergraduate Committee, UNM Department of Political Science; 1997-2003; 2005-2006.

Instructor. Center For Democracy and Civic Education, We The People Summer Institute, Florida. Florida State University School of Law, Tallahassee, FL, Summer 2006, Summer 2005.

Participant. Law School Admission Council, Pre-Law Prep 2005 Conference. Atlanta, Georgia, July 8-9, 2005.

Instructor. Center For Democracy and Civic Education, We The People Summer National Institute. James Madison University, Harrisonburg, VA, Summer 2005.

Invited Participant. Center For Democracy and Civic Education Scholars' Conference. Los Angeles, CA. March 2005.

Invited Participant. Center For Democracy and Civic Education, Second Congressional Conference on Civic Education, Washington, DC, December 2004.

Participant. National Academic Advising Association. Academic Advising Administrators' Institute, 2004. St. Pete Beach, FL. February 2-4, 2004.

Participant. National Academic Advising Association. Academic Advising Assessment Seminar, 2004. St. Pete Beach, FL. February 4-6, 2004.

Participant. Miami University DARS Project. Degree Audit Reporting System Skills Workshop. Miami University, Oxford, OH. February 9-13, 2004.

Undergraduate Advisor, UNM Department of Political Science; 1997-2003.

Instructor, UNM Elderhostel; 1991-1993.

Scholarly Achievements

Book

Ellen Grigsby, *Analyzing Politics: An Introduction to Political Science*, 6th ed. Wadsworth/Cengage; Belmont, CA; 384 pages; published Nov. 2013, copyright 2014.

Chapters in Edited Volumes

"Failed States," in *Blackwell's Encyclopedia of Political Thought*, Michael Gibbons, ed. Oxford: Blackwell Publishing Ltd, 2014.

"Political Libertarianism," in *Blackwell's Encyclopedia of Political Thought*, Michael Gibbons, ed. Oxford: Blackwell Publishing Ltd, 2014.

"Fabianism," in *Blackwell's Encyclopedia of Political Thought*, Michael Gibbons, ed. Oxford: Blackwell Publishing Ltd, 2014.

"Liberation Theology," in *Blackwell's Encyclopedia of Political Thought*, Michael Gibbons, ed. Oxford: Blackwell Publishing, 2014.

"The Reach of Our Pedagogy: Political Science Undergraduate Classes and Pre-Law Academic Preparation." In *Before the Paper Chase: The Scholarship of Law School Preparation and Admissions*. Frank Guluizza and Tim Garrison, eds., pp. 31-40. Durham, NC: Carolina Academic Press, 2012. Co-authored with Amelia A. R. Murphey.

"Neoclassical Liberals" in *Twenty-First Century Political Science: A Reference Handbook*, John Ishiyama and Marijke Breuning, eds, pp. 596-604. Thousand Oaks, CA: Sage Publications, 2011.

“History of the Discipline” in *Twenty-First Century Political Science: A Reference Handbook*, John Ishiyama and Marijke Breuning, eds., pp. 3-10. Thousand Oaks, CA: Sage Publications, 2011.

“Human Experimentation.” In *Social Issues: An Encyclopedia of Controversies, Issues, and Debates*, James Ciment, ed., pp. 890-900. New York: M.E. Sharpe, 2006.

Other Writings

Ellen Grigsby, Murray S.Y. Bessette, and Shane Ralston. “Track Summary: Teaching Political Theory and Theories.” *PS: Political Science and Politics*, 44: 666. 2011.

Ellen Grigsby. “Political Theory, Museum Studies, and Pedagogy.” *Political Science Educator: The Newsletter of APSA’s Political Science Education Section* 15: 5-7. 2011.

“Furman v. Georgia,” in *The Encyclopedia of American Law and Criminal Justice*, David Schultz, ed., pp. 352-353. New York: Facts on File, 2011.

“Gregg v. Georgia,” in *The Encyclopedia of American Law and Criminal Justice*, David Schultz, ed. pp. 371-372. New York: Facts on File, 2011.

“William Blackstone,” in *The Encyclopedia of the United States Constitution*, David Schultz, ed., pp. 62-63. New York: Facts on File, 2009.

“Natural Law,” in *The Encyclopedia of the United States Constitution*, David Schultz, ed., pp. 501-502. New York: Facts on File, 2009.

“Elizabeth Cady Stanton,” in *The Encyclopedia of the United States Constitution*, David Schultz, ed., pp. 697-698. New York: Facts on File, 2009.

“Tinker v. Des Moines Independent Community School District,” in *The Encyclopedia of the United States Constitution*, David Schultz, ed., p. 738. New York: Facts on File, 2009.

“Virginia Declaration of Rights” in *The Encyclopedia of the United States Constitution*, David Schultz, ed., pp. 780-781. New York: Facts on File, Inc. 2009.

Presentations and Participation at Professional Meetings (2000-Present)

Discussant. “Teaching Political Theory and Theories.” American Political Science Association Teaching and Learning Conference. Albuquerque, NM, February 11-13, 2011.

“Categories, Inequality, and the Lens of Political Theory: Teaching and Learning Through the Contestability of Readings of Difference in Plato and Hobbes in the Undergraduate Classroom.” Presented at the American Political Science Association Annual Meeting, Boston MA, August 29, 2008.

Panel Chair, "Pre-Law Advising: Beyond the Basics." Drexel University College of Law, Philadelphia, PA, September 22, 2007.

"Tragedy as a Teacher of Liberal Complexity." Presented at the American Political Science Association Annual Meeting, Chicago, IL, September 1, 2007.

"Liberalism and Tragedy." Presented at the Western Political Science Association Annual Meeting, Las Vegas, NV, March 2007.

"Developments in Pre-Law Advising." Roundtable at the Western Association of Pre-Law Advisors Annual Meeting, Albuquerque, NM, October 2006.

"Power, Agency, Pedagogy, and Introductory Political Science" (with Bettina Ide). Presented at the American Political Science Association Annual Meeting, Philadelphia, PA, September 2006.

"The Reach of Our Pedagogy: Academic Choices and Political Science Course Selections of Pre-Law Students" (with Amelia A.R. Murphey). Presented at the Western Political Science Association Annual Meeting, Albuquerque, NM, March 2006.

"What Are Pre-Law Students Doing and What is Working: An Assessment of the Success Rates and Academic Choices of Pre-Law Students" (with Amelia A. R. Murphey). Presented at the Western Association of Pre-Law Advisors Annual Meeting, Las Vegas, NV, October 2005.

"When Students Begin To See Themselves as Civic Educators: Political Science Internships, Youth Voter Registration, and Democratic Mobilization in a Swing-State During the 2004 Presidential Election." Presented at the American Political Science Association Annual Meeting, Washington, DC August 2005.

"Jane Addams, Political Theory, and Political Science Pedagogy" (with Jenna Pochop). Presented at the Western Political Science Association Annual Meeting, Oakland, CA, March 2005.

"Trying to Make All Things New: Creating Community and Pedagogy Through UNM's Pre-Law Advising System." Presented at the New Mexico Academic Advising Association Annual Meeting, Albuquerque, NM, October 22, 2004.

"Legal Education as Pre-Law Advising" (with Tamara Martinez-Anderson). Presented at the Pre-Law Advisors' National Council National Meeting, Boston, MA. June 2004.

"Crossing the Lines: Teaching and Advising." Presented at the Western Association of Pre-Law Advisors Annual Meeting, Denver CO, October 2003.

"From Advising to a Scholarship of Advising: Undergraduate Advising and Professional Identity." Presented at the American Political Science Association Annual Meeting, Philadelphia, PA, August 2003.

“Teaching Students to Become Philosophers of Education.” Presented at the Annual SUN Conference on Teaching and Learning. El Paso, TX, March 2003.

“From Collaborative Teaching to Collaborative Research” (with A.J. Lapre). Presented at the Western Political Science Association Annual Meeting, Denver, CO, March 2003.

“Advising as Teaching: Developing a Critical Pedagogy From the Advising Experience” Presented at the American Political Science Association Annual Meeting, Boston, MA, August 2002.

“Locating the Pre-law Advisor in the Political Science Profession.” Presented at the Western Association of Pre-law Advisors Annual Meeting, Albuquerque, NM, October 2001.

Participant. “Roundtable: Innovations in Pre-Law Advising.” Western Association of Pre-Law Advisors Annual Meeting, Oakland, CA, November 2000.