

## CURRICULUM VITAE

Ellen Grigsby

Political Science

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### **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 Emerita and Director, Fred Harris Washington, DC U.S. Congressional Internship Program, January 2018--Present. Department of Political Science, University of New Mexico, Albuquerque, New Mexico.

Principal Lecturer, 2013-2017. 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 have engaged 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 later publications was a chapter in an edited collection (*Before the Paper Chase: The Scholarship of Law School Preparation and Admissions*) that set out 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 have incorporated 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 original ideas 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. 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 2019)

2019; Fall; Introduction to Political Theory; PS 2130; 35 students

2019; Fall; Congressional Processes; PS 300T; 5 students

2019; Fall; Political Science Internship; PS 491; 4 students  
 2019; Fall; Political Science Internship; PS 291; 3 students  
 2019; Fall; Legislative Process; PS 311; 3 students  
 2019; Fall; Independent Study; PS 499; 2 students  
 2018; Spring; Political Ideas; PS 260; 32 students  
 2018; Spring; Congressional Processes; PS 300T; 5 students  
 2018; Spring; Political Science Internship; PS 491; 5 students  
 2018; Spring; Legislative Process; 5 students  
 2018; Fall; Political Ideas; PS 260; 55 students  
 2018; Fall; Congressional Processes; PS 300T; 5 students  
 2018; Fall; Political Science Internship; PS 491; 5 students  
 2018; Fall; Legislative Process; PS 311; 5 students  
 2018; Spring; Political Ideas; PS 260; 32 students  
 2018; Spring; Congressional Processes; PS 300T; 5 students  
 2018; Spring; Political Science Internship; PS 491; 5 students  
 2018; Spring; Legislative Process; PS 311; 5 students  
 2017; Fall; Political Ideas; PS 260; 46 students  
 2017; Fall; Congressional Processes; PS 300T; 5 students  
 2017; Fall; Political Science Internship; PS 491; 5 students  
 2017; Spring; Green Political Theory; PS 300T; 41 students  
 2017; Spring; Congressional Processes; PS 300T; 5 students  
 2017; Spring; Political Ideas; PS 260; 46 students  
 2017; Spring; Political Science Internship; PS 491; 17 students  
 2017; Spring; Political Science Internship; PS 291; 3 students  
 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 2008-Fall 2019)**

Redesign of Online PS 260 Political Ideas from a 4-week Summer Semester format to an 8-week recurring Fall/Spring Semester format.

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). Awarded Best Practice Course, December 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-June 2017.

Member, Department of Political Science, Undergraduate Committee, Fall 2016; 2005-2006; 1997-2003.

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

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.

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.

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.

## **Publications**

*Analyzing Politics: An Introduction to Political Science*, 6<sup>th</sup> ed. Wadsworth/Cengage; Belmont, CA, 2014.

"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.

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

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.

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

### **Selected Presentations and Participation at Professional Meetings**

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.