Updated 3/30/21

Sarah Elizabeth James

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EDUCATION

Harvard University Cambridge, MA
Ph.D., Government & Social Policy Defended February 2021; Graduation Expected May 2021

- Dissertation: "*When is hindsight 20/20? The politics of acknowledging and addressing failed policies*"
- Committee: Theda Skocpol (chair), Dan Carpenter, Jennifer Hochschild

M.A., Government May 2016

Boston University Boston, MA
M.Ed., Curriculum & Instruction June 2011

University of Texas at Austin Austin, TX
B.A., *magna cum laude* in Plan II Honors & Government May 2009

- Honors Thesis: *Does Content Matter: An Examination of Civics Curriculum's Effects on Political Participation*

RESEARCH AND TEACHING INTERESTS

American politics	social policy & inequality	bureaucracy
American political development	institutions	racial and ethnic politics
state and local politics	qualitative & mixed methods	social movements

SELECTED GRANTS AND HONORS

Radcliffe Institute for Advanced Study Arleen Carlson & Edna Nelson Graduate Fellow	2020-21
Center for American Political Studies, Graduate Seed Grant	Spring & Fall 2020
Sid Verba Award for Excellence in Undergraduate Teaching	2019
Graduate Student Association Peer Mentoring Award	2019
Harvard Initiative for Teaching and Learning (HILT) Grant	2018
Institute for Quantitative Social Science Travel Grant	2017, 2018
Certificate of Distinction in Teaching	2017
Harvard College Dean's Grant	2017
APSA State Politics and Policy Section Carsey Fellow	2017
Tobin Project Graduate Research Fellowship	2016-17
GSAS Pre-dissertation Fellowship	2016
Harvard Multidisciplinary Program in Inequality & Social Policy Fellow	2015-21
William Jennings Bryan Prize for Best Honors Thesis	2009
Phi Beta Kappa	2009

PUBLICATIONS

"Mea Culpa: The role of data collection in public officials acknowledging policy failure." S*tate Politics and Policy Quarterly*. Forthcoming.

"Examining the Effect of Explicit Writing Instruction on the Quality of Student Writing" with Colin Brown and George Soroka. *Journal for Political Science Education*. Forthcoming.

"Beyond the Likely Voter: An Analysis of Conservative Political Outreach" with Angie Bautista-Chavez. *Political Science Quarterly*. Fall 2019.

"How Conservative Political Organizations Engage and Try to Recruit Left-Leaning Constituencies," with Angie Bautista-Chavez, Scholars Strategy Network, August 2018

"The Libre Initiative: An Innovative Conservative Effort to Recruit Latino Support," with Angie Bautista-Chavez, Scholars Strategy Network, March 2016

WORKS IN PROGRESS

When is hindsight 20/20? The Politics of Acknowledging and Responding to Policy Failure. Dissertation book project.

"The impact of capacities for data collection, analysis, and dissemination on U.S. state and local responses to the Covid-19 pandemic." With Theda Skocpol & Caroline Tervo. Working Paper.

"Rubrics as a teaching and learning tool in the social science classroom." With Colin Brown, Matt Reichert, and George Soroka. Working paper.

"Re-opening by number(s): State-level crisis policymaking and public health data." Working paper.

PRESENTATIONS

"Re-opening by number(s): State-level crisis policymaking and public health data" Federalism Panel, *Midwest Political Science Association Conference*, April 2021

"Mea Culpa: The role of data collection in public officials acknowledging policy failure." *State Politics & Policy Section Spring Speaker Series,* April 2021

"When is hindsight 20/20? The politics of acknowledging policy failure" *American Political Science Association Conference*, September 2020

"Re-opening by number(s): State-level crisis policymaking and public health data" Federalism Panel, *Harvard Summer American Politics Conference*, August 2020

"When is hindsight 20/20? The politics of acknowledging policy failure" *Midwest Political Science Association Annual Meeting*, April 2020

"Using rubrics in the political science classroom" *Teaching and Learning Conference of the American Political Science Association*, February 2020.

"Teaching Political Science by Teaching Writing." with Colin Brown & George Soroka, *American Political Science Association Conference*, Political Science Education Division, September 2018.

"Measuring policy diffusion: An examination of teacher evaluation practices" with NaLette Brodnax, *Political Methodology XXXV Conference*, Women in Political Methodology Section, July 2018

"What happens to bad policy? Identification and Response to Policy Failure in State Social Policy." *State Politics and Policy Conference,* graduate student poster presentation, May 2017.

"Beyond their Comfort Zone: Koch Network Outreach to Latinos & Millennials" with Angie Bautista-Chavez. *Midwest Political Science Association Annual Meeting*, April 2016.

TEACHING AND MENTORING

Derek C. Bok Center for Teaching and Learning

Departmental Pedagogy Fellow 2018-20

- Developed and implemented a new 8-session curriculum to prepare graduate students to teach
- Developed, implemented, and refined the Government Department's first-ever session on active learning and inclusive teaching
- Average teaching evaluation in the department increased from a 4.1 to 4.3 out of 5, through a rise in the bottom quartile of scores
- Conducted 20+ video observations and debrief sessions per year with teaching fellows
- Communicated regularly about teaching best practices with the Government Department instructors

Harvard Government Department

Lead Instructor

- Senior Government Thesis Tutorial, Harvard College (2018-21)
- *Origins of Contemporary Racial & Ethnic Politics,* Harvard Pre-College Program (Summer 2015, 2016, 2017, 2018, 2019); Received 4.8/5.0 average rating for from student evaluations over 6 sessions
- *The Science of Politics: Coding and Statistics in Political Science*, Harvard Pre-College Program (Summer 2017, 2019, 2020); Received 4.7/5.0 average rating for from student evaluations over 3 sessions

Teaching Fellow

- *Presidential Politics,* Harvard Extension School (Spring 2021)
- *Presidential Elections,* Harvard Extension School (Fall 2020)
- *Race, Ethnicity and Immigration: From Obama to Trump,* Harvard College (Spring 2018); Received 4.4/5.0 average rating for teaching effectiveness from student evaluations
- *Introduction to Survey Methods*, Harvard College (Fall 2017); Received 4.6/5.0 average rating for teaching effectiveness from student evaluations
- *Government Sophomore Tutorial*, Harvard College (Spring 2017); Received 4.8/5.0 average rating for teaching effectiveness from student evaluations
- *American Society & Public Policy*, Harvard College (Fall 2016); Received 4.6/5.0 average rating for teaching effectiveness from student evaluations

Advisor and Mentor

- Concentration Advisor, Lowell House (2016-present)
- Undergraduate thesis advisor, 2017-2021
    - *An examination of integration in St. Louis Public Schools,* Social Studies, 2020-21
    - *Post the Change You Wish to See: The Strategic Use of Social Media in Youth Led Social Movements 2010-2020,* Government, 2019-20
    - *More than Missing: Analyzing Missing and Murdered Indigenous Women Policy Trajectories in the United States and Canada, 2015-2019,* Government & Women and Gender Studies, recipient of James Gordon Bennett Prize, 2019-20
    - *Does Party Affiliation Trump Personal Benefit? A Study of Policy Feedback in the Affordable Care Act*, Government, 2018-19
    - *Civic Disengagement: Evolution and Impact of American Student Governance*, Social Studies, 2017-2018
    - *Welcome to Trump Country, Navigating Tensions of Refugee Host Communities in Rural America*, Government & Comparative Literature, 2017-2018

SERVICE AND AFFILIATIONS

Trustee, Outcomes Committee Chair, Anti-racism Committee Co-Chair at Boston Prep Charter School

Reviewer, *Journal of Political Science Education*

Member, Harvard Government Department Climate Change Committee (2018-2019)

Member, Harvard Government Department Diversity Working Group (2015-2019)

Co-Coordinator, Harvard Graduate Student Workshop on Political Economy (2015-16)

Affiliate, Harvard Institute for Quantitative Social Science

Affiliate, Scholar Strategy Network

Member, American Political Science Association (APSA); Midwest Political Science Association (MPSA); Professional and Organizational Development Network in Higher Education (POD)

RELATED PROFESSIONAL EXPERIENCE

Boston Prep Charter School Boston, MA

High School Principal 2013-14

- Refined and implemented school-wide vision for a rigorous, engaged high school culture focused on college preparation and ethical decision-making
- Analyzed academic and cultural data to inform decisions and coaching strategies
- Built and strengthened relationships with 180 students and their families in support of students attending and graduating from college
- Led school-wide effort to support students in achieving 100% college acceptance for fourth year in a row
- Efforts resulted in inaugural Pozen Prize for long-term academic excellence among Greater Boston charter schools

History Department Chair 2012-14

- Supervised team of 5 history teachers, completed regular observations, provided curricular and assessment feedback based on data
- Assisted school leadership team in directing school vision, instructional goals and strategy, and culture

Teacher 2009-13

- Led curriculum revision to Advanced Placement U.S. History curriculum for 11th grade from 2011-2013, including incorporating more active learning opportunities and additional primary sources
- Planned and implemented 8th grade Algebra I and 9th grade geometry curriculum for teaching team of 3 from 2009-2011

Beacon Instructional Partners Boston, MA

Senior Instructional Coach 2018-20

- Evaluate strengths and areas of growth for higher education instructors
- Collaborate with instructors to develop strategies for improving instructional strategies

Charles Sposato Graduate School of Education Boston, MA

External Evaluator 2014-2018

- Evaluated teacher effectiveness for rookie K-12 teachers based on unannounced classroom observations

Instructional Coach 2015

- Observed student-teachers and offered actionable feedback focused on achieving student learning

SKILLS

Proficient in statistical analysis and software (R and R Studio)

Basic use of Geographic Information Systems (QGIS and ArcGIS)

Fluent Spanish (reading, writing, and conversation)

REFERENCES

Theda Skocpol
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