

FELLOWSHIP



THE WOODROW WILSON
National Fellowship Foundation

WINTER 2012

THE NEWSLETTER OF THE WOODROW WILSON NATIONAL FELLOWSHIP FOUNDATION

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NEW JERSEY PIONEERS WOODROW WILSON TEACHING FELLOWSHIP ON EAST COAST

New Jersey Governor Chris Christie announced on December 7 that New Jersey would become the first East Coast state to launch the Woodrow Wilson Teaching Fellowship, with nearly \$9 million in support from a consortium of foundations and private funders.

New Jersey joins Indiana, Michigan, and Ohio as a host state for the Woodrow Wilson National Fellowship Foundation's current signature Fellowship, which recruits top science, technology, engineering, and math (STEM) college graduates and career changers and prepares them to teach in high-need schools. The program ultimately seeks to transform the way teacher candidates are prepared.

Woodrow Wilson Teaching Fellows commit to teach, after their preparation, in a high-need urban or rural school in their state for three years, with ongoing mentoring. The Fellowship includes a \$30,000 stipend to use during the master's program.

"Excellence in education begins in the classroom," said Governor Christie at the December 7 press conference. "Today, we are taking another important step to ensure our teachers are prepared before they are placed in high-need schools. It only makes sense that we give our teachers the experience and the tools they need before they are placed in challenging environments. Thanks to the Woodrow Wilson Foundation and our five New Jersey higher education institutions participating in this program, teachers will be ready to make a difference in struggling districts where their help is needed most."

The five participating institutions in New Jersey—the College of New Jersey, Montclair State University, Rowan University, Rutgers University-Camden, and William Paterson University—have already begun working with the Woodrow Wilson Foundation to develop model master's-level teacher preparation programs. Fellows will go through a rigorous one-year program in local school classrooms, a clinically based approach similar to that of medical schools.

"Study after study shows that teachers are the single most important in-school factor in improving student achievement," said Arthur Levine, president of the



Woodrow Wilson Foundation President Arthur Levine describes the WW New Jersey Teaching Fellowship at a December 7 press event with NJ Governor Chris Christie. (Photo: Governor's Office/Tim Larsen)

Woodrow Wilson National Fellowship Foundation. "That's the overarching goal for these Woodrow Wilson New Jersey Teaching Fellows. New Jersey overproduces elementary school teachers but underproduces middle- and high-school STEM teachers, and 30 to 40 percent of New Jersey teachers leave the profession during their first three years in the classroom—more in high-need districts. So there's a genuine need for these new teachers, and for innovative preparation that will help keep them in the classroom."

Twelve New Jersey school districts will partner with the state's participating universities to provide clinical experience for the Teaching Fellows—a full academic year in a high-need, high-functioning school, where Fellows will learn onsite the way residents in a teaching hospital do. The 12 districts include Trenton, Ewing, Lawrence, and New Brunswick, working with TCNJ; Newark and Orange, working with Montclair State; Paterson, working with William Paterson University; and Camden, Pemberton, and several rural districts, working jointly with Rowan and Rutgers-Camden.

"We say it time and time again: teachers matter, so we must recruit, train, evaluate and support them in

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MISSION

The mission of the Woodrow Wilson National Fellowship Foundation is to identify and develop leaders and institutions to address the critical challenges in education.

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EDITOR'S NOTE

It's been an extraordinary autumn at the Woodrow Wilson Foundation.

From our base here in Princeton, we saw Superstorm Sandy sweep across New Jersey at the end of October. Although power outages closed our office for a week, all of Woodrow Wilson's staff were extremely fortunate to come through the storm without major losses or injuries. Here at the end of 2012, everyone who lives or works in this part of the country still sees daily reminders of the devastation that Sandy brought so many of our friends and neighbors. Our hearts go out to them.

And yet, as soon as the Foundation got up and running again, we learned we would also have some very good news this fall: the launch of the Woodrow Wilson Teaching Fellowship here in the Foundation's home state. We've been proud to introduce the Teaching Fellowship in Indiana, Michigan, and Ohio, the first three states to implement it. Bringing this same initiative to New Jersey, where the Woodrow Wilson Foundation has operated since 1945, means a chance to do the same important work in our own backyard—and that too is a source of pride.

This has also, of course, been a season of passionate politics, with the 2012 presidential election commanding the nation's attention throughout the fall. The Foundation is honored to have a number of Fellows with expertise on some of the issues that helped to shape the election. In this issue, we bring you some of their perspectives, as well as updates on some of Woodrow Wilson's other ongoing programs and news from Fellows around the country.

Given this fall's various vicissitudes, it turns out to be most expedient to bring you this issue of *Fellowship* in an electronic format—perhaps a harbinger of things to come, if our readers like it. We hope you're following us on Facebook and Twitter already; would you prefer an electronic newsletter too? Let us know what you think. We always appreciate hearing from you. 

ABBREVIATIONS USED IN THIS ISSUE:

AP = ACADEMIC POSTDOCTORAL FELLOW

CN = CHARLOTTE NEWCOMBE FELLOW

DS = DISSERTATION FELLOW

H = HONORARY

MN = MELLON FELLOW

TF = WOODROW WILSON TEACHING FELLOW

WF = WOODROW WILSON FELLOW

WS = WOMEN'S STUDIES FELLOW

WT = WILSON TEACHER

LET US KNOW YOUR RECENT NEWS!

Comments, suggestions, and news of recent accomplishments are welcome; please email the *Fellowship* newsletter staff at communications@woodrow.org, or call 609-452-7007 x131.

NEW JERSEY PIONEERS WW TEACHING FELLOWSHIP ON EAST COAST

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a way that has the greatest impact in our classrooms,” said Education Commissioner Chris Cerf. “I am thrilled we are the first East Coast state to be part of the Woodrow Wilson Teaching Fellows as this partnership underscores an important need: with predicted job growth in the STEM fields outpacing all others, we must focus on developing the relevant skills in our students now. Recruiting and training future teachers with strong STEM backgrounds means we are creating opportunities for our students to meet the future demands in the marketplace.”

Beginning this fall, the university partners have 18 to 21 months to tailor programs that meet the Fellowship’s standards for intensive clinical work and rigorous related coursework. With the application for the New Jersey program set to open in late spring 2013, the first Fellows will be named in spring 2014, start their academic programs in fall 2014, and be ready to teach in fall 2015.

“This fellowship program provides a tremendous opportunity to support and strengthen teacher preparation programs to meet the current and emerging need for exceptional teachers, especially in our most challenged communities,” said New Jersey Secretary of Higher Education Rochelle Hendricks. “Rapidly changing demographics and global competition require that we revamp and revitalize teacher education. This innovative program will ensure that our new teachers have the intensive preparation, the cultural awareness and classroom experience they need to be successful.”

Current funding will enable the participating colleges and universities to enroll ten Fellows per year initially. These institutions will receive matching grants to redevelop their teacher preparation programs based on a set of standards set by the Foundation in conjunction with national experts. Given the state’s shortage of secondary-level STEM teachers, the Foundation is looking for additional partners and funders to expand the program. “If the program is able to expand to its eventual \$13.6 million target,” Dr. Levine said, “it will produce enough Fellows to fill nearly all anticipated STEM vacancies in the 12 participating districts.”

Major funders for the Fellowship in New Jersey include the Geraldine R. Dodge Foundation, M. Brian and Sandy Maher, the Overdeck Family Foundation, the Robert Wood Johnson Foundation, the PSEG Foundation, the JP Morgan Chase Foundation, the Schumann Fund for New Jersey, Educational Testing Service, the William E. Simon Foundation, and Jennifer A. Chalsty, with additional funding from a number of other foundations and philanthropists.

“With the imminent wave of teacher retirements, there is nothing more important than recruiting and



Governor Christie at the December 7 press event: “Great teachers matter.” At right of photo, R to L: Arthur Levine; Dodge Foundation President Chris Daggett; NJ Secretary of Higher Education Rochelle Hendricks; NJ Commissioner of Education Chris Cerf; Laura Overdeck, the Overdeck Family Foundation. (Photo: Governor’s Office/Tim Larsen)

training the next generation of teachers,” said Chris Daggett, president and CEO of the Geraldine R. Dodge Foundation. “The Dodge Foundation’s focus on education in New Jersey supports public schools—particularly in our high-need districts—to help prepare students for 21st century careers and challenges. We care about high-quality teacher training programs and believe that the Woodrow Wilson Teaching Fellowship ultimately will lead to transformative change in our schools and for our students. We are pleased to join our fellow funders in this pioneering effort.”

Through the Teaching Fellowship, the Woodrow Wilson Foundation is contributing to President Barack Obama’s goal of recruiting and preparing 100,000 new STEM teachers nationwide. The program received a specific White House endorsement in January 2010, and has quickly become a nationally known model.

The first state to launch the Woodrow Wilson Teaching Fellowship, in 2009, was Indiana, followed by Michigan and Ohio. Across the three states, 17 colleges and universities have rethought their preparation and mentoring for new teachers, with over 200 Fellows currently teaching and nearly 200 more in preparation. A range of foundations and private funders, including Lilly Endowment Inc., the W.K. Kellogg Foundation, and a consortium of Ohio foundations, as well as state and federal funds, have supported the Fellowship in these three initial states. The New Jersey program brings the total commitment to the Fellowship to nearly \$80 million, with 22 university partners working in more than 30 school districts to provide intensive fieldwork. 

The 2012 Thomas R. Pickering Undergraduate Foreign Affairs Fellows

Alaina Brown
Swarthmore College

Jessica Carrillo
St. Mary's University

Khatijah Corey
University of
the Pacific

Rajani Ghosh
Boston University

Hermes Grullon
DePauw University

Donna Hernandez
Georgetown University

Brittney Johnson
Vanderbilt University

Samantha Jordan
Lafayette College

Taryn Kaili
University of Hawaii

Ethan Lynch
Washington University in St. Louis

Mawusi Malik
Northern Arizona University

Amaury Munoz
State University of New York

Azline Nelson
Spelman College

Autumn Patterson
University of Pennsylvania

Malcolm Phillips
University of Central Florida

Ashton Robison
St. Edward's University

Melissa Sandoval
Franklin & Marshall College

Clint Shoemake
University of Arkansas

Trae Watson
Morehouse College

Erna Woodward
Carnegie Mellon University

SECRETARY CLINTON, DEPARTMENT OF STATE MARK 20TH ANNIVERSARY OF PICKERING FELLOWSHIPS

At a private event at the State Department on October 2, U.S. Secretary of State Hillary Rodham Clinton and other State Department officials marked the 20th anniversary of the Thomas R. Pickering Foreign Affairs Fellowships. The program is celebrating 20 years of providing funding to both undergraduate and graduate students as they are prepared academically and professionally to enter the United States Department of State Foreign Service. To date, 572 men and women have begun their preparation for the Foreign Service as Pickering Fellows.

In her keynote address at the anniversary celebration, Secretary Clinton called the Pickering Fellowships “indispensable as a pipeline for new talent into the State Department.” She added, “The benefits of these Fellowships reach far beyond those who are selected as Fellows each year.”

Originally called the U.S. Department of State Foreign Affairs Fellowship Program, the Fellowship was renamed the Thomas R. Pickering Foreign Affairs Fellowship Program to honor one of the most

distinguished and capable American diplomats of the latter half of the 20th century. Ambassador Pickering, who holds the rank of Career Ambassador, the highest rank in the U.S. Foreign Service, has served as Ambassador to Nigeria, El Salvador, Israel, India, and the Russian Federation, finishing his career as Under Secretary of State for Political Affairs.

The Pickering Foreign Affairs Fellowship seeks to recruit talented students in academic programs relevant to international affairs, political and economic analysis, administration, management, and science policy. The goal is to attract outstanding students from all ethnic, racial, and social backgrounds who have an interest in pursuing a Foreign Service career in the U.S. Department of State. The program trains men and women who are dedicated to representing America’s interests abroad in academic disciplines representing the skill needs of the Department.

Follow the Pickering Fellowships on Twitter: @PickeringWW. For more highlights of the event and for ongoing news, like the Pickering Fellowships on Facebook at fb.me/PickeringWW 



At the celebration of the Pickering Fellowships’ 20th anniversary (l to r): Ambassador Linda Thomas-Greenfield, Director General of the Foreign Service; Arthur Levine; Richard Hope; Secretary Hillary Rodham Clinton. (Photo: U.S. Department of State)

2012 PICKERING FELLOWS PURSUE FOREIGN AFFAIRS PREPARATION

Forty exceptional students—20 undergraduate and 20 graduate—are Thomas R. Pickering Foreign Affairs Fellows during the current academic year. These Fellows aspire to enter the United States' diplomatic corps, the Foreign Service.

The Pickering Fellowships, administered by the Woodrow Wilson National Fellowship Foundation for the U.S. Department of State, cultivate well-prepared men and women whose academic backgrounds fulfill the skill needs of the United States Department of State. These future diplomats are dedicated to representing America's interests abroad.

Among the new Fellows: a campus chapter president of Free Tibet who traveled throughout India to collect oral histories of Tibetan refugees; a Hudson Institute intern who researched projects for the Center for Political-Military Analysis; a Fulbright scholar in Venezuela who taught English to university students; and a Social Entrepreneurs Corps intern who helped pilot a Social Entrepreneurship and Economic Development Program in South Africa.

The 20 Pickering Undergraduate Fellows are the 19th class of Fellows named at the undergraduate level and

the 20 Pickering Graduate Foreign Affairs Fellows are the 16th class of graduate Fellows to be named. Fellows in both programs participate in one domestic and one overseas internship. They commit to three years of service as a Foreign Service Officer for the U.S. Department of State, contingent upon their passing Foreign Service entry requirements.

The Foreign Service Officers are front-line personnel who can be sent anywhere in the world, at any time, in service to the diplomatic needs of the United States. Collectively they form a corps of working professionals who support the President of the United States and the Secretary of the United States Department of State in pursuit of the goals and objectives of American foreign policy.

The Thomas R. Pickering Foreign Affairs Fellowship Program is named in honor of one of the most distinguished and capable American diplomats of the latter half of the 20th century. Ambassador Pickering, who holds the rank of Career Ambassador, the highest rank in the U.S. Foreign Service, served as Ambassador to Nigeria, El Salvador, Israel, India, and the Russian Federation, finishing his career in the Foreign Service as Under Secretary of State for Political Affairs. [WWW](#)

TWO PICKERING FELLOWS RECOGNIZED EARLY WITH MAJOR STATE DEPARTMENT AWARDS

Two Thomas R. Pickering Fellows—Gabriela Arias, Pickering '10, and Azizou Atte-oudeyi, Pickering '11—were recently awarded the Superior Honor Award by the U.S. Department of State. The Superior Honor Award is “presented to groups or individuals in recognition of a special act or service or sustained extraordinary performance covering a period of one year or longer.” According to sources, selection of two early-career Fellows is unusual for this award, which typically goes to more senior officers.

According to the award citation, Ms. Arias received the award for her “contributions to the 21st Century Statecraft Month initiative allowing the [State] Department spokesperson to field crowd-sourced questions from the general public in 11 languages via Twitter and directly engage on important foreign policy issues.” Ms. Arias, along with others, volunteered her linguistic expertise to assist the Bureau of Public Affairs in translating a series of tweeted questions from Spanish to English during a Twitter session with the U.S. Department of State's spokesperson, Ambassador Victoria Nuland. Ms. Arias was nominated for the award by the Bureau of Public Affairs.

Mr. Atte-oudeyi worked with the team that organized the 35th anniversary of the founding of the Bureau of Democracy, Human Rights and Labor (DRL), and was nominated for the award by Deborah Graze, the DRL's Principal Acting Assistant Secretary. His citation acknowledged Mr. Atte-oudeyi's “extraordinary efforts in bringing recognition to the DRL Bureau and advancing the human rights policies of the United States on the occasion of the 35th anniversary of the founding of the Bureau.”

The award event, held on June 8, was attended by a wide range of Washingtonians from the Hill, the White House, and the State Department.

Both Fellows are currently completing graduate coursework. Ms. Arias is a master's-degree candidate in Latin American studies at the Edmund A. Walsh School of Foreign Service at Georgetown University. Mr. Atte-oudeyi is working on his master's degree in sustainable international development at Brandeis University's Heller School for Social Policy and Management. [WWW](#)

The 2012 Thomas R. Pickering Graduate Foreign Affairs Fellows

Marvin Alfaro • New York University
Ernesto Alfonso • Columbia University
Allison Carragher
 Johns Hopkins University
Jeung Hwa Choe • Syracuse University
Nardos Ghebregziabher
 George Washington University
Shirley Green • University of Texas
Joyce Hahn • Harvard University
Kali Harper • Georgetown University
Rosanne Izzo • Northeastern University
Lance Jackson
 University of Southern California
Jake Nelson • Yale University
Miranda Patterson
 American University
Ayesha Quirke • Monterey Institute
Jesse Shaw • Columbia University
Stephanie Sobek • Harvard University
Andrew Stephens
 University of Denver
Esther Tetrushvili
 Harvard University
Michael Vasiloff
 George Washington University
Maribel Vasquez • American University
Emily Yu • Columbia University



Top to bottom: Gabriela Arias, Pickering '10, and Azizou Atte-oudeyi, Pickering '11, awardees of the Superior Honor Award by the U.S. Department of State. Photos courtesy of Ms. Arias and Mr. Atte-oudeyi, respectively.

MONEY AND THE SINGLE GIRL

Jennifer Scanlon WS '87 on Helen Gurley Brown's Economic Legacy

When Helen Gurley Brown—author of *Sex and the Single Girl*, famed *Cosmopolitan* editor—died in August 2012, famous quotes and epigrams by the controversial creator of “the *Cosmo* girl” flooded the Internet. “Good girls go to heaven, bad girls go everywhere.” “If you’re not a sex object, you’re in trouble.” “Never fail to know that if you are doing all the talking, you are boring somebody.”

Jennifer Scanlon WS '87, author of the widely acclaimed biography *Bad Girls Go Everywhere: The Life of Helen Gurley Brown* (Oxford University Press, 2009), has a different favorite Brown teaching. “Strangely absent from the single-girl mantras is one of her most significant statements: ‘Being smart about money,’ she wrote in 1962, ‘is sexy,’” Dr. Scanlon noted in a *Washington Post* commentary on Brown’s passing. “A child of the Great Depression, Brown learned early in life that money matters, and she never relinquished her Depression-era sensibility about finances.”

It’s this legacy that may be Brown’s most relevant contribution to single women fifty years later, with the economy in a downturn. “The current economy poses so many obstacles for young women: significant college loans they can only hope to be able to pay off; an increasingly technical economy that is only partially welcoming to women; never-ending media deliberations about what women really want,” says Dr. Scanlon. “Meanwhile, the need for women to pursue financial autonomy is as great as ever, so the questions about what women want—work, family, and so on—ought never to be divorced from considerations of the current and future economic prospects of women and men. Sadly, they often are.”

Where does that leave the *Cosmo* girl today? “Popular culture depictions seem to present women as alternately driven to succeed in a world in which their sex is still a marker against them or consumed far more with sex and personal (relationship) issues than with their future,” says Dr. Scanlon. “Both of those play well in the media, but of course the reality isn’t one path or the other.”

Take, for example, the incarnations of the single girl that have appeared in popular culture, one of Scanlon’s areas of scholarly interest. “In *Mary Tyler Moore*,



Photo: Copyright Dennis Griggs/
Tannery Hill Studios

as progressive as Mary was as a single woman who was determined to ‘make it after all,’ she was still reliant on her boyfriend and her boss, two men whose authority and realism far surpassed Mary’s quirky optimism and naiveté,” Dr. Scanlon points out. “The women in *Sex and the City* and now the ‘girls’ in *Girls* both have embraced sexual desire and professional desire, but on both of these television shows men are in the wings—partly, at least, to provide financial support of one kind or another.”

“This is a very challenging time for young women trying to find their way as workers and as women,” Dr. Scanlon says of the economic realities young woman of today face. “We are now in a situation, for the first time in U.S. history, in which a significant number of people still owe on their student loans when they apply for Social Security. In that sense, young women must be careful and prudent.”

Scanlon muses on young women’s response to the current television hit, *Girls*: “I think young women may like *Girls* because in the back of their minds, viewers applaud Hannah’s attempts at independence, but also feel a little bit of comfort, thinking that her parents will rescue her if things really don’t work out. The struggle is still there: will she make it on her own, will her parents again help her out, or will she end up in a relationship that supports her nontraditional work life?”

As William R. Kenan Jr. Professor of the Humanities in Gender and Women’s Studies at Bowdoin College, Dr. Scanlon is currently working on two projects. One is an article attempting to reconcile the current financial crisis with the massive consumerism found in “chick lit.” “My main interest in the genre is how it has described women’s relationships to consumerism, to shopping, which I’ve argued often takes the place of romance in this genre,” she explains “Shopping, in effect, trumps men on women’s list of desires. But in today’s world, how does that work? How can these novels celebrate excessive consumerism when so many readers may be losing jobs? Is there chick lit without shopping?” Dr. Scanlon’s second project is a biography of Anna Arnold Hedgeman, placing her in the context of civil rights history, “She was a civil rights luminary,” says Dr. Scanlon, “but her fit was not always comfortable, and her story has yet to be told.” [WWW](#)



THE ETHICS OF AN ELECTION YEAR

Gary Gutting WF '64 H on civil discourse, the electoral process, and contemporary issues

Since 2010, Gary Gutting WF '64 H—professor of philosophy at the University of Notre Dame and holder of the Notre Dame Endowed Chair in Philosophy—has written for *The New York Times*' philosophy blog, "The Stone," on an eclectic selection of subjects: the real value of work, the distinction between what's artistic and what's aesthetic, the too-frequent supposition that only easy reading is pleasurable. And, in the run-up to the 2012 presidential campaign, Dr. Gutting blogged frequently on political discourse and engagement.

One of the biggest problems in contemporary American political discourse, he argues, is the assumption that people who disagree with us aren't our epistemic peers—"our equals in intelligence, knowledge, and dedication to truth.

"On just about any controversial subject, we do have epistemic peers who deeply disagree with us, but, particularly in politics, we usually don't pay any attention to them," he says. "We go looking for people who are quite below us epistemically. We get a certain joy get out of demolishing people we consider inferior. You see it all over the Internet. It would help to focus on the ideas of people who are clearly our intellectual peers in other areas and then give their political views the courtesy of a close and charitable reading. This is much less common than it should be."

In one 2011 post, Dr. Gutting scrutinizes public discussion of religion, particularly a candidate's religion, in a campaign. "There's nothing wrong with taking political positions on the basis of religious beliefs or secular philosophical beliefs. And there's no point, in a political debate, in trying to change anyone's mind about those core beliefs.

"On the other hand, if you try to argue only from shared premises, as some philosophers suggest, you won't find any arguments that everybody can take seriously. But you could look for arguments for your conclusions that derive from your opponent's premises. For example, if someone arguing against gay marriage starts quoting Saint Paul on the abomination of homosexuality, one response could be, 'Well, let's look at that text in its historical context, at what the Greek actually says,' and find that it may not mean what the person citing it thinks it means. Arguing that way also has the advantage of getting you to think in terms of the opponent's viewpoint."

Dr. Gutting also objects to the emphasis on judging candidates on their records. "So much of our discussion in politics depends on the assumption that success in governing comes from competence," he says. "You can try to put certain policies in place, but external factors can intervene. Especially over the brief four years of a president's term, I don't think success is a very good indicator of competence.

"So instead of focusing on who's the better candidate, it often makes sense just to vote for the party. You can often be reasonably sure that the government will move in the ideological direction that dominates the party."

On the policy issue of education reform, in particular, Dr. Gutting notes in one summer 2012 post that there is far too little emphasis on the quality of teachers. "The key to educational reform is to get our best graduates into the classroom.

"I think there's an overwhelming case for making K-12 teaching a learned profession the same way we do any other domain in which intelligence is important—law, medicine, engineering, college teaching. You just can't get very far without teachers who have themselves excelled in school. In fact, there's something very strange about taking people who couldn't be candidates for law school or medical school or engineering and channeling them into K-12.

"Once you agree with that principle, most everything else you need to do to have good schools follows—not that it's easy to do. You have to make schools places where [the top 10 to 20 percent of college students] would want to work—with smaller classes, adequate supplies, competent administrators, attractive salaries, a faculty role in the governance of the school, and so on. You don't have to provide salaries like those in medicine or law, but you do have to make salaries reasonable.

"If we could get the best and brightest into teaching, we wouldn't need all the same extremely expensive testing, professional development, extensive supervision, and so on. We'd have smart well-prepared people and could put them in and let them do it. Of course there are a good number of K-12 teachers now who meet that standard and stay with teaching out of sheer devotion—we just don't have nearly enough of them. So if you did what you needed to do to bring in this elite professional group of young people, you'd have a very good school system."

Dr. Gutting says the most important part of his own Woodrow Wilson experience was the interview. "This was the first time I had gotten to talk seriously to prominent academics who weren't my teachers. I remember a very interesting discussion of Plato on non-being, which led to my having to defend the view I'd been taught against the objections of a professor on the interview board. This gave me a sense of what it would be like to have to think outside the nest." It's a habit of mind, one might argue, that we could all learn to employ more often—in an election year or otherwise. 



Photo: Courtesy of Gary Gutting

POST-RACIAL POLITICS?

Imani Perry MN '94 on race and the 2012 election

In 2008, many observers wondered whether the election of the nation's first African American president suggested that the United States was becoming a post-racial society. But four years later, argues Imani Perry MN '94, larger racial issues have yet to be addressed. "Then as now, we haven't had a deep conversation about the ongoing nature of racial inequality."

Dr. Perry is a professor at Princeton University's Center for African American Studies and faculty associate for the Program in Law and Public Affairs. Her book, *More Beautiful and More Terrible: The Embrace and Transcendence of Racial Inequality in the United States* (New York University Press, 2011), discusses what she calls "the practice of racial inequality" that persists in America, despite the notion that racial equality is central to the American ideal.



Photo: Courtesy of Feministing.org

"When we do talk about race, we often talk about the racism and vitriol directed towards [President Obama] in certain quarters," explains Dr. Perry. "And that's real. But we have yet to have a full set of discussions of how our political system must address the persistence and extension of racial inequality. Voters cannot expect politicians to begin these conversations, we must demand them of politicians and make them campaign issues."

As questions about the economy and health care dominated the 2012 campaign, race had a less explicit role. However, these issues and others often became racialized in debate and rhetoric. "If [the issues] have anything to do with the social safety net, the charge is that it is 'welfare,' which is a coded word for

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THE VARIABLES OF HEALTH CARE

Ezekiel Emanuel CN '86 on health care policy change and innovation



Photo: Courtesy of upenn.edu

You oversee liver transplants, and one liver is available for transplant. Three people need it. Who gets it?

Dr. Ezekiel Emanuel CN '86, Vice Provost for Global Initiatives and chair of the Department of Medical Ethics and Health Policy at the University of Pennsylvania, frequently asks his students this question to get them thinking about the inescapable and controversial decisions surrounding health care policy.

As health care policy continued to play a major role in this year's presidential election, Dr. Emanuel says there is no single right answer to the liver transplant hypothetical. "Various trade-offs and decisions have to be made," he says. "I don't go around saying, 'There's only one answer—my answer.'" Instead, he says, with many variables to consider in any health care policy decision, it is critical "to be flexible where there are big matters of principle and multiple ways of accomplishing the same policy goal."

Having held leading positions in bioethics and health policy at such organizations as Harvard Medical School, the National Institutes of Health, and the Federal Office of Management and Budget, Dr. Emanuel has long worked in areas of great controversy. He finds, he says, that within the field, bioethics has become more academic and scholarly, more focused on high-quality, empirical research, resulting in data-based, thoughtful claims. "But," Dr. Emanuel says, "frequently when bioethics gets into the political sphere, it becomes histrionic and you could get a lot of charges that aren't thoughtful."

A key example: the Affordable Care Act, of which Dr. Emanuel is one of the authors. He believes many of the concerns about the law, on either side of the aisle, are "nitty-gritty" matters, with multiple ways to authorize expenditures and give people different coverage. "I'm willing to look at alternative ways of giving a person coverage.

Continued on page 10

THE MORMON MOMENT

Joanna Brooks CN '98 on an American Faith in American Politics

In *The Book of Mormon Girl: Stories from an American Faith*, Joanna Brooks CN '98 chronicles her Mormon upbringing and faith. Published to wide acclaim, the book tells of Dr. Brooks' personal journey from a faith-steeped childhood to awareness of some of the church's contradictory practices to a period of disillusionment and fear as she struggled to reconcile her growing unorthodox beliefs and actions with her Mormon history and beliefs. Finding strength in the history of the pioneer Mormon women ancestors, and in writing and sharing her experience, Dr. Brooks ultimately reconciled her beliefs with a new identity as a progressive Mormon.

Responses to her story led Dr. Brooks to start the *AskMormonGirl* blog, where she answers questions on Mormonism from fellow Mormons—both orthodox and progressive—as well as people of other faiths and of no faith. During the 2012 presidential election, she also became a sought-after commentator on the Mormon faith in American culture and a public voice on Mormonism and politics. As a correspondent for the online publication *Religion Dispatches*, Dr. Brooks closely tracked Mitt Romney during the campaign, analyzing how he represented the Mormon faith.

“[Mitt Romney] absolutely sought to avoid the faith question in both the primary and the general election but for different reasons,” Dr. Brooks observes. “In the primary, he was trying affirm his similarities to the evangelical voters. In the general election, I think both he and President Obama understood that for either candidate’s team to make religion an issue against their opponent was to put themselves at a disadvantage as well.”

Mr. Romney’s strategy was not a new one, Dr. Brooks explains. Rather, it upheld a precedent set by Reed Smoot, a high-ranking Mormon leader elected to the U.S. Senate in the early 1900s.

“Before he was allowed to assume his seat in the Senate, [Smoot] was subjected to a four-year show-trial in Congress that made front pages of newspapers nationwide, the question being: can a Mormon faithfully discharge federal public office?” Dr. Brooks says. “Every dimension of Mormonism, and every dimension of Smoot’s faith, was put on trial. The attitude Smoot adopted then was one of guardedness, saying very little about his religion, very little self-disclosure. We’ve seen Mormon public figures adopt the same strategy ever since—not seek to make a public issue of their faith. Romney’s just followed that centuries-old strategy.”

In the aftermath of the election, Dr. Brooks reflects on “the Mormon Moment” and how Mormonism has come through its most recent high-profile period. On the one hand, the campaign put the Mormon community under some stress and revealed a partisan divide. “Almost a quarter of Mormons [ed. note: 21%, Pew Research Center] actually voted for Obama, which is more than we even suspected would,” says Dr. Brooks. “This season definitely saw the emergence of the Mormon progressive voice. At the same time, many Latter-Day Saints identified very closely with Romney personally, religiously, and politically. They seemed to have been unprepared for and quite devastated by his loss.”

On the other hand, Dr. Brooks is encouraged as she sees evidence of a wider acceptance of Mormons in the American mainstream. “I think certainly we’ve come through a very important moment for Mormons, in that Romney’s faith played virtually no role in his fate as a politician, and that signals, I think, a dampening of curiosity about, and antagonism towards, Mormonism in the mainstream,” she says. “Mainstream America is coming to view Mormonism more and more as a normal, if distinctive, part of the American religious landscape.”

As the Mormon Moment moves into its next stage, Dr. Brooks would like to see a continuation of the progress of Mormonism becoming a part of the mainstream American culture. To achieve that, Dr. Brooks wants more Mormons to speak up. “One thing Mormons have yet to do is to tell our stories—our individual and collective Mormon stories—in a way that really translates to the rest of the American public,” explains Dr. Brooks. “We have yet to see a Mormon Alex Haley, a Mormon James Baldwin—the kinds of public intellectuals who translate a people’s history, a culture, in terms of its broadest American terms. I’d love to see the next generation of Mormon public voices author the faith’s history of persecution and sacrifice and crossing the Plains and hard work as the basis for a politic oriented towards the common good.”

Coming off her campaign commentary and book tour commitments, Dr. Brooks is returning to teaching at San Diego State University. She continues to write about Mormonism in America as a senior correspondent for *Religion Dispatches* and on her *AskMormonGirl* blog. Two collaborative projects are also in the works: one on decolonizing Mormonism, “looking at Mormonism through the perspectives of the many indigenous people to have claimed the faith,” explains Dr. Brooks, and one on Mormon feminism. [WWW](#)



Photo: Ashley Duchene, courtesy of Free Press/Simon & Schuster

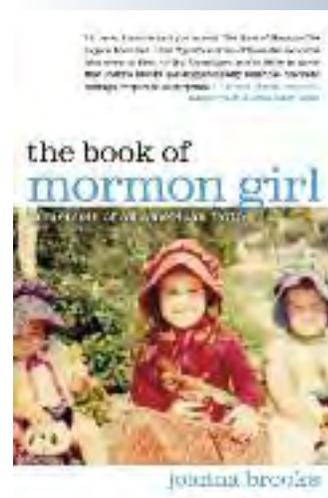


Photo: Courtesy of Free Press/Simon & Schuster



POST-RACIAL POLITICS?

Continued from page 8

‘poor and Black and lazy,’” says Dr. Perry. “It’s terrible. It impedes real conversation.” She cites the example of unemployment: “When the debate over extending unemployment benefits was racialized, it got in the way of a real dialogue about how we are going to build a sustainable economic order, given the global landscape, the shifting employment markets, and our education gaps.”

In August’s *Atlantic*, writer Ta-Nehisi Coates argued that President Obama has largely downplayed race in his presidency in order to achieve political goals, specifically not discussing it during the 2012 campaign. Dr. Perry agrees, stating that the President likely wouldn’t have been victorious in 2008 had he not done so.

“Moreover, I don’t think any person of color will win in the foreseeable future without downplaying race,” she says. “We need to get beyond focusing on the question of whether that observation is a criticism or attack, and think seriously about what it means that Black and Latino and Asian officeholders have to minimize their identities when they are trying to appeal to white voters. It makes it clear that our championing of diversity has some major limitations.”

Currently working on a book on gender and a theory of how gender inequality works today, Dr. Perry weighed in on the possibility of breaking the gender barrier when it comes to presidential elections. “I think

that a woman can be elected president. And moreover, I think a woman could talk about gender issues as president,” says Dr. Perry. “There’s a greater legitimacy afforded to gender identity than there is to racial identity, and a greater comfort with talking about gender inequality in the public sphere,” she explains. “The gender gap in national politics has a lot to do with the intensive sexism and ageism directed against older women (those who would most likely be in a position to run), and the opportunity gap that is created by old-boys political networks and access to funding.”

While she would welcome a woman president, as well as more people of color in the presidency, Dr. Perry considers it important to stay focused on big-picture issues. “I’m most concerned with the larger political tide, of privatization, of money winning elections, and most importantly of a huge proportion of this country living in poverty while our policies too often serve the interests of super-elites and neglect many others,” says Dr. Perry. “I want us to demand that presidents and members of Congress put their constituents before their donors, and the well-being of the greatest number and protection of the rights of all at the forefront of their agendas.”

In addition to her book on gender, Dr. Perry is also writing a social and cultural history of the Black National Anthem, *Lift Every Voice and Sing*. She is also an active participant on Twitter: @imaniperry.

THE VARIABLES OF HEALTH CARE

Continued from page 8

What I’m not willing to do is say, ‘We don’t care. We’re not going to cover those people.’ I’m also not going to say, ‘Well, we just reduced the federal budget exposure to health care by giving a voucher only to Medicare beneficiaries,’ because that actually doesn’t control health costs.” To counteract heated rhetoric, Dr. Emanuel says, it is important to get into the particulars of these policies.

Since World War II, he notes, an “amalgam system” has been created utilizing both public and private financing. Political scientists call this “path dependence.” “It’s not my preferred model,” he says, “but that’s where we’re at. Consequently, we’re not going to radically shift off it in one jump. I’m willing to entertain ideas about how to work within the current framework or shift it slowly over time. But I don’t see radical shifts either to a single payer model or to a completely private system.

“I do think,” Dr. Emanuel adds, “that what doctors, patients, and the public need are better, more analytical ways of seeing what those trade-offs in health care

are—ways of understanding when we really need to make the trade-offs, and also when those are not the real trade-offs for people. Problems sometimes occur with trade-offs—say, we cover one medical procedure at high expense, not others, and you have to decide which procedure matters most.”

“The good thing about the Affordable Care Act, in my opinion, is that it has stimulated a huge profusion of new ideas and new attempts and gotten different groups working on different ways of delivering care and reengineering how patients are treated,” says Dr. Emanuel. “That’s exciting because we’re going to learn which ones work and which ones don’t work—both in terms of increasing the quality and decreasing the cost. You’ve got a whole lot of entrepreneurs developing new technologies to improve things like medication compliance, decrease infections, decrease mistakes. So I think it’s an unsettling time—a lot of change and a lot of unpredictability. But it’s hugely exciting in terms of being an open situation where you’ve got a lot of innovation and a lot of people trying new things. It’s certainly not a boring time in health care.”

CAREER DEVELOPMENT IS FOCUS FOR FACULTY FELLOWS AT OCTOBER RETREAT

The annual Career Enhancement Retreat, held in Princeton, brought together 19 of the 20 2012 Career Enhancement Fellows, for a discussion of their current scholarly work. The Fellows' mentors were also present to provide advice on career development and the tenure process. Several Career Enhancement Fellows from previous years participated in the sessions and offered tips on research and scholarship. The Fellows represented universities from Oregon to New Hampshire, working in an array of fields from high-energy physics to medieval literature. A sampling:

- Duke University's Ayana Arce spoke about her work in connection with the recent discovery of the Higgs boson.
- Carina Curto, a mathematician from the University of Nebraska-Lincoln, explored mathematical understandings of coding within the brain's neural networks.
- Robeson Taj P. Frazier of USC's Annenberg School for Communication discussed his forthcoming book on connections between China and black radical thought during the Cold War.

■ Rachel Vincent-Finley, from Southern University and A&M College's computer science faculty, presented her work on modeling the properties of advanced optical materials.

In addition, Professor Marybeth Gasman of the University of Pennsylvania Graduate School of Education offered a closing keynote address on scholarly publishing.

The conference created opportunities for Fellows to meet at length with their mentors—senior academics who help advise these early-career faculty on next steps in professional development. The mentors' group for 2012 included scholars from some of the nation's top colleges and universities, from UC-Berkeley to Tulane to Yale. In addition, Dr. Valerie Smith, Dean of the College, Woodrow Wilson Professor of Literature, and Professor of English and African American Studies at Princeton University, moderated a mentors panel discussion. The Career Enhancement Fellowship, funded by the Andrew W. Mellon Foundation and administered by the Woodrow Wilson Foundation, creates career development opportunities for selected junior faculty. [WW](#)



The 2012 Career Enhancement Fellows at October's gathering in Princeton. (Photo: Woodrow Wilson/William Mitchell)

BOOK SPOTLIGHT

THE MORMON PEOPLE

The Making of an American Faith

Matthew Bowman CN '10

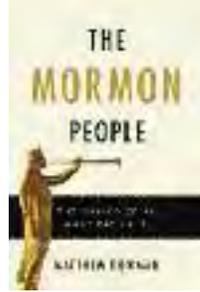


Photo: Courtesy of Random House

From a hit Broadway show to the creator of an entertainment franchise based on vampires to a presidential candidate, Mormonism and Mormons have increasingly appeared in the headlines. In his new work, Matthew Bowman CN '10 traces the history of Mormonism from its founding to present-day. “The book is intended as an introduction to the faith,” says Dr. Bowman. “The story of Mormonism is not merely the story of [famous] believers [Mitt Romney, Stephenie Meyer, Jimmer Fredette, Stephen Covey] and their ancestors, but the story of America itself.” Dr. Bowman calls his book “a work of synthesis,” bringing together work from Mormon academics as well as “amateur Mormon scholars” and non-Mormon academics who “have taken an interest in what the Mormon experience might say about American life in general. These three groups have produced a remarkable amount of scholarship, and it is my aim to weave it into a coherent narrative, finding in this astonishing amount of timber something like the unity of a forest.” Currently teaching religion at Hampden-Sydney College, Matthew Bowman is also associate editor of *Dialogue: A Journal of Mormon Thought*.

THE CANDIDATE

What It Takes to Win—and Hold—the White House

Samuel L. Popkin WF '63



Photo: Courtesy of Oxford University Press

With every presidential campaign, Samuel L. Popkin WF '63 observes, “there are two winners”—the one who seems unable to lose and the one who wins. In *The Candidate*, Samuel Popkin analyzes the winners and losers of presidential campaigns from the last 60 years. Drawing on years of presidential campaign experience and extensive research, Dr. Popkin explores what it takes to win a campaign. Spotlighting three campaigns in particu-

lar—George H.W. Bush’s 1992 reelection campaign, Al Gore’s campaign in 2000, and Hillary Clinton’s campaign for the Democratic Party nomination in 2008—Dr. Popkin asks: “What goes on inside a campaign, and what makes one succeed while another fails?” In short, the answer is in the team, and not based on the individual qualities of any candidate: “Candidates are made, not born, and they are made by the team that they—and only they—can build,” says Dr. Popkin. However, it’s not an easy solution, as he points out: “There is no magic formula for an ideal team.”

Samuel L. Popkin is professor of political science at the University of California, San Diego. He has also served as a consultant to the Clinton campaign (polling and strategy) and the Gore campaign, as well as to political parties in Canada and Europe.

GENERATION ON A TIGHTROPE

A Portrait of Today’s College Student

Arthur Levine and Diane R. Dean

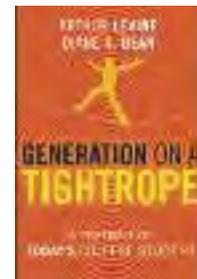


Photo: Courtesy of Jossey-Bass

They are always in touch, yet weak in face-to-face communication. They receive inflated grades, but believe their GPAs should be even higher. They are professionally ambitious, yet clueless about proper decorum in the workplace.

These are just a few of the contradictions that today’s college students are living, according to new findings published in *Generation on a Tightrope: A Portrait of Today’s College Student* by authors Arthur Levine, President of the Woodrow Wilson National Fellowship Foundation and president emeritus of Teachers College, Columbia University and Diane Dean, professor of education at Illinois State University.

Third in a series exploring the psyche of college students (*When Dreams and Heroes Died*, 1980; *When Hope and Fear Collide*, 1998), *Generation on a Tightrope* offers a portrait of the post-9/11 generation of college students. Based on research of 5,000 college students and student affairs practitioners from 270 diverse college campuses, it examines the similarities and differences between the current generation of college students and previous generations in a variety of areas: digital technology, the recession, academics, social media, politics and activism, and more. [WWW](#)

NOTES ON FELLOWS

AWARDS

Three Annenberg Teaching Fellows—**Elizabeth Beans TF '12**, **Katrina Fetterman TF '11**, and **Sophie Lambert TF '11**—were awarded Knowles Science Teaching Foundation Teaching Fellowships. The fellowship “supports, sustains and inspires exceptional young men and women committed to making a difference as teachers.”

Anthony A. Bibus III WF '68 was awarded a lifetime achievement award from the Minnesota Chapter of the National Association of Social Workers.

Randall Curren CN '83 was awarded a fellowship to the Institute for Advanced Study in Princeton, NJ for 2012-13.

Tobi Tobias WF '61 was a Pulitzer Prize Finalist for her work on *ArtsJournal.com* “that reveals passion as well as deep historical knowledge of dance, her well-expressed arguments coming from the heart as well as the head.”

OTHER ACCOMPLISHMENTS

Katie Haney TF '10 was named World Languages and Cultures Secondary Teacher of the Year in Loudoun County “for her commitment, collaboration, dedication, and leadership in world languages and cultures.”

Melissa Karjala TF '11 was one of six swimmers to complete a team swim across the English Channel in world record breaking time.

RECENT PUBLICATIONS

Randy Alfred WF '67—editor, *Einstein's Fridge, Dewar's Flask, Mach's Speed, and 362 Other Inventions and Discoveries that Made Our World* (Little, Brown Book Group, 2012)

Michael Bourdaghs MN '89—*Sayonara Amerika, Sayonara Nippon: A Geopolitical Prehistory of J-Pop* (Columbia University Press, 2012)

Gene Byrd WF '68, A. Chernin, and P. Terrikorpi—*Paths to Dark Energy: Theory and Observation* (de Gruyter, 2012)

Thomas Karshan MN '00, editor—*Selected Poems by Vladimir Vladimirovich Nabokov* (Knopf, 2012)

Whitey Hitchcock WT '00—*Soul of a Teacher* (Sapyent Publications, 2012)

Jill Lepore CN '93—*Mansion of Happiness: A History of Life and Death* (Alfred A. Knopf, 2012)

Sara Levine MN '92—*Treasure Island!!!* (Tonga Books, 2012)

John D. Lyons WF '67—*The Phantom of Chance: From Fortune to Randomness in Seventeenth-Century French Literature* (Columbia University Press, 2012)

John P. McCarthy WF '60—*Twenty-First Century Ireland: A View from America* (Academica Press, 2012)

Maureen N. McLane MN '89—*My Poets* (Farrar, Straus & Giroux, 2012)

Sarah McPhee MN '86—*Bernini's Beloved: A Portrait of Costanza Piccolomini* (Yale University Press, 2012)

John Perry WF '64—*The Art of Procrastination: A Guide to Effective Dawdling, Lollygagging and Postponing* (Workman Publishing Company, 2012)

Damon Searls MN '95, translator—*Amsterdam Stories* by Nescio (New York Review Books, 2012)

Robert J. Seidman WF '63 H—*Moments Captured* (The Overlook Press, 2012)

Marshall S. Shapo WF '59—*An Injury Law Constitution* (Oxford University Press, 2012)

Daniel B. Shea, Jr. WF '58—*The Patience of Pearl: Spiritualism and Authorship in the Writings of Pearl Curran* (University of Missouri Press, 2012)

William L. Silber WF '63—*Volcker: The Triumph of Persistence* (Bloomsbury Press, 2012)

Heather Andrea Williams AP '02—*Help Me To Find My People: The African American Search for Family Lost in Slavery* (The University of North Carolina Press, 2012)

Allison Winter MN '88—*Memory: Fragments of a Modern History* (University of Chicago Press, 2012) 

2012 Guggenheim Fellows

Stephen R. Bokenkamp CN '85, Professor of Chinese, Arizona State University: *Declarations of the perfected: Daoist texts of the 4th and 5th centuries.*

Lori D. Ginzberg CN '82, Professor of History and Women's Studies, Pennsylvania State University: *Women and the grand American narrative.*

Benjamin Nathans MN '87, Ronald S. Lauder Endowed Term Associate Professor, Department of History, University of Pennsylvania: *A curious kind of liberty: Soviet dissidents, human rights, and the Soviet Union after Stalin.*

Damion Searls MN '95, Translator, Brooklyn, New York: *Complete translation of Uwe Johnson's Anniversaries.*

Academy of Arts & Sciences Fellows

Kenneth Ludwig Alder MN '88, Professor of History; Milton H. Wilson Professor in the Humanities, Northwestern University

George F. Bass WF '55, Distinguished Professor Emeritus in Nautical Archaeology; Founder, Institute of Nautical Archaeology, Texas A&M University

Michael E. Bratman WF '67 H, Durfee Professor in the School of Humanities and Sciences; Professor of Philosophy, Stanford University

Alice J. Hendrickson Eagly WF '60, James Padilla Chair of Arts and Sciences; Professor of Psychology, Northwestern University

Reynold Levy WF '69 DS, President, Lincoln Center for the Performing Arts

Thomas Milton Liggett WF '65, Professor Emeritus of Mathematics, University of California, Los Angeles

Daniel Mendelsohn MN '86, Author and Critic; Charles Ranlett Flint Professor of Humanities, Bard College

Scott Russell Sanders WF '67 H, Novelist; Essayist; Distinguished Professor of English, Emeritus, Indiana University

Marvin Trachtenberg WF '61, Edith Kitzmiller Professor of Fine Arts, New York University

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FOUNDATION UPDATES:

Walter Buckley Begins Service as Woodrow Wilson Board Chair



Walter W. Buckley, Jr., co-founder and president of Buckley Muething Capital Management (Bethlehem, PA), began his first yearlong term as Chair of the Woodrow Wilson Board of Trustees in fall 2012.

Prior to co-founding Buckley Muething in 1987, Mr. Buckley managed the Bethlehem Steel pension fund. He has also been a private investor in a number of start-up businesses, including The Home Depot and an internet provider of educational content. He supports a number of philanthropic activities, including education (primarily need-based scholarships), health care and historical

preservation. He chairs the investment committee of St. Luke's Hospital in Bethlehem; serves on the investment committee of the National Episcopal Church Endowment; and is a trustee of the Civil War Preservation Trust. He holds a B.A. degree in history from Cornell University, where he served on the advisory board, and has an M.B.A. from Cornell's Johnson School of Business.

Frederick L.A. Grauer WF '69, a Trustee of the Woodrow Wilson Foundation since 2000 and Chair of the Board from 2009 to 2012, continues his service to the Foundation as Immediate Past Chair. [WW](#)

WW Board Elects Carl Ferenbach



Carl Ferenbach has joined the Board of the Woodrow Wilson National Fellowship Foundation following his election as a Trustee in June 2012. Mr. Ferenbach is a co-founder and advisory director of Berkshire Partners LLC, a Boston-based private equity investment firm. He was a general partner and managing director from 1986 to 2012. He is co-founder of High Meadows Foundation and High Meadows Fund. In addition, he chairs the board of the Environmental Defense Fund. A trustee of Princeton University and a director of Princeton Investment Company, he also serves on the Princeton Envi-

ronmental Institute Advisory Board. He is a director and member of the Executive Committee of the Alliance for Business Leadership. He also serves on the board of the Centre for Enterprise, Markets & Ethics at Oxford University. He is a director of Berenson & Company. Mr. Ferenbach received an A.B. from Princeton University and an M.B.A. from Harvard Business School. He served in the US Marine Corps Reserve. He and his wife, Judy, own High Meadows Associates, Inc. which operates farms in southern Vermont producing maple-, wood- and grass-based products. [WW](#)

Stephanie J. Hull Appointed Foundation's Executive VP/COO



In summer 2012 the Woodrow Wilson Foundation appointed Stephanie J. Hull, Ph.D., as its Executive Vice President and Chief Operating Officer. Most recently the Head of the Brearley School in New York City, Dr. Hull previously held posts in higher education, first as a French professor and an assistant dean at Dartmouth, and later as secretary of the college and assistant to the president at Mount Holyoke College. As EVP/COO, Dr. Hull serves as second-in-command for

Arthur Levine, President of the Foundation, providing leadership for both the Foundation's administrative operations and its academic programs. "I am delighted to be able to bring both my K-12 experience and my higher education experience to the Woodrow Wilson Foundation," said Dr. Hull. "For nearly 70 years, the Foundation has been cultivating talent and creating new opportunities in education. It is an honor to play a role in this long tradition of important work." [WW](#)

Fraser, Clark Named Senior Fellows at WW



The Woodrow Wilson Foundation has named Raymond J. Clark, Senior Vice President for Finance and Administration, and James W. Fraser, Senior Vice President for Programs, as Senior Fellows.

Mr. Clark joined the Foundation in 2004 as Interim Treasurer and was named Senior Vice President in 2006. He previously served as controller, then treasurer of Princeton University (1974 to 2001). At the Foundation, he served as the Board's elected treasurer, spearheaded overhauls of the accounting system and audit controls, and oversaw

administrative operations, including facilities and information technology.

Founding dean of Northeastern University's School of Education, Dr. Fraser came to Woodrow Wilson in 2008. A professor of history and education at New York University's Steinhardt School of Culture, Education, and Human Development, Dr. Fraser helped shape the Woodrow Wilson Teaching Fellowship and oversaw the Foundation's other academic programs as well.

Both Mr. Clark and Dr. Fraser continue to work with Woodrow Wilson in a consulting capacity. [WW](#)



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KEAN, SACHS TO BE HONORED AT WW AWARDS EVENT

On June 12, 2013, at its biennial awards dinner, the Woodrow Wilson National Fellowship Foundation will honor two leaders in education and public service.

The Foundation will present the Frank E. Taplin, Jr. Public Intellectual Award to Jeffrey D. Sachs, world-renowned professor of economics, leader in sustainable development, senior United Nations advisor, bestselling author, and syndicated columnist. Professor Sachs serves as the Director of The Earth Institute, Quetelet Professor of Sustainable Development, and Professor of Health Policy and Management at Columbia University. Professor Sachs is widely considered to be one of the world's leading experts on economic development and the fight against poverty. His work on ending poverty, promoting economic growth, fighting hunger and disease, and promoting sustainable environmental practices, has taken him to more than 125 countries with more than 90 percent of the world's population.

Former New Jersey Governor Thomas H. Kean will receive the Woodrow Wilson Medal for Distinguished Service to Education. A teacher of history and government early in his career, Governor Kean served as a New Jersey state legislator prior to his 1981 election as Governor. As Governor, he fought for adequacy and equity in funding, excellence in teaching, opportunity for higher education, and high standards for school management. After



Photo: Courtesy of Ericsson.com



Photo: Courtesy of Thomas H. Kean

two terms as Governor, he was named president of Drew University, a post he held until 2005. Following the terrorist attacks of September 11, 2001, President George W. Bush appointed him to chair the National Commission on Terrorist Attacks Upon the United States (the "9/11 Commission").

The awards dinner will be held in New York City. More details will be available in spring 2013.