

FELLOWSHIP



THE WOODROW WILSON
National Fellowship Foundation

SPRING 2014

THE NEWSLETTER OF THE WOODROW WILSON NATIONAL FELLOWSHIP FOUNDATION

INSIDE

FELLOWSHIPS

- Woodrow Wilson Teaching Fellows: Leading the Way 4
- Other Teaching Fellows News . . . 5
- 2014 Newcombe Fellows Announced by Woodrow Wilson Foundation 6
- Ten Woodrow Wilson Women's Studies Fellows Named for 2014 . . 7

FELLOWS IN HIGHER EDUCATION LEADERSHIP

- William G. Bowen WF '55 8
- Carol Quillen MN '83 10
- David Wilson AF '84 11

BOOK SPOTLIGHT 12

- Robert Hass WF '63
What Light Can Do: Essays on Art, Imagination, and the Natural World
- Sydney Nathans WF '62
To Free a Family: The Journey of Mary Walker

- Leo Damrosch WF '64 H
Jonathan Swift: His Life and His World

- Frank Bidart WF '62
Metaphysical Dog

- Jill Lepore CN '93
Book of Ages: The Life and Opinions of Jane Franklin

NOTES ON FELLOWS . . . 13

Fellows Awarded National Humanities Medals

- William G. Bowen WF '55 and Robert D. Putnam WF '63

FOUNDATION UPDATES . . 14

- WW Board Elects John Rice

GEORGIA BECOMES FIFTH STATE TO JOIN WOODROW WILSON TEACHING FELLOWSHIP

On March 3, Governor Nathan Deal announced that Georgia would become the first state in the South to join the Woodrow Wilson Teaching Fellowship.

Five Georgia institutions—Columbus State University, Georgia State University, Kennesaw State University, Mercer University and Piedmont College—are partners in the Woodrow Wilson Georgia Teaching Fellowship. The five campuses are reshaping their master's degree programs for teacher candidates in science, technology, engineering and math (the STEM fields) and will prepare Fellows to teach in the state's high-need urban and rural schools.

"STEM education plays a critical role in our state's competitiveness and future economic prosperity," Governor Deal said. "The most important thing we can do for our students in this field is ensure they have



Georgia Governor Nathan Deal introduces Arthur Levine at the Woodrow Wilson Georgia Teaching Fellowship press event. Photo: Woodrow Wilson Foundation

effective teachers. The Woodrow Wilson Teaching Fellowships will encourage more partnerships between institutions of higher education and our K-12 schools to improve educational opportunities for students in this critical area."

Each of the five institutions will develop a model master's-level teacher preparation program, offering Fellows a rigorous yearlong experience in local school classrooms. The process is similar to a physician's hospital-based training in conjunction with a medical school. Woodrow Wilson Teaching Fellows receive \$30,000 stipends to use during the master's program. In exchange, they commit to teach in a high-need urban or rural school in Georgia for three years, with ongoing mentoring. Nearly two dozen Georgia school districts are being considered as partner sites.

Continued on page 3

WOODROW WILSON FOUNDATION LAUNCHES MBA FELLOWSHIPS FOR SCHOOL LEADERS

To close achievement gaps not only between America's lowest and highest performing schools but also between the nation's top-performing schools and those around the world, the Woodrow Wilson National Fellowship Foundation has created a new program that blends school leadership and organizational administration, leading to the MBA.

The Woodrow Wilson (WW) MBA Fellowship in Education Leadership will recruit and prepare experienced educators, who will take 12 to 15 months of executive-style MBA courses. The program, one of the first in the nation, will be offered with variations at two sites—the University of Indianapolis and the Milwaukee School of Engineering. Both programs combine graduate coursework and a tailored business curriculum with intensive clinical experience in schools, corporations, and non-profits, and involvement in innovative schools abroad.

Offered through business schools, some collaborating with education schools, the WW MBA Fellowship is designed to prepare leaders who will drive innovation, expand the use of analytics and evidence-based practices, raise student performance to international standards, and improve the quality of school systems and teaching over time.

"Recent studies show that principals' and superintendents' jobs are increasing in challenge and complexity, and yet many programs around the nation that prepare school leaders still don't fully address those challenges," said Arthur Levine, president of the Woodrow Wilson National Fellowship Foundation and author of an influential national study that called for dramatically changing how the United States prepares school leaders.

Continued on page 2

MISSION

...identifying and developing leaders and institutions to meet the nation's most critical challenges.

BOARD OF TRUSTEES 2013-14

WALTER W. BUCKLEY, JR., CHAIR <i>Buckley Muething Capital Management</i>	FRANK LORENZO <i>Savoy Capital, Inc.</i>
JANE PHILLIPS DONALDSON <i>Phillips Oppenheim</i>	LAUREN MADDOX <i>The Podesta Group</i>
CARL FERENBACH III <i>Berkshire Partners LLC</i>	NANCY WEISS MALKIEL WF '65 <i>Princeton University</i>
FREDERICK L. A. GRAUER WF '69, IMMEDIATE PAST CHAIR <i>BlackRock</i>	KAREN OSBORNE <i>The Osborne Group</i>
JENNIFER GRUENBERG <i>Marx Realty & Improvement Co. (ret'd)</i>	MATTHEW PITTINSKY <i>Parchment, Inc.</i>
N. GERRY HOUSE <i>The Institute for Student Achievement</i>	E. JOHN RICE, JR. <i>Management Leadership for Tomorrow (MLT)</i>
THOMAS C. HUDNUT <i>RG175</i>	JUDITH A. RIZZO <i>The James B. Hunt, Jr. Institute for Educational Leadership and Policy</i>
JOHN KATZMAN <i>Noodle Education, Inc.</i>	JEFFREY L. SKELTON <i>Resultant Capital Partners</i>
SHIRLEY STRUM KENNY WF '56 <i>Stony Brook University, SUNY (ret'd)</i>	LUTHER TAI <i>Consolidated Edison Co. of New York, Inc. (ret'd)</i>
CARL F. KOHRT WF '65 H <i>Battelle Memorial Institute (ret'd)</i>	JAY P. URWITZ <i>WilmerHale</i>
JAN KRUKOWSKI <i>Jan Krukowski & Co.</i>	GEORGE A. WEISS <i>George Weiss Associates, Inc.</i>
ARTHUR LEVINE <i>The Woodrow Wilson National Fellowship Foundation</i>	PAUL J. WEISSMAN <i>Centenium Advisors LLC</i>
WILLIAM LILLEY III WF '59 <i>iMap Data Inc.</i>	

Fellowship, the newsletter of the Woodrow Wilson National Fellowship Foundation, is published semi-annually in spring and fall. Issues are also posted online at www.woodrow.org/newsletters. Email inquiries may be directed to communications@woodrow.org.

THE WOODROW WILSON National Fellowship Foundation

MAIL: P.O. Box 5281 • Princeton, NJ 08543

LOCATION: 5 Vaughn Drive, Suite 300 • Princeton, NJ 08540

PHONE: 609-452-7007 • FAX: 609-452-0066

<http://www.woodrow.org>

CHAIR OF THE BOARD: Walter W. Buckley, Jr.

PRESIDENT: Arthur Levine

EXECUTIVE VICE PRESIDENT/CHIEF OPERATING OFFICER:

Stephanie J. Hull

FELLOWSHIP NEWSLETTER STAFF:

Antoinette Marrero, writer • Beverly Sanford, editor

ABBREVIATIONS USED IN THIS ISSUE:

AF = Administrative Fellow

CN = Charlotte Newcombe Fellow

H = Honorary

MN = Mellon Fellow

PP = Public Policy Fellow

SP = Spencer Fellow

WF = Woodrow Wilson Fellow

WS = Women's Studies Fellow

MBA FELLOWSHIPS FOR SCHOOL LEADERS

Continued from page 1

"We need a new way of thinking about how school leaders learn to address the issues they now face. This new MBA approach is intended not only to prepare strong leaders for the participating states, but also to provide a new national model. It will demonstrate how a high-value education MBA can replace the M.Ed. for principals and, in many cases, the Ed.D. for district leaders."

Unlike programs that recruit career changers from other fields to work in schools, candidates for the WW MBA Fellowship are nominated by local school districts, as well as choice and charter schools. The first class of Fellows, to be announced in late spring 2014, will have demonstrated key characteristics of effective leaders and will have experience with the culture of schools, so as to help transform them from within.

Fellows will receive a \$50,000 stipend that includes tuition assistance for the master's program, along with mentoring and opportunities for international experience in innovative schools in other countries. In exchange, Fellows will serve in leadership roles in identified schools for at least three years.

The WW MBA Fellowship in Education Leadership program addresses twin problems in American education: On the one hand, well-resourced U.S. schools still rank below schools in more than 20 countries on measures of student achievement. On the other hand, too many of the nation's high-need urban and rural schools still fall short of domestic benchmarks for student achievement.

Of the two initial host institutions, MSOE will focus entirely on eradicating the international achievement gap. According to McKinsey & Company, the United States' economy loses as much as \$2 trillion annually because its schools lag behind those in such countries as Finland and Singapore. At UIIndy, the WW MBA Fellowship will also ultimately include a component in transforming urban and rural schools so as to close the domestic achievement gap.

The national director of the program, LeAnn Buntrock, previously headed the acclaimed education leadership program at the University of Virginia's Darden School of Business. Dr. Buntrock oversees the Indianapolis and Milwaukee programs as well as several expansion efforts currently under consideration. She has worked closely with Dr. Levine to shape and implement the program in accord with his previous findings.

MSOE will partner with 10 to 12 area school districts to develop partnerships that will sustain clinical placements—that is, in-school learning arrangements—and mentoring opportunities for the WW MBA Fellows. UIIndy will likewise partner with a variety of districts, as well as with some charter schools. Fifteen Fellows will be selected for the program at each campus, with the first class announced in late spring 2014 and beginning the program in summer 2014.

The WW MBA Fellowship in Education Leadership draws on the Foundation's experience with its state Teaching Fellowship, which recruits very able candidates to teach math and science in high-need schools, and also works to transform teacher education. The Teaching Fellowship is now operating in five states with 28 universities.

[Editor's note: The MSOE program is under review for approval by the Higher Learning Commission, with a final decision expected in summer 2014. It is also under review by the Wisconsin Department of Public Instruction with a decision expected by early 2014.] 

GEORGIA JOINS WOODROW WILSON TEACHING FELLOWSHIP

Continued from page 1

“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 National Fellowship Foundation. “Yet urban and rural schools consistently struggle to attract and retain strong math and science teachers—nationally, 30 to 40 percent of all teachers leave the profession during their first three years in the classroom, and 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.”

The Woodrow Wilson Foundation will create and administer the program, with in-state coordination by the Georgia Partnership for Excellence in Education and support from the Robert W. Woodruff Foundation. Current project funding is \$9.36 million.

“An investment in math, science and technology education is an investment in Georgia’s future,” said P. Russell Hardin, president of the Robert W. Woodruff Foundation. “We are proud to be able to help bring this program to Georgia and to strengthen the pipeline of excellent teachers for the Georgia students who need them the most.”

The university partners, selected in a statewide review by the Woodrow Wilson Foundation, have 19 months to tailor programs that meet the fellowship’s standards for intensive clinical work and rigorous related coursework. The first Fellows will be selected in spring 2015, start their academic programs in fall 2015 and be ready to teach in fall 2016.

The participating universities will receive \$400,000 matching grants to develop their teacher preparation programs based on standards set by the Foundation. For each of the program’s three years, the participating Georgia colleges and universities will be able to enroll

12 fellows, totaling 180 fellows over that three-year period. 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 WW Georgia Teaching Fellowship is able to expand to its eventual \$13.7 million target,” Dr. Levine said, “it will produce enough Fellows to fill nearly all anticipated STEM vacancies in the participating districts.”

NATIONAL MOVEMENT IN STEM TEACHING

The Woodrow Wilson Teaching Fellowship will contribute to the University System of Georgia’s initiative to produce 20,000 new teachers by 2020, as well as to 100Kin10, a national initiative to recruit and prepare 100,000 new STEM teachers across the country. The program received a 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, Ohio, and New Jersey. Across the four states, 23 colleges and universities have rethought their preparation and mentoring for new teachers, with over 350 Fellows currently teaching and nearly 150 more in preparation. A range of foundations and private funders, including Lilly Endowment Inc., the W.K. Kellogg Foundation, and a consortium of Ohio and New Jersey foundations, as well as state and federal funds, have supported the Fellowship in its four initial states. The Georgia program brings the total commitment to the Fellowship to nearly \$90 million, with 28 universities involved.

Dr. Levine said that at least four more states have been in discussion with the Woodrow Wilson National Fellowship Foundation about creating their own Woodrow Wilson Teaching Fellowships. The Foundation has also launched in two states a similar program for preparing school and district leaders. 



Presidents and staff from the five partner universities for the Woodrow Wilson Georgia Teaching Fellowship pose with Governor Nathan Deal, First Lady Sandra Dunagan, and Arthur Levine. Photo: Woodrow Wilson Foundation

WW Indiana Teaching Fellowship Expands to Valparaiso University

Valparaiso University has become a fifth site for the Woodrow Wilson Indiana Teaching Fellowship and is preparing to welcome its first class of Fellows in summer 2014. Fellows at Valparaiso will do their year of clinical work in secondary schools in Gary, Portage, Michigan City, and East Chicago.

“We are delighted that Valpo can participate in this program,” said Dr. Mark A. Heckler, president of Valparaiso University. “The Woodrow Wilson Indiana Teaching Fellowship

represents a powerful opportunity both to build on our commitment to serving the community, by preparing outstanding new teachers, and to lift up some of our most innovative and important efforts in graduate education.”

Indiana launched the Woodrow Wilson Teaching Fellowship in 2007—the first state to do so. Other partner universities in Indiana include Ball State University, Indiana University-Purdue University Indianapolis, Purdue University, and the University of Indianapolis.

Five classes of WW Indiana Teaching Fellows have been named since 2009, representing 256 new teacher candidates for Indiana. Members of the first four classes are now teaching around the state, with those named in May 2013 currently beginning their master’s programs. One hundred percent of the Fellows certified to date have been placed, with a retention rate of 90 percent in the third year of the program—as compared with a 50 percent to 65 percent national retention rate for teachers in their first three years in the profession.

WOODROW WILSON TEACHING FELLOWS: LEADING THE WAY



Photo: Wayne State University

“I want to change everyone’s thinking about Detroit,” **Kirke Elsass** wrote on his blog this past January. “More accurately, I want to change everyone’s thinking about people.” Part of the 2013 class of the W.K. Kellogg Foundation’s Woodrow Wilson Michigan Teaching Fellows at Wayne State University, Mr. Elsass is now in his clinical year, teaching earth science and AP environmental science at Martin Luther King High School.

He’s also spearheading a community project—he calls it “the Detroit Court of Dreams”—to bring back an overgrown neighborhood park and basketball court. “One new role of [Callahan Playground] will be to serve the youth who live around it,” he writes on the crowdfunding site Neighbor.ly. “Mothers of young children on nearby blocks want a place for their children to play.... The older neighbors remember the former court and are excited to watch a new generation enjoy the park.”



Photo: Kirke Elsass

A 2009 Carleton College graduate in geology, Mr. Elsass is as enthusiastic and excited in the classroom as in his community endeavors. “He is great at listening to the students,” says one mentor, and “regularly incorporates the real world and Detroit connection into his lessons.” Another calls his teaching “creative and relevant... with a unique storytelling style of delivery.” He will also help guide King High School’s gardening program in spring and summer 2014. [WW](#)

African-American men make up 6 percent of the United States’ population, but just 2 percent of its teachers—statistics that have prompted the U.S. Department of Education’s “Black Men to the Blackboard” recruitment initiative. But, argues **Travis Bristol**, what does it mean to recruit Black men to teach if they don’t stay?

In his recently completed doctoral work at Teachers College, Columbia University, Dr. Bristol found that 57 percent of Black men who were the only Black men teaching in their schools intended to leave their current posts, compared with just 20 percent of Black male teachers who were among three or more other Black men on their schools’ faculty. He will continue to explore questions of retention and organizational fit for



Photo: Travis Bristol

Black male teachers as a post-doc at Stanford University.

A native of East New York, Brooklyn, and an Amherst College graduate, Dr. Bristol received a Rockefeller Brothers Fellowship for Aspiring Teachers of Color in 2002 and completed an M.A. in education at Stanford University, then taught English and global studies in Brooklyn before becoming a clinical teacher educator for the Boston Teacher Residency. He is also now a part of the larger WW-RBF Fellows community and the Woodrow Wilson Teaching Fellows peer network.

“I am unapologetic,” he says on the Boston Teacher Residency website, “in my belief that a ‘quality’ education allows the economically disenfranchised to become socially mobile.” [WW](#)

OTHER TEACHING FELLOWS NEWS

- Seven Woodrow Wilson Teaching Fellows were named to the National Science Teachers Association (NSTA) New Science Teacher Academy in 2013–2014: **Amy George** (2012, University of Dayton), **Amy Gunderman** (2011, University of Cincinnati), **Amanda Horan** (2010, IUPUI), **Megan Labbate** (2011, University of Michigan), **Alicia Lane** (2011, University of Michigan), **Aria Moody** (2011, Wayne State University), and **Madeline Schultz** (2011, John Carroll University). They are among just 200 secondary science teachers nationwide who were named to the Academy, with more than a thousand applicants seeking admission.
- **Katherine Castro** (2010, University of Indianapolis) and a colleague at Herron High School in Indianapolis organized and hosted an informal conference, MathEd Out, for local high school math teachers.
- **Crystal Collier** (2011, University of Indianapolis) was named the Ben Davis University High School Teacher of the Year in her second year of teaching. She teaches math at Ben Davis.
- **Candice Kissinger** (2010, Purdue University) was selected by NASA as part of a very small group of science teachers nationwide who will become ambassadors for the MAVEN mission to Mars. The group will be trained at Berkeley, CA in July. Candice plans to incorporate the experience in her classes next year and also train other teachers.
- In his first year of teaching at Allen Academy in Detroit, **Richard Roe** (2012, Eastern Michigan University) is sponsoring his school's first Robotics Team. The Wildcats climbed in the rankings at their first two events and received a Rookie Team award.
- **Carrie Russell** (2011, Eastern Michigan University) is heading the Detroit Institute of Technology's robotics team and working with students at the Michigan Engineering Zone, a project forum hosted by the University of Michigan's Detroit Center.
- **Hwa Tsu** (2009, University of Indianapolis), was awarded a Lilly Teacher Creativity Fellowship for this summer. For his project he will be tracing, in person, the path of Roman engineering achievement from Rome to Hadrian's Wall. [WW](#)



Woodrow Wilson Teaching Fellow
Carrie Russell working with her first
period geometry class at the Detroit
Institute of Technology at Cody.
Photo: Michael McVey/Eastern
Michigan University

The 2014 Charlotte W. Newcombe Doctoral Dissertation Fellows

Rodrigo Adem

The University of Chicago

Ismail Alatas

University of Michigan

Laura Back

University of Washington

Divya Cherian

Columbia University

Yazan Doughan

The University of Chicago

Hassan El Menyawi

New York University

Anna Goodman

UC-Berkeley

Amy Hyne

UT-Austin

Ceyda Karamursel

University of Pennsylvania

Jennifer Kling

UNC-Chapel Hill

Philippa Koch

The University of Chicago

Arielle Levites

New York University

Alexandra Lindgren-Gibson

Northwestern University

Katharina Nieswandt

University of Pittsburgh

Nevila Pahumi

University of Michigan

Amy Rothschild

UC-San Diego

Tehila Sasson

UC-Berkeley

Marion Schmidt

The Johns Hopkins University

Drew Thomases

Columbia University

Vasiliki Touhoulotis

The New School for Social Research

Melissa Vise

Northwestern University

Susan Zakaib

UT-Austin

2014 NEWCOMBE FELLOWS ANNOUNCED BY WOODROW WILSON FOUNDATION

\$25K award recognizes doctoral work on religious and ethical values



2014 Newcombe Fellows pictured (clockwise from top): Yazan Doughan, Divya Cherian (Photo: Andrew Nash), Philippa Koch, Amy Hyne (Photo: Kaylynn Kroshus), Ceyda Karamursel.

The role of ethics and religion in shaping caste politics in early modern India; the evolution of American architects' ethical and professional values throughout the twentieth century; slavery in the Ottoman Empire and early Turkish Republic—these are just a few of the topics being explored by this year's recipients of Charlotte W. Newcombe Doctoral Dissertation Fellowships.

The Newcombe Fellowships are awarded to scholars in the humanities and social sciences who are completing dissertations related to questions of religious and ethical values. Selected from a pool of nearly 600 applicants, each of this year's 22 Newcombe Fellows receives a 12-month award of \$25,000. They come from 15 institutions nationwide and include scholars in architecture, anthropology, political science, sociology, history of medicine, religion and more. (See full list of the 2014 Fellows in sidebar.)

Funded by the Charlotte W. Newcombe Foundation, the Newcombe Fellowship was created

in 1981. It remains the nation's largest and most prestigious dissertation award in the field of ethical and religious values. Over the past three decades, the Newcombe Fellowship has supported just over 1,100 doctoral candidates, most of them now noted faculty members at colleges and universities throughout the U.S. and abroad.

"It is a source of pride to the Newcombe Foundation and its Trustees that the Newcombe Fellowships have, over the past 33 years, helped to support the careers of so many impressive scholars, and that their work on ethics and religion has been significant in so many ways," said Thomas N. Wilfrid, Executive Director of the Charlotte W. Newcombe Foundation.

The Charlotte W. Newcombe Foundation (<http://www.newcombefoundation.org/>) continues Mrs. Newcombe's lifelong interest in supporting students pursuing degrees in higher education. It has awarded scholarship and fellowship grants totaling over \$50 million since 1981. 

TEN WOODROW WILSON WOMEN'S STUDIES FELLOWS NAMED FOR 2014

Fellowship revised and strengthened in its 40th year

The Woodrow Wilson Foundation has awarded the Woodrow Wilson Dissertation Fellowship in Women's Studies to ten doctoral candidates.

Created forty years ago, in 1974, the WW Women's Studies Fellowship supports the final year of dissertation writing for Ph.D. candidates in the humanities and social sciences whose work addresses topics of women and gender in interdisciplinary and original ways. Each of the ten Fellows will receive \$5,000 to be used for expenses connected with completing their dissertations.

The 2014 Woodrow Wilson Women's Studies Fellows are writing on such topics as contemporary ethical questions in Southern literature, the psychiatric treatment of rapists in the 1980s, and the history of equal employment opportunity during the construction of the trans-Alaska pipeline in the 1970s. Fellows are doing their doctoral work at Cornell University, Duke University, New York University, Northwestern University, Purdue University, Rutgers University, the University of California-Berkeley, the University of Virginia, and Vanderbilt University.

The selection of these Fellows follows a one-year hiatus in the program, during which the Foundation strengthened the Women's Studies Fellowship and streamlined its administration. This year's selection process relied on volunteer committee members, including a number of scholars who are themselves Woodrow Wilson Women's Studies Fellows from across the program's four-decade history.

Funded by the Ford Foundation, the Hans Rosenhaupt Memorial Endowment, and other private donors, the Woodrow Wilson Dissertation Fellowships in Women's Studies is the only national program supporting doctoral work on issues of women and gender. The program has supported more than 500 Ph.D.s in various fields, many of them now on the faculty at major research institutions and noted liberal arts colleges. The roster includes a Pulitzer Prize winner, two MacArthur Fellows, twelve Guggenheim Fellows, a number of Fulbright Fellows, and many others who have achieved significant distinctions in their fields. [WWW](#)

The Woodrow Wilson Dissertation Fellowships In Women's Studies, 2014

Suzanne Clemenz • English, Purdue University
Morality Play: Framing "Family Values" in Contemporary Southern U.S. Narratives

Jenifer Dodd • History, Vanderbilt University
Compulsive Rapism: Psychiatric Theories of Rape, 1970-1990

Laura Hughes • French, New York University
"For Life": Cixous's and Derrida's Shared Archives

Clara Latham • Music, New York University
Rethinking the Material Ear: Sound and Voice in Psychoanalysis

Adin Lears • English Language and Literature, Cornell University
World of Echo: Gender, Noise, and Knowing in Late-Medieval England

Ghassan Moussawi • Sociology, Rutgers University
Queering "Progress," Interrogating the "Modern": Gender, Class and Religion in Contemporary Lebanese Sexual Subjectivities

Genevieve Painter • Jurisprudence & Social Policy, University of California, Berkeley
Indigenous Women's Rights versus Self-Determination: A Genealogy of the Conflict

Tamika Richeson • History, University of Virginia
"Wild Colored Woman": A Legal and Cultural Examination of Black Female Criminality during Civil War Era Washington, D.C. 1830-1867

Elizabeth Rodriguez • English, Northwestern University
Consensual Relations: Sexual and Political Subjectivity in England, 1550-1700

Georgia Welch • History, Duke University
Right of Way: Equal Employment Opportunity and the Trans Alaska Pipeline, 1968-1977



NOT SHYING AWAY: BILL BOWEN ON LEADERSHIP AND CHANGE IN HIGHER EDUCATION

In *Lessons Learned: Reflections of a University President* (Princeton University Press, 2010), William G. Bowen WF '55 urges presidents “to say clearly and forcefully what you believe on important university-related matters. It is unwise to equivocate too much or shy away from controversy.”

Over the course of nearly five decades as a leader in higher education, Dr. Bowen has not shied away from controversy. Both during his tenure as president of Princeton University and in his subsequent roles, he has been a bold, even insistent leader and commentator on some of the toughest challenges facing higher education, from coeducation and diversity to the cost of college to digital education. The last of these is the subject of his latest book, *Higher Education in the Digital Age* (ITHAKA/Princeton University Press, 2013).

Dr. Bowen, an Ohio native and the first in his family to attend college, received his Woodrow Wilson Fellowship as a senior at Denison University. He completed his Ph.D. in economics at Princeton in just three years, joining the Princeton faculty as a labor economist. His early work included a monograph, *The Economics of the Major Private Universities*, that essentially predicted the financial crisis higher education would confront in the last three decades of the 20th century. Appointed the university's first provost in 1967, he became president in 1972 and held that post until 1988.

It was an eventful two decades at Princeton. As provost, Dr. Bowen facilitated the university's shift to coeducation, with the first women admitted in 1969, an initiative that provoked considerable resistance; he also spearheaded efforts to enroll more minority students. As president, he oversaw the creation of Princeton's residential colleges, made a set of strategic investments in life sciences, and expanded the physical plant, all amid the fiscal constraints of the 1970s; he also raised substantial funds, with the endowment more than tripling during his tenure. He wrote reports on fiscal management in higher education that, circulated by the American Council on Education, would become models for institutions nationwide.

His transformational role in higher education continued after Dr. Bowen left Princeton in 1988 to head the Andrew W. Mellon Foundation, where he brought his legendary drive and breadth of perspective to bear on a range of new challenges. One Princeton faculty member told *The New York Times* in 1987, “I don't know how he will turn his new position [at Mellon] into a 20-hour-a-day job, but if anyone can, it's Bill.” To better inform Mellon's grant making, he developed a research program that would examine and project needs in education and the nonprofit world. He also,

with considerable technological foresight, guided the Mellon Foundation's sponsoring role in the creation of the searchable JSTOR and ARTstor archives.

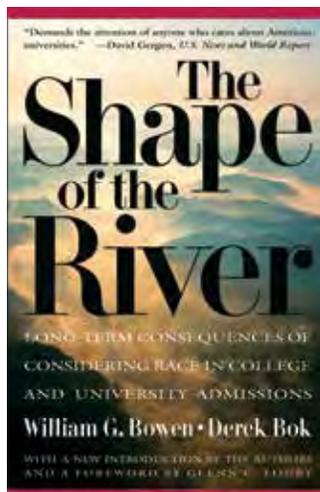
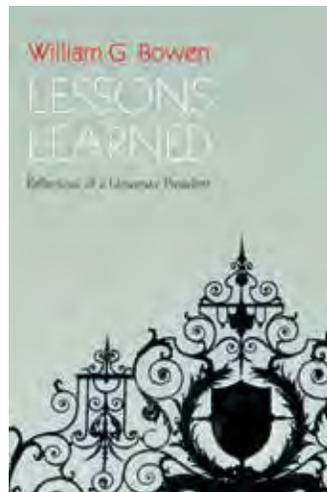
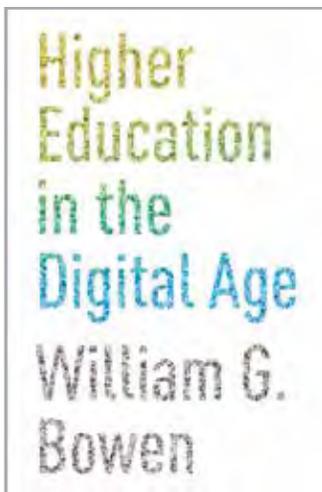
During his Mellon years, Dr. Bowen also produced some of the best-known of his more than 20 books on education and policy. With former Princeton and Mellon colleague Neil Rudenstine, subsequently president of Harvard University, he co-authored *In Pursuit of the Ph.D.*, a definitive study of doctoral education and its outcomes, as well

as the effects of shifts in the need for and production of Ph.D.s. His analysis in the book would support the often-contentious notion that some institutions could and should pare away doctoral programs, given “excess capacity” in the system. With former Harvard president Derek Bok, he wrote *The Shape of the River*, still one of the best-known examinations of the impact of affirmative action on higher education, and one in which he did not shy away from the controversial suggestion that colleges should indeed consider race in admissions, as a means of achieving the significant educational benefits of a diverse campus. Dr. Bowen's other books—including *Equity and Excellence in American Higher Education* and *Crossing the Finish Line*, on college access and college completion, and *The Game of Life* and *Reclaiming the Game*, on college athletics and educational values—have staked out clear positions on key issues with similar forthrightness.

With what seems to be his characteristic prescience, Dr. Bowen has written most recently about the effects of technology on higher education, and about its implications for costs, access, and scholarly production. *Higher Education in the Digital Age* harks



Photo: David Lubarsky



Photos: Courtesy of Princeton University Press

back to his early work on the economics of higher education—specifically, to his definition of the “cost disease” of higher education. In the 1960s Dr. Bowen had argued that, unlike many industries, labor-intensive enterprises like higher education would always see rising labor costs outstrip any incremental increases in productivity, the “outputs” that any one faculty member (for example) could provide for students. The phenomenon is at the root of current debates about the rising cost of higher education and its effect on access for students from middle- and lower-income backgrounds—along with such factors as inefficiency and competitive spending on amenities to attract students.

MOOCs and other digital interventions might, in Dr. Bowen’s analysis, offer a true means of changing productivity in higher education, enabling one faculty member to teach more students digitally and, at the same time, freeing more in-person time for research, writing, and student advising. On the other hand, he argued in the 2013 Stafford Lecture at Princeton, a rush to embrace new digital forms of learning could prove counterproductive:

...[T]here is much to be said for an intelligent division of labor, with those especially well-positioned to do so constructing sophisticated platforms with feedback loops, and with user campuses demonstrating at least modest capacity to customize offerings on the platform(s). We do not need a thousand versions of a basic/customizable platform; nor should we expect every campus to start from scratch in preparing its own online materials. Some wheels do not need to be re-invented.

And here, he acknowledges, is the sensitive point from which, as ever, he does not shy away—“a pervasive

problem in higher education that no one wants to talk about.” Just as not every institution needs a doctoral program in every field, Dr. Bowen observes, not every institution needs to be a producer of online or digital content, and some may actually contribute more as skillful consumers and packagers of content. The alternative “portfolio” approach, he argues, could imply different types of learning and teaching at different institutions in ways that are cost-effective for those institutions and their students.

His knack both for framing the debate and for guiding implementation has made Dr. Bowen one of the best-known and most widely respected higher education leaders of the past half-century. The citation for his 2012 National Humanities Medal (see page 13) emphasizes his strengths as both a visionary and an administrator: “While his widely discussed publications have scrutinized the effects of policy, Dr. Bowen has used his leadership to put theories into practice and strive for new heights of academic excellence.”

For all his gifts in analyzing the economic forces that shape higher education and the economic force that they, in turn, exert on society, Dr. Bowen ultimately sees colleges and universities as “symbols of continuity,” he writes in *Lessons Learned*. “They are long-term creators of knowledge and understanding, with each generation benefiting from the work of its predecessors as it, in turn, presents new challenges and opportunities to the next.”

Few leaders of the past half-century have done as much as Dr. Bowen to advance that generational transfer of knowledge. [WW](#)

Fellows Currently in Higher Education Leadership

Carmen Twillie Ambar PP '89
President, Cedar Crest College

Leon Botstein WF '61
President, Bard College

Richard H. Brodhead WF '68
President, Duke University

Ronald A. Crutcher WF '69
President, Wheaton College (MA)

Drew Gilpin Faust WF '70
President, Harvard University

Leslie M. Halick WF '67
President, Pacific University

William R. Harvey, AF '80
President, Hampton University

Carl Kohrt WF '69 H
Interim President, Furman University

Daniel Little WF '71
Chancellor, University of Michigan—Dearborn

Charles R. Middleton WF '65
President, Roosevelt University

Daniel Porterfield MN '89
President, Franklin & Marshall College

Judy R. Rogers WF '65
President, Cottey College

Richard R. Rush WF '70
President, California State University, Channel Islands;
Former President, Mankato State University

Haywood Strickland WF '60
President, Wiley College

Carl J. Strikwerda CN '81
President, Elizabethtown College



THE LIBERAL ARTS AND THE GLOBAL ECONOMY

It's a capacity problem, a matching problem, and, to some extent, a return on investment challenge," says Carol Quillen MN '83. "How do we educate a much greater number, and a much more diverse group, of students for the global economy, such that each of those students attends and graduates from the institution that best serves his or her talents?"

Access and fit are crucial issues today for top-ranked, private, liberal arts institutions like Davidson College, where Dr. Quillen has been president since 2011. In a constantly changing global economy, she notes, "our biggest challenge is making our value proposition clear to an increasingly skeptical public and government," she explains. "The best way to do that is to speak clearly and concretely about what we offer in light of what the workplace, and the world, now need—and then to demonstrate our commitment to educating very talented students irrespective of their financial circumstances."

The key, she says, is to "develop within [students] deep talents and capacities that will serve them well even though they'll likely change professions five or six times over the course of their working lives." Davidson graduates, Dr. Quillen observes, are in demand in the technology sector "because they're really good at solving problems, particularly those that have many dimensions and require you to look at them from multiple perspectives."

Davidson—which recently celebrated its 175th anniversary and which Woodrow Wilson attended before transferring to Princeton—has a longstanding reputation as a highly selective institution, as well as a growing national profile. In 2007, with the creation of the Davidson Trust, it became the first liberal arts college in the United States to offer all students the opportunity to graduate debt-free. "We practice need-blind admission. We meet demonstrated need and we meet it without loans in the packages for every admitted student. That is the mechanism through which Davidson makes evident our commitment to making equal opportunity real, both here at Davidson



Photo: D. Jonathan Hutchings /
Courtesy Davidson College

and hopefully in our democratic society. And that commitment stems from our realization that democracy cannot thrive if access to education depends upon the income level of your parents."

After a 20-year career at Rice University as both a professor and administrator, Dr. Quillen became the first non-alumnus to be appointed president of Davidson since 1957. "One consequence of that is that I can make the Davidson community increasingly aware of attributes of this place that are not typical," says Dr. Quillen. "I'm constantly walking around this campus

saying 'You guys think everyone does it this way, that everyone is as good, but they're not. You're really good at this and you need to recognize how distinctive Davidson is.' I bring a sense of perspective that allows me to identify remarkable, valuable things about Davidson that people who've been here for a long time may take for granted."

On her arrival at Davidson, Dr. Quillen asked two questions of students, faculty, alumni, and other campus constituencies: If they could change one thing about Davidson, what would it be? And what would they ensure never changed? After two years in the presidency, Dr. Quillen reflects on her own answers. "Across the board, and across generations, the Davidson community really values the sense of community that the college creates, and that sense of community rises out of the honor code and the culture of trust and inquiry that flourishes because of the honor code. I would say that is what I would never change."

And what would she change? "Davidson is not as well-known as it needs to be in communities that have not historically sent their children to Davidson. To the extent that we can make what we do known in those communities, and seek out talented kids who might not have otherwise heard of us, we will create a richer, deeper, more powerful learning environment for everyone and be better at fulfilling our mission," says Dr. Quillen. "That would be what I would wish for and am working hard to accomplish." 



UNINTENDED CONSEQUENCES: HIGHER EDUCATION REFORM AND HBCUs

Proposed national reforms to improve access to higher education are laudable, says Morgan State University president David Wilson AF '84, but some elements of those reforms may adversely affect institutions most in need of help—such as historically black colleges and universities (HBCUs).

“I applaud President Obama for his very bold vision of putting before us in higher education this goal that America should lead the world again in the percentage of our population with college degrees,” says Dr.

Wilson. “I also applaud him and Secretary Duncan for the Access to Success initiative to try to insure that the doors to higher education will remain open and affordable for students, and for increasing the amount students can receive under the Pell Grant program.”

One change, however, has already had a drastic impact on enrollment at HBCUs. A 2011 revision to the Department of Education’s eligibility criteria for Parent PLUS Loans eliminated from consideration many applicants who would previously have been approved. Morgan, for example, saw a 44 percent drop in its applicants’ PLUS Loan approval rate. “There were many unintended consequences of that [change],” says Dr. Wilson. “That has translated into our having, on the campus, about 350 fewer undergraduate students than we had last year. And that has had a financial impact, because we are losing roughly \$4.5 million from the university’s operating budget.” The solution, says Dr. Wilson, is to reverse the changes.

HBCUs will also be hurt, Dr. Wilson says, by a ratings system relying on retention and graduation rates. At HBCUs, he explains, a disproportionate number of students have financial reasons for dropping out. “A certain swath of historically black colleges could very well be in peril if we wake up and find ourselves with a system of funding institutions based on outcome measures that may not be a true measure of the worth of the institution.”

In the face of the recession, Morgan has already had to take creative steps to sustain tuition revenues by reducing time to degree and retaining students. A task force formed to identify obstacles to graduation has recommended such steps as a course redesign initiative to bring as many undergraduate degree requirements as possible within 120 credit hours. In gateway courses like



Photo: Courtesy of Morgan State University

math and biology, Dr. Wilson says, “We are calling upon professors to redesign some of those courses so we can get students to a degree of mastery quicker and consequently enable them to get through the institution on time.” Another key emphasis at Morgan: Fundraising that emphasizes assistance for students from families with limited resources.

Dr. Wilson is no stranger to change in higher education. He began his administrative career as a Woodrow Wilson Administrative

Fellow at Kentucky State University during a time of transition, when finances required the school to diversify its all-black student body. (The process by which Kentucky State went about diversifying its student body ultimately became his doctoral dissertation topic at Harvard.) Created to help HBCUs meet demands for administrators, the Administrative Fellowship (1967–1990) recruited young leaders and scholars with expertise in development and financial management and placed them at schools in need.

A close professional relationship with then-Woodrow Wilson Foundation president Richard Couper led to Dr. Wilson’s becoming the Director of the Office of Minority Programs at the Foundation, where he learned from both Dr. Couper and Robert Goheen. “During lunch hour I would meander down to Bob’s office. He would regale me with all these incredible stories of the time when he was president at Princeton and how he led that institution during a very turbulent time when all the sit-ins and the movements were happening. And Dick would tell me stories of his being president at Hamilton and the New York Public Library. I was gaining all of this wisdom from two people who were at the top of their game. I emerged from the Woodrow Wilson Foundation without fully realizing that I had amassed this incredible perspective on higher education in America from some very, very good people.”

Dick Couper would later recommend Dr. Wilson for the post of associate provost at Rutgers University—Camden, launching Dr. Wilson’s career in higher education administration. “I owe a lot to the Woodrow Wilson Foundation for the opportunities that I have had since then and the experiences that are coming my way today.” 

BOOK SPOTLIGHT

AWARD WINNERS

WHAT LIGHT CAN DO: ESSAYS ON ART, IMAGINATION, AND THE NATURAL WORLD (Ecco, 2012)

Robert Hass WF '63

Robert Hass WF '63 was awarded the PEN/Diamonstein-Spielvogel Award for the Art of the Essay for his work *What Light Can Do: Essays on Art, Imagination, and the Natural World* (Ecco, 2012). The PEN/Diamonstein award is given for “a book of essays published in 2012 that exemplifies the dignity and esteem that the essay form imparts to literature.”

“In the essays of *What Light Can Do*, Robert Hass not only draws an impressive compass of aesthetic and moral sensibility, but he makes that reach available to the reader through the refinement of his craft,” the Judges’ Citation notes. “Reading the essays, we not only take pleasure in the insightful grace of expression—here is the prose of one of our leading poets—but feel a grounded coherence in its multiplicity.”

Robert Hass served as Poet Laureate of the United States from 1995 to 1997. His collection *Time and Materials* won both the Pulitzer Prize and the National Book Award in 2007 and 2008, respectively. He currently teaches at the University of California, Berkeley and is a Chancellor of the Academy of American Poets.

TO FREE A FAMILY: THE JOURNEY OF MARY WALKER (Harvard University Press, 2012)

Sydney Nathans WF '62

Sydney Nathans WF '62 was awarded the 2013 Frederick Douglass Book Prize for *To Free a Family: The Journey of Mary Walker* (Harvard University Press, 2012).

Created jointly by Yale University’s Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition and the Gilder Lehrman Institute of American History, the \$25,000 prize is awarded annually and was established to stimulate scholarship in the field of slavery and abolition.

To Free a Family tells the story of Mary Walker, a fugitive slave, and her 17-year battle to recover the family she was forced to leave behind. Her story is largely told through two collections of letters and diaries: that of her former North Carolina slaveholders and that of the northern family who protected and employed her.

“[It] is a triumph of the historian’s and the writer’s craft, a work that proves the power of the humanistic imagination, and one of the finest biographies of a slave ever written,” said Gregory Downs, chair of the jury of scholars that selected the prize finalists and associate professor of history at the City University of New York.

Sydney Nathans is professor emeritus of history at Duke University.

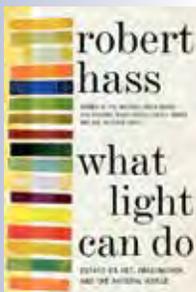


Photo: Courtesy of Ecco



Photo: Courtesy of Harvard University Press

NATIONAL BOOK CRITICS CIRCLE AWARDS

JONATHAN SWIFT: HIS LIFE AND HIS WORLD (Yale University Press, 2013)

Leo Damrosch WF '64 H

Leo Damrosch’s latest release *Jonathan Swift: His Life and His World* was awarded the 2013 National Book Critics Circle (NBCC) Award for Biography as well as was a finalist for the 2014 Pulitzer Prize for Biography or Autobiography.

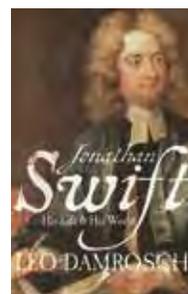


Photo: Courtesy of Yale University Press

At the March 2013 ceremony, the NBCC called Jonathan Swift “a spellbinding life of a complicated, contradictory subject,” and praised Damrosch as a master biographer: “He is a time traveler who gives us a world centuries old” and a protagonist, in Swift, whose intelligence “still burns hot.”

Best known as the author of *Gulliver’s Travels*, Jonathan Swift was also a major political and religious figure in his time, protesting fiercely against England’s activities in Ireland. In this biography, Leo Damrosch draws on discoveries made over the past thirty years to tell the story of Swift’s life as well as probes into previous evidence and speculation about Swift’s life.

Leo Damrosch is Ernest Bernbaum Research Professor of Literature at Harvard University. He is the author of nine books, including *Jean-Jacques Rousseau: Restless Genius*, a National Book Award finalist and winner of the Winship/PEN New England Award for nonfiction.

METAPHYSICAL DOG (Farrar, Straus & Giroux, 2013)

Frank Bidart WF '62

The eighth poetry collection by Frank Bidart WF '62 was awarded the 2013 National Book Critics Circle Award for Poetry. It is his fourth collection to be selected as a finalist for the National Book Award for Poetry.

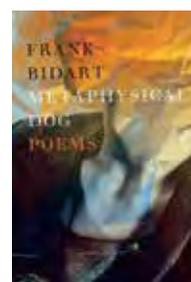


Photo: Courtesy of Farrar, Straus & Giroux

Critics note it shows a return to the early style that set Dr. Bidart apart in the 1970s. He is known for his confessional voice and for his reliance on dramatic monologues, as well as a unique use of typography, line breaks, and syntax.

The National Book Award citation notes: “Frank Bidart’s powerful new poems wrestle with the poet’s sexuality, obsessively rehearse his past, and violently collide with themselves. But for all their confessional qualities, they are also formally brilliant in their deft

Continued on page 14

NOTES ON FELLOWS

FELLOWS AWARDED NATIONAL HUMANITIES MEDALS

In the summer of 2013, two Woodrow Wilson Fellows were awarded National Humanities Medals:

WILLIAM G. BOWEN WF '55



Photo: David Lubarsky

Citation: Academic leader, for his contributions to the study of economics and his probing research on higher education in America. While his widely discussed publications have scrutinized the effects of policy, Dr. Bowen has used his leadership to put theories into practice and strive for new heights of academic excellence. **See page 8 for more on Dr. Bowen.**

ROBERT D. PUTNAM WF '63



Photo: Martha Stewart/
marthapix.com

Citation: Political scientist, for deepening our understanding of community in America. Examining how patterns of engagement divide and unite, Dr. Putnam's writing and research inspire us to improve institutions that make society worth living in, and his insights challenge us to be better citizens.

AWARDS

Jacqueline Jones WS '74 was a finalist for the 2014 Pulitzer Prize in History for *A Dreadful Deceit: The Myth of Race from the Colonial Era to Obama's America* (Basic Books).

Beth E. Levy MN '94 was awarded the 2013 Music in American Cultures Award from American Musicological Society for her work *Frontier Figures: American Music and the Mythology of the American West* (University of California Press, 2013).

RECENT PUBLICATIONS

Svetlana Alpers WF '57—*Roof Life* (Yale University Press, 2013)

Margaret Atwood WF '61—*MaddAddam* (Nan A. Talese, 2013)

Russell Banks WF '67 H—*A Permanent Member of the Family* (Ecco/HarperCollins, 2013)

Patrick Brantlinger WF '64—*States of Emergency: Essays on Culture and Politics* (Indiana University Press, 2013)

Juliet Winters Carpenter WF '69, translator—*A True Novel* by Minae Mizumura (Other Press, 2013)

Caleb Crain CN '98—*Necessary Errors* (Penguin, 2013)

Joseph J. Ellis WF '65—*Revolutionary Summer: The Birth of American Independence* (Alfred A. Knopf, 2013)

Frederick Errington WF '62, Deborah Gewertz, and Tatsuhiro Fujikura—*The Noodle Narratives: The Global Rise of an Industrial Food into the Twenty-First Century* (University of California Press, 2013)

Estelle B. Freedman WS '74—*Redefining Rape: Sexual Violence in the Era of Suffrage and Segregation* (Harvard University Press, 2013)

Doris Kearns Goodwin WF '64—*The Bully Pulpit: Theodore Roosevelt, William Howard Taft, and the Golden Age of Journalism* (Simon & Schuster, 2013)

Arthur T. Herman CN '82—*The Cave and the Light: Plato Versus Aristotle, and the Struggle for the Soul of Western Civilization* (Random House, 2013)

Stephen Kosslyn WF '70 and G. Wayne Miller—*Top Brain, Bottom Brain: Surprising Insights into How You Think* (Simon & Schuster, 2013)

Robert Kuttner WF '65—*Debtors' Prison: The Politics of Austerity Versus Possibility* (Alfred A. Knopf, 2013)

Mark Larrimore MN '89—*The Book of Job: A Biography* (Princeton University Press, 2013)

Darrin M. McMahon MN '91—*Divine Fury: A History of Genius* (Basic Books, 2013)

Mark Naison WF '66 H and Melissa Castillo-Garsow—*Pure Bronx* (Augustus Publishing, 2013)

David Rosen MN '93 and Aaron Santesso—*The Watchman in Pieces: Surveillance, Literature, and Liberal Personhood* (Yale University Press, 2013)

Denise A. Spellberg WS '85—*Thomas Jefferson's Qur'an: Islam and the Founders* (Alfred A. Knopf, 2013)

Lisa Stampnitzky CN '06—*Disciplining Terror: How Experts Invented "Terrorism"* (Cambridge University Press, 2013)

Molly Worthen MN '05—*Apostles of Reason: The Crisis of Authority in American Evangelicalism* (Oxford University Press, 2013)

OTHER ACCOMPLISHMENTS

Erin Clancy, a 2005 Pickering Fellow, has been named one of the Top 99 under 33 Foreign Policy Leaders by *Diplomatic Courier*.

Five Woodrow Wilson Fellows Named 2013 AAAS Fellows:

SECTION ON BIOLOGICAL SCIENCES

Elton T. Young WF '62 H,
University of Washington

SECTION ON CHEMISTRY

Dennis G. Peters WF '58,
Indiana University

SECTION ON INFORMATION,
COMPUTING & COMMUNICATION

Justine Cassell SP '89,
Carnegie Mellon University

SECTION ON SOCIAL, ECONOMIC
AND POLITICAL SCIENCES

Howard E. Aldrich WF '65 H,
University of North Carolina at
Chapel Hill

2014 GUGGENHEIM FELLOWS

Susan Bernofsky MN '90,
Associate Professor and
Director, Literary Translation,
Columbia University

Sarah Cole MN '90,
Professor of English and
Comparative Literature,
Columbia University

Jill Lepore CN '93,
David Woods Kemper '41
Professor of American
History, Harvard University

John Palmer MN '87,
Professor of Philosophy,
University of Florida

Steven Pincus MN '84,
Bradford Durfee Professor of
History, Yale University

Rayna Rapp WF '68,
Professor of Anthropology,
New York University

Helmut Smith MN '85,
Martha Rivers Ingram
Professor of History,
Vanderbilt University

Continued from page 12

modulations of tone and their often strenuous line breaks and visual form, their tortuous bends and twists of syntax. Although Bidart prefers the rough hewn and blunt to the conventionally beautiful, his language sometimes borders on the mellifluous. A major achievement in a distinguished career.”

Frank Bidart is the Andrew W. Mellon Professor of Humanities at Wellesley College and a Chancellor of the Academy of American Poets. He has twice been a finalist for the Pulitzer Prize in Poetry.

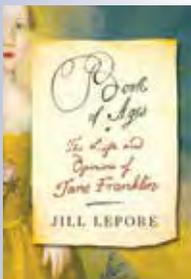


Photo: Courtesy of Alfred A. Knopf/Random House

NATIONAL BOOK AWARD FINALIST

BOOK OF AGES: THE LIFE AND OPINIONS OF JANE FRANKLIN (Alfred A. Knopf/Random House)

Jill Lepore CN '93

Benjamin Franklin wrote more letters to his sister, Jane Mecom, than to anyone else. While his letters have been preserved, thirty years' worth of Jane's letters have been lost, requiring Jill Lepore CN '93 to dig deep to find other material to bring Jane Franklin to life.

"That was the biggest hurdle in writing a biography of her," said Dr. Lepore in an interview with Sally Tisdale for the National Book Award Foundation. "But it was also, in the end, the greatest gift. If I'd had her letters

for those thirty years, I'd have just quoted them, and never gone digging for all the marvelous stuff I did find."

"In writing about Jane Mecom... Lepore investigates how history is written and considers the silence of material that does not exist," reads the National Book Award citation. "The reader is allowed into Mecom's parlor, where we share her sorrows and yearnings, and hear the shots of revolution outside her window."

Jill Lepore is the David Woods Kemper '41 Professor of American History at Harvard University and a staff writer at *The New Yorker*. Lepore was previously awarded a Bancroft Prize for her book *The Name of War* and was a Pulitzer Prize finalist for *New York Burning*.

FOUNDATION UPDATES

WW Board Elects John Rice

John Rice, the founder and CEO of MLT (Management Leadership for Tomorrow), has joined the Woodrow Wilson Board of Trustees. MLT is a national nonprofit that equips underrepresented minorities with the skills, coaching and relationships they need to become high-impact leaders. Mr. Rice has been featured on CNN and the cover of *Fortune*, and *Forbes* has named him one of the world's top 30 social entrepreneurs.

Before founding MLT, Mr. Rice was an executive with the National Basketball Association, where he served

as managing director of NBA Japan and director of marketing for Latin America. He also previously spent four years with the Walt Disney Company. Mr. Rice serves on the Board of Trustees of Yale University, President Obama's Advisory Board on HBCUs, Duke University's Sanford School of Public Policy Board of Visitors, and several non-profit Boards. He is a director and compensation committee chair of Walker & Dunlop and a senior advisor and director of CareerCore. Mr. Rice received his M.B.A. from Harvard Business School and his B.A. with honors from Yale. 



WW ON SOCIAL MEDIA

Follow the Foundation and its programs on social media to receive updates and to let us and other Fellows know about your accomplishments.

Where to Find Us:



Facebook:

Foundation:

<http://on.fb.me/WWFoundation>

Teaching Fellowships:

<http://on.fb.me/WoodrowWilsonTF>

Pickering: <http://on.fb.me/PickeringWW>



YouTube:

Foundation: www.youtube.com/WoodrowWilsonFndn



Twitter:

@WWFoundation

@WoodrowWilsonTF

@PickeringWW

@NewcombeWW



Google +

Teaching Fellowships:

gplus.to/WoodrowWilsonTF

Pickering: gplus.to/PickeringWW



Pinterest:

Teaching Fellowships:

<http://pinterest.com/woodrowwilsontf/>



Instagram:

Teaching Fellowships:

<http://instagram.com/woodrowwilsontf>



THE WOODROW WILSON
National Fellowship Foundation

P.O. Box 5281
Princeton, NJ 08543-5281

NON-PROFIT
ORGANIZATION
U.S. POSTAGE
PAID
PRINCETON, NJ
PERMIT #315

WOODROW WILSON WOMEN'S STUDIES FELLOWS NAMED FOR 2014

Fellowship revised and strengthened in its 40th year

The Woodrow Wilson Foundation has awarded the Woodrow Wilson Dissertation Fellowship in Women's Studies to ten doctoral candidates. Created forty years ago, in 1974, the WW Women's Studies Fellowship supports the final year of dissertation writing for Ph.D.

candidates in the humanities and social sciences whose work addresses topics of women and gender in interdisciplinary and original ways. Each of the ten Fellows will receive \$5,000 to be used for expenses connected with completing their dissertations. **See page 7 for full story.**



(Photo: Brent Clemenz)



(Photo: Edwin Smalling)



(Photo: Peter LaBier)



(Photo: Eduardo de Ugarte/Studio Solis)



(Photo: Shane Lin)



2014 Women's Studies
Fellows pictured, top, l to r:
Suzanne Clemenz; Jenifer
Dodd; Laura Hughes; Adin
Lears; Ghassan Moussawi;
bottom, l to r: Genevieve
Painter; Tamika Richeson;
Elizabeth Rodriguez;
Georgia Welch.