

# FELLOWSHIP



THE WOODROW WILSON  
National Fellowship Foundation

FALL 2014

THE NEWSLETTER OF THE WOODROW WILSON NATIONAL FELLOWSHIP FOUNDATION

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## WOODROW WILSON MBA FELLOWSHIP EXPANDS, NAMES FIRST CLASSES

Thanks to a major new commitment, the new Woodrow Wilson MBA Fellowship in Education Leadership, with its focus on innovative leadership preparation for principals, superintendents, and charter school heads, is growing rapidly.

In early September 2014, the Foundation announced a grant of \$14,482,405 from Lilly Endowment to expand its MBA in Education Leadership program, first established in Indiana at the University of Indianapolis (UIndy) in November 2013. The funds will be used both to extend the program at UIndy and to create similar programs at two more Indiana institutions.

Meanwhile, the inaugural classes of Fellows were named in Indiana in June, at the University of Indianapolis, and in September in Milwaukee, where the Foundation is partnering with the Milwaukee School of Engineering (MSOE) on the initiative.

The overarching goal of the WW MBA Fellowship in Education Leadership program is to increase the quality and relevance of preparation for leaders of school districts, traditional public schools, and charter schools. A national



Nasif Rogers MBA '14 works with student Lydia Hawthorne. Photo credit: Michael Sears/Milwaukee Journal Sentinel

study by Woodrow Wilson Foundation president Arthur Levine makes clear that school leaders play an important role in student achievement, yet many current M.Ed. and Ed.D. programs need greater selectivity and rigor.

The WW MBA Fellowship program is one of a handful of education MBA programs nationwide and the only one with its mix of resources and clinical work.

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## FOUNDATION NAMES WW TEACHING FELLOWS IN FOUR STATES

The largest class of Woodrow Wilson Teaching Fellows to date—with 217 Fellows named across four states—has now begun the program's trademark clinical work, with a full year of classroom experience in high-need urban and rural schools.

Fellowship announcements took place over the summer in four states—Indiana, Michigan, Ohio, and New Jersey, the last of which has its inaugural class of Fellows this year. (A fifth state, Georgia, is currently recruiting its first class.)

The WW Teaching Fellows for 2014 include a Ph.D. cancer researcher who has taught at Princeton University; a geologist and veteran of the U.S. Marine Corps; a new grad in chemistry who is also a new citizen and the first in her family to graduate from college; a forensic scientist and veteran of criminal investigations; a former automotive en-

gineer; and a public health expert who has studied the toxicity of the aftermath of 9/11 for various populations.

"These Fellows are really impressive people, and they are going to receive some of the strongest teaching preparation available," said Arthur Levine, president of the Woodrow Wilson National Fellowship Foundation. "The campuses and districts working with them are creating new models of teacher education. So not only will this year's Fellows change countless lives, they are also part of an effort to change the way teachers nationwide learn to help their students succeed."

Jen Lee, one of the 2014 Woodrow Wilson New Jersey Teaching Fellows, has been an adjunct professor of chemistry at the community college level,

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## MISSION

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

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## EDITOR'S NOTE

National Medals, the MacArthur Fellowship, the Kavli Prize, the National Book Award: They're nothing new at Woodrow Wilson.

To be sure, this fall has seen a wealth of national and international awards for Fellows across a wider range of fields than in some years. Every time one of the announcements comes in, there's a little burst of pride in the Woodrow Wilson office here in Princeton—pride, but not surprise. Woodrow Wilson Fellows have been receiving awards like these for almost half a century. They are part of the excellence in intellectual leadership that the Foundation has always sought to identify, cultivate, and promote.

After nearly 70 years, talented people who have been singled out for support from the Woodrow Wilson Foundation are still shaping the world, as some of the Fellows profiled in this issue make plain. Fellows from across the Woodrow Wilson Foundation's suite of programs, past and present, are doing powerful, thoughtful, world-class work in a range of contemporary fields.

It should also be clear, however, that Fellows shape the world both in grand ways and in very personal ways, one student at a time. Right now, Fellows may be inspiring the students and young professionals who will cure Ebola, negotiate peace in the Middle East or Eastern Europe, create the next major advance in computing technology, or write the poem or history or cultural analysis that will come to define the 21st century.

Sometimes readers have said to us, "When the Woodrow Wilson newsletter features Nobel laureates and the like, I don't see my everyday work there." We want to know more about your work, and we want to spread the word about your accomplishments. If you're a Fellow of any Woodrow Wilson program and you're on Twitter or Facebook, please follow the Foundation, and let us know what you're working on. Here's where you can find us:

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

 Twitter: @wwfoundation

 Email: [communications@woodrow.org](mailto:communications@woodrow.org)

What you do matters to us, and to more than 20,000 other Fellows who want to know more about the company they're in. We're proud to be able to tell your stories. Let us hear from you. 

### ABBREVIATIONS USED IN THIS ISSUE:

CEF = Career Enhancement Fellow

CN = Charlotte Newcombe Fellow

FAF = Foreign Affairs Fellow

GFAP = Graduate Foreign Affairs Fellow

H = Honorary

MBA = MBA In Education Leadership Fellow

MN = Mellon Fellow

TF = Teaching Fellow

WF = Woodrow Wilson Fellow

## WOODROW WILSON MBA FELLOWSHIP EXPANDS, NAMES FIRST CLASSES

*Continued from page 1*

The intensive, highly selective program blends an education-based business curriculum with clinical experience in schools, corporations and nonprofits.

Indiana's first class of WW MBA Fellows comprises 15 aspiring leaders, who represent 11 public school districts and one charter school. They are participating in a rigorous 13-month program designed collaboratively by faculty from the university's School of Business and School of Education.

The Ulndy program essentially allows schools and districts to cultivate new leaders from within their ranks, and Fellows are able to apply their new knowledge immediately to the real issues they face at work. Each Fellow receives a stipend that covers full tuition, technology, and some living expenses. In exchange, each agrees to serve in a leadership role in his or her school or district for at least three years, with Foundation-supported mentoring.

"We are deeply grateful for Lilly Endowment's support of this Fellowship program," said Arthur Levine, president of the Woodrow Wilson Foundation. "A degree that applies the curriculum and content of an MBA to education promises to prepare a new generation of principals and superintendents to lead our schools and school districts in an era of dramatic change."

Education professionals are nominated as Fellows by their school districts or charter school leaders, and a key element of the program is the district's support for and engagement in the Fellow's education. Kari Serak of Brownsburg, a member of the inaugural class of Fellows in Indiana, said, "This program means my school corporation believes that I can be an agent of change in our district. It means that I have the opportunity to learn what other highly effective school districts, both locally and globally, are doing and how their work could improve our practice as a district. This program gives me the opportunity to create systems and processes for schools that will allow our students to gain skills in order to compete globally."



Photo credit: MSOE



Photo credit: Ulndy

In Wisconsin, Lieutenant Governor Rebecca Kleefisch joined Dr. Hermann Viets, MSOE president, and Dr. Levine in honoring MSOE's inaugural class of Woodrow Wilson MBA Fellows on September 4. The 15 Fellows in the MSOE group come from seven Milwaukee-area public schools, five charter schools, and Teach For America. The Fellowship in Wisconsin is offered through MSOE's Rader School of Business.

"Wisconsin has a proud history leading the nation in ground-breaking education reforms. This new fellowship program is an exciting addition to that tradition of innovation and educational excellence. By combining best practices from the business world and the classroom, MSOE's MBA in Education Leadership will equip Wisconsin's school principals and superintendents to better teach our children, lead their staffs, and steward taxpayer dollars," Lt. Gov. Kleefisch said.

The WW MBA Fellowship in Education Leadership draws on the Foundation's experience with its state Teaching Fellowship, which works to transform teacher education and recruit very able candidates to teach math and science in high-need schools. 

### The 2014 WW MBA Fellows in Education Leadership at Ulndy

**Allison Chance**  
Center Grove Schools

**Dominic Day**  
Lynhurst 7th and 8th  
Grade Center

**Dana Dietz**  
Avon Community School  
Corporation

**Thomas Hakim**  
MSD of Washington Township

**Mike Hall**  
Monon Trail Elementary School

**David Harker**  
Greenwood Middle School

**David Hobough**  
Tri-West High School

**Tracy Hood**  
Plainfield Community School  
Corporation

**Sara Hunter**  
Zionsville Community Schools

**Adrienne Kuchik**  
Gary Lighthouse Charter School

**Adam Love**  
Tri-West High School

**Jacob Pactor**  
Speedway High School

**Kari Serak**  
Brownsburg West Middle School

**Wes Upton**  
MSD of Wayne Township

**Kelly Zibton**  
Delaware Trail Elementary School

### The 2014 WW MBA Fellows in Education Leadership at MSOE

**Kourtney Bauswell**  
Milwaukee Collegiate Academy

**Lyndee Belanger**  
Milwaukee Academy of Science

**Lindsay Cialdini**  
Slinger School District

**Dan Gebauer**  
Elmbrook Schools

**Erik Herbrechtsmeier**  
Kenosha Unified School District

**Lalenunat M. Johnson**  
North Point Lighthouse Charter School

**Rodney Lynk Jr.**  
Rocketship Southside Community Prep

**Kris MacDonald**  
Carmen Middle/High School of Science  
and Technology, Northwest Campus

**Amanda Mehr**  
Carmen Middle/High School of Science  
and Technology, Northwest Campus

**Megan C. Miller**  
Milwaukee College Prep

**Al Moroder**  
New Berlin West Middle &  
High Schools

**Megan Rindal**  
Elmbrook School District

**Nasif K. Rogers**  
Nicolet Unified High School District

**Michele Vraney**  
Mequon-Thiensville School District

**Jack Wallace**  
Teach for America (Milwaukee)

## FOUNDATION NAMES WW TEACHING FELLOWS IN FOUR STATES

*Continued from page 1*

with nearly 20 years of experience in the food and pharmaceutical industries as a chemist, technical writer, and IT technical support engineer. She is now in the master's program in teacher education as a Fellow at Rutgers-Camden and is working with a mentor teacher at Pemberton Township High School. The rural area that the school serves ranks in the bottom 15 percent of the state's communities, by per capita income, and more than half of the school's students receive free or reduced-price lunches.



Fellows Jen Lee, left, and Jarred Phillips with President Arthur Levine at the New Jersey Teaching Fellows announcement at the NJ State House in June.  
Photo credit: Daniel Hart /Rutgers-Camden

"I have been really enjoying getting to know the students," Ms. Lee told an interviewer at Rutgers-Camden. "Since most of them have never been exposed to chemistry before, I look forward to introducing them to the world of chemistry, and seeing them just as excited as I was in high school."

Since the Woodrow Wilson Teaching Fellowship was launched in Indiana in 2009, some 700 Fellows have been certified to teach in the STEM fields (science, technology, engineering, and math) across the participating states.

Each Fellow receives \$30,000 to complete a specially designed, cutting-edge master's degree program based on a year-long classroom experience. In return, Fellows commit to teach for three years in the urban and rural schools that most need strong STEM teachers. The program is open to graduating seniors, recent graduates, and career changers.

After completing their master's program, Fellows receive double mentoring—coaching by both the district and the education school—throughout their three-year teaching commitment. They also have the opportunity to attend a biennial convening that includes workshops and discussion opportunities (see back cover). The Fellowship's combination of extensive practical experience, rigorous coursework, and continued support helps prepare WW Teaching Fellows to stay in the classroom.

This year, the program is working with 28 universities and 54 school districts across five states to prepare STEM teachers for the high-need urban and rural schools that struggle most to recruit and retain strong math and science teachers.

Hope Grant, principal of program partner Trenton Central High School, recently told visiting Woodrow Wilson Trustees, "This is not just student teaching—

it's a marriage, a real partnership. One [mentor] teacher told me that the way her Fellow interacts with the students and the energy and excitement that her Fellow brings to her class every day has made her rethink her interactions with students."

While long-term studies of Fellows' effectiveness and persistence in the classroom are still under way, four out of five Fellows from the program's earliest classes have remained in the classroom after their teaching commitment is complete. By contrast, as many as 50 percent of teachers in high-need schools nationwide leave the profession within their first three years of teaching. These initial studies find WW Teaching Fellows nearly twice as likely as their peers to keep teaching.

Early assessments also show that Fellows are likelier than peers to teach in the most disadvantaged schools, and to work with students of color, English language learners, low-income students, and those with special needs. Preparing Fellows for the specific challenges that high-need students face is an essential part of their year of clinical work.

Ms. Grant says a Fellow told her, "This is where I want to be. I want to teach in Trenton. These are the students I want to serve." She considers the Fellowship "a great opportunity" for gifted new teachers "to not just be thrust [into classrooms], but to be here and really understand our students, understand our culture, and understand our community and our dynamics."

To date, the Foundation has raised nearly \$86 million in funding to support the WW Teaching Fellowships, with major grants from Lilly Endowment Inc., the W.K. Kellogg Foundation, the Robert W. Woodruff Foundation, the Geraldine R. Dodge Foundation, the State of Indiana, the Ohio Board of Regents and Department of Education, and, in both Ohio and New Jersey, consortiums of private funders. **WW**



Trenton Central High School Principal Hope Grant speaks about the impact of WW Teaching Fellows at her school.

## TWO WW FELLOWS RECEIVE STARS FELLOWSHIPS

Two Fellows from different Woodrow Wilson programs, separated by nearly a decade, participated in research at a U.S. Department of Energy Laboratory this summer. The educators were two in 40 selected for the 2014 Siemens Teachers as Researchers (STARS) Fellowship, supported by the Siemens Foundation and Discovery Education.

Christine Brothers WT '00 is an alumna of the Leadership Program for Teachers, one of the Foundation's early forays into professional development for teachers, while Zachary Blackwood TF '09 was a member of the inaugural class of Woodrow Wilson Indiana Teaching Fellows.

During the two two-week STARS programs, fellows worked in small groups with scientists from the Oak Ridge National Laboratory. Ms. Brothers worked on a study examining the use of genetic modification in plants, while Mr. Blackwood worked on evolutionary computational problem-solving models.

Ms. Brothers, a science teacher for 20 years, has been the head of the science department at Falmouth (Massachusetts) High School for the past 13 years and now teaches AP environmental science. As a Wilson Teacher in summer 2000, she participated in the Foundation's Environmental Science Institute, one of many month-long residential institutes for teachers conducted by Woodrow Wilson from the 1980s through the early 2000s.

"All summer [at STARS] I was thinking about the things I did at Woodrow Wilson," says Ms. Brothers. "The research was directly related."

Mr. Blackwood completed his master's coursework and clinical experience in Purdue University's program for Woodrow Wilson Teaching Fellows, which focuses on preparing teachers for high-need rural schools. Now beginning his fifth year in the classroom, Mr. Blackwood teaches physics, computer science, and principles of engineering at Lewis Cass



Christine Brothers WT '00



Zachary Blackwood TF '09

Junior Senior High School in Walton, Indiana. He also sponsors the FIRST robotics team and the science club.

Both Mr. Blackwood and Ms. Brothers cited the importance of lifelong learning in their pursuit of the STARS fellowship. "Teachers should be constantly learning," Mr. Blackwood says. "The more opportunities they take to experience science and engineering for themselves, the better they will be able to explain to and motivate their students."

As a veteran teacher, Ms. Brothers applauds professional development programs that put teachers back into the role of students, like the Leadership Program for Teachers and the STARS program offered by Siemens. "In the lab we're in an unfamiliar situation learning something new," she notes. "That's where our students are every day."

Today's Woodrow Wilson Teaching Fellows complete both a rigorous curriculum and a full school year of experience in classrooms like the ones where they will ultimately teach. They also receive three years of ongoing support and mentoring to smooth their transition into their own classrooms. Each partner campus in the Woodrow Wilson Teaching Fellowships tailors its program both to meet the Foundation's high standards and to ensure that Fellows are prepared to succeed in the classroom and stay in the profession.

Ms. Brothers points out that teachers in science, technology, engineering, and math (the STEM fields) teach much more than just science and math. Lessons taught in STEM classrooms, such as problem solving, communication, and how to work with others, can stay with students forever. "A big challenge being a teacher is students' asking, 'Why do we need to know this?' If we can make these connections to the real world, it becomes much more valuable to kids."

"The most important things that a teacher can do for students is to teach them to think and to reason," says Mr. Blackwood. "I believe that STEM classes are a great tool for doing just that." 

## 2014 Thomas R. Pickering Undergraduate Foreign Affairs Fellows

**Rana Abdelhamid**  
*Middlebury College*

**Juan Aparicio**  
*Harvard University*

**Jerrel Baker**  
*Morehouse College*

**Camilo Caballero**  
*Georgia Institute of Technology*

**Pamela Davis**  
*Syracuse University*

**Elaine Golden**  
*University of Miami*

**Jennifer Ham**  
*Columbia University*

**Trevis Harrold**  
*Eastern Michigan University*

**Mpaza Kapembwa**  
*Williams College*

**Emmanuel Laboy**  
*Quinnipiac University*

**Nobuko Maybin**  
*The Lincoln University of Pennsylvania*

**Jalita Moore**  
*American University*

**Shaiesha Moore**  
*Georgetown University*

**Abbey Pellino**  
*Arizona State University*

**C. James Peranteau**  
*University of Wisconsin—Milwaukee*

**Hiram Rios**  
*University of South Florida*

**Spencer Salibur**  
*Middlebury College*

**Laura Solano**  
*Georgetown University*

**Dante Toppo**  
*Claremont McKenna College*

**Andy Vo**  
*Yale University*

## FIRST-EVER PROMOTIONS TO SENIOR FOREIGN SERVICE PLACE THREE PICKERING FELLOWS IN LINE FOR TOP POSITIONS

In October 2014, for the first time, Pickering Fellows were among those promoted into the Senior Foreign Service of the Department of State's diplomatic corps. Members of the Senior Foreign Service occupy senior leadership positions in the Department and in US embassies and consulates around the world. These Pickering Fellows join the ranks of policy and decision makers who help chart the Department's course. The following three distinguished Fellows, who have excelled in their Foreign Service careers, are being named to the Senior Foreign Service:

**Julie Chung**, a member of the inaugural class of Pickering Undergraduate Fellows in 1992, is currently Deputy Chief of Mission at the U.S. Embassy in Phnom Penh, Cambodia. Her postings have included China, Japan, Vietnam, and the Department of State's Office of Korean Affairs. She has also been Deputy Political Counselor



in Colombia; Chief of Staff and Senior Advisor in the Office of Foreign Assistance in Iraq; and Counselor for Economic Affairs in Thailand. The recipient of numerous State Department honors, she completed her undergraduate work at the University of California, San Diego and her master's degree at Columbia University.

**Dereck Hogan**, a 1993 Pickering Undergraduate Fellow, is Deputy Chief of Mission at the U.S. Embassy in Baku, Azerbaijan. He was previously Director of the Office of Nordic and Baltic Affairs in the State Department's European Affairs Bureau. Before that, he was Senior Advisor to the President's Special Representative for Afghanistan and Pakistan, Richard Holbrooke, and served as State Department representative on two civilian-



military Provincial Reconstruction Teams in Afghanistan. His other overseas assignments have included Russia, Belarus, Nicaragua, and the Dominican Republic; in Washington, he was Special Assistant to Secretary of State Colin Powell and a Watch Officer in the State Department's Operations Center. His undergraduate and master's degrees are from the University of Pittsburgh and Princeton University, respectively.

**Joey Hood** is Deputy Chief of Mission at the U.S. Embassy in Kuwait City, Kuwait and a 1998 Pickering Graduate Fellow. He was previously Consul General and Principal Officer in Dhahran, Saudi Arabia. He has also served as Acting Director of the State Department's Office of Iranian Affairs; helped to coordinate U.S.—Saudi military cooperation in Riyadh; and, in Asmara,



apprised Washington of Eritrea's human rights abuses and served as a liaison to rebel leaders in Darfur, Sudan. His other postings have included Yemen and Qatar. As a Pickering Fellow, Mr. Hood earned his master's degree from the Fletcher School at Tufts University. His undergraduate degree is from Dartmouth College. [WWW](#)

## PICKERING FELLOWS' OVERSEAS INTERNSHIP POSTS

As part of the Pickering Fellowship, Fellows participate in domestic and overseas internships. Since 1992 Fellows have done summer overseas internships in the locations represented by the flags.



### 2012 PICKERING FELLOW HONORED WITH MUNRO AWARD



Allison Carragher, a 2012 Pickering Graduate Fellow from the Johns Hopkins University, was recognized in October 2014 as the recipient of this year's Glenn Munro Award of the United States Foreign Service. The Munro Award is presented to an officer in each introductory Foreign Service class who best represents the qualities of its namesake. Glenn Munro, a longtime Foreign Service officer, "was a firm believer in the importance of 'esprit de corps,'" according to the award description, and was known for his intellectual curiosity, his service, and his consistent willingness to go above and beyond the call of duty for the sake of his colleagues. Ms. Carragher's award was announced at a Flag Day ceremony at the Department of State by Ambassador Marc Grossman, former Under Secretary for Political Affairs. [WWW](#)

### 2014 Thomas R. Pickering Graduate Foreign Affairs Fellows

**BilQis Aidara Adjei**  
*American University*

**Karen Castro**  
*American University*

**Alexandra Hall**  
*New York University*

**Denise Marton Menendez**  
*University of Denver*

**Austin Slaymaker**  
*Harvard University*

**Yared Aklilulove**  
*Georgetown University*

**Bryan Furman**  
*Georgetown University*

**Porter Illi**  
*Georgetown University*

**Alana McGinty**  
*American University*

**Elizabeth Trobaugh**  
*Columbia University*

**Oluwadamisi Atanda**  
*Columbia University*

**Sheimaliz Glover**  
*The Johns Hopkins University*

**Leland Lazarus**  
*Tufts University*

**Jessica Pham**  
*The Johns Hopkins University*

**Jerica Ward**  
*Texas A&M University*

**Michael Bustamante**  
*The Johns Hopkins University*

**Sama Habib**  
*Columbia University*

**Oriana Luquetta**  
*The University of California—  
Los Angeles*

**Eddy Santana**  
*Georgetown University*

**Amanda Whatley**  
*American University*

## NEW OUTBREAK, OLD WOUNDS FOR LIBERIANS AT HOME AND IN THE U.S.

Yolanda Covington-Ward MN '01 reframes the suffering of Ebola

It's been over a decade since the end of Liberia's last bloody and devastating conflict, but this fall, for some Liberian immigrants in the United States, a ringing phone brings it all back, says Yolanda Covington-Ward MN '01.

As of late October, Liberia remains the country hardest hit by Africa's recent Ebola outbreak, with more than 2,700 of the nearly 4,900 deaths recorded to date.

"For Liberians living outside of Liberia, having to understand and engage with Ebola more passively—through the telephone or the Internet—reminds them of the war," Dr. Covington-Ward says. "There was the same sense of helplessness. When you got phone calls, you were never sure if it was someone calling to tell you someone had died."

The Ebola outbreak touches the rawness of those memories, says the University of Pittsburgh anthropologist and professor of Africana studies. Her scholarly work focuses on performance, the body, and embodied knowledge in social interactions among Liberians residing in the United States. Personal connections, however, give her a stark and powerful perspective: her husband is Liberian, and his family members live both in the U.S. and in Liberia.

The two civil wars fought in the West African nation between 1989 and 2003 displaced a quarter of a million people and killed another three-quarters of a million, a total of half of Liberia's population at the outset. Liberians, Dr. Covington-Ward explains, were left not only with the grief and loss of the human aftermath, but also with deeply damaged infrastructure, and an even more damaged trust in the government and government services.

"The governments of Samuel K. Doe and Charles Taylor were governments that could kill you, that could kill your entire family," she says. "And the larger potential for state violence extended into the health



sector. In conversation I've heard people in Liberia talk about the testing of vaccines and other kinds of medical products on African bodies, which did happen."

Given those memories, many Liberians had doubts about early reports of the outbreak. "When Ebola did emerge, people were questioning it, and some still do—whether Ebola really existed, or whether it was a ploy to control people or to get more money. If what you have in your mind is that the state is not necessarily there to help you and may lead to your demise, that's a really deep mistrust that's hard to

get by. The whole relationship between the state and citizens really needs to be remedied first before people will even accept information or let health care workers in."

After 14 years of civil war, Liberian communities in both Africa and the U.S. are wondering, she says, when the bad news will end. "There's this overall sense that Liberia continues to suffer, and people continue to say this in many different ways," Dr. Covington-Ward says. "Just as Liberia was starting to get itself together, here comes Ebola."

Some of the greatest sorrows of the Ebola outbreak for Liberians outside Liberia, however, are much more personal. In too many cases, it is not possible to know how friends and family are, what has been done with the bodies of the deceased, or whether there has been any dignity in their passing.

"My mother-in-law lost two of her brothers in two weeks' time, just recently," Dr. Covington-Ward says. "The question of whether or not it was Ebola is not clearly answered because of the stigma that still exists. One of her brothers died very suddenly; they found him dead in his room. The other complained of stomach pains and died suddenly. Both were buried in

*Continued on page 10*

## “PROTRACTED CONFLICT”: HOW THE CRISIS IN UKRAINE BECAME THE NEW COLD WAR

Robert H. Legvold WF '62 assesses the damage to date

**N**o one should casually label the current confrontation between Russia and the West a ‘new Cold War,’ Robert Legvold WF '62 wrote this summer in *Foreign Affairs*—but a new Cold War it is, he says, and one from which the two sides will not easily step back.

Dr. Legvold, Marshall D. Shulman Professor Emeritus of Political Science at Columbia University, directed the Euro-Atlantic Security Initiative from 2009 to 2012. He was also project director of “Rethinking U.S. Policy Toward Russia” at the American Academy of Arts and Sciences and is a former Senior Fellow and Director of the Soviet Studies Project at the Council on Foreign Relations in New York.

The crisis in Ukraine that has touched off this new Cold War, he explains, has roots in longstanding cultural and social divides—western portions of the country were at one time part of the Austro-Hungarian empire and Poland, while eastern areas have long been identified with Russia—but more recent history, including regional economic interests and political rivalries, have been equally important. Many eastern Ukrainians see their economy and industrial sector as dependent on Russia, while western Ukrainians believe their economic destiny is linked to Western Europe. “As a result,” Dr. Legvold wrote in an interview by email from Moscow, “the often unrecognized misfortune is that, while substantial majorities (70 percent) in both parts of the country—at least before the war in the east—say they want a unified Ukraine, neither, in end, wants it if it means conceding the other side’s position.”

Even so, these tensions might have been defused over the past 25 years had the West and Russia made it possible “for Ukraine not to choose sides, to practice a ‘risk-averting’ rather than ‘balancing’ strategy,” Dr. Legvold says. “For this to come about, the West and Russia together would have had to build the context for it and then both encourage and facilitate this choice on Ukraine’s part.” Instead, both sides pursued their own approaches. In such a divided region, “Outsiders, such as Russia, the EU, and the United States, become part of the problem rather part of the solution—or at a minimum neutral in their effect—if their involvement, even efforts to help, are narrowly focused or, worse, driven by narrow self-interest.”

Now compromise is unlikely. In the September 2014 issue of *The National Interest*, Dr. Legvold wrote, “Bluntly put, Ukraine seems fated to produce Europe’s latest and by far most portentous and dangerous ‘protracted conflict.’ Sadly, this may be the best outcome.”



Photo credit: Natasha Mozgovaya

## Managing the New Cold War

What Moscow and Washington Can Learn From the Last One

By Robert Legvold July/August 2014

Russian soldiers in Moscow's Red Square, November 2011. (Denis Sergeyev / Courtesy Reuters)

FOREIGN AFFAIRS

A proposal by Ukrainian president Petro Poroshenko to create a special status for parts of eastern Ukraine has fallen apart, and the two Ukrainian factions now have a “profoundly hardened view” of each other. While the West and Russia could yet choose to press for a settlement, Dr. Legvold says, the prospects are dim. “The evidence is that the Russian leadership views a ‘protracted

Photo: Foreign Affairs Magazine

*Continued on page 10*

## THE EXPLOITATION OF REVOLUTIONARY IDEALS IN THE MIDDLE EAST

Shahla Talebi CN '06 on the past and current unrest

In the complexity of Middle Eastern affairs today, a Newcombe Fellow, socio-cultural anthropologist, and professor of religious studies explains, revolutionary ideals, religious commitments, and social tensions are mobilized and manipulated to serve groups with larger political agendas.

“What gets left at the end of the day is the suffering of the people, the erection of new prisons and torture, and, unfortunately, the curtailing of freedom,” says Shahla Talebi.

Dr. Talebi has a special perspective on the region and its difficulties.

Now an associate professor at Arizona State University, she is a native of Iran who lived in Tehran during the Iranian Revolution and the Iran-Iraq War. She spent nearly a decade in political prison, first from 1977 to 1978 and again from 1983 to 1992, where she was subjected to physical, verbal, and psychological abuse. In 1998 she survived the mass execution of thousands of political prisoners, including her husband Hamid.

As a part of the movement in Iran, Dr. Talebi stood behind the struggles for social justice, democratic change, and an end to the dictatorship. According to Dr. Talebi, what started in the suburbs and the universities as a social justice movement, prior to and in 1978, turned into an Islamic Revolution, then a new wave of social, political, and cultural suppression by the new state in the name of Islam. Crackdowns paved the way for an even more authoritative state and, in part, for the Islamic movement. People mobilizing in the streets, she says, did not foresee these outcomes.

While the events in Iran were a “singular historical moment,” Dr. Talebi says, one may find some resemblance in the struggles that have since taken place elsewhere in the Middle East. “Yet what is happening in the region cannot be seen in isolation. The global politics, the war, occupation, neoliberal global economy they all play roles in the way the so called political Islamic movements have become more powerful and have gotten out of hand across the region.”

She cites as an example the Arab Spring movement in places like Tunisia and Egypt: Early on, demonstrators



Photo credit: *The Week in Green*

demanded more say in the economic and political landscapes of their countries, but “what was perceived as a move towards a more democratic response in most of those situations, unfortunately, really created a more authoritative state.”

Looking back at the Iranian Revolution, Dr. Talebi recalls the presence of minority groups fighting for their demands, “but it never reached the point of what now gets read as the Sunni-Shi’a conflict and [the religious and ethnic tensions] you saw in Iraq after the toppling of the Saddam Hussein regime.”

The much reported Sunni-Shi’a conflict is often framed as a centuries-old feud between Islam’s two largest branches. Dr. Talebi explains, however, that current conflicts are not simply a continuation of a schism that began 1,400 years ago. Rather, she considers them to have been escalated and exacerbated as a result of contemporary power relations and politics.

“When you put it in abstract terms, it all becomes about conflict,” explains Dr. Talebi. “To see these only as internal and inherent conflicts [between religious sects] would be missing other realities.”

For instance, she says, class differences shaped Iraq’s political realities before the fall of Saddam Hussein. Hussein, himself a Sunni, granted land, money, and other privileges to the Sunnis, creating economic divisions amongst sects. “That, of course, created resentments and hostilities,” she says. “These ideas were taken up by people who were trying to use those situations for political mobilization.”

While such prejudice and discrimination unquestionably exist in countries around the world, the difference in the Middle East is that such tensions and differences are exploited by groups with larger political-military strategies. “As much as there is a conflict between the Shi’a and the Sunni, there is a conflict between the haves and the have-nots, between the particular political powers and the ones who don’t have access to power,” says Dr. Talebi.

Dr. Talebi relocated to the United States in 1994 and—nearly 20 years after her first imprisonment disrupted her undergraduate work—earned her

*Continued from preceding page*

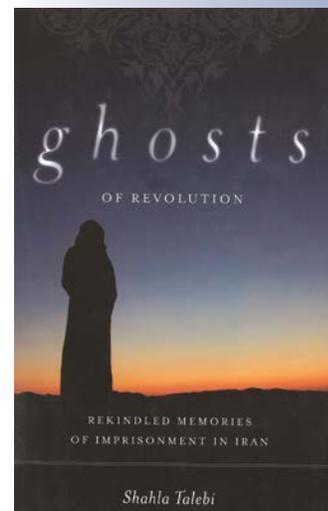
bachelor's degree from UC Berkeley. She went on to complete master's and doctoral degrees from Columbia University before joining the faculty at Arizona State, where she now teaches in the School of Historical, Philosophical and Religious Studies and is the Islamic Studies Program Coordinator.

In 2011, Dr. Talebi published a memoir of her time as a political prisoner, *Ghosts of Revolution: Rekindled Memories of Imprisonment in Iran* (Stanford University Press). The book won the 2011 Outstanding Academic Title Award given by *Choice Magazine*.

Currently Dr. Talebi is exploring the lingering fear and sense of imprisonment that stay with former Iranian political prisoners. She has subjects who, while they now live outside of Iran, still feel they have to disconnect themselves and guard what they do or

say about Iran. "It's a situation of a prison expanding beyond its borders," she says. She then looks at the creation of memory and histories under these circumstances—"a version of memory that considers these complex dynamics of persecution and how that impacts the way one tells a story, written and oral."

Asked what Westerners should consider to understand current events in the Middle East more fully, Dr. Talebi recounts a Farsi proverb her mother used to repeat: "When you're trying to poke a big needle into someone's body, always first poke a small needle into your own body." Her gloss: It's not possible to intervene effectively with others if you have not first examined and understood your own experiences. "Let's learn about what's happening in our own backyard first—really deal with it and really understand what's going on—before focusing on the others." **WW**



## NEW OUTBREAK, OLD WOUNDS FOR LIBERIANS AT HOME AND IN THE U.S.

*Continued from page 8*

the same manner, because now all deaths are basically treated in the same way, as if Ebola were present. Since there was no warning, there were no funeral rites for them. And that's not the end of it: Her second brother was buried in a mass grave, with other bodies.

"So her mourning is not just because it was so sudden, but because, when she goes back to Liberia, she won't even necessarily know where he's buried, or in what part of the mass grave, if she can find it."

The sadness, she adds, brings back her mother-in-law's similar experience of losing her mother—also buried in a mass grave during the civil war. "Her continuous pain is about not being able to pay her respects to them when she finally does go back home."

What matters most for observers elsewhere in the world, Dr. Covington-Ward emphasizes, is keeping the humanity of the Ebola victims and their friends and family in both countries in focus. "The perception on this side seems to be that this is once again Africans being irrational, this is once again Africans not being able to manage. The media tend to focus on all the negatives—there's a lack of respect for life. We see dead African bodies, but we don't see the crying, the tenderness, the worry, the attempts to help neighbors and others. People are still putting their own lives at risk.

"You wonder what the coverage would look like if the outbreak were happening in Southern Europe, or someplace where people on this side of the Atlantic view the inhabitants as more human." **WW**

## HOW THE CRISIS IN UKRAINE BECAME THE NEW COLD WAR

*Continued from page 9*

conflict' in eastern Ukraine as the best available alternative for pursuing its larger objectives in Ukraine."

Meanwhile, Dr. Legvold observes, the West and Russia have regressed from regarding each other as "neither friend nor foe" to an adversarial relationship. Diplomatic and bureaucratic ties are being cut, and the conflict has potential to create larger international instabilities. Russia's annexation of Crimea "represents a very serious violation of international norms—indeed, international law—that have been in place since... World War II." He cites as an example the 1994 Budapest Memorandum, in which Ukraine gave up its nuclear weapons in exchange for se-

curity assurances from Russia, the United States, and the United Kingdom. Now, Dr. Legvold asks, "how compelling will guarantees to Iran or North Korea of their sovereignty as a condition of foregoing the nuclear option be?"

While the first Cold War's stark bipolar ideological alliances are a thing of the past, Dr. Legvold recently told an audience at Brown University, the global effects of the new Cold War will be far-reaching. "[It] will not be universal, it won't incorporate the entire international political system, it will be Russia and the West... [but] it is going to affect virtually every aspect of the international political system." **WW**

## BOOK SPOTLIGHT

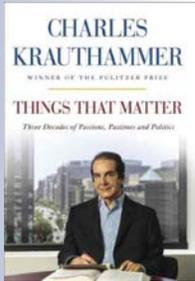


Photo: Courtesy of Crown Forum

### THINGS THAT MATTER: THREE DECADES OF PASSIONS, PASTIMES AND POLITICS (Crown Forum, 2013)

Charles Krauthammer WF H '70

"Politics, the crooked timber of our lives, dominates everything," Charles Krauthammer WF H '70 writes in *Things That Matter*, which spent 22 consecutive weeks on *The New York Times* Best Sellers list this year, including 10 weeks at number one. The book spans 30 years and contains 88 different columns, essays and magazine articles, broken into four sections: personal, political, historical and global.

Dr. Krauthammer's book covers a wide range of topics, from feminism to superpowers, border collies to Halley's Comet, Woody Allen to Winston Churchill. In the book's autobiographical introduction, Dr. Krauthammer—a physician and journalist who is considered one of the nation's most influential conservative commentators—recalls the events that shaped his political philosophy and career.

Krauthammer's weekly column in *The Washington Post* is syndicated to more than 400 newspapers worldwide. He is a contributing editor to *The Weekly Standard* and a panelist on *Fox News' Special Report* with Bret Baier. He won the Pulitzer Prize for commentary in 1987 for a weekly column he wrote for *The Post*. Selected as a Woodrow Wilson Fellow in 1970 as a senior at McGill University, he instead became a Commonwealth Scholar at Oxford before pursuing a medical career.

### ABORTION IN THE AMERICAN IMAGINATION: BEFORE LIFE AND CHOICE, 1880-1940 (Rutgers University Press, 2014)

Karen Weingarten WS '08

Nineteenth-century American novels referred only obliquely, if at all, to the controversial topic of abortion. But the start of the 20th century saw a surge of plays, pamphlets, short stories, and newspaper reports that launched the topic into public discourse, with writers like Wharton, Faulkner, and Hughes joining the conversation.

In *Abortion in the American Imagination*, Karen Weingarten WS '08, an assistant professor of English at Queens College, traces the evolving public perception of abortion in the early 1900s by placing the works of these American writers alongside the film, journalism, and activist rhetoric of the era.

As Dr. Weingarten looks at the surprisingly fluid and far-reaching discourse, which explores eugenics, economics, gender roles, and race, she chronicles the shifting perspectives over the course of the 20th century and exposes "the ways in which these abortion debates shaped our very sense of what it means to be an American."

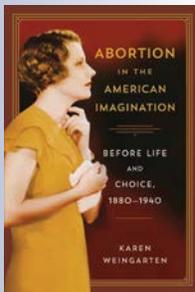


Photo: Courtesy of Rutgers University Press

### THE EAST IS BLACK: COLD WAR CHINA IN THE BLACK RADICAL IMAGINATION (Duke University Press, 2014)

Robeson Taj Frazier CEF '12

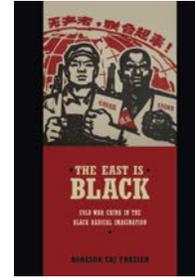


Photo: Courtesy of Duke University Press

In the decades after World War II, China framed itself as a beacon of anti-imperialism and opened its arms to leftist African American civil rights activists. Seeking political refuge from the impact of McCarthyism and anti-communism, these activists traveled to China and used a range of media to express their solidarity with China. Activists such as W.E.B.

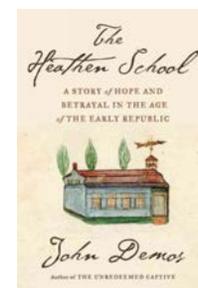
and Shirley Graham Du Bois, journalist William Worthy, and freedom fighters Mabel and Robert Williams drew parallels between Asia's struggle with imperialism and their fight with social, racial, and economic injustice.

In *The East is Black* Robeson Taj Frazier CEF '12, an assistant professor at the University of Southern California's Annenberg School for Communication and Journalism, examines the relationship between the activists and the Chinese government and how both groups embraced the notion of a shared struggle against U.S. policies at home and abroad. Through an analysis of activists' newsletters, radio broadcasts, cartoons, and lectures, Dr. Frazier presents an international history of civil rights. [WWW](#)

## NATIONAL BOOK AWARDS



Poet **Maureen McLane MN '89** has been named a finalist for the 2014 National Book Award with her collection, *This Blue* (Farrar, Straus and Giroux), appearing on the shortlist for poetry. Historian **John Demos WF '59** made the 2014 National Book Awards longlist for nonfiction with his book *The Heathen School: A Story of Hope and Betrayal in the Age of the Early Republic* (Alfred A. Knopf/Random House). [WWW](#)



## NOTES ON FELLOWS

### KAVLI PRIZE IN ASTROPHYSICS

In May 2014, MIT professor and physicist Alan H. Guth WF '68 was awarded the Kavli Prize in Astrophysics, along with Andrei D. Linde and Alexei A. Starobinsky, for “pioneering the theory of cosmic inflation.”



Photo: Kavli Foundation

Dr. Guth describes the notion of cosmic inflation, which he first proposed in the early 1980s, as: *a theory of the ‘bang’ of the Big Bang: It describes the propulsion mechanism that drove the universe into the period of tremendous expansion that we call the Big Bang. In its original form, the Big Bang theory never was a theory of the bang. It said nothing about*

*what banged, why it banged, or what happened before it banged.*

Given biennially in astrophysics, nanoscience and neuroscience, the Kavli Prize was established in 2005 to recognize outstanding scientific research and honor highly creative scientists. The three laureates in each discipline win a share of \$1 million.

Dr. Guth currently holds the Vistor F. Weisskopf Professorship in Physics at MIT and is a MacVicar Faculty Fellow. He was awarded the Fundamental Physics Prize in 2012. [WWW](#)

### MACARTHUR FELLOWSHIP

**Tara Zahra MN '99** was named a 2014 MacArthur Fellow. A historian of Modern Europe and professor of history at University of Chicago, Zahra is “challenging the way we view the development of the concepts of nation, family, and ethnicity and painting a more integrative picture of twentieth-century European history,” according to her fellowship citation. The MacArthur Fellowships are awarded annually by the John D. and Catherine T. MacArthur Foundation and seek to recognize exceptionally creative individuals with a potential for significant contributions in the future. Fellows are nominated in secret and receive an unrestricted \$625,000 stipend over five years to pursue their work and creative vision. [WWW](#)



Photo: MacArthur Foundation

### NATIONAL SCIENCE MEDALS

Two more Woodrow Wilson Fellows join the ranks of the nation’s top scientists and innovators. **Robert Axelrod (WF '64)** will receive the National Medal of Science and **Mary Shaw (WF '65)** will receive the National Medal of Technology and Innovation at a White House ceremony later this year. Dr. Axelrod, a political science professor at the University of Michigan, focuses on collaboration and security, while Dr. Shaw is a software engineer and professor at Carnegie Mellon University whose work has been central in the development of software architecture. The medals are the United States’ highest honors for achievement and leadership in advancing the fields of science and technology. [WWW](#)



## FOUNDATION UPDATES

### THREE NEW TRUSTEES JOIN WOODROW WILSON BOARD

The Board of Trustees of the Woodrow Wilson National Fellowship Foundation has elected three new members.

**Deborah Quazzo** is the founder and managing partner of GSV Advisors, a broker dealer providing advisory services to the education and business services sectors. In 2001, Ms. Quazzo co-founded ThinkEquity Partners, an investment bank with offices across the U.S. which was acquired in 2007. She was previously a Managing Director in Investment Banking and head of the Global Growth Group at Merrill Lynch & Co. Ms. Quazzo is a member of the Chicago Board of Education and currently serves on the board of Web.com, as well as the boards of the Chicago Public Education Fund (ex officio), Marwen, Steppenwolf Theatre Company, and the Board of Dean's Advisors at Harvard Business School. She has also previously served on the board of a number of education organizations, including America's Promise Alliance, Teach For America Chicago, and KIPP: Chicago. Ms. Quazzo graduated cum laude with a BA in history from Princeton University in 1982 and an MBA from Harvard University in 1987.

**Suna Said** is the founder and CEO of Nima Capital Partners, a single-family office with private and public equity investing platforms. The firm has a flexible mandate to invest across the capital structure, across investment stage, and in any industry vertical. Prior to

Nima Capital Partners, Ms. Said previously held the role of Executive Director of Unifund Inc., the Said Family Investment Office, an international investment firm. She received a BA magna cum laude in communications studies from UCLA, where she was the editor-in-chief of two UCLA newspapers. She also received an MBA in finance from Columbia Business School. Ms. Said is on the boards of Harlem Village Academies (for which she was recently honored) and ONEHOPE.

**Jessie Woolley-Wilson** is chair, president and CEO of DreamBox Learning, which creates adaptive learning technologies. She was previously president of the K-12 Group at Blackboard, as well as president of educational software producer LeapFrog SchoolHouse. She has also held leadership positions at collegeboard.com, the interactive division of the College Board; MyRoad.com; and Kaplan. Ms. Woolley-Wilson serves on several boards for nonprofit organizations, including the International Association for K-12 Online Learning (iNACOL); Islandwood, an environmental learning center that connects children to the outdoors; and Camelot Education. She has also served on the World Economic Forum's Global Agenda Council on Technology and Education. Ms. Woolley-Wilson received her MBA from Harvard Business School and her BA in English from the University of Virginia. She is a 2007 Henry Crown Fellow of the Aspen Institute. 



Deborah Quazzo



Suna Said



Jessie Woolley-Wilson

### WW APPOINTS DIRECTOR OF MEDIA RELATIONS AND STRATEGY

In August 2014, Patrick R. Riccards joined the Woodrow Wilson Foundation's communications team as director of media relations and strategy.

Mr. Riccards is an award-winning education communications strategist with nearly 20 years of communications and public engagement experience. He was previously CEO of the Connecticut Coalition for Achievement Now and, prior to that, executive director of communications and public affairs at American Institutes for research. *PR News* named Riccards its Public Affairs Professional of the Year in 2013. He was also Bulldog Reporter's 2011 Not-for-Profit Communications Professional of the Year.

Riccards has also served in senior communications positions for many of the nation's leading education communications agencies, including roles as executive director of the Pennsylvania STEM Initiative and as



de facto chief of staff and counsel to the congressionally mandated National Reading Panel. He began his career on Capitol Hill, holding communications posts for U.S. Sen. Robert C. Byrd (WV), U.S. Sen. Bill Bradley (NJ), and U.S. Rep. John Olver (MA).

A University of Virginia graduate, Riccards is author or lead editor of more than two dozen education research studies, beginning with the NRP's *Teaching Children to Read* report. He is the author of *Dadprovement* (Turning Stone Press, 2014) and is lead editor and contributing author for the forthcoming second edition of *Why Kids Can't Read: Challenging the Status Quo in Education* (Rowman Littlefield Education, 2014). He is also the creator and author of Eduflack, a nationally recognized blog on education research, policy, politics, and communications, and its companion @Eduflack Twitter feed. 

## PROFILES: GIVING BACK

Each year, more Fellows support the Woodrow Wilson Foundation through gifts to the Annual Fund—gifts that make it possible for the Foundation to sustain its work with Fellows across a range of fields. We're deeply grateful for gifts like these.

In 2014, 24 Fellows have made their first-ever gifts to Woodrow Wilson. Some did so in order to “give back”; others appreciate the Foundation’s current work and want to help support emerging leaders.



Among these first-time givers is **Dr. Thomas R.W. Longstaff WF '64** of Waterville, Maine. “Reflecting on my career,” he says, “I realized that I may not have had the educational opportunity—or gone on to have the fulfilling career that I so enjoy—were it not for the Woodrow Wilson Foundation’s support.” After he graduated from the University of Maine—Orono with a bachelor’s degree in philosophy, Dr. Longstaff’s Fellowship allowed him to pursue a Ph.D. in biblical

languages and literature at Columbia University. He taught at Colby College for 33 years before turning to public service, first as a Waterville City Councilor and now as a Maine State Representative.

“I am very grateful for the chance Woodrow Wilson gave me,” Dr. Longstaff says, “and I know that I will continue to support its efforts to help the students who—much like I did 50 years ago—are beginning their careers in teaching, scholarship, and service.” 

### 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:



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#### YouTube:

Foundation: [www.youtube.com/WoodrowWilsonFndn](http://www.youtube.com/WoodrowWilsonFndn)



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## THE THIRD NATIONAL CONVENING OF WOODROW WILSON TEACHING FELLOWS

In July 2014, 500 Woodrow Wilson Teaching Fellows from all over the country met in Chicago for workshops, presentations, and discourse on the future of teaching and teacher education.

