



SCHOLARS ACROSS DISCIPLINES, LEADERS NAMED AS FELLOWS



Some of the 2021 Career Enhancement Fellows (left to right): Hubert Cook, Hewan Girma, Diego Millan, Emily Owens, and Xiomara Verence Cervantes-Gomez.

Continuing its commitment to supporting promising scholars and leaders, the Institute for Citizens & Scholars is pleased to welcome new Fellowship classes to the C&S network this spring.

Since 1974, the **WW Dissertation Fellowship in Women's Studies** has named more than 600 Fellows. Now among their ranks are eight more Ph.D. candidates completing their dissertations at institutions across the country. The Women's Studies Fellowship program supports outstanding humanities and social science doctoral candidates whose work addresses women's and gendered issues in interdisciplinary and original ways. By supporting young scholars at such a critical juncture of their academic careers, Citizens & Scholars has helped the field of women and gender studies flourish.

The eight Ph.D. candidates of the 2021 class are working in such fields as Africana studies, anthropology, gender studies, history, and social psychology. Some of the dissertation topics include an exploration of the social and political lives of religious women of African descent in the nineteenth-century United States, an examination of the ways women cope with instances of police sexual violence, and an understanding of the politics of childbirth in Turkey. (See the full list of Fellows on p. 4.)

The **Career Enhancement Fellowship** named 39 Fellows for 2021. The program—funded by The Andrew W. Mellon Foundation—seeks to increase the presence of underrepresented junior and other faculty members in the humanities, social sciences, and arts by creating career development opportunities for selected Fellows with promising research projects.

This year's Fellows work in such disciplines as African American studies, English, women's and gender studies, sociology, and more. (See the full list of Fellows on p. 6.) Selected from a highly competitive pool of applicants, Fellows represent unique perspectives within their disciplines and are committed to increasing diversity and inclusion on campus through service and research.

Also named this spring was the 2021 class of **Mellon Emerging Faculty Leaders**. The MEFL Awards support junior faculty whose research focuses on contemporary American history, politics, culture, and society, and who are committed to the creation of an inclusive campus community for underrepresented students and scholars.

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MISSION

The Institute for Citizens & Scholars prepares leaders and engages networks of people and organizations to meet urgent education challenges. The overarching goal is to shape an informed, productively engaged, and hopeful citizenry.

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THE INSTITUTE FOR CITIZENS & SCHOLARS

104 Carnegie Center, Suite 301 • Princeton, NJ 08540
PHONE: 609-452-7007
citizensandscholars.org

CHAIR OF THE BOARD: Jane Phillips Donaldson

PRESIDENT: Rajiv Vinnakota

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Beverly Sanford, editor
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FROM THE PRESIDENT

Much has changed since the last edition of *Fellowship*, back in December 2020. And much hasn't.

In the very first week of the new year, we saw the shocking and unprecedented attack on the U.S. Capitol, which the vast majority of Americans—including those of us at the Institute for Citizens & Scholars—condemned. That moment moved a great many people to think long and hard about the state of our democracy and how easily it can be imperiled. A transition of power in the subsequent weeks seemed to offer new hope.

Yet so much still needs to happen. Earlier signs of renewed bipartisanship in the nation's capital have vanished. Various efforts to focus more intensely on civil society are springing up, but they remain scattered and underresourced. Systemic racial inequities are getting serious and long-overdue attention, but we have a long way to go. The pandemic finally seems to be waning—yet, as grateful as we all are, it leaves behind holes in our families and communities, gaps in learning among our young people, existential challenges for our system of higher education, and more exposed rifts in our society.

America is at a crossroads, and the institutions that uphold our democracy are at risk. The systems, institutions, and behaviors that form the foundation of our democratic republic are faltering. To ensure the future of our democracy, we need a commitment to prepare young people for leadership and full engagement in the life of our country. We need to prepare scholars to be full and active citizens of the academy, and we need citizens who are scholars of our nation and world. We need to broaden networks and conversations among people of all ages. We need a wider appreciation for differences, commonalities, and histories, and for the deep and lasting value of disciplines that teach us to appreciate and explore all of these.

At Citizens & Scholars, we are determined to address these needs. From our earliest days, offering fellowships to future college professors who would teach thousands of returning war veterans, the work we began as the Woodrow Wilson National Fellowship Foundation has helped America's next generation build the capacity for thoughtful, well-informed citizenship. Our historic work in education continues, with a renewed focus on both excellence and diversity in scholarship and on recentring civic learning in higher education. Across our programs, we are also working to build a new and robust field that will prepare young people to be better citizens, and to create new opportunities for engagement—from youth-led community projects through early- and mid-career fellowships that strengthen networks among leaders and among organizations.

Citizens & Scholars is marshaling leaders and resources to help us seize this moment. If you have ideas or comments for us, please email me at the address below; you can also visit <https://ctzn-schlr.org/support> to support our work. Your engagement and good counsel mean the world to us.

Raj Vinnakota, President
president@citizensandscholars.org

Fellow abbreviations used in this issue:

CEF = Career Enhancement Fellow	MEFL = Mellon Emerging Faculty Leader
CH = Course Hero-Woodrow Wilson Fellow	MI = Millicent C. McIntosh Fellow
CN = Newcombe Fellow	MN = Mellon Fellow
HEM = Higher Education Media Fellow	WF = Woodrow Wilson Fellow
MBA = MBA in Education Leadership Fellow	WS = Women's Studies Fellow

“THE POWER OF INTERGENERATIONAL PARTNERSHIPS”: RESEARCH FINDINGS FROM YOUTH-LED CIVIC SPRING PROJECT

Last summer, Citizens & Scholars launched the Civic Spring Project, which funded six youth-led civic engagement projects aimed at meeting local COVID needs and/or building capacities for the 2020 election in communities across the country. While each grantee program was unique and specific to its location, all six were designed to be civic-minded, youth-oriented, nonpartisan, nimble, measurement-minded, and generative.

Citizens & Scholars partnered with the Center for Information & Research on Civic Learning and Engagement (CIRCLE), based at Tufts University’s Jonathan M. Tisch College of Civic Life, to provide technical assistance to Civic Spring grantees and to conduct an evaluation of the project. The team from CIRCLE worked with each youth-led Civic Spring initiative to measure impact and create theories of change for their summer projects. CIRCLE also assessed the overall reach, depth, sustainability, and impacts of the Civic Spring Project.

The findings from CIRCLE’s assessment will be released in a full report later this year. Highlights from the report can be found at civic-spring.org.



Civic Spring Project Grantees from Groundwork Elizabeth present their summer findings to the Elizabeth, NJ, town council. The group spent the summer developing youth-centered recommendations for the town’s 10-year plan.

“As an innovative project unique in scope and goals, Civic Spring highlighted the power of intergenerational partnerships, youth leadership, and extracurricular learning,” says the report. “The grantees showcased a diversity of contexts in which civic learning can occur, from advocating for policy change to teaching about local government. We found that participants also honed a variety of civic skills, including their social-emotional learning capacities, their abilities to navigate civic institutions, and their strategies for working with stakeholders.”

NEW FELLOWS NAMED

Continued from page 1



Higher Ed Media Fellows: Alina Tugend, Cassandra Etienne, Stephanie Daniel, and David Tobenkin.

The 11 recipients of the MEFL Award this year are focused on critical issues such as human trafficking, civil rights and violence, and the impact of racial and ethnic disparities on cognitive function in older adults. They also work to mentor first-generation college students and those from underrepresented groups, and to ensure inclusion on campus and within their communities through service to their institutions and disciplines and through partnerships with local organizations. *(For the full list of Fellows, see p. 5.)*

By funding interdisciplinary work, providing opportunities to historically underrepresented groups, and granting time and space for additional work at crucial moments, Citizens & Scholars is helping to develop a more diverse and responsive next generation of university faculty. This type of support for scholars has been at the core of Citizens & Scholars’ work since the very first Woodrow Wilson Fellowships. As citizens of the academy and scholars of our nation and world, these faculty and the students they work with will help lay the foundations for a durable democracy and a flourishing civil society.

The Higher Education Media Fellowship aims to increase the number of journalists with the tools and networks to provide richer and more comprehensive coverage of postsecondary education, particularly career and technical education.

Spring 2021 Fellows

- Adam Bruns | *Site Selection Magazine*
- Stephanie Daniel | *KUNC*
- Derricke Dennis | *ABC News New York*
- Cassandra Etienne | *Freelance*
- Tasmih Khan | *Freelance*
- Kate McGee | *Texas Tribune*
- Elle Moxely | *KCUR*
- David Tobenkin | *Freelance*
- Alina Tugend | *Freelance*
- Charlotte West | *Freelance*
- Chandra Thomas Whitfield | *Freelance*

WOMEN'S STUDIES PROGRAM NAMES 2021 FELLOWS



Andréa Becker



Priscilla Bustamante



Emily Jeannine Clark



Jaimie Crumley



Ferhan Guloglu



Svetlana Ter-Grigoryan



Caroline Tracey



Melanie White

Eight promising scholars have been named Dissertation Fellows in Women's Studies for 2021 by the Institute for Citizens & Scholars. These eight scholars join an international network of WW Women's Studies Fellows who have become distinguished faculty members, artists and novelists, and leaders in business, government, and the nonprofit sector. They include a Pulitzer Prize winner, two MacArthur Fellows, numerous Guggenheim and Fulbright Fellows, and many others who have contributed greatly to their fields of study.

2021 WW Dissertation Fellows in Women's Studies

Andréa Becker • Graduate Center, CUNY, sociology
"I Just Wanted It Gone": Examining "Wanted" Hysterectomies through Two Gendered Case Studies

Priscilla Bustamante • Graduate Center, CUNY, critical social psychology
Sexual Misconduct in Everyday Policing: Experiences of and Resistance to State-Sanctioned Sexual Violence in New York City

Emily Jeannine Clark • Johns Hopkins University, history of medicine
Laboring Bodies: Dispossessed Women and Reproduction in Colonial New England

Jaimie Crumley • University of California–Los Angeles, gender studies
Tried as by Fire: African American Women's Abolitionist Theologies, 1789–1880

Ferhan Guloglu • George Washington University, anthropology
Cultivating Motherhood: The (Re)configuration of Natural Childbirth in Turkey

Svetlana Ter-Grigoryan • Ohio State University, history
"There is No Sex in the USSR": Sex, Soviet Identity, and Glasnost, 1986–1991

Caroline Tracey • University of California–Berkeley, geography
Binational Politics at Intimate Scales: The Activism of Women and Trans Deportees and Return Migrants in Mexico City

Melanie White • Brown University, Africana studies
"What Dem Do To We No Have Name": Intimate Violence, Autonomy, and Black Women's Contemporary Art in Caribbean Nicaragua 🏳️‍🌈

Final Class of Women's Studies Fellows?

Throughout its history, the Women's Studies Fellowship has been a small program with limited resources and an outsized impact. Fellows routinely report that, despite the small stipend size—just \$5,000—the prestige and the vote of confidence at a crucial early-career moment are very important to them.

Now, without Fellows' help, the program may be coming to an end. Its very small endowment did not fully cover annual operating needs, and was converted to a spend-down fund in 2013. As of this year, those funds are fully expended.

Citizens & Scholars is seeking support to continue the program, and we need your help. While we have approached a number of organizations that fund humanities and social sciences scholarship, as well as work on women's issues, they are currently focused on direct activism and service. Yet we must raise \$100,000 by August 2021 in order to offer at least one last round of awards and determine the future of the program. If you would like to make a gift, please go online to <http://ctzn-schl.org/give-WS>. If you have connections to potential funders, please contact Beverly Sanford, Vice President and Secretary, at sanford@citizensandscholars.org. 🏳️‍🌈

2021 MELLON EMERGING FACULTY LEADERS



Mike Amezcua



Philis M. Barragán Goetz



Andrés Castro Samayoa



Charity Clay



Amira Rose Davis



Gema Kloppe-Santamaria



Allison Page



Kyler Sherman-Wilkins

The MEFL Award seeks to free the time of junior faculty working toward tenure—including those from underrepresented groups and others committed to eradicating disparities in their fields—so that they can both engage in and build support for systems, networks, and affinity groups that make their fields and campuses more inclusive. Each recipient receives a 12-month stipend of \$17,500.

Mike Amezcua • Georgetown University, history
Making Mexican Chicago: From Postwar Settlement to the Age of Gentrification

Philis M. Barragán Goetz • Texas A&M University–San Antonio, history
The Borderlands of Inclusivity: Jovita González and the Mexican American Civil Rights Movement

Andrés Castro Samayoa • Boston College, educational leadership & higher education
Minority Serving Institutions: Administering Ethnoracial Identities and Education's Common Good

Charity Clay • Xavier University of Louisiana, sociology and African American and diaspora studies
Le Triangle Noir: Lasting Impact of the French Colonial Empire on Port Cities of the African Diaspora

Amira Rose Davis • Pennsylvania State University, history
Can't Eat a Medal: The Lives and Labors of Black Women Athletes in the Age of Jim Crow

Vivian L. Huang • Williams College, women's, gender, and sexuality studies
Surface Relations: Queer Forms of Asian American Inscrutability

Gema Kloppe-Santamaria • Loyola University Chicago, history
In the Vortex of Violence: Lynching, Extralegal Justice and the State in Post-Revolutionary Mexico

Ana Muniz • University of California-Irvine criminology, law & society
Borderland Circuitry: Immigration Surveillance in the United States and Beyond

Allison Page • Old Dominion University, communication and theatre arts; Institute for the Humanities
The Affective Life of Slavery: Race, Media, and Governance

Kyler Sherman-Wilkins • Missouri State University, sociology
Social Determinants of Cognitive Functioning Among Diverse Older Adults in the United States

Elena Shih • Brown University, American studies
Manufacturing Freedom: Trafficking Rescue, Rehabilitation, and the Slave Free Good 🏳️‍🌈

CAREER ENHANCEMENT FELLOWS, 2021

The Career Enhancement Fellowship, funded by The Andrew W. Mellon Foundation and administered by Citizens & Scholars, seeks to increase the presence of underrepresented junior and other faculty members in the humanities, social sciences, and arts by creating career development opportunities for selected Fellows with promising research projects.

12-Month Fellows

Jamall Calloway • University of San Diego, theology and religious studies

Angelica Camacho • San Francisco State University, ethnic studies/criminal justice studies

Melanie Chambliss • Columbia College Chicago, humanities, history, and social sciences

Erica Richardson • Baruch College, CUNY, English

Brittany Hearne • University of Arkansas, sociology and criminology

Katherine Hilson • Carthage College, sociology

Monica Jimenez • University of Texas at Austin, African and African diaspora studies

Guadalupe Marquez-Velarde • Utah State University, sociology, social work, and anthropology

Wendy Muniz • Pratt Institute, social science and cultural studies

Carolina Prado • San Jose State University, environmental studies

Delia Steverson • University of Florida, English

Casey Stockstill • University of Denver, sociology and criminology

Wendy Sung • University of Texas, Dallas, critical media studies

Sharon Tran • University of Maryland, Baltimore County, English

Lisa Young • College of Charleston, English

Maria Isabel Millan • University of Oregon, women's, gender, and sexuality studies

6-Month Fellows

Hewan Girma • University of North Carolina at Greensboro, African American and African diaspora studies

Alicia Smith-Tran • Texas Christian University, sociology and anthropology

Maisam Alomar • University of Colorado–Boulder, women and gender studies

Adam Bledsoe • University of Minnesota, geography, environment and society

Xiomara Verence Cervantes-Gómez • University of Illinois at Urbana-Champaign, Spanish and Portuguese

Hubert Cook • Connecticut College, English

Patrice Douglass • Duke University, gender, sexuality and feminist studies

Maia Gil'Adi • University of Massachusetts, Lowell, English

David-James Gonzales • Brigham Young University, history

Francis Gourrier • Kenyon College, American studies and history

Jina Kim • Smith College, English and the study of women and gender

Mintzi Martinez-Rivera • Providence College, sociology and anthropology

Lilian Mengesha • Tufts University, theatre and performance studies

Diego Millan • Washington & Lee University, English

Daniel Morales • Virginia Commonwealth University, history

Emily Owens • Brown University, history

Alfredo Rivera • Grinnell College, art history

Frances Tran • Florida State University, English

Desiree Valentine • Marquette University, philosophy

Miguel Valerio • Washington University in St. Louis, Romance languages and literatures

Jeremy Williams • Kent State University, geology

Adjunct Faculty Fellows

Lizeth Gutierrez • Macalester College, American studies

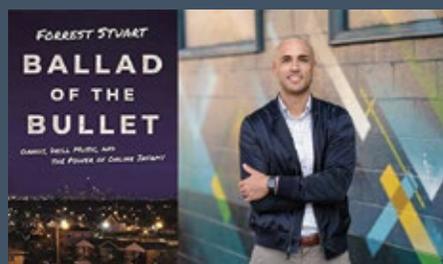
Don Thomas Deere • Fordham University, philosophy 

CAREER ENHANCEMENT FELLOW WINS 2020 MACARTHUR FELLOWSHIP

Dr. Forrest Stuart, a sociologist at Stanford University and author of *Ballad of the Bullet: Gangs, Drill Music, and the Power of Online Infamy*, won a MacArthur Fellowship in 2020—an award that built on his work as a 2015 Career Enhancement Fellow.

“I’m not being hyperbolic by saying that [the Career Enhancement Fellowship] felt and feels like a godsend,” said Forrest Stuart of his earlier award. “It came just at this perfect time for me.”

The fellowship provided Dr. Stuart the crucial time and funding to complete his first book, *Down, Out, and Under Arrest: Policing and Everyday Life in Skid Row*, and the subsequent projects stemming from the work. It also provided invaluable social capital through his relationship with his Fellowship mentor.



At Stanford, Dr. Stuart has borrowed a little from what he experienced as a Career Enhancement Fellow, and applied it to the fellowships he runs as Director of the Ethnography Lab—one way of giving back to the community. Fellows in the lab are given a small grant to help with their research. They’re also able to identify one “superstar academic” who they wish could read their work. Dr. Stuart makes that connection happen, using grant funds to fly the fellow to Stanford for discussion, feedback, and reflection.

“I’m hoping that in the next few years,” says Dr. Stuart, “we’ll start to see dividends in terms of how it impacts these students, these fellows and their careers.” (Read a full profile of Dr. Stuart on p. 10.)

C&S SELECTORS: GROWING THE NETWORK



A selection interview for the Mellon Emerging Faculty Leaders Award.

Each spring, the Institute for Citizens & Scholars introduces its newest class of Fellows across a range of programs. The selection process is fundamental to the organization, and has been since the days of the early Woodrow Wilson Fellowships—which ultimately produced Nobel Laureates, Pulitzer Prize winners, MacArthur Fellows, and national medalists.

The selection process in each cycle relies on scholars and experts across disciplines, many of them Fellows themselves.

“Participating in the selection process has felt like an extension of my Fellowship experience,” says Jessica Thomulka TF ’16, a new addition to the WW Teaching Fellowship selection committee. “As a veteran teacher, I know the qualities I see in myself that have helped me reach success in teaching in a high-needs school, and as a selector I am able to identify those similar qualities in the Teaching Fellowship candidates.”

Not only do selectors bring their own background and experiences to the process, they also find it a way to stay connected to the community of Fellows and give back to the programs. “I began serving on selection committees out of a sense of responsibility and gratitude for past benefits, remembering how much this Fellowship meant to me as a young writer and student taking risks that even I was not always sure were wise,” says Tricia Lootens WS ’84.

Dr. Lootens, who has served as a selector for the WW Dissertation Fellowship in Women’s Studies since 2006, has chaired the program’s Final Selection Committee since 2018. “The longer I’ve continued, the more I’ve felt a different sense of gratitude: gratitude for access to such a broad, immediate sense of women’s studies’ present opening into its future.”

Even for selection committee members who were not Fellows, being a part of the process is a way to give back to the field and help keep perspective on how it may be evolving.

“It’s an enormous honor,” says Colin R. Johnson, a Women’s Studies preliminary selector. “It’s also a great privilege. Having the opportunity to review the work of so many talented young scholars on an annual basis helps me understand better where the field is headed, which in turn gives me a better sense of how my work is likely to fit into scholarly debates that are really only just beginning to take shape in the pages of dissertations being written right now.”

“I was first asked to serve as a selector for the Mellon Emerging Faculty Leaders Award’s predecessor program, the Nancy Weiss Malkiel Scholars Award. I was so humbled to be asked to participate in a program honoring someone who exemplifies all that is right

about higher education,” says Dr. R. Barbara Gitenstein, President Emerita of The College of New Jersey. “I have continued to serve as a selector because, whatever its name, the award continues to value the complexity of the role of an academic.”

Across all these programs, the Fellows selected go on to become scholars and teachers—whether in K–12 STEM classrooms or in university-level humanities and social sciences seminars—who help teach the next generation how to consider the world, ask questions, and seek broader perspectives. They also bring new perspectives and approaches themselves, and, increasingly, greater diversity to education.

“I think the pool of applicants is becoming more and more diverse every year,” says Dr. Johnson. “What that diversity suggests to me is that people in the field are taking the imperative to think intersectionality quite seriously. It also tells me that women’s and gender studies isn’t just continuing to transform itself as a field, something it has frankly always done; it’s also transforming other disciplines.”

While individual fields might be transforming, so too is the academy. Funding and Fellowships, like those from Citizens & Scholars, ensure that new, emerging scholarship has a chance to seed.

“The prestige of both [The Andrew W.] Mellon Foundation and Citizens & Scholars make this generous award extremely important in those early years of an academic’s career,” says Dr. Gitenstein of the MEFL Award. “The focus on service and mentorship helps reinforce the young faculty member’s dedication to becoming a citizen of the academy, not merely a citizen of a narrow discipline or a small cadre of recognized scholars.”

Brewer Fellows to Convene in Summer ’21

The Brewer Fellowship to Unite America brings together crosspartisan leaders working to strengthen our democracy. Fellows head organizations addressing issues such as nonpartisan election reform, the need for reform-minded candidates for office, and the growing movement to put voters first. This year, Fellows will finally get the chance to meet in person after a year of virtual events. Their gatherings will focus on leadership development and capacity building through individual and group leadership assessments, targeted group work, observations, and coaching. The sessions will culminate in setting collective goals and actions to advance democracy reform.

We the People
insure domestic Tranquility, for
and our Country, do ordain and
Article I

DEMOCRACY + CITIZENSHIP

ANDREW PERRIN CN '00: WHAT DO PEOPLE NEED TO KNOW, BE, AND DO TO MAKE DEMOCRACY WORK?

When we think about democracy in America, according to Dr. Andrew Perrin CN '00, the focus is often misplaced.

“People worry too much about the mechanics or the technical aspects of democracy—what’s the voting age, how do you register, who gets to,” says Dr. Perrin. “Those things are really important. But, in the longer course of American democracy, it’s actually the structures of belief and the sense of belonging and connection—much more what we would call cultural aspects of democracy—that make democracy more durable. Democracy lives or dies more by those cultural questions than by the mechanics.”

Dr. Perrin has made the cultural and social aspects of democracy his chief focus as a sociologist. He is the Ruel W. Tyson Distinguished Professor of the Humanities and director of the Institute for the Arts and Humanities at the University of North Carolina–Chapel Hill.

Throughout his work, Dr. Perrin has grappled with the question of what people need to know, be, and do to make democracy work. Active and engaged citizenship in a democracy, he says, requires three core practices: “Belongingness in some sort of group or public community, a set of rights that come with that belongingness, and a set of duties that are expected as a result of that.”

He is especially interested in the role that higher education plays in building these core practices in students. Historically there has been a strong link between higher education and citizenship, Dr. Perrin says, and research has shown that people with bachelor’s degrees are more likely to vote, volunteer, and talk to people they may disagree with.

“It’s much more important that students learn some of these basic skills of asking great questions, using evidence to address them, exercising good judgment, and listening well to others,” notes Dr. Perrin. “All of those come prior to joining a movement, signing a petition, voting, marching in the streets. We want students—we want everyone—to do that sort of thing, but we want them first to be thinking and considering and discussing.”

Such skills were at the forefront when Dr. Perrin led the redesign of UNC’s general education undergraduate curriculum from 2016 to its approval in April 2019. “We were very explicit that we saw education for citizenship as one



Andrew Perrin, CN '00

of the core goals of the curriculum,” says Dr. Perrin. “If you aim at a specific set of employability skills, you’re going to miss. What’s much more useful is to develop in students capacities for good judgment, for evaluating evidence, for listening to alternative ideas, for investigating carefully, for acting well. Those sorts of things are actually really helpful in careers as well as in citizenship.” The new curriculum was overwhelmingly approved by the Faculty Council and is set to be fully

implemented for students starting at UNC this fall.

The process, as outlined by Dr. Perrin in a 2020 blog post, also gave him insight into good-faith actions and working through conflict. “Trust is crucial,” he says. “It doesn’t have to be absolute. It’s not that everyone has to trust everyone else thoroughly, but some level of assumption of good intention needs to be a piece of [citizenship]. The expectation that one’s opponent is almost by definition, acting in bad faith, is a real problem.”

This summer, after 20 years, Dr. Perrin will be leaving Chapel Hill for the Stavros Niarchos Foundation Agora Institute at the Johns Hopkins University. In this new position, he will continue to explore social aspects of citizenship and democracy and the role of higher education in supporting them.

He is also interested in the way inequality is threatening democracy. “If your involvement in the public sphere includes the possibility that you won’t be able to survive or come close to surviving,” Dr. Perrin notes, “it’s much more difficult for you to enter the public sphere with the kind of generosity that we’re talking about—the willingness to listen to the other.” At the same time, he adds, the public sphere has expanded, and what seems more fractious may simply be less homogeneous. “The expansion of the public sphere to include multiple racial groups, to include women more significantly, certainly LGBTQ communities—to include these voices is a really important pro-democratic transition.”

As citizens, he points out, we must approach each new person and perspective in the public sphere with some level of respect and curiosity—whether that person be of different background or of a different political leaning. “Do people ever talk to people they disagree with?” asks Dr. Perrin. “When they do, can they faithfully articulate or understand what their opponents are saying? They don’t have to adopt those positions, but can they at least faithfully grasp what they’re saying?”

THE CORE OF CITIZENSHIP: KELLY CLANCY NWM '19 ON HAVING HARD CONVERSATIONS AND TAKING ACTION

Zack, a freshman in Kelly Clancy's high school debate class, didn't want to be there. The first reading she assigned was Michel Foucault's *Discipline and Punish*. It is, she admits, a hard book to read, especially for a 14-year-old. But three weeks into the class, Zack came back energized: He had read the whole book in one weekend. He didn't know, he said, that ideas like that existed in the world: "What else haven't I read?"

These experiences, says Dr. Clancy, are absolutely crucial for students to understand the world they live in and become active participants in it.

"Giving high schoolers the ability to have a critical view of their government and the feeling that they might actually be able to change the way that some things happen—I think that's the most valuable thing because it gives them agency," she notes. "[Debate] teaches critical thinking skills and reading skills and argumentation skills that are really valuable and transferable. But the best thing that it does is it gives full agency, the ability to feel like they can be active and engaged members of their society."

Now as an assistant professor of political science and department chair at Nebraska Wesleyan University and a self-described teacher-scholar, Dr. Clancy tries to instill skills and agency in her college students as well, particularly by having her students engage in hard conversations.

In her political science courses at a predominantly white institution, she has students work up to discussions about race and racism with each other and with people in their orbits. Beginning with discussions of the impact of institutional racism in areas like homeownership and the generational transfer of wealth, Dr. Clancy then has students reflect personally on anything in their own lives that might relate to such policies.

"They end up seeing, 'Oh my God, when my parents moved to the new subdivision, it was built to form a school district that only white people happen to go to. That was an act of structural racism, but my parents just said that they wanted to send us to good schools,'" says Dr. Clancy. "They're able to make these connections that, as white people, they benefited from these structural racist policies."

This puts students in a different framework for understanding the way policies and laws operate in the U.S. "What do we need to do to put students in the world as adults who can make change in their community?" she asks. "How do you use discourse as a way to do that? How do you use writing as a way to do that? How do you use creative problem solving as a way to do that?"

Higher education, she says—particularly the liberal arts—can be "the biggest force for democratization and citizenship in the world." To realize this promise, she argues, higher education should be freely available to everyone and must also reckon with how it has replicated inequality. "Everyone should be exposed to what they need," she says, "in order to grapple with the country's most important questions."

But grappling with those questions alone is not enough. True citizenship for Dr. Clancy is rooted in activity, in seeking change. She cites the



Kelly Clancy NWM '19

recent protests over racial justice, particularly those urging officials to press charges against Derek Chauvin for the murder of George Floyd. "This was the deepest expression of citizenship—demanding accountability from the system on behalf of a fellow citizen," says Dr. Clancy. "This is the most direct expression of citizenship—using protest and rage to effect change."

Thanks in part to her 2019 Nancy Weiss Malkiel Fellowship (now called the Mellon Emerging Faculty Leaders Award), Dr. Clancy has been following a group of progressive protesters over the past four years. Activists fall into two groups—those who were activated for the first time by the election of Donald Trump and community organizers who had been working in these spaces for a long time. Dr. Clancy charted the issues they were fighting for, the structure of their organizing, and the state of their efforts heading into the 2020 election.

The interactions and challenges she observed between these two groups working together also illustrate the larger issue of discourse and change in the country. "Even in progressive politics," she says, "Race—and the inability to come to meaningful conversations about race—structure so much of our interactions in this country." 🏳️‍🌈

Dr. Clancy is currently working on a book, working title *Everyday Activism: Stories of Anti-Trump Protest 2016-2020*, compiling her findings from the protester study. She is also working on a new project looking at the politics of care and the ways the pandemic has shifted our understanding of those politics. Her writing on that topic can be found at www.everyday-activists.com. In January, Dr. Clancy was awarded tenure and promoted to associate professor, effective in the 2021-2022 school year.

FORREST STUART CEF '15: SOCIOLOGY IN SERVICE OF THE COMMUNITY

Growing up as a kid in 1990s San Bernardino, Forrest Stuart CEF '15 saw for himself the way policing and poverty affected his community. As an undergraduate at UC Santa Cruz in the early 2000s, Dr. Stuart began attending small reading groups with Angela Davis around her publication of *Are Our Prisons Obsolete?* He started to think long and hard about what the world would look like if we didn't need prisons or police.

"We wouldn't see the kinds of collateral consequences that I saw in my hometown and affecting my own family," says Dr. Stuart. "And that became my project. How can I, as a sociologist, as a public intellectual, as a social scientist, try to leverage the kinds of tools and privileges that I've been able to accumulate to try to build that world? And hopefully, before my time on the earth is over, we get a little bit closer to a world where people are supported enough that we don't need such coercive agencies of violence and control in America."

Dr. Stuart, recipient of a 2020 MacArthur Fellowship, is now associate professor of sociology at Stanford University and the director of the Stanford Ethnography Lab. He came to graduate school by way of community organizing, by working in prisons and doing prison advocacy. With that work, he admits—and with the vantage point it gave him on the colonial history of ethnography—, came some reluctance to become an academic.

Now, that perspective only further fuels his work as a public sociologist: "My embrace of sociology is my attempt, in a meaningful, serious way, to counteract that extractive, exploitative process."

One of the methods Dr. Stuart employs to counter that history is participatory action research. When working in a community, he emphasizes collaborative research design, teaching community members the analysis and methods he's learned so that they can work together to generate data and understanding.

"We produce the kinds of knowledge that they need to advance their, say, campaigns against police violence, or their campaigns to build more affordable housing, or their campaigns to provide more behavioral health services to homeless folks, rather than centering my needs of what I want to do in my career," he says.

When working on his most recent book, *Ballad of the Bullet: Gangs, Drill Music, and the Power of Online Infamy*, Dr. Stuart kept his core principles at the forefront of his work, emphasizing the goal of benefiting the community. He also hopes his work will help shift public narratives, especially narratives about poverty.

"Rather than understanding impoverished communities as driven by people who don't value success, I try to show with my work that adherence to the American Dream is actually more forceful and strong in disadvantaged communities," says Dr. Stuart. "To attempt to achieve the same kind of societal goals and aspirations—like stability, dignity



Forrest Stuart CEF '15

for family, success, worthiness, self-esteem—but being forced to do it in different ways: That for me is like the height of entrepreneurialism, the height of grit, the height of resilience."

What a shift in this narrative means for the larger public discourse on impoverished communities is an erasure of unfounded justifications. "If we eliminate these moralizing, individualizing, culture-of-poverty-based explanations, then suddenly we're left with the possibility that this person is a have only because this person is a have-not," says Dr. Stuart. "Poverty exists in relation to non-impooverished people, and it forms a system. Everyone is implicated."

Dr. Stuart's MacArthur Fellowship, which came with both public attention and a \$600,000 unrestricted award, has pushed him to tackle a project he's been envisioning for quite some time. He is headed back to Chicago and the East Bay Area to spend time with mothers who have lost children to gang and gun violence.

These mothers, Dr. Stuart points out, do "an amount of emotional and grievance work and community building and community support and just being rocks of a community. I realized that we need desperately for sociology to come up with a better and more sociological theory of trauma." He adds, "I think we've neglected how the state is implicated in inflicting extra trauma on people, or not supporting people through trauma, or only allowing some people to grieve and not other people, based on their racial denigration or their neighborhood denigration, or the fact that the young man in their life was involved in crime."

And, as with all his other work, Dr. Stuart is committed to keeping the project grounded in the community it is about. He is working to design the research in collaboration with community members, as well as social workers and psychologists: "I'm trying to think about how we can both do data collection and community support in the same kind of holistic package." ■■■



With news of the name change and expansion of Citizens & Scholars' mission, many Fellows have written to us, and we're excerpting some of their stories here. The full versions can be found online at <http://ctzn-schlr.org/notes>. To submit your own note, please email newsletter@citizensandscholars.org.

From Arthur Shostak WF '58

Driving in spring 1958 from Cornell University to Syracuse University for my Woodrow Wilson interview, I ... harbored many doubts about my chances. ... [but] never anticipated I would storm out in a rage.

When my turn came I sat down in a small office across from three white male adults who were busy glancing at my Fellowship application.... Things went along reasonably well until an interviewer noted [my] three summer-long employment experiences as a counselor at camps in upstate New York. He blithely dismissed all such "jobs" as a meaningless lark unworthy of mention in a serious application.

I rose angrily from my chair. In a loud and long rant I explained that the summer camps provided a free two-week stay in the woods for a few hundred youngsters from very poor neighborhoods and needy households. Campers got better food than common back at home, enjoyed novel games and sports, made new friends, and had a respite from the crime, danger, and tragedy common in their hard-scrabble neighborhoods.

I told of having to console a doleful 11-year old whose stay with us was extended because his single-parent mother could not be located. I told of getting a 13-year-old to bring me a sawed-off rifle and bullets his older brother had insisted he take along "just to keep you safe." Such incidents, I concluded, had taught me much about childhood lives warped by intergenerational poverty and inadequate social systems ... and this had me resolved to shape a career in higher education that might help me help others relieve the situation.

[W]ithout saying goodbye [I] rushed out to my car and drove back to Cornell, pondering the cost of having just trashed my chances.... To my surprise I found the phone ringing when I entered my one-room flat. A Wilson interviewer wanted me to know ASAP that a letter was coming awarding me a Woodrow Wilson Fellowship—and the trio would long value our unique encounter. I assured him the feeling was mutual.

I take away from my 1958 experience high regard for Wilson interviewers able to reconsider possible biases of their own, along with a resolve of mine to challenge bias when warranted, almost regardless of the stakes.

From Naomi Loeb Lipman WF '52

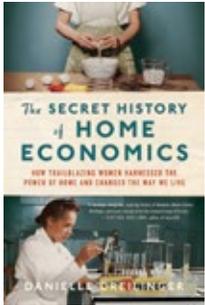
I was the first woman to win a Woodrow Wilson Fellowship. The program at that time was run by Princeton University, then an all-male institution, and I was a senior at Barnard College, then all-female. Barnard's president, Millicent C. McIntosh, met Princeton's Whitney J. Oates at a meeting somewhere, sometime, and asked why his Woodrow Wilson Foundation had never awarded one of its 12 annual fellowships to a woman. He replied that no woman had ever applied. So Mrs. Mac came back to campus and sent three of us down to Princeton for an interview. My chances were deemed a long shot because I was engaged to marry a second-year medical student and would require living expenses for two, something that would be commonplace for a male applicant but unheard-of for a female.

Well, I got my Woodrow Wilson, graduated from Barnard magna cum laude, got a master's degree in English (first class) at Columbia a year later, taught at Barnard on-and-off for fifteen years, raised four children (two with two Columbia degrees, each), had a decades-long career in New York book publishing, edited and managed newsletters at *Consumer Reports* for another few decades, volunteered with Recording for the Blind for many years, and now produce online and print materials for The Westchester Chamber Music Society. As for that second-year medical student, now a professor emeritus and still in private practice? Seventy years ago, reader, I married him.

From Richard D. Mallon WF '49

As a Princeton graduate and recipient of a Woodrow Wilson Fellowship in 1949, I am very well impressed by your change of name and expansion of mission. My studies at Princeton were financed as a war veteran like many other fellow students at this time who would not have been able to pay for a college education. These students were among the most mature, motivated and talented in my class and deserved to have been considered for a scholarship.

I was fortunate to be able to continue my education with scholarships until I received my PhD in economics from Harvard University. Then I joined the Harvard Development Advisory Service to help poor foreign countries train government technical staff in policy planning and analysis. 



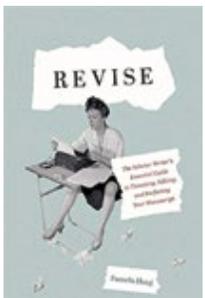
The Secret History of Home Economics: How Trailblazing Women Harnessed the Power of Home and Changed the Way We Live

by Danielle Dreilinger HEM '20

For those with long memories, the notion of home economics brings back high school classes with flour-sack babies and failed cookie experiments. But the field of study, now referred to as family and consumer sciences, actually has a long and fiercely feminist history.

In her new book, Danielle Dreilinger explores the field's untold history, bringing to light the way home economics opened doors for women in the workforce, made strides in science, and battled racism within its ranks. Ms. Dreilinger tells the stories of women in the movement who chose to defy social norms and become leaders and innovators in their own rights.

"This book tells the unexpected story of how home economics began as an intellectual haven for smart women—Black as well as white—who were otherwise blocked from studying science, but ended up as a field less rigorous and more conforming," wrote Marion Nestle, professor emerita at NYU, in a review. "Black women were at the forefront of this history, and their role is a revelation. Dreilinger makes a convincing case for bringing back the skills that home economics alone could teach."



Revise: The Scholar-Writer's Essential Guide to Tweaking, Editing, and Perfecting Your Manuscript

by Pamela Haag MN '89

What is it that can take a draft from adequate to amazing? In her new book, Pamela Haag sets out to give readers the tools to do just that.

Revise is a guide to editing nonfiction and academic manuscripts. The "in-the-trenches desktop reference" uses before and after examples to show readers how to revise, spot errors, and hone clarity in their own writing. The book also offers scholars practical advice for teaching their new self-editing skills to their students.

"Pamela Haag offers sharp and specific advice about how to avoid jargon, make your prose less ponderous, and improve the flow of your argument," wrote James Surowiecki MN '88, author of *The Wisdom of Crowds*. "She shows how it's possible to write engagingly about complex and difficult subjects, and to produce work that is 'both timely in thought and timeless in expression.'"



More than Medals: A History of the Paralympics and Disability Sports in Postwar Japan

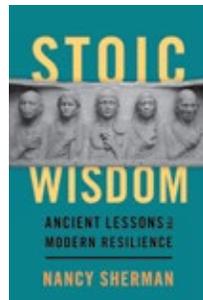
by Dennis J. Frost MN '00

Recipient of a 2020 Open Book Fellowship from the National Endowment for the Humanities

Since 1981, a rural city in southern Japan has been hosting a renowned wheelchair marathon. Ōita International Wheelchair Marathon attracts top athletes from all over the world. But how did this small city's event become a bastion for athletes with disabilities?

In his new book, Dennis J. Frost explores the series of events, the individuals, and the policies that helped build disability sports in Japan. By exploring institutional materials, media clippings, histories, and interviews, *More than Medals* traces the ways the country has understood disabilities and how events—from the 1964 Paralympics to the 2021 Tokyo Summer Games—have served and will serve as a public platform for the needs of people with disabilities.

"In this high-quality book, Dennis J. Frost synthesizes a wide range of materials in Japanese and English to introduce to an English-speaking audience Japan's involvement in and contribution to sports for persons with disabilities," wrote Lee Thompson of Waseda University and coauthor of *Japanese Sports*.



Stoic Wisdom: Ancient Lessons for Modern Resilience

by Nancy Sherman CN '81

When faced with everything life throws at you, how do you react? How do you cope? By looking back to the writings of the ancient Stoics—Epictetus, Marcus Aurelius, Seneca, and others—useful tactics and lessons can be applied to our modern settings.

In *Stoic Wisdom*, Nancy Sherman offers a modern application of the Stoics that lays a groundwork for surviving all the various ways life can get hard. The book also uses Stoicism as a framework for making meaning, questioning our beliefs and feelings, and building deep relationships with those around us. The nine lessons and daily exercises combine Stoic teachings with psychology and ethics to create a field guide for navigating daily life and fulfilling the "promise of our shared humanity."

"*Stoic Wisdom* is a fresh and insightful take on this ancient philosophy. Sherman provides ways of updating Stoicism, philosophically and psychologically, so that it can be of practical benefit to modern readers in their daily lives," writes Donald Robertson, author of *How to Think Like a Roman Emperor*. "The lessons in this book contains are relevant to everyone—and increasingly needed for the welfare both of the individual and our society."

NOTES ON FELLOWS

Salamishah Tillet MN '99 CEF '10, the Henry Rutgers Professor of African American Studies and Creative Writing and the associate director of the Price Institute at Rutgers University-Newark, was named a 2021 Andrew Carnegie Fellow. The grant will aid her next project, a cultural history of the 'Me Too' movement.

Andia Augustin-Billy MEFL '19, assistant professor of French & Francophone studies and William C. Arceneaux Chair in French Studies, was awarded tenure and promotion at Centenary College of Louisiana. She is the College's first Black tenured faculty member.



Salamishah Tillet MN '99 CEF '10

Curtis Cain CH '19 received the National Science Foundation's CAREER award for \$695K over five years. The CAREER program supports early-career faculty who have the potential to serve as academic role models in research and education, to lead advances in the mission of their department or organization, and to build a foundation for a lifetime of leadership in integrating education and research. Dr. Cain's project aims to examine and understand factors that contribute to the education and career decisions of Black men in computing.

Martin Da Costa MBA '15 was named a "Golden Apple" for Excellence in Leadership Finalist. The Golden Apple Award for Excellence in

Leadership honors exemplary performance in school leadership by a principal or head of school who has had a significant and sustained positive impact on the school, created a culture of inclusivity, and delivered dramatic student growth.

Three 2020 Brewer Fellows were named among Washington D.C.'s most influential people by *Washingtonian Magazine*. **Lee Drutman** is a political scientist and senior fellow at New America, **Maya MacGuineas** is president of the Committee for a Responsible Federal Budget, and **Rob Richie** is president of FairVote.

Jinsook Kim's WS '18 dissertation, *Contesting Hate: Online Misogyny and Networked Anti-Hate Feminist Activism in South Korea*, has received an Honorable Mention for the 2021 Society for Cinema and Media Studies dissertation award.

Kate McGee HEM '21 received a Regional Murrow Award for her WBEZ story, "Starting College Behind."

Cassia Roth WS '15 was awarded an NEH fellowship for her second book project, *Birthing Abolition: Enslaved Women, Reproduction, and the Gradual End of Slavery in Nineteenth-Century Brazil*. 📖

SEVEN FELLOWS FROM THE C&S NETWORK WERE AWARDED 2021 GUGGENHEIM FELLOWSHIPS:

- **Laurence Ralph MN '04**, Professor of Anthropology, Princeton University
- **Oscar E. Fernandez CEF '14, T&R '14**, Associate Professor of Mathematics, Wellesley College
- **Joan Judge CN '92**, Professor of History, York University
- **Tara Zahra MN '99**, Homer J. Livingston Professor of History, University of Chicago
- **Imani Perry MN '94**, Hughes Rogers Professor of African American Studies, Princeton University
- **Robyn Creswell MN '03**, Associate Professor of Comparative Literature, Yale University
- **Amira Mittermaier CN '05**, Professor of the Study of Religion and of Anthropology, University of Toronto

RECENT PUBLICATIONS

Betrayal 101: A College Saga by **Karl K. Norton WF '59** (Self-published)

Psychology Ethics in Everyday Life by **Sherry L. Hatcher WF '65** (Fielding University Press)

International Education at the Crossroads Edited by **Deborah N. Cohn MN '88** and Hilary E. Kahn (Indiana University Press)

Forever Prisoners: How the United States Made the World's Largest Immigrant Detention System by **Elliott Young MI '05** (Oxford University Press)

Writing Kit Carson: Fallen Heroes in a Changing West by **Susan Lee Johnson CN '89** (UNC Press)

Astroclimatology by **Edward P. Mercurio WF H '67** (Self-published)

TEAM NEWS:

C&S TEAM EXPANDS, ADDS THREE NEW MEMBERS

Three spectacular new colleagues have joined Citizens & Scholars. On the senior leadership team, **Jay Geneske** is the new Chief Communications & Engagement Officer. He brings 15+ years of experience in brand strategy and communications, as well as new perspectives, to the staff. In program leadership, C&S is pleased to welcome **Katie Campos** and **Caroline Harper**. Katie, formerly Executive Director of Teach for America Buffalo and Assistant Secretary of Education for New York State, is bringing her knowledge and background to the civic learning work at C&S. Caroline, leading C&S' Mellon programs as Senior Program Officer, is drawing on her experience as a lecturer in political science at Howard University and a Mellon/American Council of Learned Societies Public Fellow at UNCF. They bring tremendous expertise and enthusiasm to the team, and we are delighted to have them on board. 🏡



Jay Geneske



Katie Campos



Caroline Harper

STAFF SPOTLIGHT:

Jeré Hogans, Program Officer for the Newcombe & Women's Studies Fellowships

This new feature will introduce you, in each issue of Fellowship, to some members of the 25-person Citizens & Scholars team who work behind the scenes to support programs and Fellows.

Jeré Hogans joined the Citizens & Scholars team in 2010 to work on the Thomas R. Pickering Fellowship Programs. Starting as a program assistant, she eventually rose to manage the program, working with more than 300 of the undergraduate and graduate Fellows as they began their journeys as Foreign Service officers at the U.S. State Department.



In 2019 Jeré took on a new challenge: She now oversees two of C&S' longest-standing programs, the Charlotte W. Newcombe Fellowship and the WW Dissertation Fellowship in Women's Studies. In that role, she not only supports and advocates for the Newcombe and Women's

Studies Fellows—all in the final stages of writing their Ph.D. dissertations—but also recruits selectors, helps to facilitate selection conversations, and serves as a key contact for program funders. Jeré has also been an essential member of the team behind the early civic learning work and the Civic Spring Project. "Throughout her decade with the organization, Jeré has continued to expand into new roles," says Beverly Sanford, C&S Vice President. "She's deeply committed to the Fellows and the programs, she's a thoughtful and caring colleague, and she consistently gets any job done at a very high level—no fuss, no fanfare, just a tremendous effort every time."

Jeré says one of the most daring things she's ever done (besides becoming a mother) was take a solo trip to Morocco—and she looks forward to more adventures in the future! 🏡

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**BARRY SULLIVAN AND
WINNIFRED FALLERS SULLIVAN**



Barry Sullivan WF '70 and Dr. Winnifred Fallers Sullivan CN '92 met at a student party when they were law students at the University of Chicago in the 1970s. Both credit the Fellowships they received for supporting their varied and distinguished careers.

Mr. Sullivan was accepted into a Ph.D. program and law school at the University of Chicago as a Woodrow Wilson Fellow. While he chose to pursue a career in constitutional law, his experience as a scholar and practitioner led to academic posts as a lecturer, researcher, and dean. He has also sought out many rewarding opportunities for public service, such as clerking for U.S. Circuit Judge John Minor Wisdom, a champion of the Civil Rights Movement, serving as an Assistant to the U.S. Solicitor General, and chairing the landmark American Bar Association's Commission on AIDS in 1987.

Dr. Sullivan has also blended law, scholarship, and service throughout her career. After practicing law for six years, Dr. Sullivan pursued studies in religion at Catholic Theological Union and the University of Chicago, where she won the Newcombe Fellowship: "It is one of the most prestigious dissertation Fellowships in the field and one of the few that allows graduate students to pursue research beyond one religious tradition." As a committed mentor, Dr. Sullivan was equally thrilled when one of her students, Joe Bartzel, was named a Newcombe Fellow in 2018.

Thanks to her scholarly focus on the intersection of U.S. law and religion, Dr. Sullivan has been asked to serve as an expert witness in several court cases. One of them, Warner vs. Boca Raton, led to her book, *The Impossibility of Religious Freedom*, which examines the extent to which U.S. law protects religious freedom in our democracy.

The Sullivans give back to Citizens & Scholars because of its roots in education; they are eloquent about their "desire to support better educated citizens," and to help make sure that faculty and graduate students receive the kind of much-needed research support that their Fellowships offered. They also see immense value in supporting educational initiatives at all levels that focus on teaching and developing citizens.

"It's going to take all of us," says Dr. Sullivan. "It's not a top-down project. It's not an elite project. It's a project that we all need to work on." 

fellowship

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THE INSTITUTE FOR CITIZENS & SCHOLARS IS THE NEW NAME OF THE WOODROW WILSON NATIONAL FELLOWSHIP FOUNDATION

Since the first Woodrow Wilson Fellowships were awarded at Princeton University in 1945, more than 27,000 Fellows from the organization's various programs have contributed to creating a better educated, more thoughtful, and more inclusive America. Excellence and leadership in higher education remain a cornerstone of what Citizens & Scholars does.

At the same time, Citizens & Scholars has been expanding the scope of its work as we seek to rebuild the way we develop citizens in our country. This will include supporting young people to be better citizens and networking civic leaders to ensure a resilient democracy. The new name speaks to this broader mission, our values, and our ongoing work.



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