

fellowship

The Newsletter of the Woodrow Wilson National Fellowship Foundation



THE WOODROW WILSON
National Fellowship Foundation

SPRING 2015

New Mexico to Offer WW MBA for School, District Leaders

This spring New Mexico has become the third state to partner with the Woodrow Wilson National Fellowship Foundation on the new Woodrow Wilson MBA program for aspiring principals, school heads, and superintendents.

The Woodrow Wilson MBA Fellowship in Education Leadership blends transformational education coursework and a tailored business curriculum with intensive clinical experience in schools, corporations, and not-for-profit organizations, as well as involvement with innovative schools abroad. One of the first of its kind, the Woodrow Wilson program is intended as a national model for a new approach to preparing school leaders—an area of professional education widely seen as lacking.

“Today, too many of our nation’s education programs fail to prepare prospective school leaders for the challenges and opportunities of the 21st-century school. They lack the rigor, relevance, selectivity, and clinical experience that school leaders require to thrive. The Woodrow Wilson MBA program is specifically designed to provide a new generation of school leaders, equipped to transform our schools

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University of New Mexico



New Mexico State University

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Arthur Levine to be Honored by NJ Seeds

MISSION

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

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EDITOR'S NOTE

Earlier this year, *The Chronicle of Higher Education* looked at the first five years of the Thiel Fellowship—a \$100,000 award created by Silicon Valley's Peter Thiel to give talented young entrepreneurs a pass on college and allow them to start their own businesses. Tucked into the *Chronicle* article with little fanfare was this observation:

The most valuable part of the fellowship for many wasn't the freedom or the money but the network they were plugged into. Although less structured in its early days, the fellowship now offers retreats, internships, summer housing, and teams of advisers....

The takeaway: Even the most outstanding candidates in any field—and, over the past seven decades, the Woodrow Wilson National Fellowship Foundation has always selected for excellence—need counsel and support as they build their careers. After all, guidance from others with greater experience is the essence of education. Mentoring, as a thoughtfully integrated part of professional and intellectual development, smoothes the way for gifted people to do their best work.

Mentoring is important in all of the Foundation's fellowships. It is a formal part of the Pickering Foreign Affairs Fellowships, the WW Teaching Fellowships, the WW MBA Fellowship in Education Leadership, and the Career Enhancement Fellowship, but it has also been significant for generations of Fellows in the Newcombe, Women's Studies, and other dissertation support fellowships that the Foundation administers.

Featured in this issue of *Fellowship* are Fellows from a range of Woodrow Wilson programs who have been mentored and who are mentoring others. Some are grooming a next generation of scholars and professionals; others are trying to make sure that the next next generation will graduate high school, succeed in college, and begin their own rich and productive lives and careers. This issue also showcases the work of several other Fellows who are sustaining the Woodrow Wilson legacy of intellectual leadership, and includes updates on the Foundation's new and ongoing work.

Most Fellows from across the Foundation's programs are everyday heroes who are committed to excellence for themselves and for others. As ever, we'd like to hear about your work. You can email us at communications@woodrow.org or follow us on social media:

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

 Twitter: @wwfoundation

The Foundation exists to pave the way for the success of teachers, scholars, and leaders like you. Please help us spread the word about your achievements. You never know who you might inspire. 

Abbreviations Used In This Issue:

CEF = Career Enhancement
Fellow

CN = Charlotte Newcombe
Fellow

H = Honorary

MCI = Millicent C. McIntosh
Fellowship

MBA = MBA In Education
Leadership Fellow

MN = Mellon Fellow

TF = Teaching Fellow

WF = Woodrow Wilson Fellow

WS = Women's Studies
Fellow

New Mexico to Offer WW MBA for School, District Leaders



Continued from page 1
into high performers,” Woodrow Wilson Foundation President Arthur Levine said. “To close our nation’s achievement gaps—whether between school districts, states, or the United States and the world—we need more than just excellent teachers in our classrooms. We also need superb school leaders supporting those educators and creating an environment that produces high student achievement.”

New Mexico joins Indiana and Wisconsin as the first states to offer the Woodrow Wilson MBA. Indiana’s and Wisconsin’s inaugural MBA cohorts will graduate in summer 2015. New Mexico’s first class of Fellows will be selected this spring and will begin the program this summer, with New Mexico State University and the University of New Mexico both offering the Woodrow Wilson MBA Fellowship in Education Leadership for the coming academic year.

Under the Woodrow Wilson model, Fellows take 15 to 18 months of MBA courses with a specific focus on the education context. Offered through business schools, in collaboration with education schools, the program is designed to prepare leaders who will drive innovation, expand the use of analytics and evidence-based practices, raise student performance to international standards, and improve the quality of school systems and teaching over time.

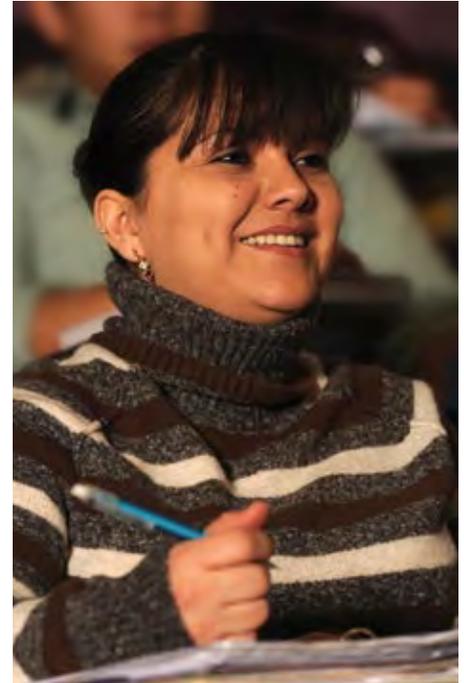
Unlike programs that recruit career changers from other fields to work in schools, the Woodrow Wilson MBA Fellowship is intended for education professionals nominated by their school districts or charter school leaders. In

essence, those school systems partner with participating universities to establish internal pipelines and cultivate new leaders. Fellows selected will have demonstrated effective leadership and will use their knowledge of school culture to help transform schools from within. Each will receive a stipend, which covers full tuition, materials, and associated program expenses. In exchange, each Fellow agrees to serve in an approved school or district leadership role within the state for at least three years, with Foundation-supported mentoring.

Funding for the Woodrow Wilson MBA’s New Mexico initiative was provided by a grant from the New Mexico Public Education Department. Both NMSU and UNM are partnering with a variety of area school districts and charter schools to develop partnerships that will sustain clinical placements—or in-school learning arrangements—and mentoring opportunities for the WW MBA Fellows.

The WW MBA in Education Leadership draws on the Foundation’s experience with its state-based Teaching Fellowship, which recruits very able candidates to teach math and science in high-need schools, and also works to transform teacher education. The Woodrow Wilson Teaching Fellowship is currently offered in five states—Georgia, Indiana, Michigan, New Jersey, and Ohio—through 28 partner universities.

Applications to the WW MBA Fellowship in Education Leadership are available by nomination only, with nominations and applications for the first class now open at www.woodrow.org/fellowships/ww-ed-mba/new-mexico/. 



A student at New Mexico State University. (photo courtesy NMSU)

WW Creates New Fellowship in Teaching American History

A new Woodrow Wilson program will help selected New Jersey teachers develop skills not only to incorporate games in their lessons, but also to create their own games.

Developed with the Institute of Play in New York City, the Woodrow Wilson History-Quest Fellowship will offer professional development for middle school American history teachers. The program aims to use the power of games, play, and digital tools to transform both teacher practice and student engagement. In the long term, it may also provide a new disciplinary tool for university-based teacher preparation.

“Today’s students—second-generation digital natives—have been immersed in interactive technology for much of their lives,” notes Stephanie J. Hull, the Woodrow Wilson Foundation’s Executive Vice President and Chief Operating Officer. “Games can make a significant difference in the way they grasp complex topics like history. They give teachers a new way to approach classroom objectives.”



(photo courtesy Institute of Play)



The HistoryQuest Fellowship will include a two-week summer intensive, along with a 10-month follow-up program, for teachers nominated by their districts and selected in a competitive process by the Foundation. The first Fellows will start the program in summer 2015.

Woodrow Wilson’s program partner, the Institute of Play, is nationally known for

its use of gaming and play—digital and otherwise—to develop teachers, engage students, and individualize learning. As the founding partner of the Quest to Learn school, the Institute has received national attention for pioneering a new model of learning with a significant impact on student gains in critical areas like communication and problem-solving. Through initiatives like the TeacherQuest professional development program, the Institute demonstrates its commitment to transforming schools and supporting teachers through gaming and play.

Two Woodrow Wilson Trustees, Board Chair Walter W. Buckley, Jr. and William Lilley III WF '59, are providing a \$500,000 grant to create the HistoryQuest program.

“We’re grateful to have this opportunity, and we’re excited about the potential of WW HistoryQuest. It can not only help to change the teaching of history, but also demonstrate a new kind of professional development for teachers in a range of disciplines,” Dr. Hull says. 

Foundation Awards 2015 MMUF Dissertation Grants

In March the Woodrow Wilson National Fellowship Foundation announced the 2015 MMUF Dissertation Support Program recipients. Fellows will be awarded a one-year grant of up to \$20,000 to aid in completing their dissertation writing.

The 2015 grantees come from some of the nation’s most noted public and private institutions, including Brown University, Princeton University, CUNY’s Graduate Center, University of California, Berkeley, the University of North Carolina at Chapel Hill, and the University of Virginia.

They are writing on such topics as the struggles of the Quilombola people in the Bahia state of Brazil, black women and the legacy of race and shame, and the politics of sacrifice and militarization in post 9/11 America. Ten awards are being made this year (four of them as yet unconfirmed at press time).

The dissertation grant portion of the Dissertation Support Program is available to graduate students who participated in the Mellon Mays Undergraduate Fellowship (MMUF) Program. Founded in 1988 by

William G. Bowen WF '55, then president of the Andrew W. Mellon Foundation, and Dr. Henry Drewry, the Founding Director of MMUF, the MMUF program is the centerpiece of the Mellon Foundation’s initiatives to increase faculty diversity in higher education. Upon the completion of their dissertations, this year’s grantees will join the more than 500 MMUF Fellows who have gone on to earn a Ph.D.

See the side bar for the list of confirmed 2015 Fellows and their dissertation topics, the full list can be found at www.woodrow.org. 

Confirmed 2015 MMUF Dissertation Fellows

Adam Bledsoe
University of North Carolina at Chapel Hill • Geography
“Defending our piece of land:”
Quilombola struggles in Bahia

Jarvis Givens
University of California, Berkeley
African American Studies

Culture, Curriculum, and Consciousness: Resurrecting the Educational Praxis of Dr. Carter G. Woodson

Majida Kargbo
Brown University
American Studies
Excessive Vision(s): Multi-Mediated Intimacy, Visuality, and the Body

Kimberly Love
University of Virginia • English
Daughters of Shame: Black Women and the Legacy of Race and Shame

Fidel Tavarez
Princeton University • History
The Commercial Machine: Reforming Imperial Commerce in the Spanish Atlantic, ca. 1740-1808

Jose Vasquez
The Graduate Center/CUNY
Anthropology
The Veteran Mystique: Militarization and the Politics of Sacrifice in Post 9/11 America

Woodrow Wilson Women's Studies Fellows Named for 2015

Ten new Fellows have been named in the 2015 Woodrow Wilson Dissertation Fellowships in Women's Studies.

This year's Fellows are writing on topics such as reproduction in the context of chronic disease, algorithmic detection of child abuse images, and changing feminist visions at the UN from 1975 to 1995. Among them, they represent Binghamton University (SUNY), the University of California, Los Angeles, Indiana University, the John Hopkins University, the Massachusetts Institute of Technology, the University of Michigan, the University of Minnesota, the University of Missouri, New York University, and Rice University.

Created in 1974, the WW Women's Studies Fellowship is still the only national program to support doctoral work on women's and gendered issues. The Fellowship supports the final year of dissertation writing for Ph.D. candidates in the humanities and social sciences whose work addresses these topics in interdisciplinary and original ways. Each Fellow is granted \$5,000 for expenses such as research-related travel, data work/collection, and supplies connected with completing their dissertations. In addition, their dissertation titles are publicized with leading scholarly publishers at the conclusion of the dissertation year.

The program has supported more than 500 Ph.D.s in various fields and includes a Pulitzer Prize winner, two MacArthur Fellows, eight Guggenheim Fellows, a number of Fulbright Fellows, and many others who have achieved significant distinctions in their fields.

See the sidebar for a full list of the 2015 Fellows and their dissertation topics. 



Nev Koker



Mitali Thakor



Joan Morgan



Johnson Searcy



Deneil Hill



Cassia Roth

WW Women's Studies Fellows 2015

Abby Goode

Rice University
English
Democratic Demographics: A Literary Genealogy of American Sustainability

Deneil Hill

Binghamton University (SUNY)
History
Shifting Feminist Visions at the U.N.: Self-Determination, Sexuality, and Human Rights, 1975–1995

Julie Johnson Searcy

Indiana University • Anthropology/
Communication and Culture
When Life and Death Meet: Reproduction in the Context of Chronic Disease

Ayse Neveser Koker

University of Michigan
Political Science
Gendering "East" and "West": Transnational Politics of Belonging in France and the Ottoman Empire (1718–1905)

Amy Krauss

The Johns Hopkins University
Anthropology
In the Shadow of Law: Healthcare Institutions, Feminist Networks and Reproductive Rights Politics in Mexico

Joan Morgan

New York University
American Studies
The Pleasure Principle: Moving from a Politics of Silence to Politics of Pleasure in Black Feminist Thought

Megan Peiser

University of Missouri
English
British Women Novelists and the Review Periodical, 1790–1820

Cassia Roth

University of California, Los Angeles
History
A Miscarriage of Justice: Reproduction, Medicine, and the Law in Rio de Janeiro, Brazil (1890–1940)

Jayne Swift

University of Minnesota
Gender, Women & Sexuality Studies
Lusty Ladies: A History of Sex Worker Counterpublics, Activism, and Thought

Mitali Thakor

Massachusetts Institute of
Technology
History, Anthropology, and Science,
Technology, & Society (HASTS)
Counter-Networked: Anti-Trafficking, Algorithmic Detection of Child Abuse Images, and Feminist Technology Design

WF '66 Named Founding Chancellor of Ecuador's New Research University

Daniel Larson to lead Yachay Tech University

You might not expect the academic head of a country's first research university and a staunch advocate of science, technology, and math (STEM) education to be equally passionate about the full range of arts and sciences—but they have always been crucial for Daniel Larson WF '66, the founding Chancellor of Ecuador's new Yachay Tech University.

"As a person and as an academic," he said, "I feel strongly rooted in the arts and sciences."

While an undergraduate at St. Olaf College, Dr. Larson found his studies in philosophy and religion particularly invigorating. "I was not, as a boy or in high school, into those modes of understanding the human condition and the world. I found it really liberating and exhilarating to find that in college."

For the past 16 years Dr. Larson has served as the Verne Willaman Dean of the Eberly College of Science at Pennsylvania State University. During his tenure he was credited with significantly raising the national rankings of the science departments and supporting initiatives to further the public understanding of science.

Some colleagues thought he would finish his career at Penn State, he says, but the opportunity to shape a new institution, while an admitted risk, seemed too great an opportunity to forego. "Some people do think I'm a little crazy," Dr. Larson said wryly, but "I didn't feel like I wanted to retire."

That's how he came to Yachay Tech, intended to be the cornerstone of Yachay City (*yachay* is the Quichua word for knowledge). The development of the city and the university is part of an ambitious \$1 billion plan created by Ecuador's president, Rafael Correa, to improve higher education in his country and strengthen the science and technology sectors of its economy.

"The vision is to train students to carry out research, and to connect to research and commercial institutions and industry in order to move the whole



Dr. Larson took his post at Yachay Tech in Ecuador in October 2014. (photo courtesy Yachay Tech)

country—and indeed the whole region—forward," said Dr. Larson.

Both in his previous post at Penn State and his new position at Yachay Tech, Dr. Larson remains a strong advocate for STEM education.

A physicist by training, Dr. Larson notes, "No other area of understanding the world and the human condition has contributed as much to changing and improving the lives of people" as has science and technology. Both in Ecuador and in the United States, he says, "It's extremely important that we have students at all levels well acquainted with science, technology, and engineering."

As Yachay Tech's new Chancellor, Dr. Larson has the opportunity to shape the academic foundation and future of the institution. By building a strong base in STEM education and research, the university hopes to serve as a source of human capital and innovation not only for Ecuador, but for all of Latin America.

After graduating *summa cum laude* from St. Olaf College in 1966, Dr. Larson went on to earn both his master's and doctoral degrees in physics as a Woodrow Wilson

Fellow at Harvard University in 1967 and 1971, respectively. He spent time as an assistant and associate professor at Harvard before joining the University of Virginia in 1978. Promoted to full professor in 1987, Dr. Larson served as the associate dean of arts and sciences from 1989 to 1991 and chairman of the physics department from 1991 to 1997. He was named the Maxine S. and Jesse W. Beams Professor of Physics in 1996. Dr. Larson became dean at Penn State in 1998. He continues to chair the board of directors of the Hobby-Eberly Telescope—in which capacity he has had opportunities to work with Nobel Laureate John Mather, also a Woodrow Wilson Fellow (1968).

Dr. Larson says his broad connections to a wide array of disciplines that began at St. Olaf have remained important throughout his career as a teacher, scholar, and administrator. "That rooting in arts and sciences," he recalls, "also played out at my time at the University of Virginia, where some of my best colleagues were people in language and literature and government and anthropology and so forth. I had a very rich experience as a faculty member there." 

Investigating the Legacy of Colonialism:

Kaiama L. Glover MN '95 CEF '05 on Paris, *History Detectives*, and educating the public

While January's events at *Charlie Hebdo* in Paris shocked the world, they were just one symptom, says Dr. Kaiama L. Glover MN '95 CEF '05, of a larger problem facing postcolonial France.

A 1995 Mellon Fellow and 2005 Career Enhancement Fellow, Dr. Glover is an associate professor in the French Department at Barnard College, Columbia University, where her research and teaching focus on colonialism and postcolonialism, African cinema, and francophone literature, particularly that of Haiti and the French Antilles. She also appears on the PBS show *History Detectives*.

As a scholar of postcolonialism, Dr. Glover calls the shootings at *Charlie Hebdo* and the subsequent hostage-taking in Paris “an exceptional, highly mediated incident—just one example of a much longer and much wider ranging phenomenon.”

At issue, Dr. Glover explains, is an unresolved ambivalence between France and its colonial past. Not only did France plan to exploit the natural and human resources of the people it conquered, it also made a mission of “civilizing” the people of its territories.

“This seemed all well and good when these people stayed where the French found them,” says Dr. Glover. “But obviously, since World War II, since the decolonization and independence between the mid-1940s and 1960s, France has had to deal with the legacy of that mission.” More and more residents of former French colonies have made their way to France, seeking opportunity.

This influx has created a divide between the promise of an idealized French Republic that ensures liberty, fraternity, and equality to its people and those who find themselves in a context “where their ethnic and cultural identities aren't compatible with France's idea of itself,” explains Dr. Glover.

“France has not yet figured out how to deal with what are essentially unwelcome guests, but guests that were invited,” she says.



Dr. Glover was a host on the 11th season of PBS' *History Detectives* Special Investigations. (photo courtesy Nazenet Habtezghi)

Understanding events and history within their proper context is something that Dr. Glover has remained committed to throughout her career. It was the 1946 revolution in Haiti that sparked her imagination, as a doctoral candidate in French and Romance philology, and set her scholarly direction. Examining the role of the Surrealists and their influences on the revolution, she “was fascinated by the idea that poetry could foment revolution in this context where it hadn't really panned out that way in Europe.”

Her current work with *History Detectives* has Dr. Glover bringing history into context for much larger audiences. When they approached her about being a host of the show, the producers pitched it as a way to reach more people than she would in her entire career at an Ivy League university. “That really resonated with me,” she says, “the idea of being in conversation with and educating a public.”

History Detectives aired its eleventh season last summer, with “investigations” ranging from Jimmy Hoffa to the Texas servant girl murders. Dr. Glover appreciates how the show “has taken some of these sensational things and made an effort to contextualize them with broader issues of race, and class, and gender.”

In her ongoing book project, *Disorderly Women*, Dr. Glover is exploring critical and social expectations about women in communities and how even within the most progressive “isms,” like feminism or postcolonialism, people can become marginalized.

“So I've been looking at women in literature who say no to community, no to communal belonging,” says Dr. Glover. “And then I'm asking if there is a possibility that narcissism or individualism can be ethical in these contexts.”

Dr. Glover has also just applied for funding for a digital humanities project she is calling “In the Same Boats.” She hopes to work with other scholars to create a series of digital maps that show where, what, and who from the Afro-Atlantic world was publishing.

“Considering history from a literary perspective,” she says, “allows you to fully imagine elements of the past that may not be part of the ‘official’ record—the emotional ties, the social pressures, even sensory elements.” Creating that fuller sense of the past, she says, is a way to deepen our understanding of the present and its events, and to return to formerly colonized people the telling of their own stories. [WWW](#)



Foundation-wide MENTORING

Past WW Teaching Fellows Mentor New Class of Aspiring Teachers

Working with her two mentors as a Woodrow Wilson Teaching Fellow at Purdue five years ago, Alyce Myers TF '09 observed two very different teaching styles. One of her cooperating teachers used a very hands-on approach in the classroom; the other relied more on lectures.

Watching and working with her mentors, Ms. Myers gleaned what she called her most important lesson as a new teacher: You need to become your own teacher.

“You have to figure out who you are as a person and as a teacher and teach based on what best represents you and your strengths,” she says. “You need to be comfortable in what you are doing.”

Now, as a master teacher herself, Ms. Myers is trying to teach that same ethos to new Woodrow Wilson Teaching Fellows—recent graduates and career changers who are transitioning into the classroom.

Each teacher candidate who comes through the Woodrow Wilson Teaching Fellowship spends a full school year in a classroom with a master teacher. As a way to combat the pitfalls of traditional student teaching, Fellows enter the classroom much earlier and are able to work through lessons and get feedback and assistance in real time.

Ms. Myers' current Fellow from Purdue, Kathryn Stwalley TF '12, finds the ability to try new things in the classroom very helpful. “The freedom and flexibility has been invaluable to my preparation,” says Ms. Stwalley. “Even if something falls flat, we have been able to put the pieces together with the students to make sure that something valuable was still salvageable from my time.”

Ms. Stwalley also finds Ms. Myers' previous experience as a Fellow to be helpful in their relationship. “She has taken the time to get to know my prior knowledge instead of assuming every experience is new to me, and instead she challenges me in the areas she knows I am trying to improve on.”



Indiana Teaching Fellow '12 Kathryn Stwalley, left, with her mentor Alyce Myers TF '09. (photo courtesy Alyce Myers)

Keith Manning TF '09, like Alyce Myers, was one of the first WW Indiana Teaching Fellows. During his work as a Fellow at the University of Indianapolis, his mentors offered him not only troubleshooting, but also crucial connections between different aspects of the program. “They help[ed] bridge the content from readings and university instruction to effective practice with students,” said Mr. Manning.

By being present in the classroom so early in the program, Fellows get a feel for the type of school where they will be teaching, from the first day students arrive (and the challenges of engaging them) until school ends and administrative needs are wrapped up. Part of the Fellowship commitment includes teaching for three years at a high-need urban or rural school. In this context, the master teacher “provides a kind of starting framework for instructing a given group of students in a specific setting,” says Mr. Manning. “This allows the Fellow to take that foundation in their own direction.”

The relationship between mentor and Fellow also allows for a great deal of collaboration. Both parties see benefit from this aspect of the relationship. Ms. Stwalley looks to her mentor, Ms. Myers, as she prepares for

Continued on page 9

WW Launches New Online Course for Mentoring Teachers

Strong and effective mentoring by veteran teachers is key in the WW Teaching Fellows' development. Excellent teachers, however, don't automatically make excellent mentors. They too need preparation for the task.

To ensure that they are fully equipped for success, WW has launched a new online

course to help master teachers become great mentors. The introductory course comprises four modules: building collegial, confidential, and positive relationships; structuring conversations that focus on student achievement; understanding how adults learn and using those methods to instruct the novice teacher; and objectively assessing teacher candidates' performance.

Audra Watson, the Foundation's Director of Mentoring and Induction Strategy, notes, “Our intention is that teachers who are new to the work of mentoring, or who have had little or no formal training for their role, will develop the necessary skills to share their expertise.”

Pointing Out Hurdles: Advisors, Peers Ease Pickering Fellows' Foreign Service Transition

One of the greatest challenges for new Fellows in the Thomas R. Pickering Foreign Affairs Fellowship is making the shift from student to professional Foreign Service Officer.

"The transition is not an obvious one," says Ambassador James I. Gadsden, Senior Counselor for the Pickering Foreign Affairs Fellowship Program at the Woodrow Wilson National Fellowship Foundation.

A strong mentoring program can be key to Fellows' professional success in the U.S. Department of State Foreign Service. The Fellows receive several kinds of mentoring, from general sessions to individual peer guidance and networking with more senior officers, and are encouraged to draw on these contacts.

To begin, each new class of Fellows attends a series of professional skills development workshops with Ambassador Gadsden. During these Thursday night summer sessions, the Fellows work on mastering the profession's culture, developing their written and oral communication skills, choosing career paths, and preparing for the Foreign Service Officer Tests. Fellows also have an assigned mentor, usually a Fellow from previous years, to help them learn the nuances of work and life in the State Department.

"We all reach out to each other to better inform ourselves of the various procedures and policies," says Michelle Kayser, a 2006 Pickering Undergraduate Fellow and mentor. "I feel incredibly grateful to the Thomas R. Pickering Foreign Affairs Fellowship program and all the opportunities with which it has provided me. I've been very fortunate to have some great supervisors and mentors in the Department of State."

One of the keys is building a strong network. Salman Haji, a 2013 Pickering Undergraduate Fellow, started making connections during his first summer internship in Washington, DC. "My mentor regularly corresponded with me regarding contacts I could become acquainted with during the summer," says Mr. Haji. "This was an excellent way to understand the backgrounds of people in his network and gain a wider perspective about the types of diverse duties performed within the broad field of U.S. foreign policy."

Mr. Haji's mentor is 2007 Pickering Undergraduate Fellow Victor Marsh. "I've been a huge beneficiary of mentorship, and I want to make sure that I am doing something useful for others," says Mr. Marsh.

The Pickering program's combination of mentoring and internships, Mr. Marsh says, helps Fellows learn from both peers and higher-



Clockwise from left: Ambassador James I. Gadsden, Michelle Kayser, Salman Haji, Victor Marsh, Jullion Cooper

level officers about all aspects of life in the State Department, which helps them develop into better Foreign Service Officers.

"[Mr. Marsh] has given me advice about everything from what to look for in a graduate school to excelling as an intern at the Department of State," says Mr. Haji of his mentor.

The mentoring relationships also give Fellows someone to talk with about how to hit their stride on their new career path. Mr. Haji says, for example, that Mr. Marsh helped him think about work/life balance while preparing to become a Foreign Service Officer.

2011 Graduate Fellow Jullion Cooper, also mentored by Mr. Marsh, had a long list of the ways his Pickering mentoring relationships helped him succeed as a Foreign Service Officer. One of his greatest takeaways from this relationship, and his tip for a successful career in the Foreign Service, is to draw on advice from his network—for example, when writing and proofing his employee evaluation.

"I am extremely grateful for the Pickering Fellowship," says Mr. Cooper. "The mentorship program has been invaluable to me as a professional and as a person."

The new Fellows aren't the only ones who benefit from the relationships; both Mr. Marsh and Ms. Kayser find the role to be rewarding and enlightening. "I receive a lot of renewed commitment and energy towards my job, and I am grateful for how fortunate I am to have a career in the Foreign Service," says Ms. Kayser. "It is humbling to see the impressive resumes of these soon-to-be Officers. It reminds me why this is such an amazing career."

Ambassador Gadsden closes his workshops by introducing career tracks and the performance evaluation processes. He tells Fellows that, in order to become the best possible Foreign Service Officer, they should "make a plan. Don't cement the plan and encase it in steel, but at least have a general idea of where you want to go and how you think you'd like to get there." **W**

Fellows Mentor New Class of Aspiring Teachers, Continued from page 8 student teaching: "We're continually bouncing ideas around. This sense of urgency, awareness, and openness has been the best help as I'm wrapping my mind around this next stage."

"I think my students and I benefit tremendously any time I can get a second caring adult into my classroom," master teacher Mr. Manring explained. "Offering to be a mentor was one way to provide that opportunity. I think it makes me a better teacher and provides more people in the room helping them learn."

"I have found that my mentees have supplied me with so many ideas and have allowed me to continue to grow as a teacher," says Ms. Myers. "Having another person to bounce ideas off of, coteach, and talk to is a great opportunity regardless of whether you are the mentor or mentee.

"It's a learning and growing experience for us both," she adds. "That's what education is all about after all, learning and growing." **W**



Training Colleagues: Newcombe/Women's Studies Fellow Mentors New Women's Studies Fellow

Newcombe Fellow and WW Women's Studies Fellow Regina Kunzel CN '86 WS '87 was happy to recommend her student Jayne Swift WS '15 for this year's WW Dissertation Fellowship in Women's Studies. It's not a responsibility she takes lightly.

"I try to remember that I'm training grad students to become people who I would want to be my colleagues," says Dr. Kunzel. "Ultimately we are going to be recommending them to people as good colleagues, and so I think about training people to be reliable and generous in their critical practices and also in their collegial practices. These things seem to come naturally to Jayne. They don't to everybody."

For her part, Ms. Swift says she values the tough, clear-sighted guidance Dr. Kunzel offers. "Her feedback... can sort of feel like a layer of skin being taken off—it's very precise and deadly right. It sounds kind of awful when I put it like that, but it's the best possible thing," says Ms. Swift. "I've really grown as a writer and a thinker and have a much clearer sense of the contributions I want to make from getting feedback from her." At the same time, she adds, Dr. Kunzel has helped her understand the nuts and bolts of academic life, from research techniques to grant-writing. "Regina has always been willing to demystify the whole process."

Ms. Swift was first introduced to Dr. Kunzel's research when she picked up a copy of Dr. Kunzel's 2008 book, *Criminal Intimacy: Prison and the Uneven History of Modern American Sexuality*, and the work immediately and strongly resonated with her.

"I found a certain kind of affinity with my own research and intellectual curiosities," Ms. Swift says, and so she applied to the University of Minnesota's feminist studies program to work with Dr. Kunzel. "We were a natural fit for each other," Dr. Kunzel affirms.

In addition to teaching her in a seminar and independent study, Dr. Kunzel chose Ms. Swift as a research assistant on her current project. The study, which looks at mid-20th century attributions of mental illness to sexual and gender variant people, was largely inspired by the vast writings of psychiatrist Benjamin Karpman. Dr. Kunzel hired Ms. Swift to summarize Karpman's work.



Jayne Swift



Regina Kunzel

"That's a measure of how much I trust Jayne and her smarts and her instincts," says Dr. Kunzel. "I don't hand over that kind of assignment to just anybody, but I really trusted her reading."

The experience ranks at the top of Ms. Swift's all-time favorite jobs. "I learned so much during that time about the process of writing a book, specifically historical study," she says. "I learned patience with the research process and an understanding of the legwork that goes into the finished product."

Now at Princeton University as the Doris Stevens Chair in Women's Studies, with appointments in history and the program in gender and sexuality studies, Dr. Kunzel continues to advise Ms. Swift from a distance as she completes her dissertation on the cultural history of recent sex worker social movements in the United States. While she describes it as a challenge, Dr. Kunzel tries to maintain regular calls and check-ins with Ms. Swift and other Minnesota mentees.

The field of gender and sexuality studies, Dr. Kunzel notes, may be "more self-conscious" about mentoring than many others. "It is a field that thinks through relations of power, and that contributes to thinking self-consciously about mentoring."

For her part, Ms. Swift feels lucky to have a working relationship with someone who is both a respected scholar in her field and generous with her time and support. "Dr. Kunzel is just one of those people whose intellectual brilliance is really matched by a deep decency and kindness that she shows to her graduate students," she says.

"Your dissertation advisor will always be your dissertation advisor even when your dissertation is finished," Dr. Kunzel notes. "It's a relationship that's forever." 

Helping Kids Find Their Passion

Willie S. Rockward CEF '01 on mentoring future scientists



Left: Dr. Willie S. Rockward CEF '01. (photo courtesy NuMass) Right: 2012 NuMass class at Morehouse College (photo courtesy ProgressiveImagesPhoto.com)

“Mentoring is not a job,” says Willie S. Rockward CEF '01. “It takes extra time, extra energy—you’ve got to love it. It’s a labor of love.”

Dr. Rockward is chair and associate professor of physics at Morehouse College in Atlanta, Ga., as well as Research Director of the college’s Materials and Optics Research & Engineering (MORE) Laboratory. He also heads Morehouse’s Nuclear, Materials, and Space Sciences (NuMaSS) Summer Program.

NuMaSS, Dr. Rockward explains, exposes middle and high school students to science as a discipline and possible career. “A lot of students, especially underrepresented minorities, fall out of the science pipeline in middle school,” he says. “Their peers begin telling them that smart isn’t cool, and so our smart kids begin doing dumb things. We give them a chance to see the world beyond their school community.”

The four-week program includes both classwork on the Morehouse campus and enrichment experiences, such as field trips to the Oak Ridge National Laboratory, nuclear power plants, and local science and technology firms. This structure exposes participants to a range of perspectives and mentors: scientists and faculty, including Dr. Rockward and his colleagues Kiandra Johnson (math), Deidre Williams (biology), Eddie Red (physics), Juana Mendenhall

(chemistry), and Thomas Searles (physics); current undergraduates who help with classwork; and like-minded peers.

Dr. Rockward has himself been the beneficiary of mentoring as a Fellow and throughout his career, and many of his mentors have remained important advisors and colleagues. “There are mentors who are meant to be temporary, for one project or one stage of your life, and then there are lifelong mentors,” he says. “First the mentorship is a vertical one, and then at some point it becomes horizontal, more like camaraderie. From that point on, it has nothing to do with age or stage or professional advancement. You just want this person to continue to grow, and your mentor has a sincere desire for you to grow—to blossom, to bloom.”

He wants the young people he now works with to have the kind of support, networking, and vision they typically won’t find in school, or among their friends. “We’re mentoring them professionally to prepare them to succeed in college. They’ll be more confident in their gifts, their skills, and their personal interest in science. They can say to their peers, ‘You don’t think it’s cool, but I still like it, and I’m going to do it.’”

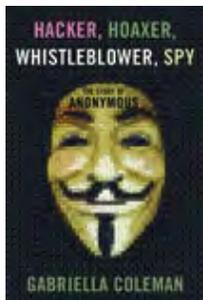
Now preparing for its fifth summer, NuMaSS has grown from four students with Morehouse funding in its first year to 24 students

last year with additional external funding, including support from NASA and the U.S. Department of Energy NNSA. Among the first NuMaSS participants to graduate high school, in the class of 2014, were Dr. Rockward’s own daughter, now a first-year student in neuroscience at the University of Kentucky; a colleague’s daughter, currently a math major at Kennesaw State University; and a third young woman who, following the NuMaSS experience, took accelerated courses and received a full engineering scholarship at North Carolina A&T.

Not all NuMaSS alumni will stay in science, technology, engineering, and math (STEM), says Dr. Rockward, but all participants develop the ability to stretch themselves beyond their current academic and social environments.

“We have to help them get past some of these societal and mental walls, especially people telling them they can’t do well in math,” he explains. “If you can dance, keep a musical beat, play a video game, count money, then you can do math.”

“As mentors we’re trying to break some of these stigmas. We have to help them find their passion faster. That’s when society will experience a boom of new ideas, new technological advances, and new economies—because our young people will do STEM with passion and love.” 



Hacker, Hoaxer, Whistleblower, Spy: The Many Faces of Anonymous

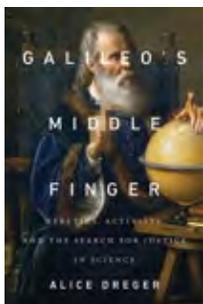
(Verso, November 2014)

Gabriella Coleman CN '03

Anthropologist Gabriella Coleman CN '03 has infiltrated the most infamous of Internet collectives. Anonymous, the group of international hacker-activists, has been the focus of a study by Dr. Coleman over the past six years. In *Hacker, Hoaxer*, she explores many of the Internet's mysterious subcultures, including the history of "trolling" and "the lulz," and looks at the ethics of hacking.

She traces Anonymous from its humble origins with teenagers on the website 4chan to its role in the global Occupy movement and the Arab Spring and its entanglement with government agencies. Through years of access to and interactions with the Internet underworld, Dr. Coleman emerged with what *The Huffington Post* calls "all of Anonymous' deepest, darkest secrets." At once a confidant, interpreter, and de facto member of the ring, her navigation of roles adds yet another layer to the narrative.

According to the *Financial Times*, "Dr. Coleman reveals the group in all its complexity...this in-depth account might leave readers in awe of the sheer scope of the group and how much they have achieved while shunning the traditional trappings of leaders, hierarchy, and individual fame-seeking."



Galileo's Middle Finger: Heretics, Activists, and the Search for Justice in Science

(Penguin, March 2015)

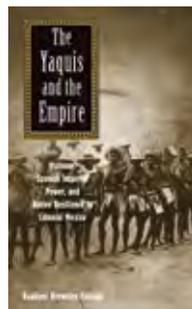
Alice Dreger CN '94

In her early research, Alice Dreger CN '94 was struck by the unethical, abusive ways in which health care had historically "normalized" intersex children. She became a patient's rights activist, marshaling data to reach both physicians and the public. Yet Dr. Dreger was troubled by the way some fellow activists, motivated by identity politics, slandered and misrepresented scientists whose work did not support those activists' agenda.

In her new book *Galileo's Middle Finger*, Dr. Dreger asks how to balance social justice and scientific freedom when these notions seem to be in open conflict. The book examines several well-known contemporary clashes between activists and scientists whose work

presented inconvenient truths. Based on these cases, Dr. Dreger argues for the importance of seeking the truth in science, whatever the discipline, even when the discoveries challenge traditional notions of human identity and behavior.

"If ever there were a book that showed how democracy requires smart activism and solid data—and how that kind of work can be defeated by moneyed interests, conservative agendas, inept governments, and duplicitous 'activists'—this is it," said Dan Savage, founder of the "It Gets Better" Project. "*Galileo's Middle Finger* reads like a thriller."



The Yaquis and the Empire: Violence, Spanish Imperial Power, and Native Resilience in Colonial Mexico

(Yale Press, Nov 2014)

Raphael Brewster Folsom MN '00

It is said that when Captain Diego de Guzman encountered the Native American people of the northern Mexican state of Sonora in 1533, an elderly man in black drew a line in the sand and told the Spanish not to cross.

Whatever the legend, the relationship between the Yaquis people and the Spanish Empire was a long and complicated one. In his new book, *The Yaquis and the Empire*, Raphael Brewster Folsom MN '00 examines the colonial history of the Yaquis from first contact in 1533 through the Mexican Independence in 1821.

Through newly uncovered archival documentation, Dr. Folsom has identified three ironies on which the book centers: the way in which the Yaqui both resisted and acted in partnership with their conquerors; the juxtaposition of violence and negotiation throughout the colonial period; and the effectiveness of the Spanish Empire in maintaining power, despite its distance from its financial and military bases.

"*The Yaquis and the Empire* is textured, surprising, and engrossing narrative of colonial compromises in New Spain's fraught northwestern borderland," said Brian DeLay of the University of California, Berkeley. "This book is indispensable for understanding the Spanish-Yaquis relationship and a provocative meditation on the limits of early modern imperialism more generally."

Continued on page 13

WW Indiana Teaching Fellows Named Teachers of the Year



Robert Foote, a 2011 Indiana Teaching Fellow, has been named Teacher of the Year at Ben Davis University High School in Indianapolis, Ind. In his third year of teaching at the school, Mr. Foote teaches biology and sponsors the afterschool basketball club and the environmental awareness club. Mr. Foote completed

his Master's of Arts in teaching (M.A.T.) at the University of Indianapolis and attributes his success to the preparation he received as a WW Teaching Fellow: "My yearlong clinical experience and ongoing mentoring have prepared me better than I could have imagined for the rigors of the profession. I hope to build on this success as my career continues."



David Johnson III, a member of the inaugural (2009) class of Woodrow Wilson Indiana Teaching Fellows, has been named the Lynhurst 7th and 8th Grade Center Teacher of the Year. Mr. Johnson teaches middle school mathematics at the school in Indianapolis, Ind., and received his Master's of Arts in Teaching (M.A.T.)

from the University of Indianapolis in 2010. In 2011, Mr. Johnson was given the Gov. Mitch Daniels Award for Excellence in Teaching and was a fellow at the Siemens STEM Institute. [WW](#)



Book Spotlight, Continued from page 12

Motherland: Growing up with the Holocaust (The New Press, US 2015)

Rita B. Goldberg WF '70

In this story of heroism, survival, and identity, Rita Goldberg WF '70 weaves together the extraordinary story of her mother, Hilde Jacobsthal, and her own

attempts at shaping an identity in the shadow of her mother's accomplishments. Jacobsthal was a childhood friend of the iconic Frank family and only 15 years old when the Nazis invaded Holland. In 1943, in a feat of perseverance, she fled to Belgium after the arrest of her parents (who were later killed). One of the first women to enter concentration-turned-refugee camp Bergen-Belsen after the liberation, Jacobsthal nursed hundreds of emaciated children back to life.

According to *The Economist*, Dr. Goldberg's work "braids her parents' story with her own, and succeeds in articulating a difficult truth. While the suffering was not hers, but her parents', it has nonetheless had a corrosive effect on her life."

Motherland was released in the U.K. in 2014 and will be released in the U.S. by The New Press in April. Dr. Goldberg is a comparative literature lecturer at Harvard University. [WW](#)

Fellows Elected to 2014 American Academy of Arts and Sciences

Margaret W. Ferguson WF '69

Arthur Fine WF '60

Helen Hardacre WF H '71

Jill Lepore CN '93

Londa L. Schiebinger CN '83

Robert Harry Socolow WF '59

RECENT PUBLICATIONS:

Thomas W. Barton MN '99—*Contested Treasure: Jews and Authority in the Crown of Aragon* (Penn State University Press)

John B. Carman WF '50—*Christians in South Indian Villages, 1959 – 2009: Decline and Revival in Telangana* (Erdmans)

Anthony Corbeill CN '89—*Sexing the World: Grammatical Gender and Biological Sex in Ancient Rome* (Princeton University Press)

Eva Diaz MN '01—*The Experimenters: Chance and Design at Black Mountain College* (University of Chicago Press)

Kelly Dittmar WS '10—*Navigating Gendered Terrain: Stereotypes and Strategy in Political Campaigns* (Temple University Press)

Richard S. Dunn WF '50—*A Tale of Two Plantations: Slave Life and Labor in Jamaica and Virginia* (Harvard University Press)

Justin Glenn WF '69—*The Washingtons: A Family History, Volumes I & II* (Fordham University Press)

Mark Greif MN '00—*The Age of the Crisis of Man: Thought and Fiction in America, 1933-1973* (Princeton University Press)

Julia Dyson Hejduk MN '88—*The Offense of Love: Ovid's Ars Amatoria, Remedia Amoris, and Trista 2* (University of Wisconsin Press)

Zachary Lesser MN '95—*"Hamlet" After Q1: An Uncanny History of the Shakespearean Text* (University of Pennsylvania Press)

Sanford E Marovitz WF '60—ed. *Melville as Poet: The Art of "Pulsed Life"* (Kent State U Press, 2013).

Adam Zachary Newton CN '91—*To Make the Hands Impure: Art, Ethical Adventure, the Difficult and the Holy* (Fordham University Press)

Farzin Vejdani CN '08—*Making History in Iran: Education, Nationalism, and Print Culture* (Stanford University Press)

Stanley Vodraska WF '61—*Philosophical Essays Concerning Human Families* (University Press of America)

Elliott Young MCI '05—*Alien Nation: Chinese Migration in the Americas from the Coolie Era through World War II* (University of North Carolina Press) [WW](#)

FOUNDATION UPDATES

Woodrow Wilson Board Adds Two Trustees

Two new members have been elected to the Board of Trustees of the Woodrow Wilson National Fellowship Foundation:

Richard Sarnoff is Managing Director and Head of the Media & Communications industry group for KKR's Private Equity platform in the Americas. He previously served as a Senior Adviser to KKR, working closely with both investment teams and portfolio companies. Until 2011, Mr. Sarnoff was Co-Chairman of Bertelsmann, Inc., and President of Bertelsmann Digital Media Investments (BDMI). He was named the publishing industry's Person of the Year by Publishers Weekly magazine in 2009. Mr. Sarnoff graduated *summa cum laude* from Princeton University in 1981 with a B.A. in Art and Archaeology, and earned an M.B.A. from Harvard University in 1987. He serves on the Boards of Directors of Activision Blizzard, Weld North, Cengage, and Chegg; and of not-for-profit organizations including the Center for Communication, the Bronx Lab School, Princeton University's Center for Information Technology Policy and New Classrooms/School of One. He is a resident of New York City.



Richard Sarnoff, top;
Robert F. Johnston, bottom



Robert F. Johnston founded Johnston Associates Inc. in 1968 to provide merger advisory and financing for emerging companies in technology-intensive industries. In the mid-70s, he directed his efforts toward biotechnology and health care, founding or helping to form at least ten firms. He was previously an investment banker for F.S. Smithers & Co. and for Smith Barney & Co. in New York. He received his B.A. from Princeton University and his M.B.A. from New York University. Mr. Johnston chairs the board of the Center for Education Reform in Washington, D.C. (CER), which helps states and communities adopt reforms through educational research; changing cultures and laws; and communicating to the media and public the urgent need for reform. He is also President of Educational Ventures, which supports increase women's leadership and economic participation in the Middle East and programs at major universities and colleges. Mr. Johnston rejoins the Woodrow Wilson Board after a twenty-year hiatus. 

Arthur Levine to Be Honored by NJ Seeds

In April 2015 Arthur Levine, president of the Woodrow Wilson National Fellowship Foundation, will receive the Leading Change Award from New Jersey SEEDS. Since its inception in 1992, New Jersey SEEDS has provided educational access for highly motivated, low-income students and created a viable path for them to achieve their full potential. SEEDS strives for a world in which young people's initiative, creativity and intellect can flourish without regard to socioeconomic status. To date, more than 2,000



scholars have benefited from its programs. In the award announcement, SEEDS applauds Dr. Levine's "continued commitment to educating students across the country, and in particular...his efforts to revitalize the education of teachers in the state of New Jersey." The organization cites his work as "a sought-after thought leader on key education topics... [who] has written several books focusing on college-going, with a special focus on adversity and low-income students." 

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.

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The Honorable Jerome Frese, left, and Dr. Dolores Frese, both WF '58, stand with Notre Dame President, Rev. John I. Jenkins. (photo courtesy The Freses)

The Honorable Jerome Frese and Dr. Dolores Frese of South Bend, Indiana have had a soft spot for the Foundation for a long time.

“The Woodrow Wilson Foundation launched our family,” says Judge Frese.

In 1958, the recently engaged couple both applied for and received Woodrow Wilson Fellowships and pursued graduate degrees at the University of Iowa. Each studied English, and Dolores attended the prestigious Iowa Writers Workshop.

Dr. Frese went on to teach at the University of Notre Dame after completing the Ph.D. at the University of Iowa. Following hard-fought class action litigation on sex discrimination that her case spearheaded, she became the first tenured woman in Notre Dame’s English department, where she subsequently taught medieval literature and Chaucer for 40 years. Now a Professor Emerita, she is working on a novel.

Judge Frese also taught for some time—at the University of Chicago—after finishing his Ph.D., then decided to pursue a law career. He took the LSAT cold and was awarded a full fellowship to Notre Dame. J.D. in hand, he served nine years as a U.S. Attorney in Chicago. Today, as a St. Joseph County Superior Court Judge, he maintains a full calendar of criminal cases. “It has really been a very, very interesting life,” says Dr. Frese. “So you can see why I say that the Woodrow Wilson Foundation means everything to us.”

Because of Woodrow Wilson’s impact on their lives, the Freses became regular Woodrow Wilson donors more than 20 years ago. They have recently doubled their giving.

“The Foundation gives people the greatest gift, a time-out where they don’t have to worry about how they’re going to support their education,” says Judge Frese. “We hope to give the same opportunities to others that were given to us.” 

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Fellow publishes first collection of photographs

Raymond W. Smith WF '64 always had literary aspirations. Now, 40 years after his journey across the American South, Mr. Smith has published a book of 52 photographs taken during his journey. "Maybe this is my great American novel," he says. "But mine's in pictures." The collection titled *In Time We Shall Know Ourselves*, published by Peter Hastings Falk Fine Art Research & Publishing, is released in conjunction with a traveling gallery exhibit of the photographs. To see and read more about the work, visit www.woodrow.org/perspectives/rwsmith.



Top left: Security Guard, Jacksonville, Florida

Top right: Barber Shop, DeLand, Florida

Bottom left: Rural Highway, Southern Georgia, after Rainstorm

Bottom right: Street Corner Preacher, Savannah, Georgia