

fellowship

The Newsletter of the Woodrow Wilson National Fellowship Foundation



THE WOODROW WILSON
National Fellowship Foundation

FALL 2015

Woodrow Wilson Foundation launches WW Academy of Teaching and Learning

This summer, in a national effort to dramatically improve teacher preparation and to advance the 21st-century evolution of teaching and learning practices, the Woodrow Wilson National Fellowship Foundation announced in June the Woodrow Wilson Academy of Teaching and Learning (WW Academy).

The new graduate school is designed to transform teacher education as well as school leadership policy and practice nationally by providing competency-based master's degree programs in teaching and school leadership. In collaboration with the Massachusetts Institute of Technology (MIT), the WW Academy will also serve as an incubator and innovation lab, studying what works and why in preparing teachers and education leaders, and offering new ideas and models to meet the needs of 21st century schools.

"For too long, teacher education has relied on methods and approaches that simply have not adapted to reflect the challenges of the times," said Woodrow Wilson Foundation President Arthur Levine. "The Woodrow Wilson Foundation, in collaboration with MIT,



WW and some of the MIT partners, left to right: Sanjay Sarma, MIT President Rafael Reif, WW President Arthur Levine, Eric Klopfer, Vijay Kumar, and Executive Director of the WW Academy Deborah Hirsch. (Photo courtesy of MIT)

seeks to offer real solutions that will help our nation's universities, school districts, and educators. The WW Academy will 'throw out the clock,' shifting the focus of certification from 'hours in class' to proven competency in the skills and knowledge every teacher and education leader needs to succeed. At the same time, the WW Academy will conduct and disseminate research to help all those

eager to improve teacher and school leadership education."

The WW Academy is designed to meet the future needs of school districts and schools, ensuring prospective educators have the academic preparation, clinical experience, and supports necessary to succeed in the digital age.

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MISSION

The Woodrow Wilson National Fellowship Foundation identifies and develops leaders and institutions to meet the nation's most critical challenges.

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TRIBUTE

In memory of Rev. Clementa C. Pinckney

Like millions this past June, we at the Woodrow Wilson Foundation were deeply saddened by the death in Charleston, South Carolina, of Rev. Clementa C. Pinckney, a South Carolina State Senator and one of the Foundation's Public Policy/International Affairs Fellows (1994). Rev. Pinckney, a senior pastor at Mother Emanuel A.M.E. in Charleston, SC, had represented the 45th district in the South Carolina State Senate since 2000. Born in Beaufort, South Carolina, Rev. Pinckney went on to earn a B.A. from Allen University and a master's degree in public administration from the University of South Carolina. He received a master of divinity degree from Lutheran Theological Southern Seminary and had been working towards his doctor of ministry degree from Wesley Theological Seminary since May 2012. Rev. Pinckney is survived by his wife Jennifer and two young daughters. His family established the Clementa C. Pinckney Foundation in an effort to carry on his work and legacy, seeking to improve the quality of life for all South Carolina citizens by supporting religious, educational and charitable causes. 

Abbreviations used in this issue:

AP = Academic Postdoctoral Fellow

CN = Charlotte W. Newcombe Fellow

MN = Mellon Fellow

TF = WW Teaching Fellow

WF = Woodrow Wilson Fellow

WS = Women's Studies Fellow

WT = Wilson Teacher

WW Academy of Teaching and Learning

Continued from page 1

In collaboration with MIT's Office of Digital Learning, the Woodrow Wilson Foundation also aspires for the WW Academy to be the education equivalent of Bell Labs. Through controlled experiments on its own activities, the WW Academy will serve as a laboratory for exploring what works in teacher and school leadership education.

These experiments will be designed in collaboration with researchers in the new MIT Teaching Systems Lab, which launches today with support from the WW Foundation. MIT faculty members Eric Klopfer, director of the Institute's Scheller Teacher Education Program, and Vijay Kumar, Associate Dean of Digital Learning at MIT, will lead the Initiative's work to promote new technologies, develop curricula, and conduct research related to educator preparation. The effort will focus on supporting teachers in the areas of science, technology, engineering, and math (STEM) for students from pre-kindergarten through the senior year of high school.

"Hands-on, problem-focused, curiosity-driven learning is squarely at the heart of an MIT education, and it will be central to MIT's work with the Woodrow Wilson Foundation," said MIT President L. Rafael Reif. "Together, we will combine MIT's 'mind and hand' approach to learning with recent breakthroughs in cognitive science and digital learning to inform the Woodrow Wilson Foundation's efforts to develop and support excellent STEM teachers and school leaders. We are thrilled to begin this effort to reimagine the classroom experience."

The WW Academy has received initial support from a wide range of philanthropic organizations, including the Bill & Melinda Gates Foundation, Amgen Foundation, Simons Foundation, Nellie Mae Foundation, and Carnegie Corporation of New York. It has also received \$2 million in support from the Woodrow Wilson Foundation Board of Trustees.

The Amgen Foundation's support will fund the Amgen Biology Teacher Education Program. Part of the larger WW Academy, this program will offer



MIT President L. Rafael Reif shakes hands with WW President Arthur Levine at the WW Academy announcement. (Photo courtesy MIT)



Arthur Levine with Amgen Foundation President Eduardo Cetlin, and Amgen Sr. VP Translational Sciences and Amgen Foundation Board of Directors member David Reese. (Photo courtesy of Amgen/AP)



Eric Klopfer, Professor of Science Education and Engineering Systems at MIT, outlines the partnership between the Woodrow Wilson Foundation and MIT at the WW October Board Meeting in Boston. (Photo: Frances M. Hannan)

cutting-edge, competency-based teacher education for the life sciences at the secondary school level.

"Teacher quality matters," Amgen Foundation President Eduardo Cetlin said. "Today's global economy requires innovative, evidence-based approaches to develop the strongest teachers, particularly in rapidly evolving scientific fields. We're proud to support the WW Academy to create the new Amgen Biology Teacher Education Program, with the ultimate goal of inspiring the next generation to harness science and innovation to dramatically improve lives."

The WW Academy's efforts are built, in part, on the Woodrow Wilson Foundation's ongoing efforts in teacher and education leader preparation. The WW Foundation works through its state-based programs—

the WW Teaching Fellowship and the WW MBA in Education Leadership—to redesign teacher education and master's programs and to prepare the next generation of education leaders.

As part of its commitment to teacher and education leader preparation, the WW Academy will seek to help transform teacher education policy and practice at scale by disseminating, publicizing, tailoring, and targeting its research to serve policy makers and higher education leaders who are eager for improvement in teacher and school leadership education. The WW Academy also intends to offer professional development programs and to serve as an examination and certification center for teacher and school leader licensure. 

Future STEM teachers and education leaders named for 2015

Woodrow Wilson Teaching Fellows and WW MBA in Education Leadership Fellows continue to bring new strengths to the nation's classrooms and schools. These two innovative programs aim to change preparation for both STEM teachers and school leaders. The highly competitive WW Teaching Fellowship recruits both recent graduates and career changers with strong backgrounds in science, technology, engineering, and math—the STEM fields—and prepares them specifically to teach in high-need secondary schools. The cutting-edge WW MBA program is designed to prepare aspiring school principals and district administrators with the knowledge and skills needed to successfully lead their state's schools. Over the summer, new cohorts for the programs were announced in Georgia, Indiana, New Jersey, and Wisconsin, and the expansion of the MBA program was announced in New Mexico.

The WW Georgia Teaching Fellowship introduced its inaugural class of 36 Fellows at an event at the statehouse in Atlanta with Governor Nathan Deal.

The Fellows—who will attend classes at Columbus State University, Kennesaw State University, and Piedmont College—bring a wide variety of life experiences to the classroom. Six Fellows graduated with a STEM degree in 2015; others graduated in the past five years or are changing careers. Among them are a veterinarian, a state trooper, and a research chemist with the Centers for Disease Control.

The WW Indiana Teaching Fellowship, in its seventh year, welcomed a new class of 49 prospective educators to its ranks, while 35 new Fellows will begin the two-year-old WW MBA in Education Leadership program in the fall. The new fellowship classes were announced by Governor Mike Pence and WW President Arthur Levine at an event at the University of Indiana, which offers both the WW Teaching Fellowship and the WW MBA in Education Leadership Fellowship. The WW Teaching Fellowship class includes a former Peace Corps member, a professional women's soccer player, and multiple fellows with extensive experience in music. The WW MBA program in Indiana has recently expanded in Indiana

to include programs at Indiana University and Indiana State University.

In New Jersey, WW announced a diverse group of future educators with 58 percent of the class being teacher candidates of color. The new class—with former employees of the Philadelphia Zoo, General Electric, and Fuji Film, as well as four veterans and a former forensic investigator—was introduced by Acting Governor Kim Guadagno and WW Executive VP and COO Stephanie J. Hull. This second cohort of WW NJ Teaching Fellows will attend the College of New Jersey, Montclair State University, Rowan University, Rutgers University–Camden, and William Paterson University.

In late May, Woodrow Wilson and the Milwaukee School of Engineering (MSOE) added 14 Fellows to the WW MBA in Education Leadership Fellowship at the school. MSOE was one of the first partners for the WW MBA Fellowship. This year's class includes teachers and administrators with experience as sports coaches, local volunteers, and Teach for America corps members. [WW](#)



The WW Georgia Teaching Fellows with Gov. Nathan Deal.



The 2015 WW Indiana Teaching Fellows with Gov. Mike Pence



Some of the WW New Jersey Teaching Fellows.



Gov. Mike Pence poses for a selfie.



Acting Gov. Kim Guadagno, left, shakes hands with WW Executive VP and COO Stephanie J. Hull.

CEF Fellows meet for annual retreat



The 2015 Career Enhancement Fellows gathered with their mentors in Wesley Chapel, Florida, in August for the program's annual retreat. Fellows had opportunities to network with other academics, present their fellowship year projects, take part in team-building events, participate in tours, and work closely with mentors. The 24 Fellows—all early-tenure-track professors at some of the nation's top institutions—are using their fellowship year to work on research projects and books. (See list in sidebar.) [WV](#)



Photos by Frances M. Hannan

- Steven Alvarez**
The University of Kentucky
- Amada Armenta**
University of Pennsylvania
- Zanice (Jo) Bond**
Tuskegee University
- Marie Grace Brown**
University of Kansas
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Two Fellows win Pulitzer Prizes

Shedding light on a painful history: David Kertzer WF '73 on a pope and a dictator

“It’s perhaps a natural human trait to not really want to come to terms with the most embarrassing aspects of one’s own history,” David Kertzer WF ’73 points out, “but I do think it’s important that we face those aspects, because they have implications for the world today as well.”

In 2006, the opening of the Vatican Secret Archives on the reign of Pope Pius XI gave Dr. Kertzer unprecedented access to evidence of the Pope’s influence on the rise of Benito Mussolini in the 1920s and 1930s, and his subsequent stance on Adolf Hitler’s policies—a stance that, had Pius XI lived, might have taken the Church down a very different path.

“You can go through thousands of pages of [archival] material that is not terribly interesting,” Dr. Kertzer notes, “before you find those documents that really shed new light on important aspects of history. It’s always very exciting when it happens.”

Dr. Kertzer, the Paul Dupee, Jr. University Professor of Social Science and professor of anthropology and Italian studies at Brown University, received the 2015 Pulitzer Prize for Biography for *The Pope and Mussolini*. The book reveals a Pius XI [pope from 1922 to 1939] who neither resists nor embraces Fascism, but seeks to manipulate it, while Mussolini draws legitimacy from the Church. It was Mussolini who, in 1929, signed the Lateran Accords, conferring on the Vatican Italy’s recognition of independent statehood in exchange for Church support.

“I think [Pius] did, in the last years of his life, come to have second thoughts about the whole course he had taken,” Dr. Kertzer says.

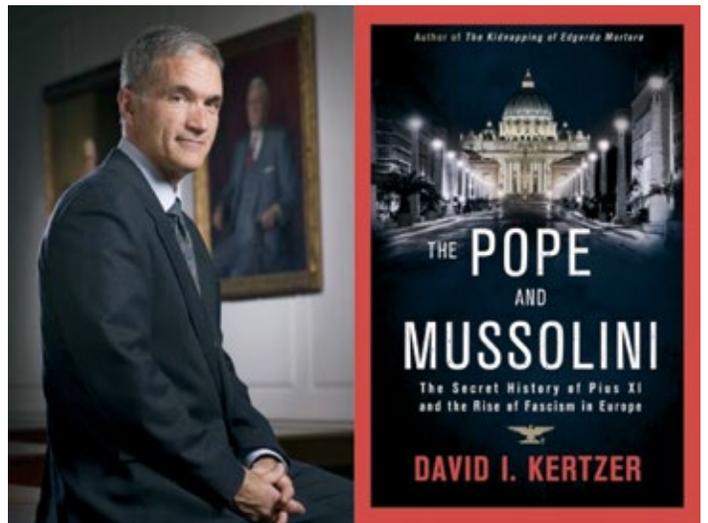
In the late 1930s, dismayed that the Church’s connection with Fascism implicated it in Hitler’s and Mussolini’s anti-Semitic violence, the Pope prepared what has come to be known as “the hidden encyclical,” *Humani generis unitas* (“On the unity of the human race”). Slated to address the subject in a powerful speech on February 11, 1939—the tenth anniversary of the Lateran Accords—Pius XI died on February 10. At Mussolini’s request, Cardinal Eugenio Pacelli, Vatican Secretary of State and the future Pius XII, had the hundreds of copies of the speech made to be given to Italy’s bishops destroyed.

Dr. Kertzer spent seven years working with both Fascist and Vatican archives to get a fuller picture of what happened and its ramifications. “By putting it together I was able to see just how fearful Mussolini was of the speech,” says Dr. Kertzer.

The years of intertwined Church and Fascist interests throughout Pius XI’s reign led, ultimately, to a much stronger connection between the Vatican under Pius XII and the European



Mike Pride, Pulitzer Prize administrator, left, and Lee C. Bollinger, President of Columbia University, stand with David Kertzer at the award luncheon. (Photo courtesy of Eileen Barroso/Columbia University)



Random House

dictatorships during World War II—a connection that Pius XI stood ready to sever before he died. It’s a cautionary tale for contemporary alliances between politicians and religious leaders, Dr. Kertzer observes: “On the one hand, we look at parts of the Middle East and say how medieval they are for mingling church and state, religion and politics—but actually it’s not medieval at all in terms of European history; it was the case with the Roman Catholic Church less than a century ago,” says Dr. Kertzer. “It seems to me that the deal between the Church and the Fascist state shows just how dangerous that kind of thing can be.” [WW](#)

2015 Guggenheim Fellows

American Literature
Benjamin Reiss MN '89

Constitutional Studies
Sarah Barringer Gordon CN '92

East Asian Studies
Andrew F. Jones MN '91

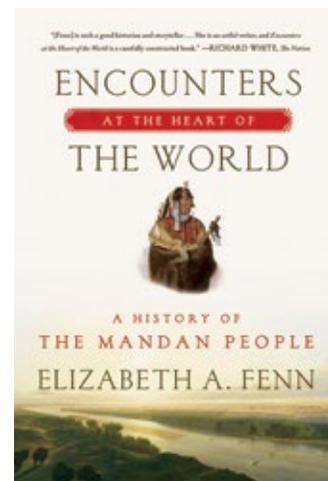
A forgotten story: Elizabeth Fenn CN '98 makes her way to the heart of the world



Mike Pride, Pulitzer Prize administrator, left, and Lee C. Bollinger, President of Columbia University, stand with Lil Fenn at the award luncheon. (Photo courtesy of Eileen Barroso/Columbia University)



Photo courtesy of Peter H. Wood



Hill and Wang

American history, Elizabeth (Lil) Fenn CN '98 points out, started long before 1492. “I like to tell people,” she says, “that I work on late medieval and early modern North Dakota.”

Dr. Fenn, Walter and Lucienne Driskill Professor and chair of the history department at the University of Colorado Boulder, won the 2015 Pulitzer Prize for History for her latest book, *Encounters at the Heart of the World: A History of the Mandan People*. The book tells the story of the Mandan and their villages along the Missouri River in present-day North Dakota—not far from the geographical center of the continent—from about 1350 to the current.

Dr. Fenn first came across the Mandan people while doing research for her 2001 book, *Pox Americana: The Great Smallpox Epidemic of 1775–82*, via Lewis and Clark, who spent the winter of 1804 with the tribe. “I was honestly floored by the size of the population, by the quality and quantity of commerce that flowed through their villages, and the overall significance of this major, semi-urban population hub on the northern Plains during the period of the American Revolution,” says Dr. Fenn. “And I wondered why we didn’t know that history.”

A tribe of nearly 12,000 at their peak, the Mandans endured tremendous challenges, including a smallpox epidemic in the mid-1800s that devastated their population. A settled people with permanent villages, they had elaborate farming practices, traded actively with other Plains peoples, and led a rich cultural and religious life. But accounts of the Mandan people were sparse and fragmented, and much of Dr. Fenn’s work revolved around

piecing together information from traditional written sources, sacred stories, early ethnographies, and scientific studies in such fields as geology, archeology, and nutritional science.

“That’s the joy of doing history,” says Dr. Fenn—“to try to bridge the gaps, using my imagination, asking myself how I can solve this problem, and what other sources might be useful.”

This stitching together of evidence also influenced the structure of the book, which comprises detailed narrative sections interspersed with occasional first-person accounts of Dr. Fenn’s own experience of getting to know today’s Mandan descendants. The format is also a reminder, she says, of what a messy process scholarship can be.

“My hope is that this format acknowledges the fragmentary quality of the evidence but nevertheless hangs together to create a compelling narrative,” she explains. “Writing a book like this is an act of hubris,” says Dr. Fenn. “We write with such authority sometimes. I think that readers need to come away with a full sense of the hazards of history as a discipline.”

The Pulitzer jury called the work “engrossing [and] original.” Dr. Fenn herself hopes *Encounters* will expand the scope of American history. “What I show is that there is a story on the plains that is just as compelling as the story along the Atlantic,” she told the *Colorado Independent*.

Dr. Fenn is currently at work on a biography of Sacagawea that also, she says, will serve as a larger history of the American West. [WW](#)

European & Latin American History

Mary Dewhurst Lewis AP '00

Intellectual & Cultural History

Richard Rabinowitz WF '66 and
Vanessa R. Schwartz MN '86

United States History

Kathleen M. Brown CN '88



DECODING DIGITAL HUMANITIES: Perspectives on an

Sociology as much as technology: Martha Nell Smith WS '84 on digital scholarship

“Everybody gets so much information all day long that they lose their common sense,” Gertrude Stein wrote in 1946, when Alan Turing was just developing his machine. If today’s burgeoning online resources in the humanities create a sometimes bewildering deluge of information, they also, as Martha Nell Smith WS ’84 notes, change how scholars analyze, craft, debate, and share information.



Dr. Smith has headed two of the nation’s best-known digital humanities sites. In 1994, as a Fellow of the Institute for Advanced Technology in the Humanities (IATH) at the University of Virginia, she founded the Dickinson Electronic Archives (www.emilydickinson.org). The DEA hosts manuscripts of and commentaries on the poet’s work, as well as related correspondence and works. Through the DEA Dr. Smith, in 2012, revealed and analyzed a daguerreotype that may be the only known image of Dickinson as an adult.

Her DEA experience also paved the way for Dr. Smith’s 1998 creation of the Maryland Institute for Technology in the Humanities (MITH) at the University of Maryland. “We were the first wave,” she recalls. “In the United States, there was IATH; a group at Brown that produced the Women Writers Project; Matrix at Michigan State; and ourselves.”

“Some of my colleagues thought I was crazy,” she says, “worried that getting enamored of computing would take away from the humanities research. I would say it’s using computational tools to advance research.” While Dr. Smith stepped aside as director in 2005, MITH remains a leading digital humanities center.

Digital tools, she observes, have changed scholarship, but ultimately human interaction guides their use. In a landmark 2007 essay, “The Human Touch: Software of the Highest Order,” Dr. Smith argues for embracing a collaborative, interdisciplinary, interpretive sensibility in digital scholarship that does not conform to traditional methods. For example, old notions about the validity of particular scholarly editions, or about the invisible authority of any one editor’s changes, are replaced by an awareness of the ways in which different editors and editions engage each other.

“One of the most important technologies I have learned about is collaborative work. It trains people for various workplaces,” she says. “The reach of digital scholarship is also huge. You can reach many people that you

wouldn’t engage through traditional book and article publication.”

What about peer review, the academy’s traditional quality control for published research? “I do think peer review is important,” Dr. Smith avers. “Putting publications online [without peer review] can yield pieces that are not so good. But on the other hand you might get feedback and critical review that you wouldn’t get through regular channels. You might get an expert

perspective from a quarter you don’t expect.”

Digital scholarship can bring a similar breadth of perspective to original sources, Dr. Smith says. “With primary materials—items previously viewable only by experts allowed into Special Collections and the like—now being examined by non-experts, sometimes very productive questions are posed, questions that those in the know have been schooled out of.”

At the same time, the increasingly digital nature of primary materials themselves poses dilemmas, she observes, as future scholars will no longer rely on marginalia and marked-up text. “Now I’m really arguing for making sure that that various publication states be preserved and not just overwritten. It’s important to have digital preservation markers that show different stages of work, so that people can see and learn from various evolutions.”

Dr. Smith’s leadership in digital humanities is shaped by her commitment to feminist scholarship. Her 2014 article, “Frozen Social Relations and Time for a Thaw: Visibility, Exclusions, and Considerations for Postcolonial Digital Archives,” contends that, while online access makes it possible to share ideas and information without respect to class, race, gender, or sexuality, funding and recognition still conform to traditional social structures that privilege certain groups over others.

Digital scholarship, in the end, changes the way tomorrow’s scholars will approach materials and exchange ideas. Dr. Smith says she cautions her students about the irrevocability of online publications, the volatile culture of response to online work, and the ease with which anyone working digitally may be deprived of full credit. The true innovation in digital scholarship, she suggests, may be less technological than sociological. “The positive side for scholars,” she adds, “is that you may make connections that you wouldn’t make otherwise.” **WWW**

emerging and ever-changing field

Thomas Bartscherer CN '02

Digital humanities, Thomas Bartscherer CN '02 notes, is less an entirely new field than “a new set of questions, possibilities, and problems to investigate and work with within traditional fields.”

Dr. Bartscherer is an assistant professor of humanities and literature at Bard College and co-editor of *Switching Codes: Thinking Through Digital Technology in the Humanities and the Arts* (University of Chicago Press, 2011). He got into the world of digital humanities thanks, in part, to his Newcombe Fellowship. During his Fellowship year, Dr. Bartscherer was working on a dissertation about Plato and Nietzsche when he was invited to Paris for a Nietzsche project. The project eventually grew into what is now called Nietzsche Source, an online catalogue of scholarly content of the 19th-century German philosopher, cultural critic, poet, composer, and Latin and Greek scholar Friedrich Nietzsche.

During the course of the project, Dr. Bartscherer started to “realize the immense challenges and immense potential of digital technology to transform work in the humanities.”

In the specific task of collecting and presenting a large body of work, like that of Nietzsche, the technology makes it relatively easy and inexpensive to display many interrelated resources online. At the same time, as scholars are organizing and posting the work, they have to be able to categorize it and link it in a way



that makes sense but can also communicate with other scholars and sources.

“The decisions that are made about how you cut up the world are going to fundamentally affect the way people look at it in the future,” says Dr. Bartscherer. “These sorts of problems come up all over the place. We need people to learn how to switch their codes — you speak my language, I speak your language, and

we figure out together how to build these research infrastructures in a way that pulls the best from both worlds.”

Dr. Bartscherer is director of The Language and Thinking Program at Bard College as well as a faculty member in Bard’s Experimental Humanities program, which launched in 2013. The program seeks to create a multidisciplinary space where digital work and the impact of the digital world can be explored, studied, utilized, and placed in a broader context.

This work has led Dr. Bartscherer to conclude that teaching in the digital age requires a new kind of classroom approach. “All of my students have, in their pockets, massively more than I could ever tell them,” he says, “which means there is a whole bunch of stuff I don’t need to tell them. This has made pedagogy primarily about conversations. And that opens up opportunities for what can happen in a classroom that are both daunting and exciting.” [WW](#)

Claire Potter CN '87

Digital humanities—then called “humanities computing”—originated in rooms occupied by giant computers, Claire Potter CN '87 notes. Now, when a wealth of knowledge fits in a pocket, digital humanities “[uses] technology to reconceptualize the design of typical humanities research problems—creating large data, grappling with large data, visualizing knowledge, and using computers to ask new kinds of questions.”



Dr. Potter, professor of history and chair of the Digital Humanities Initiative at The New School, found her way into the digital humanities through her popular blog “Tenured Radical.” (Begun in 2007, it ran in *The Chronicle of Higher Education* from 2011 until earlier this year.) The more active Dr. Potter became online, the more she pondered questions of scholarship, daily practice, and pedagogy for humanists working with technology.

Particularly in working with recent history, Dr. Potter observes, the proliferation of sources—and, increasingly, digital sources—directly affects how data is researched, studied, and distributed. “The sheer volume of documents both electronic and paper generated by a given institution or community organization is so huge,” she says. “You really need new ways of understanding them, mapping them, and making them visual for people to understand.”

Information distribution is not a new hurdle in the humanities, where direct access to original materials can be crucial, but

the digital element presents new opportunities and questions. Working with OutHistory.org, an online catalog of LGBT research and history, Dr. Potter finds one ready advantage of the website: It enables users to submit pieces of daily life that might be excluded from traditional collections. “That kind of daily archive of LGBT life actually becomes very important in writing history.”

To expand conversations about digital technology in teaching and learning, Dr. Potter is working on a program called Digital Across the Curriculum, which aims to put at least one digital assignment into every classroom. She hopes the program will “[help] faculty and students develop better digital skills and think about how those skills translate into the classroom.”

Dr. Potter’s next book, *Digital U: Why Crowdsourcing Social Media, Word Press and Google Hangouts Could Save the Humanities* (University of North Carolina Press), will go through a fitting round of “crowd refereeing”—an outgrowth of the online practice of crowdsourcing. The full book will be posted in draft for eight months, and interested viewers can comment, question, and contribute to the manuscript.

Digital work, Dr. Potter explains, has great power for moving the humanities out into the world. “The humanities are bridge-building,” she says. “They become a way for committed people in the university to fan out into communities and to give communities access to the conversations that we in the university take for granted.” [WW](#)



PLUGGED IN: WW Teaching Fellows use technology

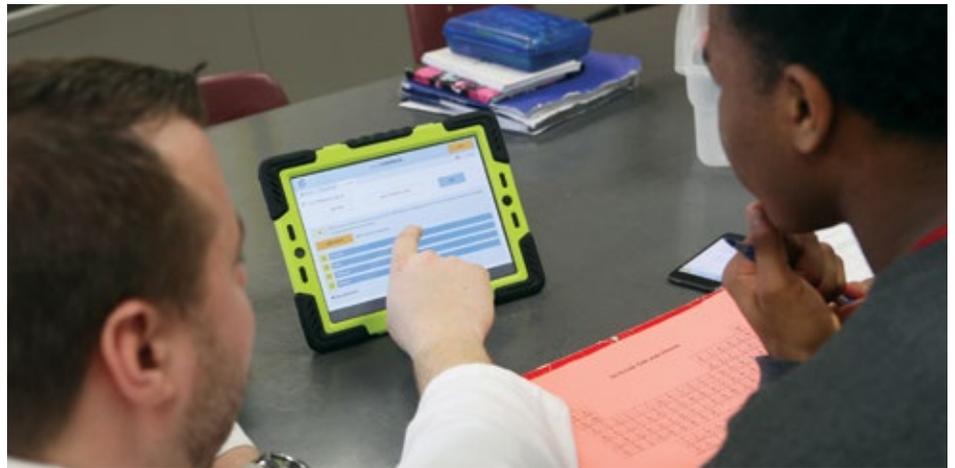


In a growing number of contemporary classrooms, students do lessons on notebooks and tablets and smartphones. According to a recent survey on mobile learning from Project Tomorrow, 64 percent of middle school students agree that effective technology use increases their interest in what they are learning at school.

This past spring at STEAMM @ Hartford Academy in Canton, Ohio, the classroom of WW Teaching Fellows Chad Ostrowski and Elizabeth Gleixner was abuzz as students worked away on their iPods. Ms. Gleixner TF '14—paired with Mr. Ostrowski TF '11 for her yearlong clinical practice during her master's degree program—gave instructions to one group of students about their next activity while other students, alone or in small groups, finished previous assignments. In his white lab coat, Mr. Ostrowski monitored students' progress on an iPad before working through a pH lab with three boys.

Mr. Ostrowski, who relies on school-issued iPods and iPads, has developed a systematic mastery-based learning model called The Grid Method. He gives students individualized learning goals, that they work toward on their devices at their own pace,

Photos by Frances M. Hannan



then assesses their mastery digitally and displays results on a classroom progress grid.

A student motioned towards his iPod with a befuddled look. With a few audible taps on his tablet, Mr. Ostrowski checked the student's progress, crouched down, and explained substances and mixtures in terms of cereal with marshmallows. The student smiled as the content clicked, then moved on with his lesson.

"Because they are working at their own pace a lot of the fear of failure and apprehension disappears," says Mr. Ostrowski. "Students become more confident as learners."

Fast forward to fall 2015: Ms. Gleixner is now leading her own algebra classroom at Wooster High School where each student has access to a MacBook Pro for video lectures, review games, assessments, and simulations, and a platform to support collaborative and group work.

"Having students work independently on computers instead of solely relying on me for instruction allows for an increased amount of small group instruction and intervention," says Ms. Gleixner.

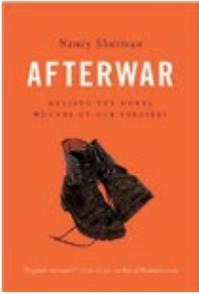
When structuring their lessons and technology plans for their classrooms, both Mr. Ostrowski and Ms. Gleixner try to start with the end goal and work backward with technology, deciding on the most engaging or effective way to present the material.

"While teaching and encouraging 21st-century skills are important," says Ms. Gleixner, "there's no point in using technology just to use it." She adds that it is important to set expectations high from the beginning. "If students know that it is not acceptable to be using the technology in a way that differs from their instructions, and know what the consequences are for these behaviors, they are less likely to get off task."

Mr. Ostrowski agrees that the use of technology must be rooted in good pedagogy and classroom management. "It's only as good as the curriculum it is delivering to its recipients."

Technology is, for both of these WW Fellows, a tool that allows them to reach each student on his or her content level and to adjust lessons and goals accordingly. For Mr. Ostrowski, this also means that students who once fell behind because of absences can now keep up with instruction remotely. Ms. Gleixner has kids expressing their appreciation for math for the first time.

"Through the Woodrow Wilson program, I have realized that encouraging a love of all things STEM is equally important to teaching mathematical skills," says Ms. Gleixner. "I find that when we provide realistic examples with real-world applications and engage students through technology, they take a new interest in math." 



Afterwar: Healing the Moral Wounds of Our Soldiers

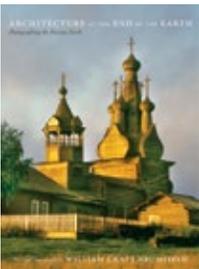
Nancy Sherman CN '81

With the greatest number of soldiers returning home from war since Vietnam, it is more than physical injuries and PTSD that soldiers must contend with. In her new book, Nancy Sherman CN '81 explores the unseen moral injuries—guilt, shame, feeling responsible for doing wrong or being wronged—that soldiers sustain at war.

Drawing on her expertise in ancient ethics and psychoanalysis and her extensive experience working with the military, Dr. Sherman culls narratives from in-depth interviews that depict the range of moral injuries and their impact. Dr. Sherman explores how veterans can, without becoming re-traumatized, go about reawakening and reframing their feelings and experiences and eventually replace resentment with trust. In order for soldiers to accomplish this healing, she also argues the changes needed by military courts, VA hospitals, and civilians who have been spared the front-line wounds of war.

The Kirkus Review says of the book: “Sherman brings into the light the hellish experiences of both men and women in theaters of war, experiences that do not dissipate after leaving...A piercing course in sensitivity training to build a moral community upon re-entry into society.”

Nancy Sherman is a distinguished University Professor in Philosophy at Georgetown and an affiliate at the Kennedy Institute of Ethics. She is the author of five other books, including *The Untold War*, previously featured in *Fellowship*.



Architecture at the End of the Earth: Photographing the Russian North

William Craft Brumfield WF '66

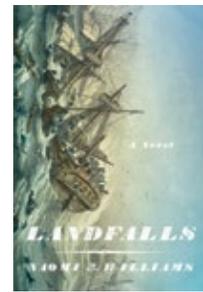
From ornate, onion-shaped domes to modest wooden structures, the isolated landscapes at the edge of the world are dotted with architectural gems. William Craft Brumfield has made it his mission to photographically document every facet of Russian architecture. In his most recent collection, Dr. Brumfield has beautifully captured the diverse structures of the Russian North in some 200 color photographs.

The photographs allow readers to see, most for the first time, the range of structures in the region, while the text gives context to their significance in Russian history and culture. The book captures both dilapidated and well-

cared-for buildings, some that were repurposed during the Soviet era. Among them are the massive walled Transfiguration Monastery on Great Solovetsky Island, which dates to the mid-1550s; the Ferapontov-Nativity Monastery's frescoes, painted in 1502 by Dionisy, one of Russia's greatest medieval painters; nineteenth-century log houses, both rustic and ornate; and the Cathedral of St. Sophia in Vologda, which was commissioned by Ivan the Terrible in the 1560s.

Blair Ruble, former director of the Kennan Institute for Russian Studies, says of the work: “His homage to the region's architecture proclaims to the world that no one can understand Russia without beginning in the north.”

Dr. Brumfield is a professor of Slavic Studies at Tulane University and the foremost authority in the West on Russian architecture. He began photographing Russia in 1970 and is now the author, editor, and photographer of 35 books and numerous articles.



Landfalls

by Naomi J. Williams MN '87

In 1785 two ships, 200 men, and 10 scientists set sail from Brest. The La Pérouse expedition aimed to circle the globe, make scientific discoveries, and bring glory to France. In her debut novel, Naomi J. Williams MN '87

weaves together truth and fiction in a reimagining of the ill-fated journey. A high-seas tale of heartbreak, Enlightenment ideals, and the human condition, *Landfalls* stitches together a narrative over time and perspective. Each chapter is told from a different point of view—voices and experiences come from those on the ship as well as those back home, those they encountered, and those who survived.

The New York Times calls the work a “brave pastiche of mostly true stories that overlap and jar, conveying the confusion of history more accurately than most fiction: as a series of competing projects, as a cacophony of voices for which there's rarely a direct translation, as a negotiation over power that's more fluid than we might have believed.” *Kirkus Reviews* pegged it as an “entertainingly erudite debut.”

Williams' short fiction has appeared in journals such as *One Story*, *The Southern Review*, and *The Gettysburg Review*. In 2009, she received a Pushcart Prize which honors the best in small press “poetry, short fiction, essays or literary whatnot.” **WW**



MacArthur Foundation

MacArthur Foundation “Genius” Fellowship

Ellen Bryant Voigt WF '64 was awarded a 2015 MacArthur “Genius Grant.” The poet has published eight collections known for their lyrical and narrative elements. Her latest work *Headwaters* (2013) abandons all punctuation and line structure: “a book of wisdom that refuses to be wise, a book of fresh beginnings by an American poet writing at the height of her powers.” MacArthur Fellows receive a \$625,000 no-strings-attached grant over a six-year period.

Book Awards

Lawrence Raab WF '68 made the National Book Award’s poetry longlist for his work *Mistaking Each Other for Ghosts* (Tupelo Press).

Teju Cole MN '00 made the shortlist for the 2015 PEN-American Open Book Award, an award for an exceptional book-length work of literature by an author of color. His novel, *Every Day is for the Thief*—originally published in Nigeria in 2007—was released in hardback by Random House last year.

Edmund Keeley WF'50 won the 2014 PEN Award for Poetry in Translation for his and Karen Emmerich’s translation of *Diaries of Exile* by Yannis Ritsos.

Andrew Carnegie Fellowship

In May 2015, **Laurence Ralph MN '04** received an Andrew Carnegie Fellowship for his work on the domestic problems of policing, race, and violence and the larger question of global governance. Dr. Ralph is John L. Loeb Associate Professor of the Social Sciences in the Departments of Anthropology and African and African American Studies at Harvard University. Last year, he published *Renegade Dreams: Living Through Injury in Gangland Chicago* (University of Chicago Press).

WW Teaching Fellow wins grant for non-profit foundation



Blake Nathan, Indiana TF '12, has started a non-profit foundation. The foundation, Educate ME, aims to increase the number of and develop African-American male educators in urban school settings. In July Educate ME was named the Kind [Snacks] Cause Winner for the month and granted \$10,000.

RECENT PUBLICATIONS:

Robert B. Alter WF '57, translated—*Strong As Death Is Love: The Song of Songs, Ruth, Esther, Jonah, and Daniel* (W.W. Norton & Company)

Nancy Bookidis WF '60—*The Sanctuary of Demeter and Kore: The Greek Lamps and Offering Trays* (The American School of Classical Studies at Athens)

Joseph J. Ellis WF '65—*The Quartet: Orchestrating the Second American Revolution, 1783-1789* (Knopf)

Ilana Feldman CN '01—*Police Encounters: Security and Surveillance in Gaza Under Egyptian Rule* (Stanford University Press)

Justin Glenn WF '67—*The Washingtons: A Family History, Vol. III & IV* (Savas Beatie)

Peter J. Golas WF '61—*Picturing Technology in China: From Earliest Times to the Nineteenth Century* (Hong Kong University Press)

Jennifer Johnson CEF '15—*The Battle for Algeria: Sovereignty, Health Care, and Humanitarianism* (University of Pennsylvania Press)

George R. Lamplugh WT '93—*Rancorous Enmities and Blind Partialities: Factions and Parties in Georgia, 1807-1845* (University Press of America)

Tobias Menely CN '05—*The Animal Claim: Sensibility and the Creaturely Voice*

J. Sears McGee WF '65—*An Industrious Mind: the Worlds of Sir Simonds D'Ewes* (Stanford University Press)

Fran Shaw WF '69—*Lord Have Mercy: Waking Up in the Spiritual Marketplace* (Indications Press) 

FOUNDATION UPDATES

For its 2015–16 fiscal year, the Woodrow Wilson Foundation’s Board of Trustees has a new Chair and a new Trustee.



Frances M. Hannan

Thomas C. Hudnut, a Woodrow Wilson Trustee since 2005, was elected Chair at the Board’s June 2015 meeting. Mr. Hudnut is a member of RG175, a firm specializing in leadership and governance consulting for nonprofits and independent schools. From 1987 to 2013 he was president and chief executive officer of Harvard-Westlake School in Los Angeles, an independent college preparatory school enrolling 1,550 students in grades

7 through 12. Prior to his tenure at Harvard-Westlake, he headed schools in Maryland and northern California. A 1969 Princeton graduate, he holds a master’s degree from the Fletcher School of Law and Diplomacy at Tufts. Mr. Hudnut is the President-General of the Cum Laude Society, Treasurer of School Year Abroad, Inc., and past president of the Headmasters Association, the Country Day School Headmasters’ Association and the California Association of Independent Schools. He is also a former Planning Commissioner for the City of Los Angeles.



Debra Weinstein

Martha J. Kanter, a Distinguished Visiting Professor of Higher Education and Senior Fellow at New York University, has also joined the Woodrow Wilson Board. From 2009 to 2013 Dr. Kanter served as the U.S. Under Secretary of Education for President Barack Obama and Secretary Arne Duncan, overseeing all federal postsecondary statutory, regulatory and administrative policies and programs for the U.S. Department of Education,

including the \$175 billion annual federal student aid programs, higher education, adult education, career-technical education, international education and six White House Initiatives. Previously, Dr. Kanter served as President of De Anza College and then Chancellor of the Foothill-De Anza Community College District for sixteen years. She began her career as an alternative high school teacher. She holds a B.A. degree in sociology from Brandeis University, an M.Ed. from Harvard University and an Ed.D. from the University of San Francisco. 

Rick Rosenberg joined the Woodrow Wilson National Fellowship Foundation as Chief Development Officer in August. Rick brings to the Foundation more than 25 years’ experience in corporate and foundation development in higher education. Previously, he was director of foundation, government and faculty grants at Gettysburg College, and has held similar positions at Bucknell University, the University of Maryland College Park, and Hobart and William Smith Colleges.



Rick also worked in development for Princeton University. He has been active in a variety of groups for foundation and faculty grants professionals at liberal arts colleges and has twice served on the national leadership team for the Council for Advancement and Support of Education’s annual conference for professionals in corporate and foundation relations. Rick completed a B.A. in economics and political science at Stanford and an M.P.A. at Princeton. 

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J.B. Heiser

When Dr. Mary Beth Norton applied for the Woodrow Wilson Fellowship in the fall of 1963, her advisor at the University of Michigan warned her that “girls” didn’t usually win such awards.

“To be awarded one was thrilling,” says Dr. Norton. The Woodrow Wilson Fellowship led to a five-year Harvard University fellowship where Dr. Norton completed her master’s degree in 1965 and Ph.D. in 1969. Her doctoral dissertation, *The British-Americans*, was published by Little, Brown and Company and won the 1970 Allan Nevins Prize for the best-written doctoral dissertation from the Society of American Historians.

Dr. Norton went on to edit, co-author, and write 10 books, including *Founding Mothers and Fathers*, which was a finalist for the 1997 Pulitzer Prize. She is the Mary Donlon Alger Professor of American History at Cornell University and has served on the National Council on the Humanities and as president of the Berkshire Conference of Women Historians.

In May, Dr. Norton presented her newest research findings at the Omohundro Institute of Early American History and Culture. Her current work focuses on the experiences of Americans just prior to the outbreak of the American Revolution in April 1775.

“Winning the Woodrow Wilson Fellowship was the first important step on what has turned out to be a successful academic career,” says Dr. Norton. “In gratitude, I have regularly contributed to the Foundation ever since I started teaching.” 

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Photos by Frances M. Hannan

WW HistoryQuest: It's "game on" for these teachers

For a preview of the WW HistoryQuest Fellowship, a group of New Jersey American History teachers convened this summer at the New York offices of the Institute of Play. During a daylong workshop, they focused on using game-based learning in the classroom. Fellows explored the anatomy of game design, learned to modify and develop games, and play-tested them for use in their own classrooms.

WW HistoryQuest aims to use the power of games, play, and digital tools to transform both teacher practice and student engagement and will be administering its second session next summer. More information is available online at woodrow.org/fellowships/historyquest.

