

fellowship

The Newsletter of the Woodrow Wilson National Fellowship Foundation

WW
THE WOODROW WILSON
National Fellowship Foundation

FALL/WINTER 2018

WW Teaching Fellowship Expands to Pennsylvania, Names New Class in Georgia

At an event in Harrisburg in September, Pennsylvania Gov. Tom Wolf and Arthur Levine, president of the Woodrow Wilson National Fellowship Foundation, announced that Pennsylvania will make a major commitment to ensuring excellent teachers are leading STEM classrooms in high-need schools across the state with the establishment of the Woodrow Wilson Pennsylvania Teaching Fellowship program.

"Expanding businesses need people with STEM skills, and that starts with great teachers," said Governor Wolf. "I commend the Woodrow Wilson National Fellowship Foundation for making Pennsylvania the sixth state with this fellowship and for its dedication to delivering a quality STEM education to our students."

Pennsylvania joins Georgia, Indiana, Michigan, New Jersey, and Ohio in bringing the Woodrow Wilson Teaching Fellowship to its colleges and universities.

"All Pennsylvania students both need and deserve strong STEM teachers," Dr. Levine said. "Through the Pennsylvania Teaching Fellowship Program, the Woodrow Wilson Foundation will now help the state construct new pipelines of aspiring educators with strong backgrounds in science, technology, engineering, and math, all committed to teaching in Pennsylvania's high-need



Above, partners in the WW PA Teaching Fellowship announce the program in Harrisburg. (photos courtesy PA Governor's office) Below, new WW GA Teaching Fellows are celebrated at the Capitol in Atlanta with Gov. Deal. (photo courtesy GA Governor's office)

communities. Through this effort, Pennsylvania will continue to strengthen its schools, its communities, and its future."

The WW Pennsylvania Teaching Fellowship will focus on preparing top-quality educators for many of the state's most underserved public schools.

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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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WW Teaching Fellowship

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Each Fellow receives \$32,000 to complete a specially designed, cutting-edge master's degree program based on a yearlong classroom experience. In return, Fellows commit to teach for three years in the urban and rural Pennsylvania schools that most need strong STEM teachers. Throughout the three-year commitment, Fellows receive ongoing support and mentoring.

Initial school district partners for the Pennsylvania Teaching Fellowship include McKeesport Area School District, Penn Hills School District, Pittsburgh Public Schools, Philadelphia Public Schools, and Woodland Hills School District.

The Woodrow Wilson Foundation selected Duquesne University, University of Pennsylvania, and West Chester University as its first university partners, following an exhaustive statewide review. Joining 28 other colleges and universities nationwide in the WW Teaching Fellowship network, these institutions will spend at least a year tailoring their teacher preparation programs to meet the Fellowship's standards for intensive clinical work and rigorous related coursework. The work at West Chester University will later be replicated on other campuses in the Pennsylvania State System of Higher Education (PASSHE).

All three participating universities will receive \$400,000 matching grants to develop their teacher preparation programs based on standards set by the Woodrow Wilson Foundation. For each of the program's three years, the participating Pennsylvania universities will be able to enroll 12 Fellows, totaling 108 fellows over that three-year period.

The Woodrow Wilson Foundation will create and administer the program, anchored by a \$5 million matching grant from the William Penn Foundation, and generously supported by Highmark, AT&T, the Pennsylvania State Employees Credit Union, M&T Bank, the Weiss Family Foundation, Pennsylvania's State System of Higher Education Foundation, and several other major individual donors. Given the state's shortage of secondary-level STEM teachers, the Foundation is looking for additional partners and funders to expand the program.

In Georgia, where the Teaching Fellowship was launched in 2015, Georgia Gov. Nathan Deal and Arthur Levine recognized the fourth class of WW Georgia Teaching Fellows at an event in June at the

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Abbreviations used in this issue:

CEF = Career Enhancement
Fellow

CN = Newcombe Fellow

FAF = Pickering Undergraduate
Foreign Affairs Fellow

HQ = HistoryQuest Fellow

MN = Mellon Fellow

PP = Public Policy Fellow

TF = Teaching Fellow

WF = Woodrow Wilson Fellow

WW Teaching Fellowship



Supporters gather for the WW PA Teaching Fellowship announcement.

Continued from page 2

State Capitol in Atlanta. The 24 aspiring educators will attend Georgia State University and Mercer University and join 159 teachers who have earned master's degrees from Columbus State University, Georgia State University, Kennesaw State University, Mercer University, and Piedmont College since the program began in 2014. The highly competitive Fellowship recruits both recent graduates and career changers with strong backgrounds in science, technology, engineering, and math.

To date, more than 1,200 teachers have been prepared through the Woodrow Wilson Teaching Fellowship program. A range of foundations and private funders, including Lilly Endowment Inc., Robert W. Woodruff Foundation, the W.K. Kellogg Foundation, the Overdeck Family Foundation, and a consortium of Ohio and New Jersey foundations, as well as state and federal funds, have supported the Fellowship. The Pennsylvania program brings the total commitment to the Fellowship to nearly \$100 million nationwide.



WW Launches New Higher Education Policy Fellowship

Today, states recognize that higher education is central to their success. From economic development to workforce issues, criminal justice to health care, higher education issues such as access, completion, cost, and outcomes can have a very real impact on a state, its communities, and its people. Institutions of higher education recognize these needs and also seek to sustain learning, scholarship, and research in ways that both inform and transcend these more pragmatic purposes.


The differing agendas that policymakers and higher education leaders balance, as a result, sometimes make their interactions complex and difficult.

The new Woodrow Wilson Higher Education Policy Fellowship brings together current leaders who are on a trajectory to shape the future of higher education policy and practice. The program aims to help Fellows gain an understanding of commonalities as well as differences between them, seeking to strengthen the former and to develop the skills and knowledge to bridge the latter.

The 2017–18 inaugural group of Fellows comprised college and university presidents, state higher education executive officers, and chairs of state legislatures' higher education committees. Delegations from four states—Georgia, Indiana, Massachusetts, and New Jersey—attended two weekend symposia, guided and supported by experts in such areas as demographics, higher education finance, and educational technology. The delegations then developed and pursued follow-up initiatives in their home states.

“The program was extraordinarily beneficial,” says one of the Fellows, a community college president. “From a networking perspective, getting access to these experts was very valuable. In a leadership position, the more resources, the better.”

Another Fellow, chair of her state senate's committee on higher education, comments, “The program is excellent. It helped [our state delegation] to organize an approach and plan next steps.”

Following last year's successful pilot, funded by the Henry Luce Foundation, the program has been extended with a grant from the Andrew W. Mellon Foundation. States invited to send delegations to the 2018–19 program are Colorado, Montana, Pennsylvania, and Tennessee. 



(photos/Beverly Sanford)

2018 Nancy Weiss Malkiel Scholars Announced



Jennifer Jones



Julius Fleming



Nicole Overstreet



Van Tran

This fall, ten emerging faculty leaders began their year as 2018 Nancy Weiss Malkiel Scholars. Funded by the Andrew W. Mellon Foundation, the Malkiel Scholars Award supports junior faculty whose research focuses on contemporary American history, politics, culture, and society, and who are committed to the creation of an inclusive campus community for underrepresented students and scholars.

The Woodrow Wilson Foundation established the program in 2015 to honor Dr. Nancy Weiss Malkiel WF '65, a leading scholar of civil rights and race relations in early and mid-20th-century America. Dr. Malkiel became the first woman to join the faculty of the Princeton University Department of History in 1969. She also served for a record 24 years as Princeton's Dean of the College. Dr. Malkiel is a long-time Foundation Trustee.

Each Malkiel Scholar will receive a 12-month award of \$17,500 while working toward tenure. The award is structured to free the time of junior faculty who have passed their midpoint tenure review—including those from underrepresented groups and others committed to eradicating disparities in their fields—so that they can both engage in and build support for systems, networks,

and affinity groups that make their fields and campuses more inclusive.

Jennifer Jones, assistant professor of sociology and Latin American and Latino studies at the University of Illinois at Chicago, called her award an “extraordinary honor.”

“Being recognized in this way gives me a great deal of confidence to push forward with my long-term research and leadership goals,” she says. “Now that I have started my term as a Malkiel Scholar, I am delighted to learn that I am a part of a community of women and scholars of color who are working to change the academy. I also have already benefited from the practical support, which has allowed me to hire research support on a large-scale project that investigates the relationship between race, policy and social discourse, moving a paper forward that I would not otherwise have been able to make progress on.”

The 2018 Malkiel Scholars represent the next generation of leaders and scholars in the humanities and social sciences, poised—like the program's namesake—to play a significant role in shaping American higher education. [WWW](#)

The 2018 Nancy Weiss Malkiel Scholars

Aimee Cox • Yale University, anthropology and African American studies • *Living Past Slow Death: Creative Protest & the Reclamation of Black Life in the Urban U.S.*

Julius Fleming, Jr. • University of Maryland, College Park, English • *Black Patience: Performance and the Civil Rights Movement*

Jennifer Jones • University of Notre Dame, sociology • *The Browning of the New South*

Mary Elizabeth Mendoza • University of Vermont, history • *Unnatural Border: Race and Environment at the U.S.–Mexico Divide*

Jamila Michener • Cornell University, government • *Fragmented Democracy: Medicaid, Federalism and Unequal Politics*

Nicole Overstreet • Clark University, psychology • *Influence of sociocultural processes (stigma, stereotyping, discrimination) on health disparities*

Traci Parker • University of Massachusetts Amherst, Afro-American studies • *Workers, Consumers, and Civil Rights: Department Stores as Contested Spaces for Racial Equality*

Danielle Terrazas Williams • Oberlin College, history • *The Capital of Free Women: Race, Status, and Economic Networks in Colonial Veracruz*

Van Tran • Columbia University, sociology • *Lives in Motion*

Aubrey Westfall • Wheaton College, political science • *The Politics of the Headscarf in the United States*

Career Enhancement Fellows Named, Annual Retreat Held

This year's Career Enhancement Fellows include 33 junior and adjunct faculty members from some of the nation's top institutions. The program, which aims to increase the presence of minority faculty committed to eradicating racial disparities in core fields in the arts and humanities, creates career development opportunities for selected faculty Fellows with promising research projects.

The Career Enhancement Fellowship, funded by the Andrew W. Mellon Foundation and administered by the Woodrow Wilson National Fellowship Foundation, provides Fellows with a six-month or one-year sabbatical stipend (up to \$30,000); a research, travel, or publication stipend (up to \$1,500); mentoring; and participation in a late summer professional development retreat. The Career Enhancement Fellows met this summer in Wesley Chapel, FL, where they worked with mentors, networked with peers, and presented their fellowship year projects.

The two Fellows who were awarded Career Enhancement Adjunct Faculty Fellowships will each receive a six-month award of up to \$10,000; an assigned mentor; and funding to attend a conference with their mentor. This Fellowship seeks to support adjunct faculty as they work to secure a tenure-track position.



Career Enhancement Fellows and mentors gathered for their annual retreat.

See the full list of 2018 Career Enhancement Fellows and read more about the award online: bit.ly/WW-CEF18 [WW](#)

2018 Newcombe Fellows Named



Ariella Messing



Jeffrey Nicolaisen



Joseph Bartzel



Smriti Upadhyay

"It was honestly very difficult to grade 30 midterm exams after hearing this incredible news," exclaimed Ariella Messing after receiving the news of her Newcombe Fellowship one afternoon in her office.

The Woodrow Wilson National Fellowship Foundation has awarded 21 promising scholars Charlotte W. Newcombe Doctoral Dissertation Fellowships. The Newcombe Fellowship fosters the original and significant study of ethical or religious values in all fields of the humanities and social sciences. Each 2018 Fellow receives a 12-month award of \$25,000 to support the final year of dissertation work.

"I teared up, exhaled, and called my partner," recalled Amy Hanes, whose research focuses on chimpanzee sanctuaries in Cameroon. "He has read everything I have put out over the past six years, and I knew he would understand what being selected as a Fellow meant."

Other Fellows are writing on such topics as the Ferguson Commission and the future of St. Louis; baroque and enlightenment Catholicism in 18th-century Spain; and social welfare in South Africa. (*See the full list of Fellows online: bit.ly/WW-CN18*)

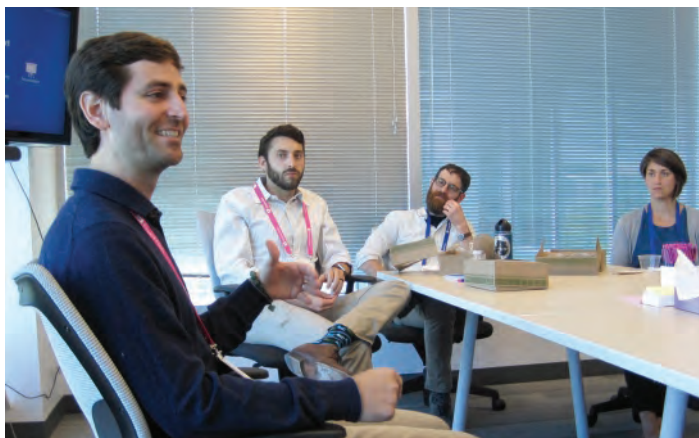
The support allows Fellows flexibility and motivation in finishing their dissertation.

"It can be difficult and lonely to do truly interdisciplinary work," says Ms. Messing, whose dissertation examines the evolution and effects of grassroots abortion funds. "It is incredibly affirming to know that the committee recognized the value of my research."

The Newcombe Fellowship is the nation's largest and most prestigious award for Ph.D. candidates in the humanities and social sciences addressing questions of ethical and religious values. Funded by the Charlotte W. Newcombe Foundation, the Fellowship was created in 1981 and has supported just over 1,200 doctoral candidates, most of them now noted faculty at domestic and foreign institutions.

"The Fellowship is extremely valuable to me because of the time it provides to deepen my thinking and clarify my writing," says Nasrin Olla, a doctoral candidate in English at Cornell whose dissertation explores the role of opacity in contemporary African American literature. "It is an honor to join a community of other Newcombe Fellows whose work has been so influential to my thinking." [WW](#)

Course Hero–WW Fellowship Names Fellows, Expands



Course Hero CEO Andrew Grauer, left, leads a discussion with 2018 Course Hero–WW Fellows.



CH–WW Fellows, WW staff, and selectors participate in a discussion at the Course Hero Education Summit. (photos/Beverly Sanford)

This summer, WW announced the inaugural class of Course Hero–Woodrow Wilson Excellence in Teaching Fellows. The first awards went to promising early-career faculty: Max Berkelhammer, assistant professor of earth and environmental sciences at the University of Illinois at Chicago; Adam Bjorndahl, assistant professor of philosophy at Carnegie Mellon University; Jazmin Brown-Iannuzzi, assistant professor of psychology at the University of Kentucky; Lauren D’Innocenzo, assistant professor of organizational behavior in the Department of Management at the LeBow College of Business at Drexel University; and Ellen Matson, assistant professor of chemistry at the University of Rochester.

“This fellowship was created to honor teachers who go above and beyond what the profession calls for to find innovative ways to teach students lessons that stick with them for a lifetime,” said Andrew Grauer, cofounder and CEO of Course Hero. “This inaugural class of recipients embodies these values of excellence and innovation in teaching, expanding the walls of the classroom and opening the minds of their students to new ways of learning.”

Created by Course Hero and administered by the Woodrow Wilson Foundation, the Fellowship supports rising postsecondary educators who demonstrate excellence as educators in and beyond the classroom and are poised to shape their fields. The Course Hero–WW Fellowship



WW President Arthur Levine, far right, speaks on a panel at the Course Hero Education Summit.

is conceived as a “genius grant” that emphasizes outstanding undergraduate teaching practice.

As a part of their award, the 2018 Course Hero–WW Fellows traveled to Silicon Valley for the Course Hero Education Summit. During the summit, Fellows had the opportunity to meet with Course Hero executives, exchange ideas about challenges and triumphs in undergraduate teaching, attend panel discussions on the future of teaching in higher education, and hear noted national and international speakers.

For 2019, the Course Hero–WW Fellowship has been expanded, with the program’s second round supporting both tenure-

and non-tenure-track professors in the humanities/social sciences, life sciences, math/physical sciences, and business.

In addition to four tenure-track Fellows, four non-tenure-track Fellows will be named. Non-tenure-track faculty, by varying estimates, make up one-half to two-thirds of today’s faculty workforce in higher education, and they disproportionately teach entry-level undergraduate courses. Many are deeply committed to teaching but have less access to resources and less time to prepare classes. The Course Hero–WW program expansion is intended to acknowledge such non-tenure-track educators’ contributions to teaching excellence. [WW](#)

WW Academy Names New President, Inaugural Class Begins

fellowship



The Woodrow Wilson Academy of Teaching and Learning began this fall with a new president and a new class of teacher candidates.

This spring, the WW Academy's Board of Trustees announced that Dr. James Tracy had been unanimously selected as the first president of the innovative new graduate school of education. The Stanford University Ph.D. is a leading national voice on education innovation and the use of technology in school improvement. Formerly the Head of School at the Rocky Hill School, Dr. Tracy has also been on the Board of Boston University's Pardee Center for the Study of the Longer-Range Future. He currently serves on the advisory board of Boston University's Digital Learning and Innovation effort, co-chairs the MassRobotics Work of the Future Committee, and is a Board Member of the Boston-based edtech accelerator and convener LearnLaunch.


"As the Woodrow Wilson Academy works to transform how prospective teachers are prepared and how tomorrow's learners are taught, it needs a president who brings a rich understanding in educator preparation, how K-12 classrooms currently operate, and what tomorrow brings for the classrooms of today. We were fortunate to find such a leader in Dr. Jim Tracy," said Carl Ferenbach, the chairman of the WW Academy Board and founder of the High Meadows Foundation.

"I am honored to accept this important post, building on Arthur Levine's and the Woodrow Wilson Foundation's vision for how we transform teacher education to meet the demands and opportunities ahead," said Dr. Tracy. "Change, in society as a whole and certainly in higher education, is both inexorable and unavoidable. It is essential that institutions like the Woodrow Wilson Academy are driving such change, ensuring that all teachers and learners are making the most of what the future holds."



Top photo: The 2018–19 teacher candidates and staff at the Woodrow Wilson Academy. Below, WW Academy President Jim Tracy, center, speaks with staff and friends at an open house.

In September, the first class of teacher candidates began the program at the WW Academy. Among the first class of master's candidates are the ten Design Fellows, who spent the 2017–18 academic year helping to develop the competency-based program, and test all curriculum, assessments, games, simulations, and other components. They now continue in the school's inaugural class as degree candidates. (See more photos on the back cover.)

The WW Academy, in collaboration with MIT, is reinventing teacher education. Teacher candidates progress through a problem-based, individualized, adaptive curriculum by mastering core teaching competencies. WW Academy students experience the challenge-based curriculum in a blended environment, with online, clinical, and face-to-face learning. Candidates are also immersed in clinical settings throughout their formal education in both Boston-area public schools and outside-of-school-time (OST) environments. Throughout their first two years of teaching they will receive continued mentoring and professional development. 

Being Square With History:

Jill Lepore CN '93

A wide-angle history of the United States, with tightly drawn throughlines anchored to its great premises, fine-grained attention to its everyday moments, a deep-rooted sense of its unresolved tensions: *These Truths* by Jill Lepore CN '93 may be the most ambitious work of its kind in decades, as reviewers nationwide have attested since the book's release this September. "An explanation of the origins and ends of democratic institutions," she calls it in the preface; "chiefly a political history... [b]ut it does include episodes in the history of American law and religion, journalism and technology...because these are places where what is true, and what's not, have sometimes gotten sorted out."

And yet, as far-reaching as is Dr. Lepore's multidimensional new volume, she is following it with an even greater challenge: adapting it for use in U.S. history classrooms.

Dr. Lepore—winner of the prestigious Bancroft Prize and finalist for the Pulitzer Prize and the National Book Award—is the David Woods Kemper '41 Professor of American History at Harvard University. (She is also a student of another

Fellow and noted American historian, John Demos WF '59.) Widely known for her regular contributions to *The New Yorker*, she has written eleven books to date, on subjects ranging from the Boston Tea Party to early American language and letters to the life of an accomplished and all-but-forgotten 18th-century woman, Benjamin Franklin's sister Jane.

"I've heard from a few people who tell me that they are offended that the book begins in 1492," Dr. Lepore says, "These are people who have not read a page of the book. This is simply an ideological position. Historians are responsible for that. We need to set top-level priorities. Are we so ideologically fixated that we can't even address historical realities?"



Jill Lepore CN '93

“The work of the historian is not the work of the critic or moralist; it is the work of the sleuth and the storyteller, the philosopher and the scientist, the keeper of tales, the sayer of sooth, the teller of truth.”

These Truths itself points to Dr. Lepore's determination that ideological manipulation—from any side—is toxic, and that it must not eclipse genuine historical thinking. In one of the key final chapters, "Battle Lines," she traces the ways in which social issues became radioactively partisan in the late 20th century, with the Internet "com[ing] to function as a polarization machine."

Even in a brief conversation, it is evident that she sees the effects of this polarization on her own field: "Historians have wasted a lot of energy on arguing with each other instead of making the case for the value of history to the greater public." While many Americans today claim to "love history," Dr. Lepore says, what they really love is heritage tourism or genealogy, a neatly packaged and unquestioned experience. "There's a place for that sort of thing", she says, "but it's not the same as the study of history, as a discipline and a method."

Instead, she comments in an interview with *The Harvard Gazette*, "The whole argument of [*These Truths*] is that the

study of history is an inquiry." She makes that argument blatant in its preface: "History isn't only a subject; it's also a method. ... The work of the historian is not the work of the critic or moralist; it is the work of the sleuth and the storyteller, the philosopher and the scientist, the keeper of tales, the sayer of sooth, the teller of truth."

The antidote, she argues, is to teach young people how to study, assess, and analyze historical sources, how to think more like historians. It's a problem, she says, that the teaching of history does not always emphasize investigation of sources. And it's a problem that sentimentality—even with the best

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Accessible History:

A Mission for James McPherson WF '58

“A lot of Americans are, at best, historically semi-literate. Many of them, unfortunately, are historically illiterate.”

James McPherson WF '58, the George Henry Davis '86 Professor of American History Emeritus at Princeton University, has made it his mission to bridge the gap between the academic and general audience studies of the American Civil War.

“I had always thought that that was a kind of duty of historians: if they had the ability to do it, to speak to an audience beyond the academy,” Dr. McPherson said in an interview with the Civil War Trust. “I’ve always believed in that purpose.”

Dr. McPherson is perhaps best known for *Battle Cry of Freedom: The Civil War Era*, his 1988 masterpiece that won the Pulitzer Prize and reignited interest in the Civil War for new generations of scholars. He is the author of numerous other books focusing on the American Civil War and Reconstruction, including *The Struggle for Equality*, which won the Anisfield-Wolf Award in 1965. Two of his books won Lincoln Prizes: *For Cause and Comrades* in 1998, and *Tried by War: Abraham Lincoln as Commander in Chief* in 2009 Lincoln Prize. In 2002, Dr. McPherson published *Fields of Fury*, a history of the Civil War for children.

Dr. McPherson’s interest in the study of history was sparked during his undergraduate days at Gustavus Adolphus College when, for the first time, he was intellectually challenged by a class called “American Civilization.” A Woodrow Wilson Fellowship took him to the Johns Hopkins University in 1958. Living in Baltimore, Dr. McPherson became active in the civil rights movement, and it was there his interest in the history of the Civil War was ignited.

“I was suddenly struck by the parallels between the events of my own time and the events exactly one hundred years earlier,” he said in an interview with the *Wild River Review*. “Confrontation between the



James McPherson WF '58

“If you impose a map of, especially, the 2000 and 2004 elections, on a map of the Civil War, the red states were Confederate states or were not yet states, and the democratic states, the blue states, were the Union”

federal government and southern political leaders vowing massive resistance; federal troops being sent into the south to enforce national law. The race issue, of course, was at the center of both periods.”

After studying under the noted C. Vann Woodward, Dr. McPherson earned his Ph.D. in 1963. Having begun teaching at Princeton University in 1962, he would lead students on yearly tours of battlefields. While walking the grounds, many would ask: “Why were men willing


to cross this territory when they knew that many of them would not come back?”

This visceral reaction to place is an important element of the study of history for Dr. McPherson, who considers it crucial to conserve such places for both public access and academic study. In 1991, he was appointed to the Civil War Sites Advisory Commission by the U.S. Senate. He has also been President of the American Historical Association, of Protect Historic America, and of the Society of American Historians.

By preserving history, both in physical place and in written account, Dr. McPherson is continuing his mission to give the public an engaging and thorough view of history. This approach, he argues also allows for a better understanding of today’s events and where they might take us tomorrow.

“If you impose a map of, especially, the 2000 and 2004 elections, on a map of the Civil War, the red states were Confederate states or were not yet states, and the democratic states, the blue states, were the Union,” Dr. McPherson reflects in his conversation with the Civil War Trust. “The geographical division of the country is not so dissimilar from what it was a hundred and fifty years ago. The issues, if they’re not exactly the same, are certainly related in some ways. ... So that’s another example of why it stays fresh and alive.”

Throughout his career, Dr. McPherson has remained committed to the practice of rigorous and accessible history.

“Look at the large membership in the history book club, the interest in the *History Channel* on television, and the interest in documentaries by Ken Burns and by other historical filmmakers,” he said to the NEH. “There is a real hunger out there which is not always reached by academic historians. I think they ought to reach out more than they do, and that is what I try to do.” 

History for All:

Erica Armstrong Dunbar CEF '03 on Making History Accessible

History, according to Erica Armstrong Dunbar, is imperative.

"I believe that as a scholar it's my responsibility to offer scholarship to people beyond the academies," says Dr. Dunbar CEF '03. "I firmly believe that knowledge is not just for the learned—that knowledge has to be translated and offered and accessible to everyone."

This desire to make history accessible to more people shaped the writing of Dr. Dunbar's most recent book, *Never Caught: The Washingtons' Relentless Pursuit of Their Runaway Slave, Ona Judge*. A 2017 finalist for the National Book Award, the book tells the story of Ona Judge, a slave who fled George Washington's residence in Philadelphia, and the manhunt that followed.

"I could see quickly that she would be that portal into the early Republic but across different regions and across a significant span of time," says Dr. Dunbar. Her story "helps us think about freedom; helps us think about slavery; helps us think about the building of a nation; helps us think about presidential power—all of these things I tried to do in a way that was documented by scholarly notes and source material but that was written in a way that was a little different."

Reading and writing have always interested Dr. Dunbar and it is that—as well as growing up in Philadelphia, the "ground zero of history," and her Quaker education—that initially sparked her interest in history.

"From an early age I asked the question, 'Why don't I see people that look like me in this history?'" she remembers. "I think from an early age and even into high school that became something that troubled me and motivated me."

Through the support of faculty and a Mellon Mays Undergraduate Fellowship, Dr. Dunbar developed more of an interest in research and attended graduate school. Once at Columbia, she found her area of focus: "I started thinking about the importance historiographically of the Civil War, of reconstruction, of the 20th century—and without



Erica Armstrong Dunbar CEF '03

understanding the 18th century and the early 19th century, you can't put all of those pieces together."

Dr. Dunbar is now the Charles & Mary Beard Professor of History at Rutgers University, specializing in the study of the lives of 18th- and 19th-century American women of African descent.

Her career has been enriched, she says, "through opportunity, through fellowships, through faculty and support, and also just a love and a feeling of obligation to do this work," say Dr. Dunbar. "Fortunately, I feel like it's my life's calling

and I'm honored to do this work."

As a scholar, professor, and author, Dr. Dunbar can reach a wide audience. In order to expand that reach further, she worked with Kathleen Van Cleve on a young-reader adaptation of *Never Caught*.

"One of the most pressing civil rights issues of the 21st century centers on education and accessibility and equal education for all," argues Dr. Dunbar. "If we want to deliver history and deliver education to others, we've got to think about doing it in ways that are more interdisciplinary, more digital, and that will engage a 21st century readership."

While she acknowledges that not all scholarship is suited for treatment as a popular narrative, Dr. Dunbar feels that the life of Ona Judge was well suited to be an entryway to history for both young and old. "If we want history to be presented to students, young students, to children, then we as historians have to give teachers the text to do it."

Never Caught—with its questions of freedom and presidential power—feels timely given current events. But, by ensuring that the public has access to a more diverse, inclusive, and accessible history, we can try to make more sense of what is happening.

"I do believe that uncovering the past and thinking critically about the past helps us live a better present," says Dr. Dunbar. "And hopefully, it points us toward a future that learns from the mistakes of the past." [WWW](#)

History for Today's Students:

WW HistoryQuest Fellows on Teaching History for the 21st Century

In the era of smartphones and one-to-one laptops in schools, students have incredible access to information. Says Scott Kallens HQ '15, "if I ask my students a trivia-based question, they can find that answer inside of five seconds.

"But do they know what to do with that answer? Do they know why that answer is the answer? Can they do anything with that information?" asks Mr. Kallens, a social studies teacher at Hillsborough High School in New Jersey. "That's our job."

Kelli Kallens HQ '15 sees history as a way to teach vitally important skills. "History is a wonderful subject on its own, but it does so much more than explain where we have been," says the Montgomery Upper Middle School 7th- and 8th-grade social studies teacher (she is married to Scott Kallens). "We live in a very interconnected and interdependent world in which communication, collaboration, and empathy skills are vital. Students must be able to identify and apply the larger concepts, and be able to synthesize acquired knowledge for critical thinking and problem solving. History class provides an environment to learn and practice these skills."

"Building that social-emotional part of that child is really important," says Maritza Rivera HQ '18, who is using the history games designed during her HistoryQuest Fellowship in her 8th-grade social studies class at Jonas Bronck Academy in the Bronx. With history presented as a game, students "have to work with others—working as a team, collaborating together. It's okay to disagree, but why do some people say yes, while others say no? This approach allows us to really go back and hash those ideas out."

In these ways, the HistoryQuest Fellows say game-based learning in history enables students to connect better with the material. A text about a founding father might not, by itself, speak to a 21st-century high-schooler, but through the WW HistoryQuest Fellowship, teachers are creating opportunities for students to step into the founding fathers' shoes and explore some of the decisions they had to make.

"If we can place them in context and connect on an emotional level with the kinds of things that those people were dealing with at the time, my students are going to come out of that having a better understanding," says Mr. Kallens. "They get a better appreciation for the history that they're studying and then, hopefully, from there begin to think more critically about the world that they live in."

Giving students this ability to look at the world around them through an informed lens feels like an increasingly pressing responsibility to Ms. Kallens.

"It's important for students to start to say, 'You know, maybe what I'm hearing isn't the whole story.'" She hopes her students will ask questions: "Maybe I need to go a little bit further and educate myself more. Maybe there's more I can do. Or maybe this is an opportunity to step up and to make change."

"My goal is for them to be able to be active citizens and participatory members of society and to make thoughtful conscientious well-rounded decisions as citizens," says Mr. Kallens




Above, Kelli and Scott Kallens share a game they designed with other history teachers. Below, Maritza Rivera playtests a game with other WW HistoryQuest Fellows.

Ms. Rivera is finding that game-based learning helps her reach more students.

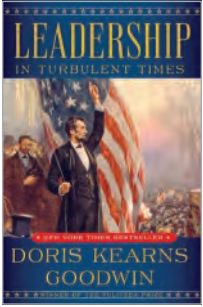
"I'm looking at my lessons now and [HistoryQuest] has given me that opening where I can really make great modifications," she says "I can see where a certain kid is struggling and ask why. Other kids can shine if you're giving them a chance to do certain things they're good at."

As the game-based model has given these teachers' classrooms new dimensions, it has also spurred opportunities and discussions in their wider school communities.

'Let's make a game for this topic' has turned into, 'What are we really trying to get at? What is the big idea that we want our students to walk away with?'" explains Ms. Kallens. "Then we walk backward and make a game. But those are important conversations to have, and I think that's what I always felt was lacking from my profession, those big conversations. Now those are happening on a daily basis."

"I still wake up excited for the next day, and I'm always trying to find new ways to innovate and improve my craft," says Scott Kallens. "Hopefully I can deliver some of that care and that passion and that interest to my students." 

BOOK SPOTLIGHT



Leadership: In Turbulent Times

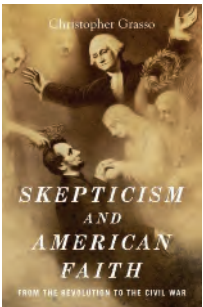
by Doris Kearns Goodwin WF '64

What makes a leader? Although singular in personalities, challenges, and time periods, the presidents featured in Doris Kearns Goodwin's newest book all drew upon their own distinct styles of leadership to guide the country and better the lives of its people.

By studying the early public careers of Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt and Lyndon B. Johnson, *Leadership* looks at the emergence of their ambitions, offers origin stories of their resilience, and examines the challenges they faced. It also uses the stories of these presidents to provide the reader with specific steps to shape their own leadership style.

"We can only hope that a few of Goodwin's many readers will find in her subjects' examples a margin of inspiration and a resolve to steer the country to a better place," says *The New York Times Book Review*.

Leadership debuted on *The New York Times* best seller list. Dr. Goodwin won the 1995 Pulitzer Prize for *No Ordinary Time: Franklin and Eleanor Roosevelt: The Home Front in World War II*. Her book *Lyndon Johnson and the American Dream* will be rereleased in spring 2019.



Skepticism and American Faith: From the Revolution to the Civil War

by Christopher Grasso CN '90

Religious skepticism played a defining role in the early and formative years of the Republic. Christopher Grasso looks at this often overlooked area of religious history and explores how it shaped religion's place in politics and the evolution of American nationalism.

Instead of focusing on evangelical and church leaders, the book focuses on how questions and doubts about religion shaped the worldview of everyday people. Few people publicly voiced their lack of faith—a notion seen as a threat to the bedrock of American society—but, as Dr. Grasso argues, those

doubts influenced and sometimes radically changed the individual lives of early citizens.

"Revealing...Grasso's book demonstrates the centrality of skepticism in understanding how the American inclination to faith has been 'forged in the foundry of culture,'" said *Publishers Weekly*.

Dr. Grasso is a professor of history at the College of William and Mary.

Nobody's Girl Friday: The Women Who Ran Hollywood

By J.E. Smyth MN '99



According to Bette Davis, "women owned Hollywood for twenty years."

In her new book J.E. Smyth explores this time, between 1930 and 1950, when the film industry was more than 40% female.

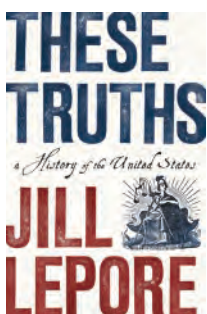
From well-known influencers

like Davis, the "Fourth Warner Brother," to lesser-known women like Mary McCall, head of the Screen Writers Guild, the book offers a look into the ways women fought for equal rights and pay increases and shaped the style and roles of the era.

Dr. Smyth disputes the notion that American feminism and the role of women in Hollywood declined during this time, painting a more complete picture of the power women held in the industry.

"Though this diligently researched book has obviously been in the works for some time," says *CINEASTE* magazine. "Its release is perfectly timed with the #MeToo and #TimesUp movements, which have made unignorable the way women have for decades been systematically underpaid, excluded from positions of influence, and subjected to sexual harassment in Hollywood."

Dr. Smyth is a professor in the school of comparative American studies at the University of Warwick. [WW](#)



Being Square With History

Continued from page 8

of intentions—can mislead students. "We have to be willing to be disquieted by the past, not to confuse it with nostalgia, but to be square with it," she observes.

In this spirit, at the conclusion of *These Truths*, Dr. Lepore charges that neglect and damage by liberals and conservatives alike now leaves a new generation to rebuild the ship of state, and, most of all, "learn an

ancient and nearly forgotten art: how to navigate by the stars." Her gloss on this for *Newsweek* (and, it is not hard to extrapolate, for all students of history): "Look at the world around you with your own, true, God-given powers of acuity and observation and compassion, and think about what would be in the public good. Then follow that star." [WW](#)



Derek Hogan Pickering '93 being sworn in for the office of U.S. Ambassador to the Republic of Moldova

Maria Luisa Crawford WF '60 selected as Top Lifetime Educator by the International Association of Top Professionals. Dr. Crawford, emeritus professor of geology at Bryn Mawr College, was recognized for her “outstanding leadership and commitment to the field.”

Erica Armstrong Dunbar CEF '03 (p. 10) is a finalist for Yale’s 2018 Frederick Douglass Book Prize for *Never Caught*.

Harry Edwards WF '64 was inducted into the San Jose Sports Hall of Fame. Mr. Edwards was a two-sport student-athlete at San Jose State, a sports sociology pioneer, and the founder of the Olympic Project for Human Rights.

Leigh H. Edwards MN '92 was the Gold Medal winner for Performing Arts and Music for the Foreword Reviews Book of the Year Awards for *Dolly Parton, Gender, and Country Music*.

Derek Hogan FAF '93 has been appointed for the office of U.S. Ambassador to the Republic of Moldova—the first Pickering



Tamara Markey TF '14 assisting a student at the McKenzie Center for Innovation and Technology.

Fellow to attain the Ambassadorial rank. From the White House: “he possesses the leadership, management, innovation, and communication abilities needed to succeed in complex operating environments.” For more on Amb. Hogan’s appointment, see the upcoming spring issue.

Tamara Markey TF '14 was named the 2018 Indiana Teacher of the Year. Ms. Markey is an engineering teacher at the McKenzie Center for Innovation and Technology in Indianapolis. State Superintendent Jennifer McCormick said, in naming Ms. Markey, “Just your whole demeanor is passion.”

Chase F. Robinson CN '91 was named the Dame Jillian Sackler Director of the Arthur M. Sackler Gallery and Freer Gallery of Art at the Smithsonian. Previously President of the Graduate Center of the City University of New York, he began his post December 10.

Jessica Thomulka TF '16 was named the September employee of the month at Woodbury Senior High School in Woodbury, NJ. [WW](#)

RECENT PUBLICATIONS

Rosellen Brown WF '60—*The Lake on Fire* (Sarabande Books)

Margaret M. Bruchac CEF '16—*Savage Kin: Indigenous Informants and American Anthropologists* (University of Arizona Press)

Michael L. Cepek CN '04—*Life in Oil: Cofan Survival in the Petroleum Fields of Amazonia* (University of Texas Press)

Floyd Cheung CEF '02 co-edited—*John Okada: The Life and Rediscovered Work of the Author of No-No Boy* (University of Washington Press)

Irina Dumitrescu CN H '08—*The Experience of Education in Anglo-Saxon Literature* (Cambridge University Press)

Joseph Hill MN '00—*Wrapping Authority: Women Islamic Leaders in a Sufi Movement in Dakar, Senegal* (University of Toronto Press)

Sarah E. Igo MN '95—*The Known Citizen: A History of Privacy in Modern America* (Harvard University Press)

Amanda Izzo MN '02—*Liberal Christianity and Women’s Global Activism: The YWCA of the USA and the Maryknoll Sisters* (Rutgers University Press)

Michael J. Lazzara CN '03—*Civil Obedience: Complicity and Complicity in Chile Since Pinochet* (University of Wisconsin Press)

John D. Lyons WF '67—*Tragedy and the Return of the Dead* (Northwestern University Press)

David Mulroy WF '65 translated—*The Oresteia: Agamemnon, Libation Bearers, and The Holy Goddesses* by Aeschylus (University of Wisconsin Press)

Monica Munoz Martinez CEF '17—*The Injustice Never Leaves You: Anti-Mexican Violence in Texas* (Harvard University Press)

Elizabeth W. Son CEF '15—*Embodied Reckonings: “Comfort Women,” Performance, and Transpacific Redress* (University of Michigan Press) [WW](#)

FOUNDATION UPDATES

Two Trustees Join, Rejoin WW Board

Two Trustees were elected to the Woodrow Wilson Foundation Board of Trustees for terms beginning July 1, 2018, and attended their first meeting in fall 2018.



Rhian Evans Allvin has served since August 2013 as chief executive officer of the National Association for the Education of Young Children (NAEYC). Before joining NAEYC, Ms. Evans Allvin was a guiding force in Arizona's early childhood movement; in 2006, she cowrote the citizens' ballot initiative that created First Things First (FTF), which set aside \$130 million in annual Arizona tobacco tax monies to support the health, development, and education of children birth to age 5. Ms. Evans Allvin, who has received numerous awards and honors, holds a bachelor's degree from Northern Arizona University and an MBA from Arizona State University.



Jay Urwitz, who previously served two terms as a Woodrow Wilson Trustee, has rejoined the Board for his third term. He is a Senior Fellow at the American Council on Education, a Senior Fellow in Higher Education at the Center for American Progress, and President of Urwitz LLC. He was previously Deputy General Counsel for Higher Education at the United States Department of

Education from 2015 to 2017, and a partner at WilmerHale LLP. Mr. Urwitz was Legislative Assistant for Domestic Policy to Senator Edward M. Kennedy from 1977 to 1981. He graduated from the State University of New York at Binghamton, received an M.P.P. from Harvard's Kennedy School of Government, and completed his J.D. at Harvard Law School, where he was a Senior Editor of *The Harvard Law Review*. 

2018 Board Retreat



In October 2018 the Woodrow Wilson Board of Trustees met in Boston for a look at the work of the newly independent Woodrow Wilson Academy of Teaching and Learning.

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PROFILES: GIVING BACK

Rick Johnson PP '90

Rick Johnson had always been passionate about government service and the impact it can have on others. In 1990, through the Woodrow Wilson Public Policy/International Affairs Fellowship, he took a step towards public service, attending a summer institute at Princeton's Woodrow Wilson School and completed graduate-level coursework in public policy studies at the University of Chicago.




"One of my favorite summers was the one I spent as a Fellow at Princeton before my master's program," says Mr. Johnson. "The other Fellows were amazing and supportive people who inspired me to work harder. I often wonder where life has taken them, and what great things they have achieved."

But sometimes, Mr. Johnson reflects, life takes you in directions you don't expect. Instead of pursuing a career in government, he used his training to become an expert in health policy, helping organizations better deliver patient care. Mr. Johnson is the Founder and President of Maquixtia, a health care technology and data analysis company dedicated to making home health and portable health data useful and available to the medical community.

Outside of work, the opportunities provided by his WW Fellowship enabled Mr. Johnson to have meaningful impact on issues that are important to him—like curbing domestic violence in the Latino community, ending the death penalty in the United States, strengthening local public schools, and ensuring that people of color are treated fairly.

"The Foundation invested in me and I am where I am in life in part because of the Foundation," says Mr. Johnson. "I feel it's important to give back, so the Woodrow Wilson Foundation can invest in others."

Mr. Johnson received a bachelor's degree in political science from the University of Illinois at Urbana-Champaign. A frequent speaker on various health care topics, he lives in Eagle River, WI.

"I would ask every Fellow," he says, "to think about the impact the Foundation has had on his or her life, and consider making a gift to say 'thank you,' to repay a debt of gratitude, and to allow the Foundation to continue its important work." 

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WW Academy Kicks Off

The inaugural class of WW Academy teacher candidates kicked off their studies in September. Their orientation, which spanned two weeks, brought together teacher candidates, faculty, and staff to meet each other and get a sense of the year ahead. *Read more about the new class on page 7.* [WW](#)



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