

fellowship

The Newsletter of the Woodrow Wilson National Fellowship Foundation



THE WOODROW WILSON
National Fellowship Foundation

SPRING 2019

WW Names Rajiv Vinnakota Next President

The Woodrow Wilson National Fellowship Foundation has named Rajiv Vinnakota as its next president, succeeding Arthur E. Lavine who will retire in June. Mr. Vinnakota, who co-founded the SEED Foundation in 1997, most recently led the Youth and Engagement division at the Aspen Institute.

A graduate and former trustee of Princeton University, Mr. Vinnakota has dedicated his career to educating, empowering, and supporting America's youth, particularly those from disadvantaged communities. His work as a social entrepreneur and non-profit leader has earned him national recognition in the form of prestigious fellowships from Echoing Green, the Ashoka Foundation, and the Aspen Institute, as well as awards such as Harvard University's Innovation in American Government Award, Princeton University's Woodrow Wilson Award, and Oprah Winfrey's Use Your Life award.

"We are thrilled that Raj Vinnakota will head the Foundation at this important moment in its history," says Thomas C. Hudnut, chairman of the WW Foundation Board of Trustees. "Ensuring that the next generation of Americans has the best prepared, most inspiring educators possible has been the mission of the Woodrow Wilson Foundation since it was established. We now find ourselves in a moment of social and technological transformation that requires rethinking how we prepare and inspire those who will teach the next generation of Americans. Raj's leadership, passion and commitment to education and civic engagement make him the ideal leader for the Woodrow Wilson Foundation."




"Leadership development and civic participation is as important today as it was when the Woodrow Wilson Foundation was founded in 1945," says Mr. Vinnakota. "Nobel Laureates, MacArthur Fellows, Pulitzer Prize winners, Presidential and national medal recipients, and thousands of others have been Woodrow Wilson Fellows. This organization has helped develop and support many of America's most outstanding educators and civic leaders. I am proud to build upon this tradition."

Mr. Vinnakota will become the seventh WW president on July 1. He takes over from Dr. Levine, who transformed the Foundation into a national leader in educator preparation and school

improvement during his 13-year tenure (*read more on page 8*).

"When Arthur Levine announced his plans to leave the Foundation, he noted that the Board of Trustees gave the Foundation permission to dream, the freedom to experiment and take risks, and the resources to make that possible, and that the Foundation's partners—schools, universities, policymakers, and funders—have worked with the organization to operationalize those dreams," says Mr. Hudnut.

"As we welcome Raj to the Woodrow Wilson Foundation, we are certain he too will see the ability to dream, to experiment, to take risks, and to ensure we continue to find solutions to the nation's most pressing challenges. Building on the proud traditions of the Woodrow Wilson Foundation and its rich programs, Raj will continue to fulfill the Foundation's mission in new, innovative ways." 

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William Bissell CN '96
Fred D. Baldwin WF '58

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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THE WOODROW WILSON National Fellowship Foundation

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Editor's Note

When Arthur Levine arrived at the Woodrow Wilson Foundation in fall 2006, he brought a new focus and new energy to the Foundation. While for some years the Foundation had been administering programs at the intersection of K-12 and higher education, Arthur made the preparation of teachers and school leaders a signature part of the Foundation's portfolio.

That portfolio has been evolving since the Foundation's earliest days. At first, what is now the Woodrow Wilson Foundation was just a handful of graduate fellowships in the liberal arts for World War II veterans attending Princeton. Then, in the 1950s and 1960s, after it became its own not-for-profit operating foundation, the Woodrow Wilson Fellowships expanded to other institutions, welcomed more applicants (including women and people of color), and grew to include fields throughout the arts and sciences.

In the 1970s and 1980s, as the original Fellowships were phased out, the Foundation created new programs to support new fields and populations in the academy, and did its first work in K-12. In the 1990s, even as WW renewed its longstanding commitment to supporting emerging leaders in the liberal arts, the Foundation also committed itself more fully to leading institutional change in and beyond the academy, an emphasis on which Arthur has built throughout his nearly 13 years at the Foundation. In recent months, looking back to its roots in the liberal arts, WW has begun exploring the need to strengthen the way American history is taught and learned. The Foundation will soon announce important new signature work in this area.

In short, throughout the Woodrow Wilson Foundation's evolution, its essential values have remained constant: A commitment to excellence, equity, and transformation in education. That's what the Foundation has always been about, and what it continues to represent as Raj Vinnakota takes the helm. Woodrow Wilson has always evolved with the nation's evolving educational needs. All of us at the Foundation look forward to the next stage in that evolution.

Your thoughts on what's urgent and important in education, and on how Fellows can and should lead, mean a lot to us. So does news of your own career—and of course we welcome your suggestions about future issues of Fellowship. Please be in touch; we'd love to hear from you at newsletter@woodrow.org. 

Abbreviations used in this issue:

AP= Academic Postdoctoral
Fellow

CEF= Career Enhancement
Fellow

CN= Newcombe Fellow

MCI= Millicent C. McIntosh
Fellowship

MN= Mellon Fellow

NWM= Nancy Weiss Malkiel
Scholar

TF=WW Teaching Fellow

WF= Woodrow Wilson Fellow

WW Launches American History Initiative After Poll Finds Most Americans Would Fail U.S. Citizenship Test

Only four in ten Americans can actually pass a multiple-choice quiz consisting of items taken from the U.S. citizenship test.

These are the findings of a new survey of 41,000 Americans conducted by the Woodrow Wilson National Fellowship Foundation. The Foundation found that in the highest-performing state, only 53 percent of respondents were able to earn a passing grade for U.S. history. In every other state, the majority of those who took the survey failed; in the lowest-performing state, only 27 percent were able to pass.

Among all 50 states and the District of Columbia, Vermonters were the sole group able to pass the multiple-choice test. Only 27 percent of those under the age of 45 nationally were able to demonstrate a basic understanding of American history.

This poll shows that traditional methods of teaching American history—memorization of dates, names and events—have not been effective and demonstrates why a greater emphasis on American history learning is essential to the nation.

“Unfortunately, the Woodrow Wilson Foundation has validated what studies have shown for a century: Americans don’t have the history knowledge they need to be informed and engaged citizens,” WW Foundation President Arthur Levine says.

The Woodrow Wilson Foundation has announced a new program initiative designed to change the way in which history is taught and learned.

Intended to make American history more engaging for all learners, the WW American History Initiative will include



The WW American History Initiative builds off the WW HistoryQuest Fellowship. Pictured, WW HQ Fellows play test their games with students at a New Jersey school's summer program.

an interactive digital platform geared toward high school students. The platform will give learners new ways to immerse themselves in history, especially in ways that show the relationships between the past, the present, and the future.

The platform will offer experiential learning opportunities such as digital games, videos, and graphic novels, all driven by cutting-edge research in cognitive learning. This effort builds on the Woodrow Wilson Foundation’s successful HistoryQuest Fellowship professional development program, and will also provide resources and learning opportunities for K–12 history teachers to improve their instructional practice.

The WW American History Initiative will be unveiled formally later this year, creating new opportunities for the nation to engage with its history. More information can be found online at woodrow.org/americanhistory. www.wwf.org

Can you pass the U.S. citizenship exam?

WW used questions from official practice tests in its poll. Each participant was given 20 multiple choice questions. 60% is considered passing. Here are a few questions from the WW poll. Take the full quiz online at woodrow.org/americanhistory.

Who wrote the Declaration of Independence?

- | | |
|---------------------|----------------------|
| A. James Madison | D. George Washington |
| B. Thomas Jefferson | E. Unsure |
| C. Abraham Lincoln | |

During the Cold War, what was the main concern of the United States?

- | | |
|-------------------|-------------------------|
| A. Climate change | D. The Great Depression |
| B. Communism | E. Unsure |
| C. Slavery | |

When was the Constitution written?

- | | |
|---------|-----------|
| A. 1790 | D. 1789 |
| B. 1776 | E. Unsure |
| C. 1787 | |

Before he became President, Dwight Eisenhower was a general. What war did he fight in?

- | | |
|-----------------|-------------------------|
| A. Vietnam War | D. Spanish-American War |
| B. World War II | E. Unsure |
| C. Civil War | |

WW Higher Education Policy Fellowship Expands

The WW Higher Education Policy Fellowship, in its second year, named Fellows from four additional states and continued to work with the inaugural cohort on state-specific projects. Supported by the Henry Luce Foundation and the Andrew W. Mellon Foundation, the Fellowship aims to help higher education policy and practice leaders 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.

Fellows are state policymakers and higher education leaders. They gather for in-person symposia, participate in webinars, and receive individualized support and facilitation to pursue Fellowship projects in their respective states. This year's Fellows, representing Colorado, Montana, Pennsylvania and Tennessee, join last year's cohort, who came to the program from Georgia, Indiana, Massachusetts, and New Jersey.

Fellows in the initial class turned their engagement in the Fellowship into ongoing state projects: New Jersey enlisted the support of the state's new Commissioner of Higher Education in developing a statewide strategic plan; Massachusetts set out to define criteria for institutional viability in an era when closure of small institutions is both increasingly likely and increasingly political; Indiana, which has already as a state made great strides in access to two-year institutions, sought to incorporate what they had learned into a larger state higher education pipeline.



Building on those initial successes, the second cohort of WW Fellows has begun work on an even more ambitious set of state higher education policy initiatives, including new postsecondary credential tracks in high-priority areas; better alignment between four-year and community colleges systems; the relationship between apprenticeships and career/technical education in the context of higher education; and ways to engage a larger proportion of their population in postsecondary education. Fellows consistently cite their work with the WW Higher Ed Policy program as a crucial springboard for their efforts. [WW](#)

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University of Georgia

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House Education Committee

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University System of Georgia

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University–Purdue University Indianapolis

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President Joe Garcia,
Colorado Community College System

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Mellon Fellows Named in Two Programs



Angela Addae



Anthony Urena



Chaman Williams



Leslie Jones



Wanda Feng

With support from the Andrew W. Mellon Foundation, Woodrow Wilson administers a suite of Fellowships and programs for potential graduate students, doctoral students, and faculty members who previously participated in the Mellon Mays Undergraduate Fellowships (MMUF).

The MMUF Travel and Research Grants provide assistance in completing research prior to the start of dissertation writing, while the MMUF Dissertation Grants support doctoral candidates nearing the completion of their dissertations.

Each program welcomed a new class of Fellows in 2018. Each of the 18 Travel & Research Grant Fellows for 2018 will receive up to \$5,000 for a period of one summer or one semester to cover travel, access to databases, and administrative expenses relating to dissertation research.

Six Ph.D. candidates were awarded Dissertation Grants for 2018. The 12-month awards of up to \$25,000 provide graduate students at the critical juncture of completing their graduate degrees with support to spend a year finishing the writing of the dissertation. [WW](#)

2018 MMUF TRAVEL & RESEARCH

Angela Addae, The University of Arizona, *sociology*

Anita Bateman, Duke University, *art, art history & visual studies*

George Blythe, Harvard University, *sociology and social policy*

Vinita Chadhury, Northwestern University, *anthropology*

Wanda Feng, Arizona State University, *physics*

Devaka Gunawardena, University of California – Los Angeles, *anthropology*

Leslie Jones, University of Pennsylvania, *sociology*

Alyssa Lopez, Michigan State University, *history*

Zachary Manfredi, UC Berkeley, *rhetoric (political theory)*

Eilin Perez, University of Chicago, *history*

Shingirai Taodzera, University of Ottawa, *international development*

Shondrea Thorton, University of California – Los Angeles, *gender Studies*

Anthony Urena, Columbia University, *sociology*

Brandi Waters, Yale University, *history and African American studies*

Azmar Williams, Harvard University, *history*

Charnan Williams, University of Michigan, *history*

Celeste Melody Winston, CUNY, *geography*

Sivuyisiwe Wonci, University of South Africa, *sociology*

2018 MMUF DISSERTATION GRANT

Anneleise Azua, University of Texas – Austin, *American studies*

Micah Del Rosario, University of Pennsylvania, *English*

Irtefa Binte-Farid, University of Virginia, *anthropology*

Elena Guzman, Cornell University, *anthropology*

Andrea Mendoza, Cornell University, *Asian studies*

Daniel Valella, University of California – Berkeley, *English*

WW Women's Studies Fellows Named for 2019



Samina Ali



Hillary Ash



Lizbett Bengt



Michaela Kleber




Grace Zhou

The Woodrow Wilson National Fellowship Foundation has selected 10 Ph.D. candidates as the 2019 Woodrow Wilson Dissertation Fellows in Women's Studies.

The competitive WW Women's Studies Fellowship, created in 1974, is still the only national program of its kind. The award supports the final year of dissertation writing for doctoral students in the humanities and social sciences whose work addresses women's and gendered issues in interdisciplinary and original ways.

Each 2019 Fellow will receive a \$5,000 stipend to use towards research-related expenses. This year's Fellows are writing on

such topics as the politics of reproduction in Israel/Palestine, the strategies for survival that foster care alumni create and employ to survive and thrive, and the use of classified ads by sex workers in Paris around the turn of the 20th century. (See the full list of fellows online at: <http://bit.ly/WW19WomensStudies>)

In its 45-year history, the WW Women's Studies Dissertation Fellowship has named more than 500 Fellows. This year's Fellows are continuing the legacy of original and significant research about women that crosses disciplinary, regional, or cultural boundaries. 

New Course Hero-WW Fellows Named

This spring the Course Hero-Woodrow Wilson Fellowship for Excellence in Teaching named new tenure-track Fellows and also expanded to include non-tenure-track Fellows.

Now in its second year, the Course Hero-WW program aims to shape the next generation of college professors and instructors to be innovative, effective, and inspiring educators. The eight Fellows for 2019 come from Birmingham Southern College, Bowling Green State University, Guttman Community College, Howard University, Kalamazoo College, Oklahoma State University, the University of Maryland, and the University of Minnesota, Duluth. They are teaching in fields such as anthropology, biology, chemistry, and management. (See the full list of Fellows online at: <http://bit.ly/CHWW2019>)

The Course Hero-WW Fellowship is a "genius grant" for outstanding university teachers. For tenure-track junior faculty, the award emphasizes the balance between scholarly excellence and commitment to teaching practice that draws on new approaches to pedagogy, creating a new level of engagement for students in and beyond the classroom. Tenure Track Fellows receive a one-year grant of \$30,000.



Jason Bruck




Curtis Cain



Kate Elgayeva

For non-tenure-track instructors, the Fellowship supports overall commitment to excellence in teaching. The one-year, \$20,000 grant awarded to non-tenure-track Fellows seeks to strengthen their teaching and also supports research and conference participation.

The newest Course Hero-WW Fellows, already great college educators, are emerging leaders in their fields who are on a clear trajectory to become heroes to their students. 



Saluting Arthur Levine



“Under Arthur Levine’s leadership, the Woodrow Wilson Foundation became a true leader in education innovation, instituting new programs that have had a direct impact on teaching and learning throughout the country. ... Arthur has demonstrated how education is a noble profession that can have immeasurable impact on generations of individuals.”

Thomas C. Hudnut, Chair, WW Board of Trustees



“To our great good fortune, Arthur Levine has brought the Woodrow Wilson National Fellowship Foundation focus, vision, imagination, and principled purpose of the highest order. Working with him has been challenging, exhilarating, inspiring, exciting – all in the service of improving teaching and learning, closing the achievement gap, developing leaders, and making American education, indeed, American society, more effective, more fair, and more just in valuing and enhancing the talents of all of our citizens.”

Nancy Weiss Malkiel, WW Trustee, Chair Emerita



Thoughts on the Woodrow Wilson Foundation:

Retrospective and Prospective (2006–2019), by Arthur E. Levine

When I arrived at the Foundation in 2006, George W. Bush was President of the United States, and the Foundation had five fellowship programs—the Newcombe Doctoral Dissertation Fellowship, the Woodrow Wilson Women’s Studies Dissertation Fellowships, a suite of doctoral and junior faculty fellowships supported by the Mellon Foundation, the Pickering Foreign Affairs Fellowship, and the Woodrow Wilson Visiting Fellows program. The Foundation was also developing and managing a handful of early colleges for the Bill & Melinda Gates Foundation.

In 2006, concerned that the Foundation not engage in too many disparate activities, the Woodrow Wilson Board reaffirmed and expanded the mission and purpose of the Foundation, adopting the following statement:

The Woodrow Wilson Foundation identifies and develops leaders and institutions to address the nation’s critical educational challenges.

The primary vehicle for accomplishing this is fellowships.

A principal focus of those fellowships is underrepresented and/or high-need populations and the institutions that serve them.

The Foundation also agreed, in 2006, to develop a focus on a single area: closing the achievement gap, the persistent disparity in academic achievement among the nation’s children by race, zip code, and socioeconomic status. Toward this end, Woodrow Wilson undertook three new initiatives: a teaching fellowship, a school leadership fellowship, and the creation of a 21st-century graduate school of

education offering programs in teacher and school leader education.

Today, 13 years later, the Woodrow Wilson Teaching Fellowship has prepared more than 1200 teachers. Focusing on secondary-level STEM—a critical shortage area in many states’ teaching force—it has operated in six states: Georgia, Indiana, Michigan, Ohio, New Jersey, and now Pennsylvania. This Fellowship has both recruited high-ability people with undergraduate degrees in science and math to prepare to teach those subjects in high-need in-state secondary schools for a minimum of three years, and also helped to transform teacher education programs at participating universities.

It quickly became apparent that for WW Teaching Fellows to succeed, they needed strong principals and school superintendents. However, previous research—including my own—had shown that school leadership programs lacked rigor and relevance. The Foundation therefore created the WW MBA Fellowship in Education Leadership, which shifted the preparation of school leaders from education schools to business schools, seeking to make the MBA the gold standard for school leader certification. Like the WW Teaching Fellowship, the WW MBA program is state-focused; relies on university/school partnerships; and utilizes long engagements, returning Fellows who complete the program to become leaders in the districts that nominated them. Working in three states—Indiana, New Mexico, and Wisconsin—the WW MBA Fellowship has produced some 300 school leaders to date.

Milestones & Accomplishments

September 2006

Arthur E. Levine begins work as sixth president of the Woodrow Wilson Foundation

December 2006

Foundation-wide strategic planning begins

October 2008

WW begins administering the Rockefeller Brothers Fund’s Fellowship for Aspiring Teachers of Color

May 2009

First class of WW Indiana Teaching Fellows named

October 2006

Dr. Levine and WW Board of Trustees reformulate the mission of the Foundation, emphasizing its commitment to closing the achievement gap

December 2007

First WW Teaching Fellowship program announced in Indiana with Gov. Mitch Daniels

April 2009

35th class of WW Women’s Studies Dissertation Fellows named



“The Arthurian legacy: Goodness of heart; intelligence of mind; greatness of purpose; create collaboration, commitment and cause. You lift lives! Thank you, dear Arthur!”

Fred Grauer, WW Trustee, Chair Emeritus


Finally, the Foundation has created the Woodrow Wilson Academy of Teaching and Learning. Through the Teaching and MBA Fellowships, WW has been engaged in repairing existing educator preparation programs. In contrast, the Woodrow Wilson Academy seeks to reinvent the school of education. With the Academy, the Foundation sought to invent the education school of the 21st century. The Academy was envisioned not as a hothouse, but as a resource and demonstration center, a showroom of the future of educator preparation. Created in collaboration with MIT, the Academy has

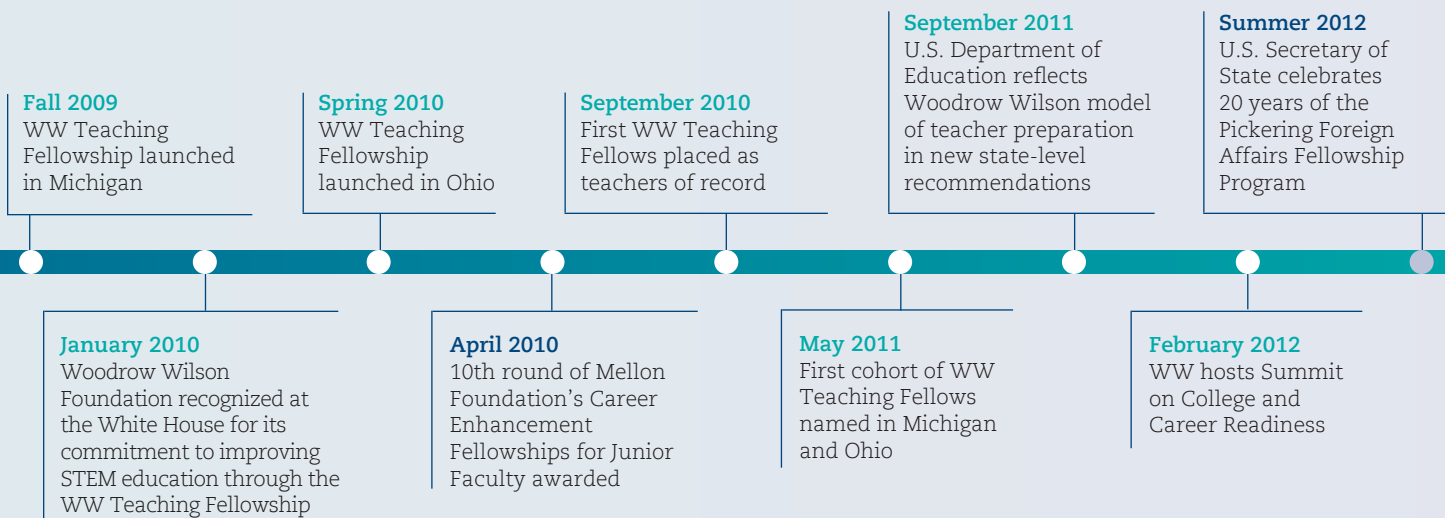
developed a competency-based master’s degree program in teacher preparation, and it continues to evolve. Just this year it has gained independent 501(c)(3) status.

Even as these programs have taken shape, the Foundation has rethought its approach to its longstanding programs. The Newcombe, Mellon, and Women’s Studies Fellowships continue to make important contributions to the Foundation’s mission. Several other programs have been either outsourced or reshaped, while new ones tied to the Foundation’s mission have been added: The WW HistoryQuest

Fellowship, for secondary-school teachers of American history; the Nancy Weiss Malkiel Scholars Award and the Course Hero-WW Fellowships for Excellence in Teaching, both for junior and untenured faculty; and the WW Higher Education Policy Fellowships, which seek to bridge divides between policymakers and higher education leaders, state by state. The Foundation has long experience and strong expertise in administering fellowship programs, and it continues to look for new mission-focused opportunities to do so.

Meanwhile, the next new direction for the Foundation has already emerged: the Woodrow Wilson American History Initiative, which will seek to transform the way American history is taught and learned. Announced in February 2019, this initiative will create an online platform for students and resources for teachers, seeking to promote active learning, deep understanding, problem solving, critical thinking, and a lifelong love of American history through interactive pedagogies, storytelling, and the inclusion of many voices and perspectives. The Board and staff are enthusiastic, and more details will be rolled out over the course of the year ahead.

The Woodrow Wilson Foundation has seen an extraordinary transformation over the past dozen years. We have been called a seven-decade-old startup. As the Foundation approaches its 75th anniversary, it will continue to evolve in response to national needs in education. It has been a privilege to be a part of this evolution. 





Building on a Strong Foundation

“A visionary, intellect and scholar, Arthur has arguably been the foremost leader in the field of American education for decades. Along with the preeminent Columbia University Teachers College and other educational institutions, he has revitalized the Woodrow Wilson Foundation and established its new college, the Woodrow Wilson Academy. All of his achievements have been accomplished by a gifted, determined man who is both modest and blessed with a first-class sense of humor.”

Walter W. Buckley, Jr., WW Trustee, Chair Emeritus



“Arthur Levine... came to the Foundation with his brains, his charm, and his character. He is leaving us with a teaching fellowship in six states, a master’s degree fellowship for school leaders in five universities, and a master’s-granting school in teaching and learning partnered with MIT. These programs...came from the imagination of Arthur Levine.”

William Lilley III WF '59, WW Trustee

“A brilliant visionary and creative thinker, Arthur Levine has motivated, guided, and championed the development of innumerable innovative educational programs... His mentorship to one and all is amazing. It has been an honor to serve with him, always inspired by his wisdom, thoughtfulness, availability, sensitivity, and friendship.”

Jennifer Gruenberg, WW Trustee

Milestones & Accomplishments

Dec. 2012
WW Teaching Fellowship expands to New Jersey

May 2014
WW Teaching Fellowship expands to Georgia

Spring 2015
WW MBA Fellowship expands to New Mexico; Nancy Weiss Malkiel Scholars program launched

April 2016
35th class of Charlotte W. Newcombe Fellows named

Dec. 2013
WW MBA in Education Leadership Fellowship launched in Wisconsin and Indiana

March 2015
WW HistoryQuest Fellowship launches

June 2015
Woodrow Wilson Academy of Teaching and Learning launches

Nov. 2016
WW secures grant for Higher Education Policy Fellowship program



“As a student of history, Arthur has this amazing ability to look backward to see where we’ve been and how we got there and then to look ahead and see where we need to go. With the establishment of the Woodrow Wilson Academy of Teaching and Learning, he is making his vision for the future of education a reality.”

Deborah Hirsch, *President, WW Academy of Teaching and Learning*



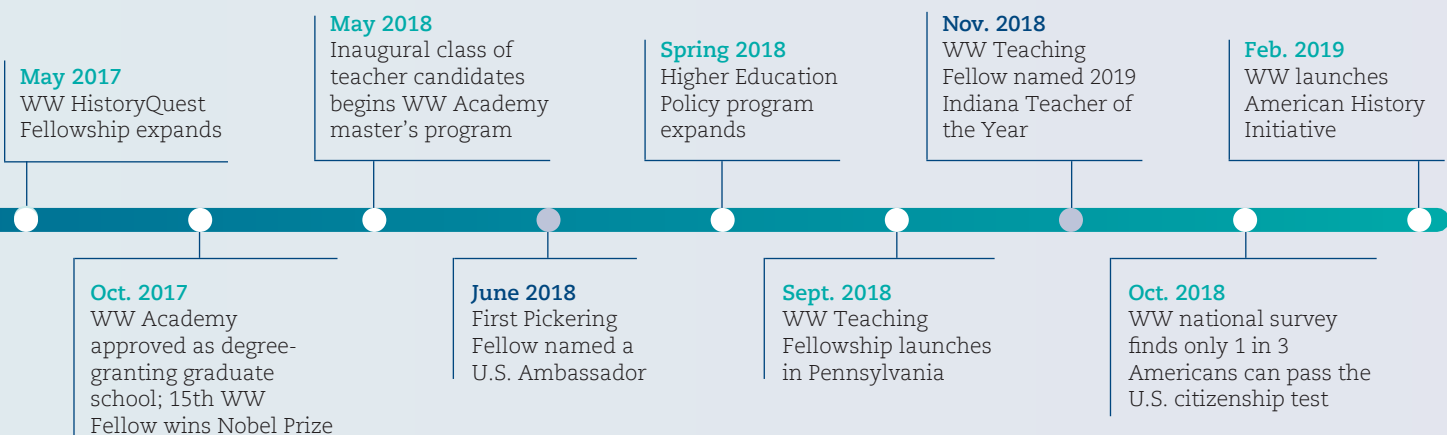
“None of this would have happened without Arthur Levine’s vision, charismatic leadership, incredible persistence, mastery of fundraising, and willingness to stay the course for a decade. Everyone who cares about teacher education and, indeed, the kind of teaching and learning that happens in America’s schools owes Arthur a debt of gratitude.”

James W. Fraser, *Senior Advisor, WW Teaching Fellowship (WW Senior Vice President, 2008–2012)*



“Those of us who have worked most closely with Arthur Levine know that, underneath his drive to innovate and even disrupt in education, is a genuine, heartfelt desire not just to improve outcomes, but to improve lives. Arthur doesn’t just talk about the Jewish notion of *tikkun olam*, repairing the world—he takes it seriously.”

Stephanie J. Hull, *President, Girls Inc. (WW Executive Vice President/Chief Operating Officer, 2012–2019)*



BOOK SPOTLIGHT

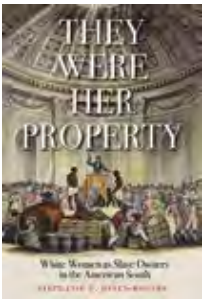


Wayward Lives, Beautiful Experiments: Intimate Histories of Social Upheaval

By Saidiya Hartman CN '90

American cities have long provided the backdrop for radical social change. In her most recent book, Saidiya Hartman reexamines the lives of Black women in Philadelphia and New York at the turn of the twentieth century. *Wayward Lives, Beautiful Experiments* is a social history that recounts the stories of women who defied societal norms—at times, even the law—to craft their own definitions of a free and full life.

“*Wayward Lives, Beautiful Experiments* is a rich resurrection of a forgotten history, which is Hartman’s specialty,” says *The New York Times*. “Her rigor and restraint give her writing its distinctive electricity and tension.”

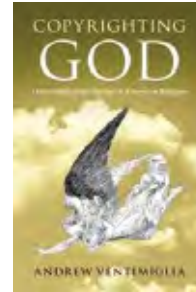


They Were Her Property: White Women as Slave Owners in the American South

By Stephanie E. Jones-Rogers CEF '17

Historians have gotten it wrong when it comes to white women owning slaves. Stephanie E. Jones-Rogers’ new book, *They Were Her Property*, sets the record straight. Using WPA interviews of formerly enslaved people, Dr. Jones-Rogers shows the ways in which white women used the enslaved to build their own wealth and status. Actively participating in and benefiting from the slave market, women used management tactics as vicious as those of their male counterparts.

The New York Times calls Dr. Jones-Rogers’ work “crisp and focused... [a] scrupulous history.” It illuminates a history that may be challenging and even painful to confront, but is nonetheless crucial to an accurate understanding of the past.

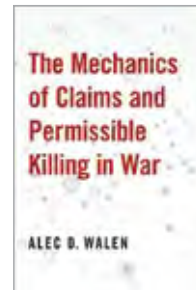


Copyrighting God: Ownership of the Sacred in American Religion

By Andrew Ventimiglia CN '13

American religious institutions, Andrew Ventimiglia argues in his first book, have taken extensive legal measures to solidify their economic positions, create order within their organizations, and establish their place in the larger society. “Through rich analysis of legal disputes,” comments Yale University’s Kathryn Lofton, Dr. Ventimiglia “considers how the commercial management of property defines modern religious experience. A powerful and necessary new argument.”

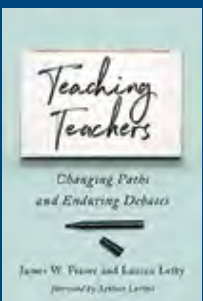
Copyrighting God looks at specific religious texts and how the authors used copyright laws to craft new forms of spiritual identity, mobilize their followers, and safeguard sacred text and items—all the while capitalizing on the secular rule of law to achieve their spiritual goals.



The Mechanics of Claims and Permissible Killing in War

By Alec Douglas Walen MN '87

During the course of modern war, when is killing justified? In *The Mechanics of Claims and Permissible Killing in War*, Alec D. Walen provides his and others’ perspectives on the question. Through a new theory of moral rights, Dr. Walen outlines the permissibility of killing during wartime. Considering rights as competing claims, the theory provides methods to measure those claims, making it possible to determine whether or not a person’s rights are morally violated by killing. WW



Teaching Teachers: Changing Paths and Enduring Debates

James W. Fraser, Senior Advisor, WW Teaching Fellowships

Teaching Teachers—a new book by TF Senior Advisor James W. Fraser and Lauren Lefty, with a foreword by WW President Arthur Levine—chronicles the emergence of new teaching

programs, starting in 1986, that move teacher preparation out of traditional universities. The book looks at different factors that drove this disruptive shift in teacher education. WW



Karen Uhlenbeck WF '64

Karen Uhlenbeck WF '64 won the 2019 Abel Prize for “the fundamental impact of her work on analysis, geometry and mathematical physics.” Dr. Uhlenbeck, professor emerita of mathematics and Sid W. Richardson Regents Chair at the University of Texas at Austin, is the first woman to receive the Abel Prize, created to serve as the equivalent in mathematics of a Nobel Prize.

Magdalena Barrera CEF '11 was elected the department chair of Chicana and Chicano Studies at San Jose State University. Dr. Barrera is the first woman to chair the 50-year-old department.

Emily Cizmas TF '14 received two teaching awards: the Shell Science Teaching Award, which recognizes one outstanding classroom teacher who has had a positive impact on her students, school, and the community through exemplary science teaching; and the Teacher of Promise Award from the Michigan Science Teachers Association.

Eddie Cole NWM '17 received a 2018 Early Career Award from the Association for the Study of Higher Education.

Anthony Gary Dworkin WF '64 completed his second four-year term as president of the Sociology of Education Research Committee of the International Sociological Association.

RECENT PUBLICATIONS

Lamonte Aidoo NWM '17—*Slavery Unseen: Sex, Power, and Violence in Brazilian History* (Duke University Press)

Darius Bost CEF '17—*Evidence of Being: The Black Gay Cultural Renaissance and the Politics of Violence* (University of Chicago Press)

Robert Roy Edwards WF '71—*Invention and Authorship in Medieval England* (Ohio State University Press)

Susan Celia Greenfield MN '84—*Sacred Shelter: Thirteen Journeys of Homelessness and Healing* (Fordham University Press)

Joan E. Judge CN '92 (co-edited)—*Women and the Periodical Press in China's Long Twentieth Century: A Space of Their Own?* (Cambridge University Press)

Amina Gautier CEF '13 received the Pen/Malamud Award for her short stories. The award honors excellence in the art of short fiction; Dr. Gautier is the first Black woman to win the award.

Hunt Hawkins WF '65 received a Fulbright Fellowship for a Visiting Professorship at the Jagiellonian University in Krakow, Poland.

Jeffrey Masten MN '86 was awarded the 2018 Elizabeth Dietz Memorial Prize for best book in early modern drama studies for *Queer Philologies: Sex, Language, and Affect in Shakespeare's Time*.

Matt Oney TF '12 was one of only seven teachers awarded Michigan's Certificate of Excellence, an award honoring innovation in STEM instruction. Mr. Oney will receive a \$10,000 grant each year for three years.

Caitlynn Richardson TF '15 received the Charlotte Boener Award for Innovative Middle School Science Teaching at the Hoosier Association of Science Teachers, Inc., conference.

Paula E. Stephan Amis WF '67 is a Phi Beta Kappa Visiting Scholar for the 2018–19 academic year.

Andrew Stephen Szegedy-Maszak WF '70 won an inaugural Onassis Foundation Teaching Fellowship in Culture and Humanities. The fellowship will support him in teaching Greek history to incarcerated students through Wesleyan's Center for Prison Education (CPE). [WWW](#)

ACLS Fellows 2018

Daphne A. Brooks
MN '90 CEF '03

Erin Chapman MN '00

Caitlin A. Fitz MN '04

Katja Garloff MCI '06

Hsuan L. Hsu MN '98

Keramet A. Reiter CN '11

Caroline T. Schroeder
CN '00 AP '02

Vivasvan Soni AP '00

Cecilia M. Tsu MN '98

Richard Allen Lebrun WF '56—*Lamennais: A Believer's Revolutionary Politics Series: Studies in the History of Political Thought* (Brill)

David B. Nolle WF '64 (co-author)—*The Mosaic of Muslim Religiosity and Social-Political Attitudes in Kyrgyzstan: A Gender-Based Exploration* (Journal for the Scientific Study of Religion)

Elliott Oring WF '69 (edited)—*The First Book of Jewish Jokes: The Collection of L. M. Büschenthal* (Indiana University Press)

Lisa Surridge MN '86—*The Plot Thickens: Illustrated Victorian Serial Fiction from Dickens to du Maurier* (Ohio University Press)

Elizabeth Todd-Breland CEF '16—*A Political Education: Black Politics and Education Reform in Chicago since the 1960s* (University of North Carolina Press)

FOUNDATION UPDATES


WW Academy Spins Off, Annual Report Available

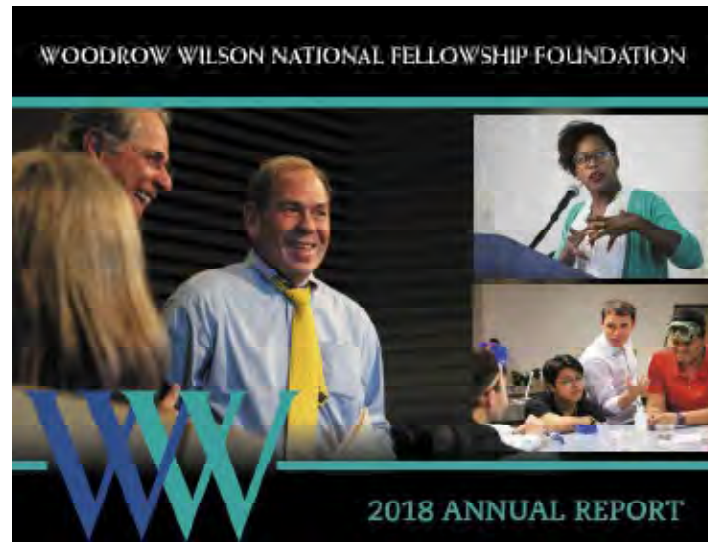


WW Academy Spins Off: The Woodrow Wilson Academy of Teaching and Learning has achieved independent 501(c)(3) status. The innovative graduate school of education was launched by the Woodrow Wilson Foundation in 2015. Created in collaboration with MIT, the WW Academy has developed a competency-based master's degree program in teacher preparation. The Academy will admit its second class of master's candidates later this year.



Hull Named Girls Inc. President: Stephanie J. Hull, who joined the WW staff in 2012 as Executive Vice President and Chief Operating Officer, has moved on to become President and CEO of Girls Inc. The NYC-based national nonprofit provides programming to more than 156,000 girls across the U.S. and Canada and advocates for policy and culture change to improve the conditions in which all girls are growing up.

Annual Report Available: The 2018 WW Foundation annual report is now available online at <http://bit.ly/WW18AnnualReport>. It includes a statement of activities, highlights of the Foundation's work and Fellows' accomplishments, and a donor list reflecting gifts received between July 1, 2017 and June 30, 2018. 





Mark your calendar
for the 2019
annual fund deadline.

WW ON SOCIAL MEDIA

Follow the Foundation and its programs on social media to receive updates and to let us and other Fellows know about your accomplishments.

Where to Find Us:

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Foundation: <http://on.fb.me/WWFoundation>
Teaching Fellowships: <http://on.fb.me/WoodrowWilsonTF>

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Foundation: www.youtube.com/WoodrowWilsonFdn

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[@WoodrowAcademy](https://twitter.com/WoodrowAcademy)

Paying It Forward: Fellows Gear Gifts to Repay Stipends



William Bissell CN '96



Fred D. Baldwin WF '58

Across all Woodrow Wilson programs, Fellows know the impact a fellowship can have on a career or a life. Fellowship support can free up resources to obtain the degree, embark on the research trip, or finish the book. Increasingly, Fellows who have made excellent use of the opportunities their fellowships afforded want to make sure others have those same opportunities.

“The Newcombe provided generous support for my work at a critical juncture,” says **William Bissell CN '96**. “It really served as a kind of start-up funding that allowed me to launch a full career of research and writing.”

Dr. Bissell is a professor of anthropology and sociology at Lafayette College and co-editor of the recent book *Social Memory, Silenced Voices, and Political Struggle: Remembering the Revolution in Zanzibar*. He earned his Ph.D. from the University of Chicago in 1999.


Fred D. Baldwin WF '58 says the Woodrow Wilson Fellowship made it possible to leave his East Texas home for Princeton, where he completed his Ph.D. in American history. After three years of university teaching, he took a post in the Johnson administration, working with one of LBJ’s signature poverty programs.

“The Woodrow Wilson Fellowship created academic opportunities that neither I nor my family could have come close to affording,” reflects Dr. Baldwin. “I’m grateful, knowing how my graduate school training opened doors for me.”

These two Fellows, emphasizing the importance of giving back to the Foundation that facilitated their early work, have pledged gifts that pay back the equivalent of their stipend amount. Their gifts will help support some of today’s Fellows as they begin their own careers.

“Reciprocity is very important in anthropology,” says Dr. Bissell. “I feel lucky to be able to give a little something back so that future generations of students might have the same—or better!—opportunities that came my way. It is all about opening up possibilities for those who are coming up after us.”

After his career as a freelance writer, Dr. Baldwin and his wife are making decisions about the future. He plans to make WW Annual Fund gifts over the next few years, with the intent to match the current value of his 1958 Woodrow Wilson Fellowship stipend:

“I think that WW’s no-strings fellowships for bright young people are a priceless gift to society that can’t be measured in dollars.” 

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Please accept my gift of \$_____ toward the Annual Fund.

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Next WW President Named

The Woodrow Wilson National Fellowship Foundation is pleased to announce that Rajiv Vinnakota will serve as its next president. Mr. Vinnakota, who co-founded the SEED Foundation and led the Youth and Engagement Division at the Aspen Institute, will succeed Arthur E. Levine this summer. Read more in the cover story. [WW](#)



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