

WOODROW WILSON

n FOCUS

ANNENBERG, CARNEGIE GRANTS SUPPORT

New WW Teaching Fellowship



Student teachers assist students at UC-Berkeley's California College Preparatory Academy and Harrisburg University's SciTech High, two schools working with various Woodrow Wilson programs. Photos left to right: Peg Skorpinski, UC-Berkeley; Woodrow Wilson Foundation.

president and chairman of the Annenberg Foundation and a former Chief of Protocol of the United States. Mrs. Annenberg's late husband, Walter H. Annenberg, served as Ambassador to Great Britain. The Annenberg Foundation has made a \$5 million grant in support of the initiative, to be launched with an additional \$1 million in start-up funds from Carnegie Corporation. *(continued on page 4)*

The Annenberg Foundation and Carnegie Corporation of New York have provided a total of \$6 million to pilot a new fellowship at the Woodrow Wilson Foundation—the first in an anticipated suite of new Woodrow Wilson teaching fellowships.

Designed as a model of a new “Rhodes Scholarship” for teaching, the new three-year Leonore Annenberg Teaching Fellowships will recruit outstanding arts and sciences majors to pursue teaching careers in urban and rural secondary schools that serve a high proportion of disadvantaged students. Fellows will receive content-rich, hands-on training at selected host universities partnered with high-need schools, followed by intensive mentoring and assessment during the first two years of teaching.

The fellowships will be named for Leonore Annenberg, president and chairman of the Annenberg Foundation and a former Chief of Protocol of the United States. Mrs. Annenberg's late husband, Walter H. Annenberg, served as Ambassador to Great Britain. The Annenberg Foundation has made a \$5 million grant in support of the initiative, to be launched with an additional \$1 million in start-up funds from Carnegie Corporation. *(continued on page 4)*

Educating the Presidential Candidates

by Arthur Levine

In their dozen or so debates through early October, Democratic and Republican presidential candidates have presented plans for solving a plethora of urgent issues—health care, national security, energy, the economy. But they have had relatively little to say about one of the most prominent issues of the past several elections: Education.

Education is falling off the nation's priority list. During the 2000 presidential election, Americans ranked education either first or second among the nation's priorities. In 2004, it fell to fifth.

Now, with the 2008 election season under way, it is all the clearer how precipitous the decline has been. In the first 18.5 hours of debates, the candidates gave education less than 43 minutes of air time—roughly 36 of them in instances when debate moderators deliberately focused on education. That leaves just 7 minutes,

split evenly between the two parties, in which candidates have volunteered their thoughts on education.

In the next decade, our nation is likely to pay less and less attention to education. Baby boomers, who constitute more than half of the electorate, made education a priority because they wanted good schools for their children. Today most of their kids have graduated or are largely through school. Now focused on their parents, boomers are asking for relief in the form of elder care, health insurance and social security. These issues will gain more and more priority as the boomers themselves begin reaching retirement age in 2008.

The sheer size of the baby boomer generation means that any issue they consider critical becomes a national priority. Every politician running for any office—from dog catcher to president of the United States—quickly develops a platform in that area. *(continued on page 4)*

MISSION

The Woodrow Wilson National Fellowship Foundation identifies and develops the best minds for the nation's most important challenges. In these areas of challenge, the Foundation awards fellowships to enrich human resources, works to improve public policy, and assists organizations and institutions in enhancing practice in the U.S. and abroad.

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EDITOR'S NOTE:

Why Fellowships Still Matter

This issue of *Woodrow Wilson In Focus* contains three kinds of stories:

- articles about new Foundation initiatives to help close the achievement gap;
- items that reflect Woodrow Wilson's historic commitments and ongoing efforts; and
- reports on recent appointments of leaders who are helping build on the Foundation's legacy.

The common threads among them: Fellowships and education.

Over the past year, as Woodrow Wilson has reenvisioned itself, it has become clear that the Foundation remains, first and foremost, a fellowship organization, unique in administering a portfolio of fellowships geared to urgent educational and social concerns. Hence our new mission statement, as it appears in the masthead at left: We identify and develop the best minds for the nation's most important challenges.

The Foundation has done this work for more than sixty years. After World War II, the Woodrow Wilson Fellowships responded to a shortage of college faculty by offering talented students the opportunity to attend doctoral programs and begin college teaching careers. Over time, the Foundation's fellowships have addressed other emerging needs in and beyond the academy. Now, extending this tradition, Woodrow Wilson is creating new programs to prepare exceptionally able teachers for high-need secondary schools. The central vehicle, as ever, is a Woodrow Wilson Fellowship.

In an era of systems approaches, a focus on individuals may seem outmoded, an echo of the great-man view of change. As human capacity expert Joyce Mook observes, many nonprofits now seek to address societal challenges by investing in institutions and organizations rather than in "best minds." And there is no doubt that the complexity of the nation's most intractable ills—inequity, illiteracy, insularity—requires an array of interventions. Indeed, in the months ahead, the Foundation will conduct policy research and develop practice models to create a context for its core initiatives.

And those core initiatives are fellowships. For the Woodrow Wilson Foundation, supporting talented, committed individuals remains one of the most powerful possible interventions. Fellowships still matter.

Why? A fellowship can call attention to a field that needs good people. It can provide the financial margin that makes goals attainable. It offers a stamp of prestige, legitimizing one's work and promoting self-confidence. It can open doors, as many Woodrow Wilson Fellows have found, and add to what sociologist Harriet Zuckerman has called "the accumulation of advantage"—the tendency of honors to lead to further opportunities. For first-generation scholars and leaders, in particular, this last aspect of a fellowship can do much to level the playing field.

The new Woodrow Wilson Teaching Fellows will, we hope, once again help to change the face of American education. The successes of Fellows from years past demonstrate the impact that the best minds can have. And the appointment of outstanding advisors, leaders, and staff—some themselves Fellows—enhances Woodrow Wilson's fellowship expertise, helping to ensure continued excellence.

Ultimately, the value of a fellowship is its fellows; the word itself originally meant something like today's stakeholder or partner. The influence that a partnership of the nation's best minds can have on its most urgent challenges is inestimable. We hope you share our sense of the potential of, and the pressing need for, the ongoing tradition of Woodrow Wilson Fellowships.

If you care to comment on Woodrow Wilson In Focus or to suggest new stories, please email us at communications@woodrow.org.

140 FELLOWSHIPS FOR 2007-08 Awarded Across Woodrow Wilson Programs

The 2007-08 academic year is well under way for some 210 fellows from various Woodrow Wilson programs, 140 of whom received their awards in spring and summer 2007.

The group includes 111 Thomas R. Pickering Foreign Affairs Fellows preparing for careers in the U.S. Foreign Service. The 55 current Pickering Undergraduate Fellows, including 20 named in June 2007, began the program at the conclusion of their sophomore year in college, receiving full funding to pursue master's degrees in a field related to international affairs. In addition, 56 Pickering Graduate Fellows, 20 of whom were selected this past June, are now at various stages of master's degree programs. Both the undergraduate and graduate Pickering programs—funded by the U.S. Department of State and now in their 15th and 11th years, respectively—include special training institutes and internships that offer Fellows professional development to complement their academic work.

Also completing their master's degrees this academic year are 39 Doris Duke Conservation Fellows in multidisciplinary environmental studies programs at Yale, Duke, Cornell, Florida A&M, and Northern Arizona universities, and the universities of Michigan, Wisconsin, and California at Santa Barbara. Selected in the first year of their master's work, the Doris Duke Conservation Fellows receive up to \$26,000 to cover a year's tuition, plus a \$5,000 stipend for a summer internship. The 2007 Fellows kicked off the academic year at the program's annual September retreat in Shepherdstown, West Virginia.

Fellows at various stages of dissertation work in the 2007-08 academic year include 29 Charlotte W. Newcombe Doctoral Dissertation Fellows. Funded by the Charlotte W. Newcombe Foundation, this year's Newcombe Fellows received \$19,000 for their final year of work on social science or humanities dissertations that focus on religious or ethical values. This year's Fellows are writing on such topics as Islam's role in the health of Uzbek mothers and children, the competition between modern democratic assumptions and Buddhist/Confucian values in the intelligence battle for central Viet Nam, the worship of Jupiter as a matter of class in ancient Rome, and the philosophical question of individual responsibility for group transgressions.

The seven Woodrow Wilson Dissertation Fellows in Women's Studies for 2007 (see profile on page 6) each received \$3,000 to support completion of a dissertation about women that crosses disciplinary, regional, or cultural boundaries. The 2007 Fellows' projects included an examination of opportunities for economic empowerment that voluntary marriage migration can give Third World women; a look at how popular novels, films, and magazines have shaped African American women's perspectives on HIV and AIDS; and an exploration of the connection between global travel and women's experience in contemporary fiction. The Women's Studies Fellowship is supported by a combination of endowment funds from the Ford Foundation, the Hans Rosenhaupt Memorial Endowment, and private donors.

The 2007-08 recipients of MMUF dissertation-stage awards, all former Mellon Mays Undergraduate Fellows, include six recipients of MMUF Dissertation Grants, offering a maximum of \$20,000 for dissertation write-up, as well as 19 recipients of 2007 MMUF Travel/Research Grants that provide up to \$5,000 for research and fieldwork expenses related to their dissertation projects. The Andrew W. Mellon Foundation funds these awards. Fields in which these 25 Fellows are working include astrophysics, mathematics, anthropology, history, religion, English literature, Italian literature, and American studies.

For complete lists of fellows in each of these programs, visit the Foundation's Web site at www.woodrow.org/fellowships.



Top row, left to right: Zehavi Husser (Princeton) and Hieu Van Ho (Temple), 2007 Newcombe Fellows. Center: Barbara Bramble, senior advisor in international affairs at the National Wildlife Federation, talks with Doris Duke Conservation Fellows Marc Aarons (Florida A&M) and Jason Corwin (Cornell). Bottom: The 2007 Pickering Fellows outside the State Department at orientation. Photos courtesy of Z. Husser, H. Ho, Georgia Basso, U.S. Department of State.

(continued from page 1)

ANNENBERG, CARNEGIE GRANTS SUPPORT NEW WW TEACHING FELLOWSHIP

“These extraordinary commitments will allow us to demonstrate a new approach to teacher preparation and retention,” said Arthur Levine, president of the Woodrow Wilson Foundation. “We think the Annenberg Fellowship will make an important difference in how teaching is perceived, showcase and build on best practices in teacher education at some exemplary universities, and enrich the lives of thousands of children that the Fellows will reach during their careers. And we believe it’s an approach that other institutions can and will adopt.”

Over three years, 100 Annenberg Fellows—25 at each of four of the nation’s most innovative teacher preparation programs—will receive \$30,000 awards to pursue master’s degrees. The Fellowship will identify a diverse pool of high-caliber candidates who hold baccalaureate degrees in arts and sciences fields or related professions, like engineering or finance, and who show demonstrated commitment to high-need communities, education, and schoolchildren. Graduating seniors, recent college graduates, and midcareer professionals will be eligible.

“Many of the Annenberg Foundation’s grants in education are based on the belief that teacher quality is at the heart of education reform,” said Gail Levin, executive director of the Annenberg Foundation. “The Leonore Annenberg Teaching Fellowships will strengthen the foundation’s grantmaking history by recruiting, preparing and supporting exceptional arts and science undergraduates for careers as secondary school teachers and catalysts for change in urban and rural public schools.”

Participating institutions will be selected based on the innovative nature of their teaching preparation, their existing partnerships with high-need schools, and their commitment to follow-up mentoring and rigorous evaluation. A midpoint assessment of the program’s progress and potential, as well as long-term tracking of the Fellows, will allow education schools nationwide to draw lessons from the project.

“If we really want to continue to improve student achievement we have no choice but to improve teaching—the Fellowship does just that,” said Vartan Gregorian, president of Carnegie Corporation of New York. “The new program captures Leonore Annenberg’s commitment to inspiring, encouraging, and supporting the professional men and women who are shaping our next generation.”

Woodrow Wilson expects to announce selection of the four school sites in fall 2007, based on criteria developed by a blue-ribbon panel of education leaders. The first Fellows will be named in late spring 2008, begin master’s work in the summer or early fall, and start classroom teaching in fall 2009. David Haselkorn, senior fellow at Woodrow Wilson, will direct the program. Previously, Haselkorn led Recruiting New Teachers, Inc., which pioneered a variety of innovative teacher recruitment and retention programs.

Throughout summer 2007, conversations about similar teaching fellowships have also been under way with public and private partners with two large midwestern states, which would adapt the model for use in statewide programs. The Foundation expects to make a major announcement about these fellowships in early 2008.

(continued from page 1)

EDUCATING THE PRESIDENTIAL CANDIDATES

For these reasons, senior benefits and health care will likely overshadow education in the 2008 election. Yet our country still faces huge education challenges: a persistent academic achievement gap; a need for more and better-prepared teachers, as many as two million; a failure—after nearly 25 years of school improvement efforts—to turn any urban school system around. We have to fix these problems. If America is to compete globally and sustain a democratic society, all of our children need higher-level skills and knowledge than ever before to support a family and participate as engaged citizens. Education is, in fact, part of the answer to many of the issues now dominating the presidential debates, including national defense, energy policy, immigration, health, and environmental protection.



Photo: Stan Honda, AFP/GettyImages.

What can be done to ensure that candidates pay attention? The national education media and the independent sector are trying. For example, the Bill & Melinda Gates Foundation and the Eli and Edythe Broad Foundation have launched a bold, nonpartisan awareness campaign to make education a priority in the 2008 presidential election.

Called “ED in ‘08,” the \$60 million campaign focuses on three issues—higher academic standards, effective teachers in every classroom, and more time and support for all students to learn. It employs techniques varying from direct questions at campaign stops to email blasts and television spots. ED in ‘08 may be the most important philanthropic

investment in education in years, and its price is far less than the one society will pay if we fail to reconstruct our education system: billions of dollars to address crime, cover health and social services, and make up for lost tax revenue.

Journalists, businesspeople, and the nonprofit sector are also trying to raise education’s priority. The Education Writers Association, supported by the U.S. Chamber of Commerce, Carnegie Corporation, the Lumina Foundation and KnowledgeWorks, is hosting panel discussions and interviews with candidates to explore their positions on education. And yet, to date, the candidates’ near-silence remains deafening.

To permit education to fall off the national agenda today is to accept weak and inequitable schools—and with them, limits on access to higher education and to subsequent social and economic opportunities. Not only is this bad policy, it is morally wrong.

The Broad and Gates Foundations, along with the other organizations now pressing the point about education, are offering our nation the chance to do well and do good. The presidential candidates need to embrace it—not just when forced to, but as a crucial plank in their platforms.

An earlier version of this essay appeared in the August 1, 2007 edition of Education Week.

First WW Early College Graduates

CHOOSE AMONG TOP COLLEGES



Offers from Berkeley, Columbia, Cornell, Dartmouth, Franklin & Marshall, Grinnell, Michigan, Mills, NYU, Penn State, Rutgers, UCLA, Vanderbilt; full or partial scholarships from sources such as the Gates Millennium Scholarship, the Posse Foundation, the New York Times, Horatio Alger, the North Fork Foundation, and Nara Bank: Given today's fiercely competitive college admissions, these would be impressive enough results for the students of well-funded suburban high schools.

For members of the Class of 2007 at two Woodrow Wilson Early College High Schools in New York City—where just two out of five students in most high schools earn a diploma within four years, and fewer than half go on to baccalaureate degree programs—they're stellar results.

Manhattan Hunter Science High School (Manhattan Hunter) and Brooklyn College's STAR (Science, Technology and Research) Early College High School, two of Woodrow Wilson's first early colleges, graduated their first classes in June 2007, with respective four-year graduation rates of 97% and 96%.

Since Woodrow Wilson opened the two small urban high schools in 2003 with funding from the Bill & Melinda Gates Foundation, Manhattan Hunter and STAR, partnering with two CUNY institutions, have guided students through a demanding high school course of study that includes college courses. Faculty at Hunter College, working with Manhattan Hunter, and at Brooklyn College, working with STAR, have helped the schools create curricula, engaged in teachers' professional development, and taught college courses to the high schools' students.

These partnerships create a college-going culture and provide high school students with access to campus resources, facilities, faculty, and courses. Unlike some dual-enrollment and accelerated programs that stress individualism and competition, Woodrow Wilson Early Colleges emphasize tailored support services that build competence and confidence for each student, all in the setting of small school communities. Both STAR and Manhattan Hunter have fewer than 500 students; the Class of '07 at STAR comprised just 71 students, and at Manhattan Hunter, 78 students.

For the students who attend the two schools, Early College support makes all the difference. Many have neither parents nor older siblings who attended college; most are average students, who, in many cases, have not performed up to their capabilities; and most come from low-income families. At STAR, more than 80% of the students are black and 10% are Hispanic, while Manhattan Hunter's enrollment is 35% Hispanic, 25% Asian/Pacific Islander, 21% black, and 13% white.



Top: Brooklyn College provost Roberta Matthews congratulates STAR graduates. Bottom: Manhattan Hunter students, along with WW Trustee Fred Grauer and President Arthur Levine, contemplate the slope of $f(x)$. Photos: John Ricasoli, Brooklyn College; Woodrow Wilson.

Both schools rely on the premise that challenging these students, not slowing down their preparation, engages and stretches them. "I really appreciate [STAR's] program, not only because of its academic offerings, but because of what it taught me about my own work ethic," said Kadian Campbell, now a member of the Dartmouth College Class of 2011. "The Brooklyn College program taught me more of what it takes to be successful in college."

Jian Wang, who graduated from Manhattan Hunter, agrees. "Taking classes with college students showed me how different college is from high school. I found new ways to understand the material the professors taught in class. I also started to become closer with many of my classmates because we all studied together and assisted each other." Mr. Wang is now a freshman at the University of Michigan.

Susan Kreisman, principal at Manhattan Hunter, says, "We create an environment built on three beliefs: 'This is important'; 'You can do it'; 'We won't give up on you.' It's a mantra that has proven successful so far."

Finding Freedom in Fundamentals

Woodrow Wilson Women's Studies Fellow examines transnational Islamic women's academy



Photo: Mary Watkins, UCLA.

They gather in local classrooms and in each other's homes; in rural villages and in urban centers; around kitchen tables and computer screens; in Karachi, Toronto, and Tempe. Many, though lifelong Muslims, are reading *tafsir* (exegesis) of the Qur'an for the first time to understand what it actually says about everything from hygiene to civil society. And many students of the Al-Huda Academy for Women, according to Khanum Shaikh (WS '07), find the experience freeing.

"There's an incredible enthusiasm and excitement, a transformation among [Al-Huda's] members," says Ms. Shaikh, a doctoral candidate in women's studies at the University of California at Los Angeles. "Many talk about how unaware Pakistani women have historically been of what religion really means in daily life—raising children, being a citizen, forging a relationship with Allah. Al-Huda opens up a wealth of information for people to reformulate their lives, while also providing a space for internal reflection."

"Although women have always been educated in Islam, the Qur'an is in Arabic, which is not Pakistanis' native language," Ms. Shaikh says. "Through my traditional Qur'anic education, I could quote sections in Arabic—but not necessarily understand what they say. We learn to rely on interpretations dominated by male scholars."

Founded in Islamabad in 1994 by Farhat Hashmi, who completed a Ph.D. in Islamic studies at the University of Glasgow, Al-Huda (Arabic for "guidance from Allah") offers locally hosted religious study groups for women, as well as online resources, recordings, and radio broadcasts in Pakistan. The group's recently opened school in Ontario has generated controversy among both Muslims and non-Muslims.

Ms. Shaikh's dissertation examines how Al-Huda engages gender and Islam, how Al-Huda members reconceive their identities, and how Al-Huda's discourse is interpreted in multicultural North America. Al-Huda gives Pakistani Muslim women an unprecedented opportunity, Ms. Shaikh says, to consider their own values and ethics—"everything from intimate day-to-day matters to larger ways of living in the world, concerns like arrogance, class privilege, disease. One woman said the entire year was magical for her, in terms of coming into a voice and thinking hard about these things."

But there is much debate about Al-Huda within Pakistan, where Dr. Hashmi is the first woman to attain such prominence as a religious teacher. Many traditional male Islamic scholars call Al-Huda's approach too liberal, Ms. Shaikh says, while others suggest that Dr. Hashmi's perspectives are rigid and constricting. Still others question her qualifications to be a religious teacher at all.

Meanwhile, Ms. Shaikh adds, Westerners exoticize the Al-Huda approach. "Many articles emphasize Dr. Hashmi's 'modern' methods—the reporters see a disconnect when she teaches in full abaya and face veil, using a PowerPoint presentation. There shouldn't be so much dissonance between the image of a fully veiled woman and a laptop."

So is Al-Huda a feminist phenomenon? "It's not that easy," replies Ms. Shaikh, who has taught a UCLA course titled Gender and Religious Fundamentalism. "Through Al-Huda women do learn about their rights in Islam—to inherit, to divorce, and so on—and many had no idea they had these rights."

"But I wouldn't say that the goals of Al-Huda's leaders are the same as those of feminists. A lot of Al-Huda members distance themselves from feminism, just as many feminists see a vast gulf between themselves and the gendered religiosity that Al-Huda represents. Exploring that gap is part of my research."

"The Politics of God"

Newcombe Fellow interrogates Western thought about religion and government

In the West, we tend to take it as a truth universally acknowledged that a nation seeking a place in the modern global community must be in want of a secular government.

Not necessarily so, argues Mark Lilla (CN '89) in his latest book, *The Stillborn God: Religion, Politics, and the Modern West*. "In the end," Dr. Lilla writes, "what happens on the opposite shore will not be up to us. We have little reason to expect societies in the grip of a powerful political theology to follow our unusual path, which was opened up by a unique crisis within Christian civilization. This does not mean that those societies necessarily lack the wherewithal to create a decent and workable political order; it does mean that they will have to find the theological resources within their own traditions to make it happen."

From Third Rail to Fourth R

Bestseller by Mellon Fellow sparks nationwide debate

“Today,” writes Stephen Prothero (MN ‘84), “it is a rare American who can follow with any degree of confidence biblically inflected debates about abortion or gay marriage. Or, for that matter, about the economy, since the most widely quoted Bible verse in the United States—‘God helps those who help themselves’—is not actually in the Bible.”

In *Religious Literacy: What Every American Needs to Know—and Doesn’t*, Dr. Prothero, chair of Boston University’s religion department, argues that the nation’s high schools and colleges must “start seeing teaching about religion not as a third rail but as the ‘Fourth R,’” so that “citizens [can] participate fully in social, political, and economic life in a nation and a world in which religion counts.”

This fall *Religious Literacy*, which traces religion’s historic role in America’s curricula, won a 2007 Quill Book Award. It spent four weeks on the New York Times Best Sellers last spring and garnered Dr. Prothero guest spots on *Oprah!*, *The Daily Show with Jon Stewart*, and *The Tavis Smiley Show*.

Since its publication, the book has also sparked debate across the country and throughout the blogosphere. One of the most prominent skirmishes took place on “Think Again,” Stanley Fish’s *New York Times* blog. Rebutting Dr. Prothero’s proposal that schools teach religion by “bracketing” its truth claims, Dr. Fish wrote, in a March 31 column, “That’s like studying the justice system and bracketing the question of justice.” After receiving nearly 100 contrarian replies overnight, Dr. Fish posted a second commentary, opening an ongoing exchange on religion in public life.

“You can teach about truth claims without demanding assent,” Dr. Prothero points out. “If you’re teaching about Plato, are you going to demand that all your students agree with Plato? No. We do have to treat religion with care in public schools—but teaching religion as opposed to teaching theology has been happening for a long time, and many people have managed to do it well.”

Deliberately evoking E.D. Hirsch, Jr.’s provocative 1986 *Cultural Literacy*, *Religious Literacy* provides a dictionary of need-to-know concepts from various faiths. Dr. Prothero is quick to note, however, that religious literacy requires more than memorizing basics. “We need not only a facility with terms, but also an understanding of what we don’t know,” Dr. Prothero says. “What we need to know about Islam to understand Iraq might be different from the Islamic literacy we need to understand Dearborn, Michigan.” He calls for “functional literacies” that would include familiarity with various faiths’ key narratives and prominent figures, key distinctions among denominations, and an awareness of each tradition’s rituals.

Most of all, Dr. Prothero says, Americans urgently need a better approach to religion in public discourse. “These are national issues, and we have a poor way of talking about them—a culture-war approach dominated by a media that gravitates to the extremes, with a nutty person on either side of an interview. We need more sophisticated conversations with enough contextual information to follow the arguments. And we need to overcome the notion that if we talk about religion in the public schools they’ll erupt into medieval-style religious violence.

“I think most Americans are not alarmists about these matters. They don’t think either from the secular left or the religious right—they’re in the middle. And I think we’re starting to have the conversation. There’s a move toward greater responsibility in both secondary schools and higher education, and religious literacy is a timely question in that move.”

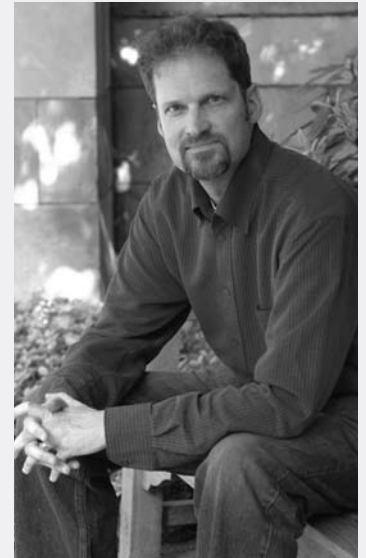


Photo: Vernon Doucette, Boston University



The Stillborn God, published in September 2007 by Alfred A. Knopf, makes the case that Western-style secular government is itself a consequence of the Great Separation, the 17th-century philosopher Thomas Hobbes’ recasting of political theology as a matter of human belief, rather than “divine commands.” Because this philosophical position is uniquely based in a culture that arose from Western Europe’s intra-Christian conflicts, Dr. Lilla contends, the resulting idea of secular government is itself imbued with messianic Christian assumptions—and not, therefore, readily transferable to cultures based in other faiths.

“The Politics of God,” Dr. Lilla’s essay based on the book, was the cover story in the August 19 issue of *The New York Times Magazine*. He is Professor of the Humanities in Columbia University’s Department of Religion.

Photo courtesy of Mark Lilla.

Making Opportunity Count

Shaka Rasheed (PP '92) grew up in a housing project in Miami. A Morehouse College graduate with a Harvard MBA, Mr. Rasheed is now a vice president at JP Morgan. He recently spoke with Woodrow Wilson's Tim Freeman about his biggest influences and his commitment to public service.



Shaka Rasheed with his daughter, Kira Iman Rasheed, on the cover of *Pop: A Celebration of Black Fatherhood* (Stewart, Tabori & Chang, 2007). Reprinted with permission. © 2007 Carol Ross.

father became involved with drugs and was incarcerated. My mother single-handedly raised me and my three sisters. I started working in the third grade to contribute to the bills.

So I'm committed to public service and education for two reasons. First, my mother was a tremendous example, making sacrifices to continue her own schooling and expecting my sisters and me to do something meaningful. Second, I want to have an impact on young people facing challenges similar to what I experienced.

TF: You mentioned your mother—who else influenced you growing up?

SR: I had some close calls in middle school. My cousin and a friend's brother were shot and killed. My friends began to be locked up. And then I got in an altercation, and was told if it happened again I'd be sent to a different school.

But Mr. Johnson, an African-American 7th-grade science teacher, saw that I was doing well on exams. He grabbed me one day after class and told me I was ruining my life. He said, "I'm not going to let you do it. You're going to do your very best in my class, understand?" What spoke to me was his expectation for me—he saw that sparkle, and he absolutely commanded it. And in 9th grade I had another science teacher, Mrs. Cook, who taught "the whole person" and also had high expectations of me—she became the best teacher I ever had.

Their influence is why I mentor students today. Lots of kids I grew up with had amazing potential. But I heard those teachers' voices where most other kids didn't. Thousands of kids don't hear that voice, or don't have a support system, or, even if they do, don't quite know what to do with it.

TF: Where has all this led you? What do you count as the biggest successes of your adult life?

SR: Through mentoring and tutoring, I know I've gotten kids to see that they can do anything. I count that as a big success. So many opportunities are closed to people of color and women simply because young people don't see themselves in professional positions that they might want to try. Furthermore, being a husband and father has changed my life dramatically. These are what I count as my biggest successes.

TF: What are the challenges of the future for you?

SR: I'm 35—my story's not written yet. I think there's this window of time that we are granted on this planet, and I want to make sure mine counts.

TF: Can you say a little about your fellowship with Woodrow Wilson?

SR: At Morehouse I majored in urban studies and economics, [considering a career in] public administration. [Woodrow Wilson's junior summer institute for Public Policy Fellows] afforded me an opportunity to understand what that career would be like, and to deepen the skills. While it was very challenging, very stretching, I realized that this kind of work wasn't what I wanted. However, I still wanted to have an impact on the dynamics that I knew growing up. I didn't think there were a lot of people at the urban policy decision table with financial acumen and the heart to make an impact. And I thought to myself, "I could be one of those people who does well while doing good."

TF: You're clearly committed to public service, working with several school and nonprofit boards. Why?

SR: My experience growing up wasn't different from that of a lot of young African-American men. Both my parents were thoughtful, good people, but they dropped out of college and their circumstances spiraled. My

Shaka Rasheed knows firsthand what study after study has shown—that no school-based intervention matters more to student achievement and college access than effective teachers. Mr. Rasheed supports the Woodrow Wilson Foundation because of its focus on preparing the nation's best minds for its most essential professions—including teaching. Please join him in making a gift to the Foundation's Annual Fund at www.woodrow.org/supportingww.

Foundation Updates

WOODROW WILSON PRESIDENT'S ADVISORY COUNCIL APPOINTED

Woodrow Wilson president Arthur Levine has formed a 27-member advisory group to provide perspectives and candid counsel on the Foundation's plans, possibilities, and challenges. This "kitchen cabinet"—chaired by Barry Munitz, former chancellor of the California State University system, former president of the J. Paul Getty Trust, and a 1963 Woodrow Wilson Fellow—includes leaders in business, philanthropy, education, government, and the nonprofit sector.

WW BOARD ELECTS THREE TRUSTEES

Three new members have recently been elected to the Woodrow Wilson Foundation Board of Trustees.



Kenneth S. Davidson is a founding member of Aquiline Holdings LLC, a New York-based global investment firm. From 1977 through 1995, Mr. Davidson was the founder and managing partner of Davidson Weil Associates, and was previously a vice president and senior portfolio manager at Oppenheimer Capital Corporation. He serves on the boards of the Juilliard School, the American Friends of the National Gallery/London, the Lazard Funds, and the Asian Cultural Council; he also chairs the board of directors of the Bridgehampton Chamber Music Festival. He is a graduate of Colgate University.

Lily Pu is an expert in market research and strategic positioning. Most recently Senior Partner of Strategic Planning at Ogilvy & Mather, she worked with the internationally known advertising, marketing, and public relations agency over the course of two decades in its New York and Hong Kong offices. Ms. Pu has done pro bono branding consulting for the Barnard College Board and Symphony Space, and has mentored participants in the American Association of Advertising Agencies' Multicultural Advertising Intern Program. After graduating from Barnard College, she received her MBA on a full fellowship from the Columbia Graduate School of Business.



George A. Weiss is president of George Weiss Associates, Inc., a money management firm, and chief executive officer of Weiss Multi-Strategy Advisers LLC. A graduate of the University of Pennsylvania's Wharton School of Finance, he also created and heads the Say Yes to Education Foundation, which provides last-dollar scholarships for post-secondary education to inner-city students. A lifetime trustee of the University of Pennsylvania, Mr. Weiss is also an honorary regent of the University of Hartford, a patron member of the Metropolitan Opera, and a supporter of the Wadsworth Athenaeum in Hartford.

The Woodrow Wilson President's Advisory Council

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CAROL BIONDI

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Notes on Fellows



In July 2007, **Gordon H. Bower (WF '54)** was presented with a 2005 National Medal of Science in the field of behavioral and social sciences. The Albert Ray Lang Professor of Psychology, Emeritus, at Stanford University, Dr. Bower is a cognitive psychologist whose experimental work explores memory, reasoning, emotion, the understanding of language, and behavior modification. He retired in 2005 after 46 years at Stanford.



Astrophysicist **Peter M. Goldreich (WF '60 H)**, Professor in the School of Natural Sciences at the Institute for Advanced Study and Lee A. DuBridge Professor of Astrophysics and Planetary Physics at the California Institute of Technology, won the 2007 Shaw Prize in Astronomy. Created in 2004 by Sir Run Run Shaw, a Hong Kong film and television producer, the Shaw Prize bears a \$1 million monetary award.

In late 2006, three Woodrow Wilson Fellows received the National Humanities Medal in a ceremony at the White House: **Robert Fagles (WF '55)**, a renowned translator of Latin and Greek classics and Arthur W. Marks '19 Professor of Comparative Literature, Emeritus, at Princeton University; **Mary R. Lefkowitz (WF '57)**, professor emerita of classics at Wellesley whose nine books include *Greek Gods*, *Human Lives* and *Not Out of Africa*; and **Mark Noll (WF '68)**, Francis A. McAnaney Professor of History at the University of Notre Dame, noted scholar of Christianity in 18th- and 19th-century America, and co-founder of the Institute for the Study of American Evangelicalism.

OTHER AWARDS

Lance Lazar (CN '95) received the Howard R. Marraro Prize in January 2007 from the American Catholic Historical Association for his book *Working in the Vineyard of the Lord: Jesuit Confraternities in Early Modern Italy*.

Harvey Mansfield (WF '53) was the National Endowment for the Humanities' 2007 Jefferson Lecturer. His topic: "How to Understand Politics: What the Humanities Can Say to Science."

Craig A. Tracy (WF '67) won the 2007 Norbert Wiener Prize in Applied Mathematics for his work in the field of random matrix theory.

APPOINTMENTS

Codou Diaw (WS '03) has become the executive director of FAWE, the Forum for African Women Educationalists, based in Nairobi, Kenya. FAWE is the only continent-wide African NGO dealing with girls' education and women's literacy.

Drew Gilpin Faust (WF '70) was named the twenty-eighth president of Harvard in February 2007. President Faust, the first woman to be appointed to that post, was inaugurated in October 2007.

If you are a Fellow from any Woodrow Wilson program and would like to submit news of your recent accomplishments, please send an email to our Communications office at communications@woodrow.org.

NEW BOOKS AND PUBLICATIONS

Cynthia Stokes Brown (WF '63 H)—*Big History: From the Big Bang to the Present* (The New Press, 2007).

Max Cavitch (CN '97)—*American Elegy: The Poetry of Mourning from the Puritans to Whitman* (University of Minnesota Press, 2007).

Joseph J. Ellis (WF '65)—*American Creation: Triumphs and Tragedies at the Founding of the Republic* (Knopf, 2007)

Yonatan Eyal (MN '00)—*The Young America Movement and the Transformation of the Democratic Party, 1828-1861* (Cambridge University Press, 2007).

Mark Lilla (CN '89)—*The Stillborn God: Religion, Politics, and the Modern West* (Knopf, 2007)

Stephen Prothero (MN '84)—*Religious Literacy: What Every American Needs to Know—and Doesn't* (HarperSanFrancisco, 2007).

ABBREVIATIONS USED:

WF=WOODROW WILSON FELLOW

H = HONORARY

CN=CHARLOTTE NEWCOMBE FELLOW

MN=MELLON FELLOW

PP=PUBLIC POLICY FELLOW

WS=WOMEN'S STUDIES

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