

WOODROW WILSON

INFOCUS

Photos: Woodrow Wilson.



Diversity and the Ph.D. had its origins at a 2001 meeting of educators, nonprofit leaders, and funders working on efforts to strengthen minority doctoral recruitment and retention.

NEW WW REPORT EXAMINES Ph.D. Diversity Issues

A NEW WOODROW WILSON REPORT SHOWS THAT, DESPITE DECADES-long national efforts and some gains in enrollments, African Americans and Hispanics are still significantly underrepresented among recipients of Ph.D.s in the United States. The two groups, according to *Diversity and the Ph.D.*, comprise 32% of all U.S. citizens in the typical age range of Ph.D. candidates (25–40), but just 11% of all U.S. citizens earning Ph.D.s—and only 7% of all doctoral recipients, including international students.

“We hear this terrible phrase ‘diversity fatigue,’” said Robert Weisbuch, president of the Foundation and a contributor to the report, “but the numbers make it clear: We still

have a great expertise gap in the United States. Our next generation of college students will include dramatically more students of color, but their teachers will remain overwhelmingly white, because a white student is three times as likely as a student of color to earn the doctorate.”

Created through the Diversity Project of the Responsive Ph.D. initiative, *Diversity and the Ph.D.* looks at a range of mechanisms, from fellowships to institutional support systems, through which foundations, government agencies, and nonprofits have sought to recruit and retain more minority students in U.S. doctoral programs. (continued on page 2)

WOODROW WILSON EXPLORES **New Teaching Fellowship**

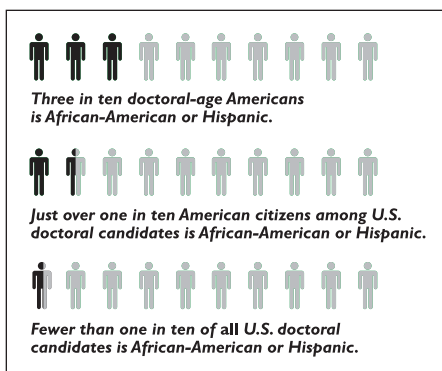
SIXTY YEARS AGO, COLLEGE TEACHING OFFERED A GOOD DEAL LESS PAY AND PRESTIGE THAN A CAREER IN law, government, or the professions. The first Woodrow Wilson Fellowship program sought to draw a greater number of talented young people into careers as university professors. From the 1940s to the 1970s, Woodrow Wilson Fellows offered a source of new strength to U.S. colleges and universities, just as these institutions opened to Americans who had never known such opportunities for excellence.

Now Woodrow Wilson is looking to extend its great fellowship tradition to meet a pressing contemporary need: attracting the strongest undergraduates to high school teaching as a lifelong career. The Foundation is exploring funding sources for a three million dollar pilot of a new Woodrow Wilson Teaching Fellowships program, built on partnerships between major

research universities and local schools. Stanford University in the west, the University of Michigan in the midwest, the University of Texas in the southwest, and the University of Pennsylvania in the east have already signed on as the first four partners. (continued on page 3)

NEW WW REPORT EXAMINES PH.D. DIVERSITY ISSUES

(continued from page 1)



Drawing on interviews with the leaders of 13 such programs, the report also points to circumstances that increasingly impede their work.

Chief among these: the chilling effect of recent court challenges to

affirmative action. Concerns regarding judicial rulings are reducing support previously available to potential minority doctoral students, the report notes. In particular, less fellowship support (as opposed to other kinds of assistance) is available to fewer students, and support programs, reacting to political opposition, have changed names, even program designs, to reduce their exposure to legal challenges. The report also cites a need for greater communication and exchange among the programs working to increase Ph.D. diversity.

“The spirit of the report is neither liberal nor conservative but impatient,” said Dr. Weisbuch. “We believe that, for practical, intellectual, and ethical reasons, a Ph.D. cohort fully representative of all U.S. citizens would benefit both the academy and the nation as a whole. Our intent is not to divide along political lines, but to suggest a realistic course of action that will help achieve that representation.”

Among other recommendations, *Diversity and the Ph.D.* calls for the creation of a research and resource center to support programs concerned with minority doctoral recruitment and retention by identifying best practices and tracking progress. The report itself stems from gatherings of leaders of doctoral diversity initiatives at two Responsive Ph.D. roundtables in

2001, which made clear the need for an overview of national minority doctoral initiatives. (The report does not seek to assess state- or campus-level programs, and represents only a sample of programs of nationwide scope.)

Principally authored by John G. Cross, an economist and former executive vice president of the Woodrow Wilson Foundation, and Cynthia Cross, formerly of the Rackham School of Graduate Studies at the University of Michigan, the report received sponsorship through the Responsive Ph.D. initiative from both the Atlantic Philanthropies and the Andrew W. Mellon Foundation. *Diversity and the Ph.D.* is expected to be available from the Foundation in late May.

Responsive Ph.D. Deans, Provosts to Meet

Graduate deans and other top officers from the 19 Responsive Ph.D. partner institutions will gather in Princeton in early June to review the initiative’s findings regarding best practices and innovations in doctoral education.

The agenda will include assessment of more than 40 projects created by Responsive Ph.D. partners that focus on adventurous scholarship, doctoral responsiveness to social needs, Ph.D. professional development, and diversity in the professoriate. Possibilities for sustaining, broadening, and piloting such efforts among a wider range of doctoral institutions will also be discussed.

Conference participants will also discuss the new Responsive Ph.D. report, *Diversity and the Ph.D.*, and review the accomplishments of “Preparing Future Faculty,” another initiative funded by Atlantic Philanthropies and focused on making the preparation of Ph.D.s more responsive to changing career opportunities.

An update will be available in these pages and on the Woodrow Wilson Web site (www.woodrow.org) by fall.

Woodrow Wilson In Focus, published semiannually (in spring and fall), is the newsletter of the Woodrow Wilson National Fellowship Foundation. Issues are also posted online at www.woodrow.org/newsroom. E-mail inquiries may be directed to communications@woodrow.org.

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The Woodrow Wilson National Fellowship Foundation has its origins in a now-famous fellowship program, begun in 1945, which helped the United States create a great generation of college teachers and intellectual leaders. Today’s Woodrow Wilson continues to cultivate excellence in teaching and learning at every level of education, putting the arts and sciences at the service of democracy.

“We want to attract the best and brightest to become high school educators,” said Robert Weisbuch, President of the Woodrow Wilson Foundation, “but, more, we want them to have whole careers in the schools as leaders. We hope to contribute to raising the stature of teachers. And this is about institutions as well as individuals, for we will be working with and honoring urban schools that offer teachers real careers.”

Each new Woodrow Wilson Teaching Fellow—undergraduate juniors or seniors in the arts and sciences who commit to teach in a participating urban school—will receive \$10,000 for one year to round out baccalaureate study with teacher certification (and/or a master’s degree). Fellows will then continue to receive the stipend, as well as additional school-based support, in the first two years of teaching.

To help with retention, the Teaching Fellowships will provide grants for the host schools, offering \$15,000 to create mentoring and professional development programs in which not only Fellows, but also other teachers in the school, may participate. “Many states are in position to match our school-based funding,” said Robert J. Baird, the Foundation’s Vice President for School-University Partnerships, “so our grants may have much wider impact.”

The Teaching Fellowships, Dr. Baird explained, are designed to model an ideal teacher recruitment and retention program. “Research shows that up to half of all teachers leave in the first two or three years of their career,” he noted, “so we’re proposing a new model that places teacher education at the forefront of the university’s agenda. The idea is to create a teaching environment based on reflection and professional development that has proven effective in keeping younger teachers in the profession.”

University partners have thus far welcomed the notion of the pilot with enthusiasm. Amy Gutmann, President of the University of Pennsylvania, wrote, “My colleagues and I strongly believe [that this program will] begin to put in place the supports so that some of our brightest undergraduates successfully pursue a long-term commitment to urban schools while creating a replicable approach for an integrated university-school partnership.”

Replicable is a key word, Dr. Weisbuch adds. “Our original fellowship program began with just a few awardees and grew into the thousands. We hope for and expect the same multiplier effect with the new program, as it so clearly speaks to a national need—the highest quality teaching for all of the nation’s students.”



Photos: J. Popow, Woodrow Wilson.

The proposed Teaching Fellowships build on current Woodrow Wilson initiatives in K–12 and teacher development, such as a recent math institute with faculty from the University of Texas’ Charles A. Dana Center, hosted for teachers from WW Early Colleges.

Nominations Open for Taplin Award

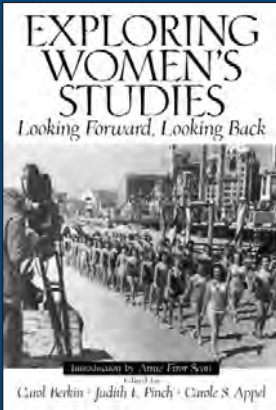
For 30 years, Frank Taplin was an extraordinary Trustee and supporter of the Woodrow Wilson Foundation. More largely, Mr. Taplin was one of this nation’s great cultural citizens. In his honor, Woodrow Wilson is establishing the Frank E. Taplin, Jr., Public Intellectual Award to recognize individuals who, like Frank Taplin, have made extraordinary contributions to public cultural and intellectual life.

To that end, we are asking for nominations from all Woodrow Wilson alumni and friends who can speak to the impact of a nominee’s work on the local, regional, or national level. Winners will be invited to present a public lecture on their work. Please consider helping us to recognize Frank Taplin’s many contributions, and to celebrate the ways in which individuals connect intellectual discourse and civic engagement.

Nominations may be sent by e-mail to communications@woodrow.org; by surface mail to 5 Vaughn Drive, Suite 300, Princeton, NJ 08540-6313; or by fax to 609-452-0066.

“Gender Matters”

NEW BOOK REFLECTS ON 30 YEARS OF WOMEN’S STUDIES



IN 1974, A DISSERTATION COMBINING WAR, FEMINISM, AND WOMEN IN AMERICAN HIGHER education might have been ignored by the academic community, where many liberal arts scholars still clung to a tradition dominated by men. But this year, the writer of this dissertation received a grant from the Woodrow Wilson Foundation to support her dissertation work (*see sidebar*)—just as a book of essays written by Women’s Studies Fellows from the past three decades was released, chronicling the shift in academic ideology that made it possible.

“If one asks why feminism appeared, part of the answer is that the cumulative developments outlined here prepared the way,” writes Anne Firor Scott, professor emerita of history at Duke University, in the introduction to *Exploring Women’s Studies: Looking Forward, Looking Back*.

“The first university courses in women’s studies grew out of the women’s liberation movement as students sought classes they considered relevant to their political and personal interests, and instructors began to realize how male-centered the standard college curriculum was... Underlying the new scholarship were precepts that could be summed up in two words: gender matters.”

The book brings together 20 recipients of the Woodrow Wilson Dissertation Fellowships in Women’s Studies. This program, begun in 1974, has since funded over 400 Ph.D. candidates writing across disciplinary, regional, and cultural boundaries on women and issues affecting women. Now these scholars are lead-

ing historians, anthropologists, literary critics, sociologists, and professors of women’s studies.

“The diversity and the dedication to scholarship of the authors in this volume over a range of topics bear witness to the great changes that have taken place since that time,” Dr. Scott writes. “There is no essay in this volume that could have been written 30 years ago.”

Contributions to *Exploring Women’s Studies* range from an essay by University of Maryland professor of English Martha Nell Smith (WS ’84) on how feminism and technology are transforming the humanities to a treatise on sexual division of labor among the Lahu people of Southwest China by Shanshan Du (WS ’97), assistant professor of anthropology at Tulane University.

Pulitzer Prize-winner Laurel Thatcher Ulrich (WS ’78), James Duncan Phillips Professor of Early American History at Harvard University, notes how the title of her 1976 *American Quarterly*

A Community of Scholars

WOMEN’S HEALTH FELLOWS GATHER TO PRESENT RESEARCH

COMMON INTERESTS IGNITED QUICK CAMARADERIE AMONG THE 14 RESEARCHERS WHO GATHERED ON THE morning of February 26 at the University of California-San Francisco Medical Center for the Woodrow Wilson-Johnson & Johnson Women’s Health Mini-Conference. As recipients of WW-J&J Women’s Health and Children’s Health Dissertation Fellowships—funded, like the conference itself, by Johnson & Johnson—they came to share their dissertation findings and to talk about their careers in women’s health.

Presentations at the conference ranged widely, from mental health issues among Cambodian children to social aggression among girls, intimate partner abuse during pregnancy to the effect of stress on the body and aging. But all the Fellows could cite the WW-J&J Fellowships as a common launch point in their careers.

“The Fellowship supported the completion of my dissertation and the start of my career in several notable ways,” described Laury Oaks (WH ’96). “First, it provided validation as being a member of a community of researchers in the field of women’s health; second, the financial support allowed me to focus nearly full time on my dissertation writing; third, I was contacted while writing my dissertation by several publishers who had read the awardee listing.”

Jessica Fields (CH ’99), an assistant professor of sociology at San Francisco State University studying sexuality education and social equality, echoed the sentiment that the WW-J&J Fellowship lent gravitas to her graduate work.



Clockwise from top left: Erica Reischer, Laury Oaks, and Laurie Schaffner give a panel discussion; Fellow Elissa Epel presents her research on stress and aging, recently cited in *The New York Times*; Fellow Mary Spooner asks a question from the audience.

Photos: E. Hultine, B. Sanford, Woodrow Wilson.

article, “Well-Behaved Women Seldom Make History,” has escaped into popular culture.

“My original meaning had more to do with giving invisible women a history—the objective of most of my work over the past 30 years. In popular culture,” Dr. Ulrich writes, “the same words have become a rallying cry for activism...” Her story demonstrates the potential for impact that women’s studies continues hold for public opinion, scholars, and students alike.

“I think women’s studies has had an enormous impact on the way young women view their world, but there is still a long way to go,” writes Leila Rupp (WS ’75), a professor of women’s studies at the University of California in Santa Barbara. “My hope is that what they learned in women’s studies will help them to see that what they are experiencing is not personal but societal, and that there are political solutions worth fighting for.”

Photos: E. Hulet, B. Sanford, Woodrow Wilson.



Miriam Cohen WS ’75 (left) and Martha Nell Smith WS ’84 (right), both contributors to Exploring Women’s Studies, serving on the 2005 Women’s Studies Fellowship selection committee. Not pictured: Regina Smith Oboler WS ’75, also a committee member.

2005 Women’s Studies Fellows:

Jane A. Berger

History, Ohio State University

Sharon P. Doetsch

English and Women’s Studies,
University of California at Santa Barbara

Rhea E. Lathan

English, University of Wisconsin

Tiffany K. Muller

Geography, University of Minnesota

Laura M. Puaca

History, University of North Carolina

Patricia L. Swart

Anthropology, The New School

Sarah E. Winslow

Sociology, University of Pennsylvania

for dissertation titles, visit

http://www.woodrow.org/womens-studies/2005_winners.html.

“Ultimately what I was interested in was how racism, heteronormativity, and sexism inform sexuality education, that these things aren’t absent from what we’re teaching young people and that they’re always involved in the lessons that we’re offering young people about their sexuality,” Dr. Fields said.

“When I think about what the Wilson funding meant for me, it was that I could talk about this,” she continued. “It gave legitimacy to this kind of project in a discipline that is not always feminist, not always interested in sexuality, not always interested in women. It gave me legitimacy, it gave me confidence.”

Awarded annually since 1996, the fellowships support the last year of dissertation work for 10 Fellows each year—more than 100 Ph.D. candidates to date in fields ranging from anthropology to neuroscience. Many of these Fellows are now faculty members at institutions including Harvard, Yale, Johns Hopkins, Duke, Arizona, and Illinois; others hold postdoctoral appointments, work with nonprofit organizations or schools, or are in private practice.

“It was fun for me to take a step back, nine years later and ask what difference this funding made to me,” Laura Briggs (WH ’96) reflected, “because now I’m in a position of allocating funds to graduate students. Isn’t it interesting to look at what a difference this money made in my life and then in the lives of the great many graduate students who will be my students?”

2005 Women’s Health Fellows:

Emily Bloss

International Health and Development,
Tulane University

Tara M. D’Eon

Nutritional Biochemistry and Metabolism,
Tufts University

Namino M. Glantz

Anthropology, University of Arizona

Amie P. Hess

Sociology, New York University

Darren S. Hoffman

Anatomy and Cell Biology, University of Iowa

Debbie J. Jessup

Nursing, George Mason University

Pardis Mahdavi

Sociomedical Sciences, Columbia University

Sara L. Sarkey

Neuroscience, Loyola University of Chicago

Maureen T. Shannon

Family Health Care Nursing, University of California
at San Francisco

Fouzieyha Towghi

Anthropology, History, & Social Medicine,
University of California at San Francisco/Berkeley

For dissertation titles, visit

<http://www.woodrow.org/womens-studies/health>

A Social Contract

RECONNECTING HIGHER EDUCATION TO DEMOCRACY

By Judith Shapiro

Photo credits: Courtesy Barnard College.



ONE OF THE MOST PRECIOUS RESOURCES ANY INSTITUTION CAN HAVE is a distinctive identity. The college where I am privileged to be president, Barnard, is blessed in just such a way: an academically selective liberal arts college, dedicated to women, in partnership with a major research university, located in a city that many (and not only New Yorkers) view as the capital of the world.

In the case of the Woodrow Wilson National Fellowship Foundation, which played a much-appreciated role in my own academic and professional development, that identity is tied to promoting the engagement of colleges and universities with the wider society. Such a focus on the nature of the social contract between higher education and our democracy could not be more timely.

Over the past couple of decades, higher education has come to be seen as a private consumer good. We in the world of higher education have played into that perception insofar as we have emphasized the economic advantages of a college degree to those who hold it. If, however, higher education is to be seen as more than just another “special interest,” if it is to be seen truly as a public good, a prerequisite for a properly functioning democracy, we must focus instead on what colleges and universities contribute to the common weal.

At the most general level, we must advocate for an informed citizenry. We must transcend the ideological divide between the university and “ordinary people.” Anti-intellectualism has had a long, powerful, and very ugly history in our national psyche—one that we must combat. In this context, the issue of access to higher education is paramount. We must be sure that the doors of our colleges and universities are open to Americans of all socioeconomic circumstances and not just to the privileged.

We must also develop strong and productive partnerships between institutions of higher education and other institutions of our society, especially our public schools. This is an area where the Woodrow Wilson Foundation has already played an important role that it can build on in the future. Vertical integration is a term much used in the business world, where, unfortunately, it often operates as a euphemism for new forms of monopoly or oligarchy. In terms of our nation’s school system, however, it is clearly a necessary and desirable goal.

The need to forge a positive and productive understanding of how our colleges and universities serve the larger society is especially pressing, since these are times in which the

relationship is in serious danger of perversion. We are seeing the rise of organizations, super-empowered by the Internet, that are intruding into the life of the academy in ways that undermine its essential ability to do its work. Such groups, fearful and distrustful of open inquiry and academic freedom, exert pressure on colleges and universities to fire faculty members who espouse controversial views and seek to infiltrate the classroom by turning students into informers.

The Woodrow Wilson National Fellowship Foundation has a compelling and much-needed contribution to make both by articulating the centrality of higher education to our national aspirations and by shaping the specific programs that will enable us to realize our goals.

Dr. Judith R. Shapiro, a cultural anthropologist and 1963 Woodrow Wilson Fellow, has been president of Barnard College since 1994.

"If higher education is to be more than a special interest, we must focus on what colleges and universities contribute to the common weal."

WOODROW WILSON FELLOWSHIPS REDUX: Elevating the Status of Teaching



BY ROBERT WEISBUCH

President, The Woodrow Wilson National Fellowship Foundation

AT A MEETING IN BERKELEY FOUR YEARS AGO, WE GATHERED HIGH SCHOOL AND university faculty and administrators to discuss ways to bridge the gap between K–12 and higher education—arguably greater in the U.S. than anywhere else in the world. I vividly recall the look on the faces of the university people when a high school teacher declared, “Most of you came up from L.A. or wherever last night. It took me three weeks of arguing to convince my principal in Oakland to let me leave an hour early so that I would only be an hour late to this meeting.”

Most teachers—idealists who care, as this one did—are committed to offering their students the same excitement about their disciplines that moved them as college students. But half of all teachers quit after a few years, and it’s no wonder. Too often, tough classrooms, strained resources, scarce mentoring, and bureaucratic strictures wear them down. Too many of them have been more trained in process than engaged in intellectual discovery. We typically signal our best college students that, if they are really bright, they’ll become researchers, attorneys, journalists, physicians—*anything* but public school teachers.

Just as, in the 1940s, the Woodrow Wilson Foundation helped elevate the profession of college teaching, today we are addressing the same need in public high schools. To encourage terrific students to become—and remain—extraordinary teachers, we are testing the idea of a new Woodrow Wilson Teaching Fellowship, described elsewhere in these pages.

These Fellowships, to be piloted over the next few years, will seek to bridge the gulf between public and higher education. They will offer ways to support new teachers’ ongoing engagement in their discipline’s discoveries and controversies, to invigorate them as they enlist students in the life of the mind. And, notably, the Fellowships will combine encouragement for individual teachers with attention to the school structures that support them.

Woodrow Wilson brings unique strengths to this task. First, while many nonprofits focused on school reform emerge from the public education arena, Woodrow Wilson’s traditions and background lie in higher education and the liberal arts. Second, while Woodrow Wilson is known for administering individual fellowships, we also work with institutions in both K–12 and higher education. We are well placed to engage not only with students but also with teachers and education leaders, not with random schools but with model schools and districts, not on one-time projects but on replicable approaches to educational change that can be adapted to local conditions. This is useful experience in the highly localized context of public education.

By creating three-way partnerships among Woodrow Wilson, selected universities, and urban schools, we mean to provide teachers, at the outset, with exciting and challenging careers. In the process, the program will reward certain schools and their master teachers who will serve as mentors to the new Fellows. We hope also to heal a higher education wound, the rift between schools of education and liberal arts colleges at the same institutions.

At the outset, this pilot program will affect relatively few new teachers, but its effect will reach far beyond them. All fellowship programs imply values, and this one makes explicit, in its very process, those values: teachers as scholarly leaders, schools as places for intellectual growth and engagement, partnerships that acknowledge schools’ and universities’ differences and swap their strengths.

In short, the Woodrow Wilson Teaching Fellowships will signify and substantiate a new dignity and stature for public school teachers in the nation’s life. As we seek resources to move this pilot forward, we are therefore also circling back—to the spirit of the original Woodrow Wilson Fellowships, to our fundamental commitment to the power and promise of teaching.

Woodrow Wilson Notes

NEW MEMBERS ELECTED TO WW Board of Trustees



Photo credit: Courtesy Rob Horwitz.

ROBERT HORWITZ, ELECTED TO THE BOARD OF TRUSTEES OF THE WOODROW Wilson Foundation in 2004, is owner and portfolio manager of RH Capital Associates LLC, an investment advisory firm that manages domestic and offshore hedge funds. Prior to founding RH Capital Associates, Mr. Horwitz managed the high-yield bond department at Donaldson Lufkin & Jenrette.

Mr. Horwitz is also the founder of three other companies—two medical device companies and a manufacturing firm—and of the Redlich Horwitz Foundation, a New York/New Jersey-based health care and education outfit. He has assisted in new program development for organizations including Beginning with Children, Volunteer Centers of Bergen County, Drug Policy Alliance, and the Center for Food Action, and he holds a bachelor's degree in English from the University of Michigan and an MBA from Harvard Business School.

Also elected to the Board in 2004 was Lisa Yun Lee, co-founder and executive director of The Public Square, an organization that fosters debate, dialogue and exchange of ideas in Chicago on cultural, social, and political issues surrounding social justice.

Dr. Lee earned a bachelor's degree in religion from Bryn Mawr College and a doctorate in German studies from Duke University. She founded the Vista 360 Festival in Jackson, Wyoming, and currently serves on the Bryn Mawr College Board of Trustees, the Ms. Magazine Advisory Board, the Board of the Chicago Humanities Festival, and the Board of Young Chicago Authors. She recently published *Dialectics of the Body: Corporeality in the Philosophy of Theodor W. Adorno*, and "The Bared Breasts Incident" in the forthcoming *Feminist Interpretations of Adorno*.



Photo credit: Courtesy Lisa Yun Lee.

AWARDS & HONORS:

Robert H. Bell (WF '67) was named U.S. Professor of the Year for 2004 by the Carnegie Foundation for the Advancement of Teaching.

Joanna M. Brooks (CN '98) received the William Sanders Scarborough Prize from the Modern Language Association for *American Lazarus: Religion and the Rise of African-American and Native American Literatures* (Oxford University Press, 2003).

William C. Brumfield (WF '66) received the Provost's Award for Excellence in Research and Scholarship at Tulane University.

James E. Gunn (WF '61) and Phillip James E. Peebles (WF '58), both professors at Princeton University, received the 2005 Crafoord Prize for astronomy from the Royal Swedish Academy of Sciences.

Barbara Johnson (WF '69) received the Aldo and Jeanne Scaglione Prize for Comparative Literary Studies from the Modern Language Association for *Mother Tongues: Sexuality, Trials, Motherhood, Translation* (Harvard University Press, 2003).

Harvey Mansfield (WF '53) received the 2004 National Humanities Medal from the National Endowment for the Humanities.

James E. Reed (WF '67) was appointed Fulbright Distinguished Chair in Public Policy for 2004–05 by the U.S. Department of State, and will be a Visiting Scholar at Harvard for 2005–06.

L. Mark Sweeney (WT '94) was awarded a White House History Fellowship in Precollegiate Education by the Organization of American Historians.

Bryant N. Wyatt (WF '59) was profiled in *Who's Who in America 2004*.

PUBLICATIONS:

Peter Filene (WF '60)—*The Joy of Teaching: A Practical Guide for New College Instructors* (The University of North Carolina Press, 2005)

Carol C. Rosen (WF '70)—*Sam Shepard: A "Poetic Rodeo"* (Palgrave/Macmillan, 2004)

Laurie Schaffner (CH '99), edited with Elizabeth Bernstein—*Regulating Sex: The Politics of Intimacy and Identity* (Routledge 2004).

WW VICE PRESIDENT RECOGNIZED FOR SERVICE

RICHARD HOPE, WOODROW WILSON'S Vice President/Director of Programs in International Affairs, was recently awarded the 2005 Bennie Service Award by his alma mater, Morehouse College in Atlanta, Georgia.

The Bennie Awards, established in 1989 in honor of former Morehouse President Benjamin E. Mays, were presented at the college's annual "A Candle in the Dark" Gala. Dr. Hope, who graduated from Morehouse in 1961, was presented the award in recognition of his work directing the Pickering Foreign Affairs Fellowship Program at Woodrow Wilson, a program that provides graduate funding to talented students of all ethnic and social backgrounds, as they are prepared academically and professionally to enter the U.S. Department of State Foreign Service. Dr. Hope also directs several other fellowship programs that provide support to underrepresented groups of color in academia, and is a professor of sociology at Princeton University.



Photo credit: B. Sanford, Woodrow Wilson.

Winners of 2005 NEH Faculty Research Awards:

William Bissell (CN '96)—*Designs on the City: Colonialism, Space, and Power in Zanzibar.*

Eileen Boris (WF '70)—*A History of Housekeepers, Health Aides, and Personal Attendants in the American Home Workplace.*

Matilda Bruckner (WF '68)—*Chrétien's Grail Romance Continued.*

Marjoleine Kars (WS '91)—*The 1763 Slave Rebellion in the Dutch Colony of Berbice (Modern-Day Guyana).*

Vejas Liulevicius (MN '88)—*German Utopias in Eastern Europe, 1914–1955.*

Arthur Marotti (WF '61)—*Manuscript Anthologizing of Poetry in Early Modern England.*

Deborah Poole (CN '83)—*Cultural Properties and the Liberal State in Oaxaca, Mexico.*

Gary Saxonhouse (WF '64)—*The Evolution of Labor Standards in Japan: Human Rights, Scientific Management, and International Economic Conflict.*

Anna Shields (MN '88)—*The Literature of Friendship in Late Medieval China.*

Nicholas Sturgeon (WF '64)—*A Philosophical Analysis of Values in a Natural World.*

Lynn Thomas (CN '96)—*Making the Modern Girl in Kenya, Ghana, and South Africa, 1930–1985.*

Trysh Travis (MN '90)—*Contemporary U.S. Literature and the Self-Help Movement.*

Alison Weber (WF '69)—*Embodied Religion in Early Modern Spain.*

Alumni of Woodrow Wilson programs have so many interesting and important accomplishments to report that it is impossible to publish all of them here. In particular, limited space requires us to focus here only on the most recent achievements—those within the current calendar or academic year. The Woodrow Wilson website (www.woodrow.org) will feature a fuller list of the updates alumni have recently shared with us.

If you'd like to report a recent publication, award, or appointment, please send us a note in one of three ways:

- e-mail us at communications@woodrow.org;
- send surface mail to Communications, Woodrow Wilson National Fellowship Foundation, P.O. Box 5281, Princeton, NJ 08543-5281; or
- send a fax to Communications, Woodrow Wilson National Fellowship Foundation, at 609-452-0066

LEGEND

WF = Woodrow Wilson Fellow

MN = Andrew W. Mellon Fellow in the Humanities

CN = Charlotte Newcombe Fellow

WS = Women's Studies Fellow

WH = Women's Health Fellow

CH = Children's Health Fellow

WT = Woodrow Wilson Teacher

NB: Several notes sent in by alumni were lost in a technical glitch. If you sent notice about an award or book publication, please re-send your announcement to communications@woodrow.org.

Remembering Woodrow Wilson in Our Wills

Photo credit: Courtesy Susan Fawcett.



I WAS AN ENGLISH MAJOR. THAT IS TO SAY, I NEVER DREAMED I WOULD MAKE enough money to need a will. But our lives take ironic turns, and sometimes doors open where none were. For me, the Woodrow Wilson Fellowship was such a door, one of two graduate awards that altered the course of my life.

At 22, I approached graduation from Ohio University with a deep love of learning and great grades. I had come alive in college, specifically OU's new Honors College that shepherded a small group of us through four years of blue-chip courses. In the minus column were my shaky self-esteem, lack of sophistication, and fears about the future. Two professors urged me to apply for fellowships I'd never heard of, and unbelievably, I won a Fulbright and a Woodrow Wilson.

On the borrowed confidence of these achievements, I took the first big leap of my life—deferring the Woodrow Wilson to live and study for a year in London. Then the assassinations of Martin Luther King and Robert Kennedy galvanized my American identity; my country was in trouble, and I wanted to be there. Supported by a generous Woodrow Wilson Fellowship, I moved to New York and earned an M.A. at Columbia University. Wilson's teaching emphasis gave me a focus, and by the time I read about the grand experiment of Open Admissions in the City University of New York, I knew what I wanted to do. I would fight for social justice through education and the power of words.

I decided to teach English at Bronx Community College. The challenge: to empower with the tools of language diverse students who often came into my classes fearing English and even learning itself. I loved it. The cauldron of Open Admissions stoked my creativity and that of many colleagues. I threw out boring, irrelevant handbooks and wrote lessons tailored to my students—sheets that became my first textbook, *Grassroots*. Written for a few classes in the South Bronx, it was soon adopted all over the U.S. The reward of this work is expanding, even transforming, students' lives. For example, colleagues at Bronx Community encouraged a promising student, Oscar Hijuelos, who later won the Pulitzer Prize.

When I finally decided to create a real will—one that reflected my values—I contacted the Woodrow Wilson Foundation. I discussed with Bob Weisbuch and staff my alarm at the shamefully low numbers of faculty of color in the U.S., to say nothing of text writers (in nearly every field at the college level, there are none). I wanted to do my small part to redress this imbalance—as Woodrow Wilson is doing with its Responsive Ph.D. and other programs. The Foundation is small enough to be agile; its officers are smart, their approaches to educational issues thoughtful and right on target. They worked with me to shape my bequest—its goal, to promote more Ph.D.s, faculty, and even text writers of color. I feel confident that Woodrow Wilson will carry forth this work.

The Foundation has enriched so many of our lives, helped mold our passion into activism. Why not pass on this gift to future students by remembering Woodrow Wilson in our wills?

Susan Fawcett (WF '68) is a poet and the author of two market-leading college textbooks—Evergreen: A Guide to Writing, 7th Ed. and Grassroots: The Writer's Workbook, 8th Ed. A former English professor at Bronx Community College, CUNY, she gave up her tenure to write full-time.

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