Student-Scholar Partnership (SSP) Review

Spring 2018
The WSRC Student-Scholar Partnership (SSP) had a very productive and energetic 2017 - 2018 academic year! The time was filled with important and relevant work focused on learning, gender and society. Additionally, all of our intergenerational Partnerships, comprised of Scholars and Undergraduate Students, did a marvelous job of reaching the Brandeis standards as iterated by Ron Liebowitz, President of Brandeis University, in his Vision statement.

Our own pursuit of excellence in our work is apparent through the effort and outcomes of our Partnerships. To achieve excellence, we have provided: mentoring, collaborative intergenerational working relationships with partners who both benefit from each other’s eyes and expertise; further insight and inquiry into history, music, arts, literature, science, and culture with a final eye towards social justice and gender equality; and a creative outlet for students to pursue their passions and interests in a productive and engaging manner.

Please find attached:

- a list of the High-Level Strategic Priorities of the Brandeis Vision and a quick summary on how the SSP is developing towards these goals;

- a listing of the Spring 2018 projects with descriptions and snapshot program view;

- a listing of Spring 2018 End-of-Semester statements (several redacted for privacy) from Scholars and Students – intriguing quotes are highlighted in yellow, please make sure to read!

- a one page photo collage of our Partners from the Spring 2018 semester.
High-Level Strategic Priorities of the Brandeis Vision and how the SSP is meeting them

“1. Brandeis is a newly extroverted institution with regional, national, and global connections and impact.

-Creating, with university support, intentional connections within the institution – as well as with Greater Boston…to enhance our academic programs.” (Liebowitz, 2017)

- The SSP has created a LinkedIn page for SSP Alumni to reach out and keep connected to their Brandeis SSP experience. We have also opened the SSP to WGS Faculty who have become WSRC Affiliates – another bridge between an academic department and our program! One more way the SSP contributed with intentional connections is through the WSRC Arts Walk which was an arts exhibit curated by an SSP Partnership to promote dialogue about issues and challenges related to gender, women and social justice. The art was created by WSRC Scholars, Brandeis students, alumni, faculty and invited artists. This project opened up paths of communication between inside and outside audiences.

- “Defining “social justice” for an institution of higher education, including engaging students on moral issues about how to live, what is just, and how to contribute personally and professionally to the world through one’s own actions and talents.” (Liebowitz, 2017)

- SSP projects are in a wide range of fields – art to science, economics to social culture, literature and history – and all SSP projects are exploring a topic in-depth, but then allowing each partner to analyze in a mentoring supportive environment designed to share while stimulating knowledge growth. Mentors often advise students on ways to learn more or use their interests and skills in a broader community. For example, we have a web-based interactive exhibition exploring Gender and Solidarity in the Trades. This project has been nationally exhibited, discussed, and presented; it touches on gender, ethics, discrimination, the workplace and morality. Another project focused on Syrian Refugees with their personal narratives and ways individuals could make a meaningful impact to help them. Using world perspectives to inform their own opinions is an integral part of the SSP.

“2. A redefinition of the student experience.

-Placing students at the center of what we do with a focus on…curriculum…academic advising, career placement, counseling and mentoring about life skills.” (Liebowitz, 2017)

- Each SSP Partnership is comprised of a Scholar who is respected and experienced in their field and a Brandeis undergraduate. Using an experienced Scholars’ insight and knowledge is a boon to our undergraduates. Many of our SSP students consult with and discuss graduate school options or career options with their mentors. They will also discuss real-world issues relating to their work and the myriad ways situations can be viewed or interpreted. Our Partnership working with a Jewish Family and Life Columnist/Writer touches on many life skills and real-world issues as well as ways to frame them. Two projects this Spring delved into the importance of women being strong and being recognized for work they have done both professionally and personally (life skills and career advisement). We had a project that is investigating how sexual education curriculums are being taught (curriculum), and a project about physician leaders handling conflict (life skills and career advice).
“3. A commitment to the highest standards for research and the production of new knowledge.

-Articulating University Policy on free expression to ensure the freedom to explore, research, teach, and create new knowledge and artistic works by faculty and students.” (Liebowitz, 2017)

-The concept of Free expression has allowed the SSP to delve into areas requiring thoughtful discourse and new ways of recognizing important work. This past academic year, the SSP hosted a project which discussed Black feminist art and knowledge in an engaged dialogue about the placement of our artistic, physical and epistemic bodies with White spaces. The SSP also had a project which is bringing to life an important orchestral piece composed by Dame Ethel Smyth for the first time in the United States!

“4. A mission that includes service to the Jewish community.

-Though nonsectarian, committing to providing an essential resource for the broad and deep study of Jewish topics, and Jewish and Israel studies.” (Liebowitz, 2017)

- Many of our projects over the past twenty years have touched on topics related to the Jewish community. One of our Spring 2018 (continued from the Fall 2017) projects was a Scholar and Student engaging in political discourse on feminism, Judaism, Zionism and antisemitism.
1. Pnina Abir-Am (Resident Scholar) and Arielle Levisohn (Student) – The Role of Women Scientists in the Discovery of RNA Splicing

*Description:* The discovery of RNA splicing in 1977 is one of the most important landmarks in molecular biology; it was recognized with the Nobel Prize in 1993. The discovery features several women among its co-authors, yet the recognition went to two male lab directors only. By focusing on the intersectionality of gender, ethnic, and age biases, as well as the power structure in pertinent scientific institutions and disciplines, the project seeks to understand why the contributions of these women scientists, especially those who participated as first co-authors, are still neither well known, nor understood, four decades later. The project has conducted oral history with women and men scientists from the US, Scotland, Switzerland, Israel, Poland, and Canada.

2. Ros Barnett (Resident Scholar) and Elizabeth Cayouette-Gluckman (Student) – “Get Real: How Girls and Woman Can Overcome the Need to Please and Lead Authentic Lives” Research Assistant

*Description:* My writing partner and I are completing work on a draft proposal for a trade book. We will then develop a full book proposal, which I will work on with the SSP through the spring semester. Our premise: In the U.S., there are two deeply-rooted and pervasive major narratives for how to grow up female: the "Nice" girl who is self-sacrificial and always puts others first, and the "Seductive" girl who is predominantly concerned with how she looks and dresses and measures herself in terms of male attention. At the same time, there is a strong current push for women to be authentic. In this book we dive deeply into the bind females are in when being authentic violates both the Ms. Nice and the Ms. Seductive mandates.

3. Mary Berg (Resident Scholar) and Talia Franks (Student) – South American Literature Translation and Interpretation for Different Audiences

*Description:* Translating into English works of fiction by Clara Ronderos, Goran Tocilovic, Francisco García González, Laidi Fernández – all famous and important South American Authors. The goal is to get them published and distributed so more people will become familiar with these distinguished authors and their works.

4. Susan Eisenberg (Resident Scholar) and Devi Acharya (Student) – On Equal Terms: Gender and Solidarity

*Description:* On Equal Terms: Gender & Solidarity is a web-based, interactive art exhibition with a Landing Page and 12 unique rooms about women who work in the construction trades (still 2.5% of the workforce after almost four decades). Based on a touring 900-square-foot mixed-
media art installation, On Equal Terms (combining audio, poetry, photographs, 3-D mixed media, witness, artifacts), that first exhibited in Brandeis’ Kniznick Gallery, the website is set to launch April 2018, to coincide with the 40th anniversary of federal affirmative action. Student Partner will assist me, the Curator/Researcher/Artist, working with a team that includes a Lead Developer in Brooklyn and Graphic Designer in Ann Arbor.

5. Janet Freedman (Resident Scholar) and Sivan Ben-Hayun (Student) – “Feminism and Zionism: Incompatible? Says Who?” Political Discourse

   Description: As part of project to foster open and constructive dialogue on feminism, Judaism, Zionism and antisemitism, I am seeking a student to work with me to plan and implement a three-session study group for students, faculty and, if space allows, some community participants. The planned Dialogues on Feminism, Anti-Zionism and Antisemitism will be co-sponsored by the Brandeis WSRC and the Hadassah Brandeis Institute.

6. Nance Goldstein (Resident Scholar) and Danielle Rock (Student) – “Leader Stories – Doctors Handling Sticky Leadership Situations: A Podcast for Emerging Physician Leaders to Tell Their Stories (and Learn to handle the problems of leading change)”

   Description: Today’s seismic shifts in US healthcare now demand leadership capabilities of many clinicians who never previously saw themselves as leaders. This project relaunches my podcast, “Finding Me in Medicine Again”. The shows are for physicians who are emerging or aspiring leaders and they will focus on messy moments in leading people through change and innovation. The show will be less than 10 minutes and will each focus on one physician’s story of how they handled a messy leadership moment. The story will be followed by a few reflective questions about what they learned. I’d like to offer handouts/supportive materials for those interested in improving their ability to handle that situation.

7. K. Melchor Hall (Resident Scholar) and Daniela Julivic Marquez (Student) - Dark Bodies, White Spaces: Navigating Black Feminist Art & Epistemology in Predominately White Institutions

   Description: This collaborative project will engage the WSRC specifically, and Brandeis University broadly, in a discussion about the placement of Black bodies (in art) and Black bodies of knowledge within (and beyond) these institutions. Contemporary discourses about “diversity” rarely engage in active desegregation of white spaces that intends to both reckon with separatist pasts and current marginalization. This project boldly centers Black feminist art and knowledge in an engaged dialogue about the placement of our artistic, physical and epistemic bodies within (or on the margins of) white spaces.

8. Karen Hansen (WSRC Director) and Ruhi Roy (Student) - “Examining High School Education and Interracial Conflict’ Research Assistant”

   Description: In the spring of 1970, a conflict erupted over whether to burn a U.S. flag on the campus of Sunnyvale High School. The working-class campus in the heart of Silicon Valley often faced racial tensions, particularly between Mexican-American and African-American students. Educators and students worked to establish a respectful campus dialogue and a more inclusive curriculum. Interracial Leadership and Learning analyzes the mix of resources, vision, commitment, and creativity that led to SHS’s turn around.
9. Amelia LeClair (Resident Scholar) and Jake Sibley (Student) – Creation of a Musical Performance Edition of Dame Ethel Smyth’s ‘Mass in D’

_Description:_ Creating a performance edition in Sibelius of Ethel Smyth’s Mass in D, one of the great larger works by a great woman for chorus, soloists, and orchestra. This piece is currently only available in manuscript, and under copyright in Europe, however I have received permission to create an edition in the US. Once a performing edition is created, parts can be extracted and the work can finally be performed as frequently as it should be. SSP will help decipher and transcribe into Sibelius the handwriting and notation of the score.

10. Ruth Nemzoff (Resident Scholar) and Eliana Padwa and Juliana An (Students, 25 hours each) – Jewish Family and Life Advice Columnist and Writer

_Description:_ We will write advice columns on Jewish life from multi-generational perspectives. We will also work on a project on how to talk about feminism and Zionism. In addition, we collaborate in using email and social media for professional purposes.

11. Karen Rosenthal (Resident Scholar) and Amelie de Germay de Cirfontaine (Student) – Publicizing and Mobilizing Resources to Help Syrian Refugees

_Description:_ Seeking Home: Stories from a Troubled World is a social media project that tells the plight and concerns of displaced people via photos, videos, and their own personal narratives. Participants will share their unique stories- why they left their original homes and what they have encountered since. By having their accounts posted online, they might discover a more caring world than they previously thought existed.

Last semester Amelie taught me how to improve my use of social media to market my photography. This semester, we are taking our use of social media further as we explore possible social platforms to work on an online art/activist/awareness project regarding refugees in the world who are forced to flee and seek new homes. We are particularly interested in Syrian refugees who are now in the Boston area.

12. Phoebe Schnitzer (Resident Scholar) and Lily Elderkin (Student) – Survey of Pre-College Sexual Education Curricula: Undergraduates rate their Experiences

_Description:_ The Survey addresses the nature and quality of pre-college sex education as experienced by undergrads at Brandeis and UMass Lowell. Students share their recommendations as to desirable sex/growth ed programs for high school students. Their views add crucial information to the ongoing national debates about sex ed curricula.

13. Sukeshi Sondhi (Scholar) and Katherine Mound (Student) – “WSRC Arts Walk’ Assistant”

_Description:_ The Mentor, under the guidance of the Exhibitions Committee, would like to install a campus wide exhibition of artworks created by WSRC scholars, Brandeis students, alumni and faculty and invited artists. The aim is to promote dialogue about important issues and the ever-changing challenges related to women, gender, and social justice. The project aims to enhance
spaces on campus through a series of small exhibitions featuring photography, painting, sculpture, outdoor art, performance and video

14. Susan Wilson (Resident Scholar) and Arianna Unger (Student) – Women and Children First: The Remarkable Life of Dr. Susan Dimock

*Description:* Though her name lives on in Roxbury's Dimock Street and in the Dimock Center that still straddles that road, Susan Dimock's (1847-75) important story has been essentially unknown in the twentieth and twenty-first centuries. To her contemporaries in Boston of the 1870s, however, she was known as a strong, selfless pioneer in American medicine — among the first group of physicians to provide professional health care by, and for, women, and one of the finest, most respected surgeons (male or female) in Massachusetts. I am working on the first full-length biography of her life.
Snapshot of the Spring 2018
Student Scholar Partnership (SSP)

Total Number of Students Involved: 15
Students Returning from the Fall 2017 semester: 11
New Students Hired for the Spring 2018 Semester: 4

Total Number of Scholars Involved: 14
Scholars Returning from the Fall 2017 semester: 10
New Scholars Accepted for the Spring 2018: 4

• Each student (with the exception of 2 part-time) will work 50 hours over the course of the semester, ending on April 26, 2018 (Last Day of Classes). Part-time students will work 25 hours over the course of the semester, also ending on April 26, 2018 (Last Day of Classes). All newly hired students start at a rate of $11.00 an hour.

• We have Freshman, Sophomore, Junior, and Senior-level students working with us this Spring.

• The students all have varying majors reflecting their diverse interests. Examples of majors/minors being pursued are:

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<td>Women, Gender and Sexuality Studies</td>
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Question Answered:

"Why is the SSP an experience you WANT to participate in? What are some of the biggest (or smallest) learnings or benefits you have reaped from the SSP?"

Responses:

1. Pnina Abir-Am (Resident Scholar) and Arielle Levisohn (Student) – The Role of Women Scientists in the Discovery of RNA Splicing

Scholar Pnina Abir-Am:

I have participated in SSP for the last Decade because it is a superb opportunity to expose a gifted student to research in the history of women in science, a field which is not taught at Brandeis, but is essential to women’s success in scientific careers, and hence to gender equality in our science based society. Better to save one (or two; on several occasions I had 2 SSPs at the same time) soul than none!!! It is also very gratifying to see students responding to challenges they would not have otherwise encountered, such as joint participation with the scholar at international conferences.

Student Arielle Levisohn:

As a Women’s and Gender Studies, Biology and HSSP major, I’ve been looking for ways to combine all of my interests. SSP, and specifically Pnina’s project on the role of women in the discovery of RNA splicing, appealed to me as a perfect way to blend my passions for science and gender equality. I love working as an SSP student because of both the vast amount of knowledge I gain from the research and the opportunity to work closely with and be mentored by a WSRC scholar. Working on Pnina’s project has opened my eyes to many of the difficulties women in science have faced or continue to face. I have had the privilege of meeting many successful and inspiring individuals who have taught me so much about the history of science and the gender inequality that persists within the STEM fields.

Overall, this past year has been such a valuable experience for me. Together, Pnina and I were able to interview four women in science and attend a conference on RNA splicing, as well as complete many other small tasks over the course of the year. While my being abroad has made it more difficult to get as much done, I think we did a good job of communicating via email and were still able to move the project forward.

My advice to future SSP students would be to take advantage of opportunities for outside research that may arise with the project. I was fortunate enough to be able to attend a conference at Cold Spring Harbor with Pnina, and I’m so happy I agreed to go because it was one of the best parts of my year. Even if in the moment you feel too busy or overwhelmed, the knowledge you gain from speaking with other people who have relevant experience in the topic you are researching is invaluable.
2. Ros Barnett (Resident Scholar) and Elizabeth Cayouette-Gluckman (Student) – “‘Get Real: How Girls and Woman Can Overcome the Need to Please and Lead Authentic Lives” Research Assistant”

Student Elizabeth Cayouette-Gluckman:

The work I have been able to participate in for this partnership has been incredibly intellectually stimulating. I was able to learn about a wide variety of topics, as well as pursue my own research. I felt that my participation had a direct impact on the project, which was a very rewarding feeling.

Scholar Rosalind Barnett:

I want to participate because my projects are enriched by the input from my SSPs. My project has benefited from the perspective of a younger generation and I have been pleased to discover that my project is of considerable interest to undergraduates.

3. Mary Berg (Resident Scholar) and Talia Franks (Student) – South American Literature Translation and Interpretation for Different Audiences

Scholar Mary Berg:

Talia Franks and I have had an extraordinarily year together, passing texts back and forth, commenting on them, and translating. We have met weekly at the WSRC, talking about translating from Spanish to English, and talking about different writers. We have read extensively - poetry by Carlota Caulfield (Cuban) and Clara Ronderos (Colombian), and prose by Cubans Francisco García González and Laidi Fernández de Juan. I recently received an urgent request for translation from José Castaneda so we have been considering that and thinking our way into English - José Castaneda is a lawyer and court judge in upper New York state who is writing the story of his life (in Spanish), and looking for a translator. He was born poor in Ecuador, worked in a gold mine, eventually moved to Colombia and learned to read and write, went to law school and became a judge, has now written memoirs that are fascinating. Talia and I have been reading these, have tried translating the beginning, and we are now thinking that she should become the translator of the whole book (she is a wonderful translator and writer). I've just been asked to translate a Cuban novel for a Canadian publisher, and I will hope for Talia's editorial advice on that, too. It is extremely helpful to be able to discuss texts and aspects of the language they employ.

Student Talia Franks:

This past semester working with SSP, and in fact the fall semester as well, have easily been the best professional position and experience that I have had. I feel that I've had time to not only grow and gain experience working with texts in translation, but also that Mary and I have become good friends and work together well. She has been a great mentor with me, and I'll definitely want to keep in touch with her once the SSP program is over, because she's been delightful to work with and get to know. The goals of our partnership have always been to work on a variety of texts, and I feel great about what we have accomplished, although there is always more that can be done with so many projects that take time to complete.

A tip that I have for future SSP students is to go into their partnership with an open mind and flexibility on how and when to complete tasks, as the way that opportunities can rise may appear in the most unexpected of places.
4. Susan Eisenberg (Resident Scholar) and Devi Acharya (Student) – On Equal Terms: Gender and Solidarity

Student Devi Acharya:

Coming into this job last fall, I didn’t really know what to expect. Over the course of the last year, though, I’ve been working with Susan and getting to know more about her life story through this process of creating the “On Equal Terms” online exhibit.

I think overall, one of the best parts of the project has been just seeing everything come together from the start to an almost completed website. Even now towards the end of the semester there’s still work to do, but I feel a strong sense of accomplishment in seeing months of work finally manifesting in this completed product that will soon be ready to show to the world.

One of the other things I’ve found super beneficial about the SSP program is that it has allowed me to work across interdisciplinary lines in a way that I think is not commonly found on campus. As a Film and Computer Science major I’ve gotten to put my skills to good use working on audio and video editing or solving technical problems, which has been rewarding for me.

Susan herself is an amazing person, and I think we have a great system going where we help each other out. I’ve been able to talk to Susan about other things going on in my life as well, such as figuring out my life post-graduation.

My tip to future SSP Partnership students is to manage your time effectively by figuring out what you can do in a week and then trying to hit your weekly goals. Having a whole semester to work with can feel overwhelming or might encourage you to push back your work, but it’s better to get started earlier and figure out what you can manage on top of your course load! Plus, being able to budget your time, set and meet goals, and communicate about your progress will be great skills to have in whatever workplace environment you end up in.

5. Janet Freedman (Resident Scholar) and Sivan Ben-Hayun (Student) – “Feminism and Zionism: Incompatible? Says Who?” Political Discourse

Scholar Janet Freedman:

Dear Kristen,

I thought I’d resend the note I wrote to Catherine re. the upcoming reception because it expresses some of my thoughts on the program -- and how pleased I have been with your administration of it. My comments of ten days ago are in italics.

*I am so pleased that this reception is taking place. Thank you for planning it. I want to extend kudos to Kristen Mullin, too. She does an extraordinary job arranging and monitoring the partnerships, always encouraging us to chat with her when there are glitches that usually can be worked out with her support and insights.*

An example of the power of these magical connections occurred this weekend. My former SSP, Ruth Fertig, made aliyah in August. With just 48 hours notice she was given a Passover leave from the IDF. She flew to Boston where she had seders with family who flew in from Indiana, and then spent an overnight with my husband and me. Ruth was a wonderful research assistant, but, more than that, in the years before Ruth
made her decision to become an Israeli citizen, we had many long conversations about this and other choices she was considering. We have become very close friends and it was a joy to be together again.

I am in warm connection with other SSPs too and have forwarded your invitation to the only one (other than my present SSP) who is in the area. I hope she will be able to attend.

The SSP program needs to be explored in depth. Over a long career I have worked with and mentored dozens of student assistants. The SSP program is unique. I would very much like to see it documented and written up so that we can understand better why it so transformative for both scholars and students so we can continue to build on this uniqueness and offer it as a model for others.

This year's experience has been very interesting and rewarding, too. Laura Katz and Sivan Ben-Hayun shared the SSP position in the spring. They worked together researching articles on feminism, Zionism and antisemitism, prepared comments shared in a google doc, and attended a weekly meeting in which we exchanged insights in lively conversations. Laura and Sivan worked very well as a team. Laura went to Ecuador in the spring and stayed in touch with me through occasional e-mails. Sivan and I carried on the work with a focus on preparing for a series of study groups held this semester in which Sivan was the only undergraduate student participant. We have established a good working relationship and friendship. Sivan hopes to be able to attend the reception,

**Student Sivan Ben-Hayun:**

Over the past year I have had the opportunity to work with Janet Freedman on a project to interrogate the intersections of Zionism, Feminism and anti-semitism. Throughout the year, I would research articles about a particular element we were tackling at the moment, and then we would meet and discuss. My conversations with Janet were always insightful and provocative. I always left with a greater appreciation of the materials. As the semester continued we transitioned into holding consciousness raising circles on the topic with scholars and activists within Janet's circles. Janet was incredibly generous with me throughout the semester, especially as I was going through a difficult period. One piece of advice I would give to future SSP students is to be really deliberate in understanding what the goal of your work is.

** Scholar K. Melchor Hall:**

The Student-Scholar Partnership has been a tremendous learning opportunity for me. It has connected me to the Brandeis student community, as well as other college students interested in discussions about race in the region. During the event series Julivic and I coordinated, we had students from Wellesley who talked about how the marginalization of Black student activists on that campus is very similar to what Brandeis student activists are feeling. Without Julivic, I would not have been able to access this population or initiate these conversations. Our year together has been a collaboration in the truest since that it would not have happened without us both being open to learning and growing together. During the fall, she helped me to complete the *Ereba Iriona* bilingual photography book, and in the spring we have organized a 4-part event series about "Black Bodies, white Spaces." Julivic is a senior and we intend to continue our collaborations. We have already received a grant from Fielding Graduate University that will allow us to go to Honduras and use the book we created in photo-elicitation interviews (i.e., using photographs to elicit stories from interviewees) about relationships between Black indigenous Garifuna communities throughout Central America. We intend to apply for a research grant from Brandeis' Women's Studies Research Center to cover
some of the costs of our ongoing research-art-activist collaboration. I am extremely grateful to have had the opportunity to work with such a remarkable student this academic year, and could not have asked for anything more.

**Student Daniele Julivic Marquez:**

I started working with Melchor last fall 2017 on the Ereba Iriona project. In here we worked on a photography book for people in the Garifuna communities in Honduras, where Melchor conducted her research. As a woman of color whose last name does not sound comfortable enough for people with *comfortable* identities, it can be a great challenge to find projects without people questioning my capacity to perform them. Melchor trusted me from the beginning and in moments where I doubted myself she pushed me far enough to believe that I could do it. This support turned into a friendship. We were very excited to know that we would be working again during Spring 2018, this time working on events that questioned whiteness and black bodies in predominantly white spaces. Our partnership also informed work relating to my major in the intersection of identity politics and art. I am grateful to Melchor and our future work together as we will be going to Honduras back to the Garifuna community during the summer.

7. **Amelia LeClair (Resident Scholar) and Jake Sibley (Student) — Creation of a Musical Performance Edition of Dame Ethel Smyth's ‘Mass in D’**

**Scholar Amy LeClair:**

The **SSP is one of the best two-way streets I can think of in my field.** While I benefit hugely from my students’ great tech savviness, energy and enthusiasm, and from their willingness to dig deep into the work, I have seen the changes in them as they work on music they would not have known about or ever been exposed to in their regular schooling, even at the most advanced college levels. I work with composers whose works have been ignored, hidden away, repressed, unsupported, stolen, and deemed unworthy if and when they were ever performed. Ethel Smyth’s work is no different, and to see the glow of that epiphany on my student’s face when they hear the music they’re working on is worth everything. I have made some deeply meaningful connections in this work with Brandeis students, and I hope to continue to do so.

8. **Ruth Nemzoff (Resident Scholar) and Eliana Padwa and Juliana An (Students, 25 hours each) — Jewish Family and Life Advice Columnist and Writer**

**Scholar Ruth Nemzoff:**

I enjoy learning from and mentoring young people. This semester, I have had two SSPs. From Eliana Padwa, I have learned much about the struggle between Orthodox Judaism, feminism, and modernism. From Juliana Hyojo An, I have learned some of the subtle conflicts inherent in maintaining one’s own identity/culture and at the same time assimilating. Both of these students are superb writers and are extremely well organized. I have enjoyed thinking through ideas with them, gaining their perspective, and grappling with how best to phrase various blogs. I have also gained two very different perspectives of young women from the same generation.
Student Juliana An:

As a student in the SSP program this spring, I learned so much about the implications of the actions we take to voice our opinions. Witnessing Ruth lead a lecture about rallying and anti-gun laws, I learned how diligence and teamwork can lead to great results. Sharing our experiences in resolving cultural differences, Ruth and I introduced each other to the nuances of our own customs and traditions. One memorable activity was when Ruth and I discussed about how the #MeToo movement proved the wonders of multiculturalism. The #MeToo movement, that began in American culture, is now galvanizing support in South Korea. We discussed how enacting social justice between cultures was the exact wonder of multiculturalism. One tip I'd like to offer is to share the different nuances of each student and scholar’s culture, traditions, and customs because I gained so much respect for Jewish traditions as well as satisfaction in sharing my own.

Student Eliana Padwa:

I had no idea what to expect when I began working with Dr. Nemzoff. "Blogging about Jewish family life," while enticing, was also a vague-enough description that I, as an untried first-year, could not quite picture it: Would I be working in an office? How strict would my boss be? Deadlines? Over the course of the year, I have come to appreciate that the SSP program is so much more than a job. I am an equal participant in our work, and am really valued as a contributor. At the same time, Ruth has served as a boss and mentor to me. I have learned writing and networking skills and, moreover, I have learned about the world. Ruth has taught me through sharing her life experiences, such as her time on the New Hampshire legislature and her work with Gateways. I've learned how to challenge her on specific points in our work while still respecting her expertise and authority. I've also gained an understanding of the Jewish and secular familial issues we write about; the conversations we have are revelatory. I've greatly enjoyed my work with Ruth!

My advice for future SSP Students is to get to know your partner as a person, not just as a boss. My best conversations with Ruth have been when we've gotten off-topic and begun discussing her past or a political issue we're both upset about. It's work, but it should feel personally rewarding and fulfilling!

9. Karen Rosenthal (Resident Scholar) and Amelie de Germay de Cirfontaine (Student) – Publicizing and Mobilizing Resources to Help Syrian Refugees

Scholar Karin Roosenthal:

No experience at the WSRC has equaled the joy I've felt participating in the SSP Program. After my first incredible experience working with a student partner a couple of years ago, I thought there was no way this new collaboration could equal the first, but it has. I’ve been fortunate to have had 2 highly qualified, mature, and capable young women to work with. I am impressed with the abilities and sophistication of Brandeis students and reflect on how much more world-wise they are than my friends and I were at that age. Perhaps, though, that is because both Reeza and Amelie were born abroad and have lived in several countries...I don't have a full sample!

From both, I have enriched my awareness of student life on campus. In turn, I have facilitated connections for both of them to opportunities outside of Brandeis, introducing them to significant people and writing job recommendations. Reeza, Amelie and I have developed friendships that go well beyond our projects. They have come to my art openings and we have shared cooking adventures at my house, mingling their friends with mine. I encouraged my former student, Reeza Hanselmann, to send newsletters about her post-graduation work in Rwanda and now Ecuador which she has done. It keeps us (and others) connected and she now realizes the importance of having a diary of her
experiences. Reeza visited me several times recently when she was between countries and I believe our friendship will endure.

Amelie’s adeptness at flowing through challenge after challenge in a professional way, even as she navigates many other demands on her time, is impressive beyond her years. It was easy to rave about her in the job recommendation I wrote. She draws from her social media, graphic design, business, communication and art skills fluidly. I’ve spent the past year working with her to learn social media, first to help with marketing my fine art photography, and now to facilitate a Facebook Page to support people and organizations working to help refugees in Greece. As we’ve discussed my goals, she has strategized and advised to yield the optimal result. I’ve perhaps learned the most just watching her calm certainty that if something doesn’t work out correctly at first, a little googling will bring up the answer. Everything is solvable. She has succeeded in making the use of social media a more intuitive and desirable experience for me.

In talking with both students, I’ve gleaned that they find qualities of relationship in the SSP Program that they don’t find elsewhere in their undergraduate experience. They regard their connections to their partner...and to the WSRC in general...enriching and personally gratifying. This program is a total win-win for everyone involved.

Thank you!!!!!!

10. Phoebe Schnitzer (Resident Scholar) and Lily Elderkin (Student) - Survey of Pre-College Sexual Education Curricula: Undergraduates rate their Experiences

**Scholar Phoebe Schnitzer:**

As always, it is a great joy to work closely on meaningful material with a bright, motivated undergraduate! My recent study (“Survey of Pre-College Sexual Education Curricula: Undergraduates rate their Experiences.”) includes several open-ended questions. Thus, I have much “qualitative” data that requires analysis of themes by developing coding categories – and it is this task that, with my input, the student tackled. This was actually fun, interesting work, as it involved reading through the student responses and making sense of prominent themes and patterns. My current student has been highly interested in the work, has done a great job, being totally reliable in every way.

The intergenerational aspect is always a very meaningful aspect of the SSP. Working with a young person allows for a special window on contemporary concerns and conflicts; and to have one’s research informed by such views feels like a huge benefit, especially in regard to this particular research project on sex education. Last semester I shared how my student mentioned a Brandeis Sex Ed course she had been taking, which led me to contact the professor, sit in on the class, and then being invited as a guest lecturer! This semester my student was of invaluable assistance in putting together two student focus groups, to supplement the survey and provide feedback on their sex education. All this a result of being paired with a motivated student with interests relevant to my research!

**Student Lily Elderkin:**

I have been working in the SSP program since I was a sophomore, and I am now a graduating senior. This has been one of the best experiences of my undergraduate career; the chance to do research with an incredible scholar has taught me so much and made me a stronger academic and person. Phoebe and I have worked on multiple projects together, finding that we have similar passions. Our best project has
been the analysis of a sex education survey asking college students about their experiences of sex ed in high school. This is one of my favorite topics and a research area I am most interested in. We have worked together to score the qualitative data, analyze the results, and speak to current Brandeis students about their experiences. It has been a really wonderful project to work on, and the relationship I have built with Phoebe has been incredibly valuable and important to me. I hope that it lasts far beyond graduation.

For future SSP students, I recommend getting to know your scholar outside of the confines of your project. Our sex ed work started because I mentioned to Phoebe that it was something I was passionate about, and she just happened to be working on the same subject. It’s also been very personally fulfilling to get to know Phoebe outside of our work. I highly recommend that other students take advantage of this incredible opportunity for relationship building.

11. Sukeshi Sondhi (Scholar) and Katherine Mound (Student) – “‘WSRC Arts Walk’ Assistant”

**Student Katherine Mound:**

Sukeshi, my scholar, and I wanted to forge a stronger connection between the WSRC and the Brandeis campus with art, so we developed a 6-month exhibition that we installed in the Farber library. What would typically be at least a 6-month project we condensed into a little under 4 months: locating a space, acquiring works, exchanging emails, attending meetings, installing the pieces...but in the end we were incredibly pleased with the way the exhibition turned out especially with the crucial help we received from others along the way. Through this experience, Sukeshi showed me that if you really want to do something you have to show persistence and strength even when circumstances seem discouraging. **Having the opportunity this semester to follow an idea from conception to manifestation was so rewarding.**

My advice for future SSP students is to get to know your scholar beyond the time that you spend together. You gain so much more from the experience when you can understand what background your scholar is coming from and vice versa, and that knowledge facilitates communication and connection in the partnership.

12. Susan Wilson (Resident Scholar) and Arianna Unger (Student) – Women and Children First: The Remarkable Life of Dr. Susan Dimock

**Scholar Susan Wilson**

I have been honored to have Brandeis senior Arianna Unger as my SSP partner for the past three semesters. I cannot give high enough praise to the program or to the excellence of Arianna herself.

I expected that I would be given a student who could help me do research and go on searches for little details that would enhance my studies and my text. But it turned out to be so much more, since Arianna was able to forge paths of her own and discover information, books, and individuals I didn’t even know I was looking for!

Among Arianna’s greatest finds:

- discovering that a Swiss historian named Verena Müller had written a 2007 German-language biography of Susan Dimock’s closest friend at Zurich medical school; we were able to connect with
Verena during a trip to Boston, get select segments of her invaluable text translated by WSRC staff and scholars, and have since become fast friends and regular correspondents with Verena.

- locating the only full volume written on the history of the SS *Schiller*, the transatlantic steamer on which Susan Dimock died; it was published in Britain in 2001, is long out of print, was totally unknown to me, and has proved a stunning resource.

- unearthing a professional deep-sea diver who lives on the Isles of Scilly, off Cornwall, and has been diving for the SS *Schiller*, one of hundreds of ships that have wrecked off that coast over the centuries. I am now set up to meet with him, visit the site of the wreck (weather permitting), and hear his stories when I visit Cornwall this coming June.

Equally significantly, Arianna was willing to give a year-end lecture with me at the WSRC on the life and death of Dr. Susan Dimock, and did it in a totally professional and eloquent manner. Our presentation together was, in my humble opinion, seamless.

Arianna’s parents came to our April 12 presentation and thanked me for giving their daughter one of the most excellent and satisfying experiences she has had in her years at Brandeis.
Spring 2018 Student-Scholar Partners (SSP)