THE STUDENT – SCHOLAR PARTNERSHIP (SSP) PROGRAM

SPRING JOURNAL 2015

Unparalleled Collaborative Mentoring For Today’s World

Presented by the Women’s Studies Research Center (WSRC)

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The Student-Scholar Partnership Program

Spring 2015 Journal

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Letter from the Student-Scholar Partnership Program (SSP) Coordinator

Salutations -

Today’s world is a busy, fast-paced environment where technology and people intersect in numerous and diverse ways. The sheer amount of information available to the average person is immense, and can be difficult to harness and use in a meaningful way. Up to this challenge, the participants in the 2014 – 2015 Student Scholar Partnership Program (SSP) have worked to create new meanings and new interpretations of immense value to today’s world and how we live.

Unparalleled Collaborative Mentoring for Today’s World

The 2014 and 2015 academic year has witnessed an enormous year of learning and partnering for the Student-Scholar Partnership Program (SSP) in the Brandeis University Women’s Studies Research Center. In a variety of fields, Students and Scholars have each taught, learned, and reflected on projects close to their hearts’ interests. Whether analyzing data sets to gain insight on human behavior, researching historical archives to find out more about people who have helped to shape our culture and world, or using technology to reach out and educate others, our partnerships have accomplished much.

We are immensely proud of the work they have done and the relationships they have forged. Though different paths were taken by each Partner, all arrived in a place of learning and growth. We encourage them to continue their journey of learning and enlightening both themselves and others. We are thankful for the knowledge and lessons they have gleaned, and we look forward to more insightful and revealing results in the upcoming years. Please read more about our work in the accompanying Partnership essays.

The Student-Scholar Partnership would like to thank our generous donors, the unwavering support of WSRC Founding Director Shulamit Reinharz, the incredibly encouraging WSRC Scholar community, and of course, the Brandeis community-at-large for its assistance and enthusiasm. We look forward to more success and learning in the future!

Sincerely,

Kristen Mullin
Program Coordinator, Student Scholar Partnership Program (SSPP)
“The WSRC’s Student-Scholar Partnership Program is an innovative internship that grants our students precious time with the distinguished scholars of the WSRC.” - Brandeis President Fred Lawrence, 2014

**Program Overview**

The Student - Scholar Partnership Program (SSPP) was launched in the spring of 1997 as a project of the Women’s Studies Program at Brandeis University. Today, this Program continues as an important component of Brandeis University’s Women’s Studies Research Center (WSRC). This competitive, paid research internship is designed to give undergraduate students a unique learning experience by allowing them to work side-by-side with a Scholar from the Women’s Studies Research Center in an interdisciplinary environment. Once accepted into the Program, students work collaboratively with established professionals in their field of interest. Scholars benefit from the fresh perspective and insights of undergraduate students, and Students greatly benefit from the mentoring and experience of their Scholars.
Notable Quotes From the Spring 2015 SSPP Relationships

“The SSP program is more than just a job or an internship; it is an opportunity to learn in depth about an interest that I probably would not have learned so thoroughly about in college otherwise. It is a chance to learn about my scholar and her interesting stories, and about my own abilities and passions.” - Claudia Roldan, Class of 2018

“Working and studying at the Women’s Studies Research Center has truly been the most wonderful experience. It is incredibly warm and welcoming, and I honestly believe that it has not only positively impacted my growth as a scholar but also as a woman. I am grateful for the opportunity to explore facets of knowledge that are not often discussed, and to start to begin to share in the magnificent life experiences so many of the scholars here have.” - Christa Caggiano, Class of 2017

“Just last week, my WSRC Scholar Janet Freedman and I were talking about the importance of internal reflection, and the questioning of motivation, intellectual desire, and personal pursuit. I mention this discussion to highlight the power, empowerment, and constant education involved in being a part of the SSP Program. It was this discussion that well works to define my experience as an SSP Student. This partnership provided me an inspiration and friend in (Scholar) Janet Freedman and (Student) Caleb Chertow, an exploration in what it means to be a woman, feminist, and activist, and a wonderfully intersectional, academic experience.” - Sophia Warren, Class of 2018

“The SSP is an extraordinary opportunity for WSRC scholars to connect with Brandeis undergraduate life.” – WSRC Resident Scholar Mary Berg

“Working with a student partner keeps my work fresh by forcing me to make it clear to someone else and seeing it from their point-of-view.” – WSRC Resident Scholar Susan Eisenberg

“Working with (Scholar) Pam this semester on researching the life of Betty Gram Swing, her militant suffragist grandmother whose work goes virtually unrecognized, has been intensely rewarding. Learning about Betty’s interpersonal, inner, and public lives as well as building a stronger relationship with this amazing woman and scholar has been a much better opportunity than I could ever have anticipated!...this work is vital; I’m so honored to be a part of this research and remembrance.” – Jaime Korner, Class of 2017

“Without my student this semester, the near completion of my project featuring the creativity of WSRC artists would be virtually impossible.” – WSRC Resident Scholar Rosie Rosenzweig
“I think the part of the partnership I value the most is how Susan is always a supportive presence who clearly places importance on what I get out of the partnership. The SSP partnership has been a very positive experience and a part of my Brandeis career I greatly appreciate.”  - Alexandra Schuman, Class of 2015

“I love interacting with smart young people, and I love the opportunity to teach and learn at the same time. The collaborative aspect of this program is so valuable.” - WSRC Resident Scholar Amelia LeClair

“The biggest learning for me is that it is possible for a Scholar and a Student Partner, who are distanced by years of age, academic credentials, and personal and professional experience, to be totally compatible in collaborative efforts on a specific project.” - WSRC Resident Scholar Louise Lopman

“Dr. Lopman has become a great mentor and friend and it is wonderful knowing that we will keep in touch even after the program ends.” - Alexandra Hall, Class of 2015

“...through her writing about women’s rights, Dr. Nemzoff and I have had some thought-provoking, intergenerational discussions about feminism. Our two perspectives are similar in some ways and different in others, and we both learn a lot from our discussions.” —Amelia Berg, Class of 2014

“Three things make the SSP a highly attractive opportunity: First, the research assistance provided by intelligent, motivated students! Second, the benefit of gaining a window into undergraduate life, especially spotlighting prominent campus issues and preoccupations. Finally, the sheer pleasure of it all - the “it” being the revitalizing aspect of connecting with young people - who are more than willing to develop reciprocal relationships; that is, not just expecting to learn from someone presumably older and wiser, but also investing in conveying their experiences, perspectives, hopes and challenges, with the optimism that these will be respected and valued. As indeed they are.” - WSRC Resident Scholar Phoebe Schnitzer

“Moving forward, I will certainly take the research skills that I acquired during SSP and apply them to whatever field or job I pursue next.” - Alexandra Libstag, Class of 2015

“One of the most important aspects about this relationship for me is to see her enthusiasm for the ideas. Her keen interest in the project has given me a new perspective on my own work.” - WSRC Resident Scholar Rahel Wasserfall
About the 2014 – 2015 Student-Scholar Partnership Program Year

The SSPP had 16 student participants in the Fall of 2015, 14 female and two male, and 16 students in the Spring of 2015, 12 female and four male. They ranged from first-year students to graduating seniors, and had varying majors from Anthropology to Environmental Studies to Politics. Nine students continued from the 2013-2014 academic year. Six students from the Fall 2014 semester continued into the Spring 2015 semester.
Student - Scholar Partnership Program (SSPP)  Partnership List Spring 2015

1. Nancer Ballard (Resident Scholar) and Sage Hahn (Student 25 hours) and Katerina Daley (Student 25 hours) – “Heroine’s Journey, Part I: The Role of Dreams, Intuition, Prophecy, Speculation and Spiritual Growth in Women’s Journey Alternatives to Joseph Campbell’s ‘Hero’s Journey’”

2. Roz Barnett (Resident Scholar) and Alexandra Libstag (Student) – “Reimagining Tomorrow in the Age of Longevity”

3. Mary Berg (Resident Scholar) and Claudia Roldan (Student) – “Women’s Education in Peru in the 1880’s – Comparative Study”

4. Helen Berger (Resident Scholar) and Christa Caggiano (Student) - “Does Worshipping the Goddess Make You a Feminist?”

5. Susan Eisenberg (Resident Scholar) and Ally Schuman (Student) - “On Equal Terms: Art Installation on Gender Equality” “Perpetual Care” Art Installation; “High Voltage Women”

6. Janet Freedman (Resident Scholar) and Caleb Chertow (Student) and Sophia Warren (Student) - “Consciousness Raising: Small Groups Around the Globe”

7. Amelia LeClair (Resident Scholar) and Elan Wong (Student) – “Musical Performance of Dame Ethel Smyth’s Mass in D”

8. Louise Lopman (Resident Scholar) and Alexandra Hall (Student) – “El Salvador NOT for Sale: Sweatshop Workers’ Rights in El Salvador”

9. Annette Miller (Resident Scholar) and Michael Duggan (Student) – “Madame, Who Are You?” Theatre Project”

10. Ruth Nemzoff (Resident Scholar) and Amelia Berg (Student) - “Married Into: Making New In-Law Family Bonds Work” Family Research and Book Publicity”

11. Rosie Rosenzweig (Resident Scholar) and Rohan Narayan (Student) – “The Varieties of Creative Expression: Interviews with Artists for WAC-TV”

12. Phoebe Schnitzer (Resident Scholar) and Cecile Afable (Student) - “Gender Issues in Achievement Concerns: Is “Fear of Success” Still With Us?”

13. Pam Swing (Resident Scholar) and Jaime Korner (Student) – “Researching the Life of my Militant, Suffragist Grandmother, Betty Gram Swing”

14. Rahel R. Wasserfall (Resident Scholar) and Reeza Hanselmann (Student) – “Our Tables: Eating Together with Strangers: Food, Culture and Sexuality”
“Heroine’s Journey, Part I: The Role of Dreams, Intuition, Prophecy, Speculation and Spiritual Growth in Women’s Journey Alternatives to Joseph Campbell’s ‘Hero’s Journey’”

Scholar: Nancer Ballard  Students: Sage Hahn and Katerina Daley

Scholar Perspective:
I enjoy the opportunity to work with Brandeis students on projects in which the student(s) and scholar have a keen interest that requires deep, sustained attention on a subject that the student might not have the opportunity to pursue in such depth in their other college experience. The experience of discovering and sharing theory or literary insights with others is exciting and gratifying for me, especially when the discovery is a synergistic product of our combined efforts and life experiences. Working with students on designing public presentations and selecting examples helps ensure the presentation format and content will be well received by participants in their early to mid-twenties as well as mature professionals.

I also enjoy close reading and have benefited from analyzing literature and film with others keenly interested in the subject matter as part of brainstorming and theory building. Our Heroine Journeys project includes a website/blog/online component, and the two SSP students that shared a position on this project had technical skills that I did not when we began the semester. I learned quickly in order to keep pace with their implementation abilities, and their website/blog knowledge complemented the greater knowledge and experience that I have in literary analysis and psychology. The combination of expertise and experience allowed us to design and build the project’s interactive website/blog at heroinejourneys.com. in a single semester.

Working with students on an eight or ten week timeline forces me to tightly organize my project and sub-deadlines and to adhere to a schedule that will yield deliverables within a semester in order to maximize their learning experience and the benefits of the SSP program to the project and me as project leader.

Student Perspective: Sage Hahn:
I have now worked for the past four semesters with Nancer Ballard as well as a second student scholar, Katerina Daley. This semester took a turn from our previous work, as we began creating a blog about the concept of the Heroine’s Journey. This was a really valuable in that it allowed me to think about the topics we’ve been studying for a while now in a new context. A website requires easily discussed and explained information, so much of the semester was spent thinking about how to make our information as accessible as possible. I am thrilled to have had the opportunity to continue work with Nancer Ballard and with my fellow student scholar Katerina for as much of my Brandeis career as I was able to and hope to continue work on this blog in the future.
“Re-Imagining Tomorrow In the Age of Longevity”

Scholar: Roz Barnett  
Students: Alexandra Libstag

**Scholar Perspective:**

I value the opportunity to learn from my SSPs. I am regularly surprised by their ability to ferret out important material from sources that I am unfamiliar with. Most importantly, their perspectives on gender and aging issues are often different from mine and I (and my work) benefit from their views.

**Student Perspective**

This past semester working for the SSP has opened my eyes to the steps involved in book writing and book proposals. Through the partnership, I had the opportunity to be hands on with several aspects of my scholar’s research and preparation for the book she is currently working on as well as future projects. Moving forward, I will certainly take the research skills that I acquired during SSP and apply them to whatever field or job I pursue next. For students interested in working on interesting/complex topics and improving their research skills, I definitely recommend applying for SSP!
“Women’s Education in Peru in the 1880’s: A Comparative Study”

Scholar: Mary Berg  
Student: Claudia Roldan

Scholar Perspective:

The SSP is an extraordinary opportunity for WSRC scholars to connect with Brandeis undergraduate life. I have consistently been fortunate in working with brilliant, resourceful, hard-working students who track down source materials and are much more internet capable than I am. Their excitement about our projects and their efficiency at the detective work we do is wonderful.

Student Perspective:

This semester I have had the honor of working with Mary G. Berg on her incredible research on Clorinda Matto de Turner’s work and the education of Latin American women. I decided to apply to the SSP program because I loved the idea of having a mentoring relationship with a scholar that shared similar interests with me. I am lucky that Mary wanted to continue her research on Matto’s work and thought that I was a fit candidate for the position. Since the first day we met, we have discussed the goals of our partnership and have engaged in vibrant and dynamic conversations about Matto, Latin America, education, and feminism.

The SSP program is more than just a job or an internship; it is an opportunity to learn in depth about an interest that I probably would not have learned so thoroughly about in college otherwise. It is a chance to learn about my scholar and her interesting stories, and about my own abilities and passions. Before this partnership, I did not know much about women’s education in Latin America during the 19th century, and had never read Clorinda Matto’s work. Now, I am curious about Matto’s success and the type of education women received then compared to now. I feel that although Mary and I have a professional relationship, we have also gotten to know each other on a deeper level and I’ve learned so much about her, her work, and her life. There have been times where I go to Mary for help and she is always there for me with wise advice. Besides focusing on our work, Mary has also shared her knowledge of events happening at other campuses across Boston, and even invited me to participate in Latin American related conferences. I’ve met a marvelous scholar through the SSP program, whom I would have probably never met had I not been selected for this unique opportunity.
“Does Worshipping the Goddess Make You a Feminist?”

Scholar: Helen Berger  Student: Christa Caggiano

Scholar Perspective:

I love the SSP program; I have gained so much from my participation. I enjoy being part of my SSP’s life, hearing about and discussing with her all the things that she is doing, in class, in her social justice work, and in the orchestra. I have met her roommate and we have all had dinner together, and gone to lectures at the center or on campus together. Each conversation I have had with her is both enjoyable and keeps me in touch with a new generation of college students. Christa, my SSP, saved my project this year. The computer system I was using to do statistical analysis no longer supported the data analysis I needed. We had to move the data to a new system and learn how to use that system. Christa is a physics major and very adept at numbers and computer systems. Although I was trained in SPSS in graduate school, it was before there were PCs. Christa was the one who ironed out glitches and had friends majoring in computer science to help us work through how to get the system to work. I do not know how I could have managed without her. She is bright and interested in everything. She is almost a peer with whom I can discuss what data we need find to make an argument or to check that our analysis is correct.

Student Perspective:

Working and studying at the Women’s Studies Research Center has truly been the most wonderful experience. It is incredibly warm and welcoming, and I honestly believe that it has not only positively impacted my growth as a scholar but also as a woman. Since starting my SSP, I have been invited to attend lectures and gatherings that challenge what it means to be a woman in this ever-changing world. I have learned about so many things, from ageism to feminism and physics. I am grateful for the opportunity to explore facets of knowledge that are not often discussed, and to start to begin to share in the magnificent life experiences so many of the scholars here have.

By far, however, the most meaningful part of my SSP is working with Helen. I am assisting Helen in her long-term project, Does Worshipping the Goddess Make You a Feminist? Helen is an amazing person and I have learned so much from her. Meeting with her on a weekly basis has become a highlight of my calendar. Primarily, we study Wicca and Paganism, using a massive census Helen took of the pagan community comprising of over 8,000 respondents. I have been studying this topic with her for over a year now, and it is so rewarding to see our work progress. Right now, we are in the midst of huge breakthrough in understanding how solo practitioners of the religion
“Does Worshipping the Goddess Make You a Feminist?”

(continued)

*Student Perspective, continued:*

differ from group practitioners. The difference is clear, especially when we look at the data on feminism. It seems that we are getting closer and closer to answering the question Helen poses in our project title! When not working at the WSRC, I study biological physics, and seeing this human element emerge in huge data sets is a breath of fresh air. I honestly cannot wait to see where this project goes, and I know with
“On Equal Terms: Art Installation on Gender Equality”
“Perpetual Care” Art Installation; “High Voltage Women”

Scholar: Susan Eisenberg    Student: Alexandra Schuman

Scholar Perspective:

Working with a student partner keeps my work fresh by forcing me to make it clear to someone else and seeing it from their point-of-view. I always find that they really are a partner. At our weekly meetings we report on the week's progress -- that's helpful to keeping work on track. Since Aly worked on an oral history project of her own for a class, and since that's a significant part of my work, perspectives and experiences on oral histories and interviews has been a through-line conversation. We've been working together on archiving materials, which matches an interest of hers and a need of mine. She's gotten videos of performances and interviews transferred into DVDs and has been a great help in getting projects more organized and using social media.

Student Perspective:

I felt my SSP partnership went well this semester. Susan and I started our partnership last semester, but this semester we furthered the mentoring side of it. Susan shared her thoughts on organizations where I may apply for internships or jobs, and wrote letters of recommendation for me. She obviously cares a lot about my personal and professional goals, and makes advising a priority. We focused on other elements of her work besides her blog and online recommendations from last semester. This semester I researched potential contacts and helped organize her archives. I appreciated how she has tried to vary the work according to what I may be interested in and good at. Our goals have always been open, and Susan has been good about adapting what we work on. Susan has kept me up to date with her projects, and I feel I have learned a lot about how she navigates business relationships and independent organizing. I think the part of the partnership I value the most is how Susan is always a supportive presence who clearly places importance on what I get out of the partnership. The SSP partnership has been a very positive experience and a part of my Brandeis career I greatly appreciate.
“Consciousness Raising: Small Groups Around the Globe”

Scholar: Janet Freedman  Students: Caleb Chertow and Sophia Warren

Scholar Perspective:

I have nothing but admiration for these two fine students... We learned together ... One thing I DO know is that I will continue the warm friendships that I've begun with Sophie and Caleb, and I have learned that these are perhaps the most important accomplishments of the SSP program.

Student Perspective: Sophia Warren:

Just last week, my WSRC Scholar Janet Freedman and I were talking about the importance of internal reflection, and the questioning of motivation, intellectual desire, and personal pursuit. We talked about the ways our work to share the power of Consciousness Raising had educated us and the ways we had lost and found the bigger picture in pursuing our goal. We talked about the importance of maintaining connection and he daily communications with individuals that educate and inspire. Feminist Consciousness Raising has been explained to me in an academic way through Janet Freedman’s book "Reclaiming the Feminist Vision: Consciousness-Raising and Small Group Practice", intellectual through my understanding and contextualizing of her work, and genuinely soulful in my experiencing the power of this practice over the course of this semester. I mention this discussion to highlight the power, empowerment, and constant education involved in being a part of the SSP Program. It was this discussion that well works to define my experience as an SSP Student.

I worked in a team of Janet Freedman and student partner Caleb Chertow. Our goal this semester was to integrate the power of CR into the lives, reflections, and intersectionality of activism today. Using media, and reaching out to specific cohorts, we found ourselves navigating the power and limitations of these tactics. We reflected, changed direction, reflected further, and changed direction again. In many ways, we worked to embody the CR we hoped to spread. Ultimately, the project has many avenues of possibility, because CR’s application is endless, creative, and ultimately vital to the work of activism, no matter what it is formally called in the communities it is utilized.

This partnership provided me an inspiration and friend in Janet Freedman and Caleb Chertow, an exploration in what it means to be a woman, feminist, and activist, and a wonderfully intersectional, academic experience. The experience was, to borrow Janet’s words, so much a reflection of her book, powerful in combination "wishful-thinking-y and very feminist-y.”
“Consciousness Raising: Small Groups Around the Globe” (continued)

**Student Perspective: Caleb Chertow:**

I have had the privilege of working with Janet Freedman as my Scholar. Janet is a loving educator and intellectual. She is caring and clever. Her smile lights up any room and her enthusiasm brightens my day. My SSP partner is Sophie Warren. Sophie is a fierce and challenging peer with a deep love of justice and fairness. She is a thinker and a talker and a very very kind friend.

I came into this project with the hope of helping Janet publicize her book about Consciousness-Raising and finding a place for that history in our modern dialogue. I think we succeeded, just not in the ways we initially thought. Sophie and I have recently been trying to make contact with feminist websites and causes, authors and more. We were attempting to make the kind of Consciousness-Raising, small group conversation, that inspired Janet to write the book more relevant and exciting to a new audience.

Ultimately, there were successes, small and large throughout the experience. We should be proud of the intellectual journey we’ve traveled, with the wise Ms. Freedman at the helm. We should continue to try and make the Facebook page for the book interact with other feminist websites, persons, and organizations.

Where did I fit in? I know that I am a young man who is a feminist; I had the privilege of engaging in thoughtful conversation, a form of Consciousness-Raising one might argue, with two incredible people. Smart, moving conversation. I grew, I learned and I now know more then I did. For that, I am thankful.
“Musical Performance of Dame Ethel Smyth’s ‘Mass in D’”

Scholar: Amelia LeClair  Student: Elan Wong

Scholar Perspective:

I love interacting with smart young people, and I love the opportunity to teach and learn at the same time. The collaborative aspect of this program is so valuable. In the past two years my SSP and I have traded so much information that is helpful to each of us: I have learned much about the program he is so familiar with, and that I need to become equally familiar with. I hope I have imparted as much to him about reading and interpreting an orchestral score.

My own learning has been very specific to a program that is meant to turn hand scribbling into published music. It has been nothing short of miraculous watching how quickly a young person can use his or her technical skills, and my aim is to become equally facile with this program.

The person to person interaction too has been educational in that I have become familiar with someone one-third my age with whom I feel on equal footing, comfortable, and I believe so does he. It has been a wonderful collaboration - we have pretty much stuck to our work because it is so intensive, and requires us both to read carefully and listen carefully, with not much talking. But, in our frequent reviews of our work we have had many moments to share our love of music together, moments at the piano trying to figure out an illegible pattern or harmony, as well as lots of musical humor. And we have had Abby joyfully listening to the music when we go over it, always a real plus! And because we always work in the library we have had frequent run ins with other scholars and Shula, who seem always interested in our process, and impressed by the story of Dame Ethel Smyth, the composer whose work we are editing. I have enjoyed getting to know Elan, I have immense respect for his skill and innate ability to do probably whatever he wants, and the gentle courteous way has about him. He is a fine young man.
“El Salvador NOT for Sale: Sweatshop Workers’ Rights in El Salvador”

Scholar: Louise Lopman       Student: Alexandra Hall

Scholar Perspective:

A lot of what made me want to participate [in the SSP] for both semesters this year had to do with program Coordinator Kristen Mullin’s match-making. I held out hope that a student interested in human rights and social justice would apply to my project. I feel I cannot thank you enough for directing Alex Hall in my direction. A strong recommendation for the final draft of my manuscript was that I try to adopt a leaner writing style. Alex saved the day by working with me to achieve that and more.

The biggest learning for me is that it is possible for a Scholar and a Student Partner, who are distanced by years of age, academic credentials, and personal and professional experience, to be totally compatible in collaborative efforts on a specific project. I am indebted to Alex Hall for her social and political values as well as her commitment to human rights and social justice and her engagement in defending them with people less fortunate. I especially valued Alex’s grasp of my study, as well as her camaraderie and editorial expertise that, far and away, resulted in the preparation of my manuscript for submission to a publisher.

Student Perspective:

It has been a pleasure working with Dr. Lopman this academic year. In the process of helping her edit her upcoming book El Salvador NOT for Sale! I have learned copy editing skills and research skills. These are both skills that have strengthened my own ability to write my senior honors thesis this year and will aid me as I continue to write papers and possibly my own book one day. I have been able to see the world of publishing, what editors look for in a book, and the importance of writing the story one wants to write. I definitely feel as though I have accomplished all my goals in the SSP program and am privileged to have had this partnership this year. Dr. Lopman has become a great mentor and friend and it is wonderful knowing that we will keep in touch even after the program ends.
“Madame, Who Are You?” Theatre Project

Scholar: Annette Miller  Student: Michael Duggan

Scholar Perspective:

My experience has been unique in that I worked with Emily Duggan for a year and a half and then her brother Michael Duggan for half a year. They both have very different talents and so the entire SSP experience has been very helpful. Emily helped because she is a creative writer interested in theater and plays and the rhythm of language and she was extremely helpful to bounce ideas off of as well as suggest poems on topics that she was familiar with. Michael came into the project as I was putting it together and I needed all kinds of technical and sound work which, along with a discerning eye, he has tremendous know-how. The experience allowed me to get involved with two students (twins) with different strengths both of which were necessary in my work. I have enjoyed watching their work progress and even as Emily graduated we speak about “Madam Who Are You?” but also her current work and wishes to be more involved in theater and my efforts to hopefully help her.

Student Perspective:

It has been an interesting and fulfilling experience working with Annette Miller this past semester. I came into this project in a slightly unusual circumstance. My sister, Emily Duggan, had been working with Annette until she graduated at the end of last semester, and I agreed to step in and help bring their work to a successful conclusion. I have greatly enjoyed working with Annette, helping her sort out the technical work and logistics of staging her show “Madam Who Are You?”. Along the way I’ve had the opportunity to learn some interesting new things, and I like to think that this past semester has opened my eyes a little bit to some topics I might otherwise never have given a thought. To sum it all up, I’ve been glad to have helped bring Annette’s show to life, and it’s been a pleasure to work with her and help finish what she and my sister started.
“-Married Into: Making New In-Law Family Bonds Work” Family Research and Book Publicity

Scholar: Ruth Nemzoff  Student: Amelia Berg

**Scholar Perspective:**

I participate in the SSP program because the students have interesting ideas. They not only provide a new perspective, but help me refine my own ideas. I also need their technological and proof-reading skills. I don't know if it's a new learning, but I am reinforced in my knowledge that one's perspective is influenced by one's stage of life and life context. Just talking about ideas with another is educational. Also, it uplifts me to get to know fine young people.

**Student Perspective:**

This was my first semester working in the SSP program, and I've really enjoyed the experience. I work with Dr. Ruth Nemzoff and assist her with social media as well as drafting and copy-editing her writing. Through this partnership, I've learned about families and intergenerational ties, with a particular focus on interfaith families. While I come from an interfaith, nontraditional family, my upbringing was very secular, and I have little experience with the dynamics of more religious interfaith families and my own Jewish heritage. Working with Dr. Nemzoff has allowed me to learn more about the community that I am only loosely connected to, and I've valued that experience. We spend much of our time working on her articles, and I greatly enjoy writing and copy-editing, so I am happy to have the opportunity to work on those skills. Additionally, through her writing about women’s rights, Dr. Nemzoff and I have had some thought-provoking, intergenerational discussions about feminism. Our two perspectives are similar in some ways and different in others, and we both learn a lot from our discussions.
“The Varieties of Creative Expression: Interviews with Artists for WAC-TV”

Scholar: Rosie Rosenzweig  Student: Rohan Narayan

Scholar Perspective:

Without my student this semester, the near completion of my project featuring the creativity of WSRC artists would be virtually impossible. When I have an outstanding student, like the one this semester, I make and meet completion deadlines for each phase of the project. I am definitely much more productive and energetic when I have a great student partner. I believe the end of this decade-long investigation into the process of creativity may even be nearing completion! Thanks so much to the Student Scholar Partnership for making my work possible. I couldn’t have done it without this partnership. The large learning is that I couldn’t do my work without the village of scholars and students who have supported my work. The small learning is how to give specific instructions to my student and specific mini-goals for myself.

Student Perspective:

Working in the Student-Scholars Program this semester has been largely a good experience. It has been nice to be opened to the incredible resource that is the Women’s Studies Research Center. The project I am working on with my scholar, Rosie Rosenzweig, is great practice in filming and editing, two aspects of film production that I favor....Overall, I would rate the partnership a success.
“Gender Issues in Achievement Concerns: Is “Fear of Success” Still With Us?”

Scholar: Phoebe Schnitzer      Student: Cecile Afable

Scholar Perspective:

Three things make the SSP a highly attractive opportunity:

First, the research assistance provided by intelligent, motivated students! I have had students work with me on sorting through narratives to identify prominent themes; on developing coding schemas to identify gender differences in narrative material; and, on working with demographic data to understand the impact of background variables. In two cases the students’ contributions have been significant enough in my view to warrant adding their names to the subsequent articles as co-authors.

Second, the benefit of gaining a window into undergraduate life, especially spotlighting prominent campus issues and preoccupations. Communication with one of my SSP Partners, for example, has led to my inviting a speaker to the Center who will address issues of sexual violence on campus.

Finally, the sheer pleasure of it all - the “it” being the revitalizing aspect of connecting with young people - who are more than willing to develop reciprocal relationships; that is, not just expecting to learn from someone presumably older and wiser, but also investing in conveying their experiences, perspectives, hopes and challenges, with the optimism that these will be respected and valued. As indeed they are.

All of the above have led me to feel passionately about student life on campus, and to prioritize time at the Center to work with the WSRC Student Outreach Committee to broaden the interchanges that can occur between students and scholars in so many ways.
“Researching the Life of my Militant, Suffragist Grandmother, Betty Gram Swing”

Scholar: Pam Swing  Student: Jaime Korner

Scholar Perspective:
This is my first time participating in the SSP Program. Working with Jaime Korner has been a delight. She is committed, hardworking, involved, and an interesting person in her own right. Instead of struggling with transcribing material by myself, a much more laborious and time-consuming process, working with her has been such a boon. Together, we have transcribed many pages of Betty Gram Swing’s handwritten documents. We’ve puzzled over illegible words and looked up obscure references. We discussed the very human dilemmas in which Betty would find herself, and laughed out loud at the unintentionally comedic moments in my grandmother’s life. It felt as though Betty, Jaime, and I were in a dialogue together which has enriched my understanding of my grandmother. There’s an aspect of detective work in researching another person’s life. Jaime and I shared a growing excitement through the semester as we discovered documents that shed new light on episodes in my grandmother’s life. We would eagerly dive back into work each week.

On a practical note, a benefit for me has been how productive I’ve been this semester as a result of Jaime’s help. She also showed me the scanners at the library, which are much faster than mine at home, and we’ve been able to scan a number of documents.

I am so happy I have had this opportunity to get to know Jaime better. I plan to stay in touch with her.

Student Perspective:
Working with Pam this semester on researching the life of Betty Gram Swing, her militant suffragist grandmother whose work goes virtually unrecognized, has been intensely rewarding. Learning about Betty’s interpersonal, inner, and public lives as well as building a stronger relationship with this amazing woman and scholar has been a much better opportunity than I could have ever anticipated! Through reading and analysis of Betty’s papers—letters, diaries, memoir fragments, and newspaper clippings—as well as historical documents and family accounts of her life, we’ve gained a much deeper understanding of her both as a feminist activist but also as a complex, real, entire woman.

We plan on continuing work on this project in the future, which means a lot to me both personally and as a feminist—the more we read of Betty’s writing, the more I feel like I know her, and the more I want to continue to learn about her intriguing life! Additionally, uncovering and making more well-known the herstories of women who have gone before us and done the work so that we are able to our work is so incredibly important. Without this recognition and publicizing, it is possible for radical movements and the individuals who cause social change to be forgotten and replaced in collective memory with a few powerful figures. Both to pay homage to these women and to bring them into collective memory, this work is vital; I’m so honored to be a
“Our Tables: Eating Together with Strangers: Food, Culture and Sexuality”

Scholar: Rahel Wasserfall  Student: Reeza Hanselmann

Scholar Perspective:

This is the first time I have mentored a student, Reeza Hanselmann. One of the most important aspects about this relationship for me is to see her enthusiasm for the ideas. Her keen interest in the project has giving me a new perspective on my own work. Needless to say, her investment in finding material and digging into the difficult questions of the relationships between sexuality and food discomfort has greatly enhanced the project.

Student Perspective:

I am so glad I found out about the SSP program as it has been an extremely rewarding experience. From the start of our partnership, Rahel had me helping her research the fascinating relationships between food, sexuality and religion, searching the internet for people’s personal stories. I had the opportunity to transcribe an interview, write up and analyze my own research and even read a chapter from Rahel’s book. It has been both enriching and fun, tossing ideas back and forth and getting into discussions of what all the research I’ve go to do means. I appreciate how receptive Rahel was to my ideas, and she always made sure that I was having fun throughout the project. It’s been a wonderful learning experiencing and has helped me develop my research and collaborative skills.
The Student–Scholar Partnership Program is dedicated to establishing mentoring learning relationships between Scholars of the Women’s Studies Research Center and undergraduate Brandeis students. We gratefully acknowledge the following generous donors for supporting our vision and work:

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