The SSP
Student-Scholar
Partnership
Journal

SPRING 2016
Unparalleled
Collaborative
Learning for
Brandeis
Undergraduates

PRESENTED BY THE BRANDEIS
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The Student-Scholar Partnership—SSP

The Student-Scholar Partnership Program (SSP) was launched in the Spring of 1997 as a project of the Women's Studies Program at Brandeis University. Today, funded through private donations, 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 and mentoring experience by allowing them to work side-by-side with a Scholar from the Women’s Studies Research Center in an interdisciplinary environment. Projects are in a diverse range of fields from the arts to sciences, culture and language. Once accepted into the SSP, 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.

Facts About the 2015 – 2016 Student-Scholar Partnership Program Year

The SSP had thirteen student participants in the Fall of 2015, twelve female and one male, and sixteen students in the Spring of 2016, thirteen female and two male. They ranged from first-year students to graduating seniors, and had varying majors from Anthropology to Music to Economics. Nine students continued from the 2014-2015 academic year. Five students from the Fall 2015 semester continued into the Spring 2016 semester.
Welcome to the Spring 2016 Student-Scholar Journal!

Before you begin to read about our accomplishments, please take a moment and imagine an outdoor dinner party under the stars with delicious international food served in multi-courses. A party where the guests discuss an array of topics such as Ageism, Religion, Art, Social Policy, Mongolian Politics, Women in Science, Family Relationships, and Creativity – all with an underlying base of feminism. The comments that are spoken, the thoughts that are created, and the ideas that swirl are mesmerizing to behold. This is the SSP and these details are what make the SSP such a delectable and inviting space to inhabit.

Our Scholars and Students are an eclectic mix of people, all with a commonality of intelligence and deep curiosity about the world around them. Our partnerships focus on issues important to them and our collective society. Their attention to detail and ability to weave narratives and fact together bring new insights for us all. The Student-Scholar Partnership is a space of creativity and ingenuity, and we are proud of it. Many results have been published, and this year, some partnerships presented their hard work and ideas to the public as well as in joint presentations.

More than facts and statistics though, the SSP births relationships with depth. Many of our Scholars and Student partners continue to maintain professional and personal relationships long after the semester ends. We are proud we have been able to foster such an encouraging and meaningful environment – examples of some feelings about this from our students can be found on our ”Notable Quotes” pages of this Journal beginning on page six.

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 for its assistance and enthusiasm.

Sincerely,

Kristen Mullin,
Program Coordinator, Student Scholar Partnership Program (SSP)
“I have had an incredibly interdisciplinary experience, having been researching a topic that spanned neuroscience, literature, gender studies, narrative theory, creative writing, music, psychology, and so many more other disciplines than I could ever have anticipated this project encompassing when I first signed up for it in the fall.

Working with the Student-Scholar Partnership program at the Women’s Studies Research Center has been one of the most intellectually enriching experiences I have had in my four years here at Brandeis. Every semester has been challenging, inspiring, exciting, and filled with levels of personal and academic growth for which I will always be immensely grateful.”

-Student Katerina Daley “Neuroscience and Evocation in Literature and Art”

“Working with Susan has been great fun and has illuminated a fresh perspective on the intersection between intellect and the arts.”

- Student Lilah Kleban “Social Policy Through Art”

“Working in the SSP program has been a great experience; I have never enjoyed a job so much. While job is the correct term to describe this program, it fails to encapsulate what the experience is really like. ...Because of this program I have become a more socially conscious person who knows how to fight against this sort of prejudice.“

-Student Danielle Rock “How NOT to Shoot Old People (crossover serious nonfiction about traumas of ageism)

“Having worked with Dr. Nemzoff as part of the SSP program for the past three years, I can say that it has been a pivotal aspect of my time here at Brandeis.”

-Student Ilana Kruger “Don’t Roll Your Eyes: Making In-Laws Into Family”
“What began as “simply” translating Karin’s family letters from German to English became a wonderful exploration that overflowed into other aspects of my life. ...This project and our partnership have been rewarding in so many ways, and is definitely one of the best opportunities I’ve had during my time at Brandeis.”

-Student Reeza Hanselmann “Translating German Letters of Mother/Daughter Communications During Nazi Era Separation”

“I learned a lot more about Buddhism based on Rosie’s work and my own research, as well as made important connections through the Women’s Studies Research Center that I would not have had access to had I not been a Student-Scholar Partner.”

- Student Lauren Chin “Change-Agents Book Project on the Creative Process and Buddhism Elements”

“Looking back, I would say the main benefit was working with someone who is full of boundless enthusiasm for the subject. That enthusiasm combined with her previous knowledge with the machinations of the publication industry made it a very different but rewarding experience.”

- Student Justin Chu “Change-Agents Book Project on the Creative Process and Buddhism Elements”

“My experience in the SSP Program has been invaluable to me both personally and professionally. ...Our relationship has taught me so much about qualitative and quantitative analyses, methods of psychological studies, and historical understandings of perceived consequences of success - not to mention, garnered incredible conversations about a range of feminist topics.”

-Student Lillian Elderkin “Gender and Achievement: The Perceived Consequences of Success”
Complete Student-Scholar Partnership (SSP) List for Spring 2016

1. Pnina Abir-Am (Resident Scholar) and Allison Mazzella (Student, Class of ‘17) - “Discoveries & Work-Family Models: Women Scientists in RNA Splicing”

2. Nancer Ballard (Resident Scholar) and Katerina Daley (Student, Class of ‘16) - “Neuroscience and Evocation in Literature and Art”

3. Ros Barnett (Resident Scholar) and Clayre Ben-zadon (Student, Class of ‘17) – “Move Over, Ms. Nice” book project”

4. Mary Berg (Resident Scholar) and Gabe Levin (Student, Class of ‘18) – “Edition of Clorinda Matto de Turner’s ‘Tradiciones cuzquenas (1884)”

5. Susan Eisenberg (Resident Scholar) and Lilah Kleban (Student, Class of 17) – “Social Policy Through Art”

6. Janet Freedman (Resident Scholar) and Emma Curnin (Student, Class of ‘19) – “The Words to Say It, The Ways To Do It: Language and Feminist Activism”

7. Nance Goldstein (Resident Scholar) and Shamaila Khan (Student, Class of ‘17) - “Women Physicians Working with Conflict”

**Interesting Partnership Facts:**

- SSP Partners do not always choose projects based on their academic major—they often choose projects that interest them personally.

- The chemistry of the relationship between Partners is often more helpful in completing the work then either of their written credentials.

- The SSP has had over 850 Partnerships throughout the course of its history.
8. Margaret Gullette (Resident Scholar) and Danielle Rock (Student, Class of ‘18) – “How NOT to Shoot Old People (cross-over serious nonfiction about traumas of ageism)”

9. Ruth Nemzoff (Resident Scholar) and Ilana Kru-ger (Student, Class of ‘16) – “Don’t Roll Your Eyes: Making In-Laws Into Family”

10. Ellen Rosen (Resident Scholar) and Emily Scharf (Student, Class of ‘16) – “Frances Perkins Book: Reader and Critique”

11. Karin Rosenthal (Resident Scholar) and Reeza Hanselmann (Student, Class of ‘17) – “Translating German Letters of Mother/ Daughter Communications During Nazi Era Separation”

12. Rosie Rosenzweig (Resident Scholar) and Lauren Chin (Student, Class of ‘16) and Justin Chu (Student, Class of ‘16) – “Change-Agents’ Book Project on the Creative Process and Buddhism Elements AND Panel Presentation Helper”

13. Phoebe Schnitzer (Resident Scholar) and Lillian Elderkin (Student, Class of ‘18) - “Gender and Achievement: The Perceived Consequences of Success”

14. Meiying Zhang (Visiting Research Associate) and Qianran Yang (Student, Class of 16) - “Mongolian Women’s Development and Grassland Cul-

Projects dealt with subjects in a range of fields, including:
- Science
- Chemistry
- Neuroscience
- Literature
- Gender Studies
- Spanish Literature
- South American History
- Social Policy
- Visual and Written Arts
- Medicine
- Ageism
- Psychology
- Sociology
- American History
- Politics
- World War II
- Religion
- Mongolian Culture
Partnerships were asked to answer a few questions pertaining to their work and relationships, including: what were some of their learnings about themselves and the subject, how did they feel about their work, would this project have any impact on other areas of their life, etc. As you will read, we had many well thought-out responses and numerous claims of the SSP’s high value. We are honored.

- The Student-Scholar Partnership Program
“Discoveries and Work-Family Models: Women Scientists in RNA Splicing”

Scholar: Pnina Abir-Am   Students: Allison Mazzella

This project explores the contributions of women who played a key role in the seminal discovery of RNA splicing. (1977) It also seeks to clarify how the careers and personal lives of these women scientists were shaped by the forces of affirmative action and the Women’s Liberation Movement of the 1970s. The project seeks to clarify why women’s association with a key breakthrough in science remains poorly understood and understudied.

Scholar Perspective:

Question: What part of the SSP makes this an experience you want to participate in?

Dr. Pnina Geraldine Abir-Am’s reply: Two dimensions are particularly gratifying in my SSP experience: (#1,2)

1) The opportunity to share my research with (by now over half a dozen) students who might not have otherwise been exposed to my long term research on the persisting under-representation of women in science. The history of women in science is not taught at Brandeis. My repeated offers to teach it have not been pursued by Brandeis University. In this sense, the SSP provides a refreshing access to students, especially research minded ones.

2) The opportunity to observe how the student absorbs a new topic, eventually being guided to make a unique contribution to this line of research. For example, this academic year my SSP student Allison Joy Mazella conducted an outstanding interview with a woman scientist at Tufts University.

The student is at a very similar stage (and aspirations) in her professional development now to that of the woman scientist interviewee in the late 1970s. Our SSP team studies the role of women in the discovery of RNA splicing in 1977. This identification made the student particularly suitable for conducting such an interview; indeed the student established an excellent rapport with the interviewee, and obtained most valuable results.

By contrast, had I been obliged to conduct such an interview without the involvement of a student, my past experience with more important scientist interviewees, including Nobel Laureates, might have led to underestimating the value of the insights of a woman who was essentially a lab technician four decades ago. This woman, who was a technician four decades ago, went on to become a top research administrator at a research university. Today she is seen as a much needed inspiration and role model for other female students interested in scientific careers, exactly such as the SSP student.
“Neuroscience and Evocation in Literature and Art”

Scholar: Nancer Ballard  Students: Katerina Daley

This year my SSP Project, *The Science of Evocation; the art and science of memorable stories*, involved interviewing students and adults about books they have remembered over long periods of time, identifying the features of stories that people remember, to examine the neuroscience underpinning of these effects, and preparing presentations to present our conclusions. My student, Katerina Daley participated in gathering interview data, discussing and analyzing memorable features, researching neuroscience articles that might be relevant in JSTOR, and preparing and participating in a presentation at the WSRC.

*Scholar Perspective:*

The Student Scholar Program gives me an opportunity to work closely with a student with similar interests on a project in which the end results are not predetermined as they are in a classroom. We share discovery, work, feedback on our investigations, and together design some of the deliverables, particularly public presentations and workshops. My SSP student is taking classes in related fields and often has suggestions borne of her classroom experience or assignments that can enhance the project.

The SSP Program allows me to bounce ideas off someone else without the necessity of binding myself to a theory or conclusion before getting feedback. SSP students aren’t graded, so they can be free with their thoughts and suggestions, knowing that we can revise our opinions in light of further work. Because we work together over a semester or more, there is also the benefit of meeting regularly with someone who is interested in and understands many dimensions of a project.

For me, the Student Scholar Program promotes discipline, for, as the scholar, I have always been committed to working efficiently through a project so that my student gets to see the entire arc of an inquiry and how various milestones are envisioned, revised and achieved.

The SSP Program enables me as a mid-career (or later) scholar to get feedback from students in another generation and design research, theory-building, and programs that take into account 18-24 year-olds’ different experiences, concerns, and life stage orientations.

SSP students get to experience more of my theory building failings and insights that turn out to be incorrect than they likely would in a classroom where the parameters of a subject are already pre-determined. I believe that the student’s experience of dead-ends and re-envisioning parts of the project as we go is a valuable part of the mentoring process because it reflects post-graduation life, and students (and professionals) can sometimes imagine that others’ paths to success are more linear and certain than they are.

Over time I have shared experiences I’ve had over long and varied career of writing and other work. Especially when I am working with a student who is interested in the arts, I believe it is important to affirm and reflect that careers don’t have to follow a single, linear trajectory to be satisfying.

The SSP Program has given me a chance to talk to my student about her personal aspirations and concerns as well as course work, in other words,
Scholar Perspective Continued:

to know more about a student than I would as a teacher. My SSP students have shared information more about their lives that they might not share with teachers, so I believe that my role is one that offers to them support and the ability to take relatively safe risks as well.

Katerina Daley Student Perspective:

In working with Nancer Ballard for my third year in a row, I have once again found myself wonderfully challenged and learning more about areas I had never anticipated ever learning about. Over the past year, I have learned a great deal of neuroscience and, beyond that, learned how to be comfortable with discussing my newly obtained understanding of these complex but fascinating ideas. I have also had an incredibly interdisciplinary experience, having been researching a topic that spanned neuroscience, literature, gender studies, narrative theory, creative writing, music, psychology, and so many more other disciplines than I could ever have anticipated this project encompassing when I first signed up for it in the fall.

Working with the Student-Scholar Partnership Program at the Women’s Studies Research Center has been one of the most intellectually enriching experiences I have had in my four years here at Brandeis. Every semester has been challenging, inspiring, exciting, and filled with levels of personal and academic growth for which I will always be immensely grateful.
“Move Over, Ms. Nice”

Scholar: Rosalind Barnett

Student: Clayre Benzadon

My co-author and I are exploring the possibility of a writing a book organized around niceness. Women experience the demands of niceness at home and at work. While all of us want to be nice, women pay a particularly high price for failure to meet the demands of niceness. From an early age, girls are socialized to be nice; i.e., to be selfless, to always take care of others; to put others first, to not ask for things for themselves, to be altruistic. When they behave in accordance with these requirements, they get no credit, because they are expected to behave this way. If they fail to be “nice,” however, they are excoriated. In contrast, when men act altruistically, they get inordinate credit (What a great guy!), when they fail to act altruistically, the pay no penalty. We will explore the many ways this demand affects women, distorting their behaviors, and limiting their options.

Scholar Perspective:

I enjoy the student's inventiveness and enthusiasm. They often come up with ideas that I would never have thought of. In this way, my work remains fresh and relevant.

Clayre Benzadon Student Perspective:

Working for the SSP this semester has been a wonderful experience. At first, I was a little scared because I wasn’t sure exactly what to expect and how much work I would be doing, but once Roz and I started meeting a more regular basis, we created clearer guidelines. The first couple of weeks I spent helping Roz to use the Brandeis library resources to find research articles that related to our topic of study (“Women and Niceness”).

I really enjoyed that Roz trusted me with everything from the very beginning. I have been able to come into the office whenever I have had the time, and it’s been nice to have such a flexible schedule and to have a good communication between the two of us, and I think that was one of the major goals that I at least hoped for.

...Overall, I think that the SSP partnership has been a very rewarding experience and have learned a lot from researching and being able to have the opportunity to have a one-on-one relationship with a scholar who has similar interests career-wise (as a women’s study scholar and former clinical psychologist).
“Edition of Clorinda Matto de Turner’s ‘Tradiciones cuzquenas (1884)”

Scholar: Mary Berg  Student: Gabe Levin

We have spent the year translating Spanish texts (by various authors) into English. They will probably eventually be published in various collections and anthologies. We have particularly worked on texts by two Cuban writers: Francisco Garcia Gonzalez and Laidi Fernandez de Juan. Today we are thinking about short stories by the Columbian Clara Eugenia Ronderos.

Scholar Perspective:
It is wonderful to have a co-conspirator in translation. The languages are similar but not quite the same, and Gabe is especially gifted in figuring out ways around the seemingly untranslatable. It has worked well to pass versions back and forth, trying to get them just right. It is enormously helpful to work together on these tricky language problems.

Gabe Levin Student Perspective:
Over the course of the past semester I have very much enjoyed working with Mary Berg in the translation of various short stories from Spanish to English. Most of the writers we have translated have been of Cuban decent, and Mary, as somewhat of an expert on Cuba, has helped me better understand the context of these stories by sharing with me her knowledge of Cuban history and culture, which has been fascinating. Additionally, my abilities as a translator have greatly improved. All around it has been a great experience!
“Social Policy Through Art”

Scholar: Susan Eisenberg          Student: Lilah Kleban

I am a poet, multi-disciplinary artist and oral historian, as well as a licensed electrician and grassroots activist, working on issues of employment equity from various angles at once and often mixing genres. My projects combine oral history/witness and the arts to address issues of social policy, both around equal opportunity in the workplace (especially women in the construction and utility industries) and medical humanities (especially relationships between the medical system and people with serious long-term illness). My primary Project Descriptions:

1. On Equal Terms combines realistic and fanciful works of art with personal testimonies to bring viewers into the experiences of women who work on construction sites.

2. Perpetual Care (poetry with photographs book and photographs with poetry exhibition) Simultaneously, I’m working on a book and exhibition project that combines poetry and photographs about the experience of life-threatening chronic illness

3. High Voltage Women nonfiction book project I have begun researching women line workers in the utility industry: conducting interviews and writing a book proposal.

4. MOVE THE DECIMAL POINT blog: http://onequalterms.wordpress.com. It’s read by grassroots tradeswomen nationally as well as policy gatekeepers, including folks at the US Department of Labor and union officials.

Scholar Perspective:

The SSP program has been a wonderful gift. As a scholar and artist who works independently on a wide range of projects in the fields of employment equity and medical humanities, meeting weekly with a student to chart progress and plan next steps is invigorating. The chance to have a regular cross-generation communication, contextualizing what we’re working on within larger movements for social change, helps to keep my work grounded and often triggers fresh thinking. And on the practical level, it’s been incredibly helpful to have another person, with different skills, bring their attention, effort, and intelligence to the projects. The On Equal Terms Project blog was created by a SSP, and later completely updated by another. I’ve appreciated the way students have added very imaginative new elements to my work, and also been very willing to share in the many mundane tasks that are so necessary.

Student Perspective:

Working with Susan has been great fun and has illuminated a fresh perspective on the intersection between intellect and the arts. As a double major in Sociology and Fine Arts, Susan has been a wonderful model as a scholar whose work is a combination of both fields of study, giving the liberal arts student who anticipates unemployment hope. Susan has been going through the steps of her book launch for Perpetual Care, while I’ve looked for ways to be supportive to her. We worked together to solidify her professional CV records, as well as polishing different pieces that are part of the book launch, such as organizing outreach information and refining the website. Working with Susan has helped me learn about all the different coordinating pieces that are part of the culmination of any large project, be it research, an art show, or a happy confluence of both.
"The Words To Say It, The Ways To Do It: Language and Feminist Activism"

Scholar: Janet Freedman  
Student: Emma Curnin

Scholar Janet Freedman is in the early stages of a new project touching on the fields of Women's Studies, Language, and Social Activism. She hopes to answer questions such as: How is language used to shape debates? Why have certain words become so loaded that even people and organizations that traditionally have an open-minded perspective shun them? How can compelling theoretical insights, often presented in arcane language, be translated in ways that can encourage action for social justice? What role has the internet and social media played in creating and expanding new vocabularies? How are new words “empowering” and for whom?

Scholar Perspective:

Working with Emma was an exhilarating and challenging experience. Emma is one of the most eager and energetic young women I've ever met. When I told her I was scheduled to give a lecture on my current research topic, language and activism, her enthusiasm quickly led to the decision that she would join me in delivering the presentation.

Emma was enrolled in a course on Feminism and Social Media, a topic I had explored in a chapter on my book, Reclaiming a Feminist Vision: Consciousness-Raising and Small Group Practice and which I intended to expand upon in my new work. With the permission of the instructor I attended a session of her course, and Emma was a guest at a meeting of the Social Issues Study Group which supported the idea of a joint Scholar-SSP lecture. With suggestions from the SISG we decided to focus on two aspects of language and activism. I spoke on new words or redefinitions of "old" words, and Emma spoke on #Hashtag Activism, with a focus on one hashtag campaign, #FreeTheNipple.

I am glad I did not share with Emma my initial negative reaction to the #FreeTheNipple campaign, but listened with patience. She was articulate in explaining why she saw this as a social justice issue and I learned a lot from suspending judgment. Just today, a report in the Boston Globe brought to the fore the need for this advocacy. A North Carolina judge prevented a nursing mother from feeding her child in his courtroom, ordering her to "button up." Other aspects of the campaign were more controversial than the right to nurse in public, including the demonstration by several bare-breasted (and bare-bottomed) women who had painted their bodies in red, white and blue and were collecting money as they expressed their desire to have the same rights as men to expose their nipples.

Emma and I had many hours of discussion and agreed that the purpose of our talk would be to encourage the audience to ask thoughtful questions before they choose an activist project, and to evaluate a demonstration, media campaign, or other political expression even as they are implementing it, so they can assess whether it is meeting the goals that motivated their choices.

I think our learning was mutual and that Emma has embraced the importance of reflection and evaluation and asking questions will become part of her continued work as the effective activist she wishes to be.

We also had a lot of fun learning together. One great experience was attending a day-long conference at the Radcliffe Institute, Ways with Words on February 29, 2016.
“How NOT to Shoot Old People (crossover serious nonfiction about the Traumas of Ageism)”

Scholar: Margaret Gullette  Student: Danielle Rock

Project Needs: Reading, editing researching for a serious cross-over nonfiction book in age studies about the traumas inflicted by ageism across a broad spectrum of domains, from visual culture to international law, to farming, to film and theater. The last two chapters where some research is still needed concern: (1) teaching anti-ageism in the college composition course, and (2) responding to / overcoming the traumas of ageism. Critical thinkers needed.

Scholar Perspective:

I do look forward to having an intern every semester. Once I found out how to relate and what to ask for, the relationships have been personally rewarding. One of my SSPs just wrote to say she was graduating from law school and could we meet again as we had at the Gardiner Museum several years ago. I wrote recommendations for her, for various jobs as well as for law school. Our interest overlapped in many ways—she spoke Spanish and was interested in social justice.

When my SSP and I meet for coffee (at the Student Center) I always try to discuss their concerns—and help with work. I sometimes read their material (usually a first page of an essay, short story, or screenplay) and offer queries, commentary, and/or suggestions.

All my SSPs get acknowledged in my published books, and that’s not lip service to the concept of intergenerational relations. They do real work … In short, although this can be time-consuming, I value the program highly and would be devastated if it were to end.

Danielle Rock Student Perspective:

Working in the SSP program has been a great experience; I have never enjoyed a job so much. While job is the correct term to describe this program, it fails to encapsulate what the experience is really like.

While working for my scholar, Margaret Morganroth Gullette, I felt as though I had gained a mentor. She was someone who I could receive advice from. At our meetings we would not only discuss the work I had done, making comments on chapters or checking references, but also what was going on in my personal and academic life. Margaret was always quick to give me advice if I needed it and more often than not, she gave me support for the things I was going through.

During my involvement with the program I learned a lot from Margaret. At the start of the program, I only wanted to refine my editing skills, learn how to write in an academic manner, and cite resources in an academic text. I believed that this experience would teach me academic skills, which it did, but I never considered that I would leave the program as a kinder and better informed person. I was fortunate enough to work on a project about ageism which, in the most basic terms, is the mistreatment and hatred of the elderly simply for being old; to see just how disgustingly common ageism is and that it is rarely recognized or disputed.

This is a topic I had a basic understanding of before working with Margaret, but learned much more about as time went on. As I read her chapters, I began to see how common ageism is and that it is rarely recognized or disputed. This is the sort of lesson I will carry for the rest of my life. Because of this program, I have become a more socially conscious person who knows how to fight against this sort of prejudice.
“Don’t Roll Your Eyes: Making In-laws Into Family”

Scholar: Ruth Nemzoff          Student: Ilana Kruger

The Partnership will blog for several online journals and platforms, and write two to three advice columns a month, as well as manage the Scholar’s social media presence. This semester, they will also be working on a workshop/speech that they will give to the WSRC on May 19th. The focus of their work is successfully creating and navigating family relationships and cultural issues in many women’s lives.

Scholar Perspective:

In addition to the instrumental help I get with proofreading, editing, and online help, the biggest thing I get from the SSP is someone to question my ideas and help me see the context of the younger generation. It is a great joy to work with young people who have knowledge different from my own. In this particular case, Ilana has a superb Jewish day school education and it has been helpful in writing my columns for Jewish newspapers.

This year in particular, because Ilana is a senior, I wanted to help her with her resume. I am very pleased that not only will we be presenting today, but we have published together. I see it as my responsibility to give her leads for jobs, and for housing. I get someone to discuss ideas with and the joy of sharing my wisdom, such as it is. Besides, we have a good time together. It makes work fun.

Ilana Kruger Student Perspective:

This has been my final semester working with Dr. Nemzoff, as I am graduating in May. Having worked with Dr. Nemzoff as part of the SSP program for the past three years, I can say that it has been a pivotal aspect of my time here at Brandeis.

Each semester has been different, and this semester we have focused on blogging and speeches. We are working on our presentation for May 19, in which I will be giving a speech with Dr. Nemzoff at the WSRC on intergenerational conversations. This is an especially appropriate culmination to our work together, as we have had many such conversations. In addition to giving me an opportunity to co-present, Dr. Nemzoff invited me to two of her speeches, one to observe and one to participate. In this way, I learned about public speaking and will be better prepared for our speech in May.

Dr. Nemzoff has been a mentor to me in many respects, but as I head towards graduation she has been especially helpful with my job search. She frequently sends me job leads, and is always ready to be my reference or write a recommendation. When we recently collaborated on a Huffington Post blog, she included my name in a byline, as well as the fact that I am looking for a job in public relations in the Boston area, which was a very smart and helpful gesture.

I know that Dr. Nemzoff and I will continue to be in touch even after I graduate Brandeis. I will continue to read her blogs and articles, and will keep her updated on my professional progress and hopefully be sending her some of my own work.
“Frances Perkins Book Reader and Critique”

Scholar: Ellen Rosen  Student: Emily Scharf

This Scholar has written a book about Frances Perkins who was Secretary of Labor under FDR and the first woman to serve on a U.S. President's Cabinet. The partnership worked to gather information, focus the writing, and make its language accessible to multiple audiences.

Emily Scharf Student Perspective:

Over the course of the last semester I have worked with Ellen Rosen to edit her in-progress biography of Frances Perkins, a truly inspiring activist who was the first woman to serve on a presidential cabinet under FDR. Our mutual goal was to achieve clarity in the written chapters and organize material in a way that made sense, and was easy to understand chronologically. It was a valuable experience for me, in getting to both gain editorial experience as well as understand the process of working with authors. In addition, I got to learn a lot about Frances Perkins, who was really a phenomenal woman, of whom I had no prior knowledge.

Ellen has been a joy to work with – very receptive to feedback and eager to make the changes that need to be made. It was unfortunate with the timing of breaks this semester that our schedules clashed enough that we were only able to make it through the first four chapters of Ellen’s book. Regardless, we made a lot of progress, and it was really rewarding and exciting to see the chapters come together thematically. I’m very glad to have been able to participate in the SSP program.
“Translating German Letters of Mother / Daughter Communications During Nazi Era Separation”

Scholar: Karin Rosenthal  Student: Reeza Hanselmann

When my mother and father came to the US from Nazi Germany in 1937, my mother began a correspondence with her mother that included numerous letters AND the sending of film to my grandmother to process in Germany. My grandmother, a photographer with a darkroom in her house in Dresden, had taught my mother who kept in touch verbally and visually until they were reunited in the US in 1940. I have many of the images but also numerous letters in German that I need help translating into English.

Reeza Hanselmann Student Perspective:

What began as “simply” translating Karin’s family letters from German to English became a wonderful exploration that overflowed into other aspects of my life.

From the start, I was excited about this particular project because it was an opportunity to reconnect and engage with my own German culture. Through the process I not only gained translating skills, but also learned about life in both America and Germany for a Jewish family during the late 1930s pre-Nazi Era through the personal letters of real individuals. I reached out to my dad for help when I stumbled across unfamiliar phrases, and it was my 81-year-old grandmother still living in Germany who was the only person able to read and rewrite Karin’s grandfather’s letters written in old German script.

This project has given me a greater appreciation for German language; some German words really do capture the essence of a feeling better than any English word ever can. When we weren’t translating letters, Karin invited me to an exhibition of her photographs at her home, and I had the privilege of interviewing her for a class assignment. This project and our partnership have been rewarding in so many ways, and is definitely one of the best opportunities I’ve had during my time at Brandeis.
“Change-Agents’ Book Project on the Creative Process and Buddhism Elements”

Scholar: Rosie Rosenzweig    Student: Lauren Chin and Justin Chu

The writing of the book about change-agents will demonstrate how artists all experience similarities during the process of creating. Culling from interviews with over 40 artists, the book will show how each artist is in a state of some kind of mindfulness. Quotes from experts will reinforce this thesis and summary chapters will draw parallels. A brief introduction to Buddhism will be included as well as many myths about gendered creativity and meditation.

**Scholar Perspective:**
I could not have progressed in my book without the students, whom I call my "editorial board." Their editing talents have helped me to bring my book proposal for my agent closer to completion. They bring a fresh young perspective that keeps me informed about the student mindset.

**Lauren Chin Student Perspective:**
I worked with Rosie Rosenzweig this semester with senior, Justin Chu. I enjoyed talking to Rosie as she is very open and has a lot of ideas—in many ways I see some of myself in her....

I think I accomplished my goals from this experience. I received experience in copyediting, event planning, and networking with others. ... I learned a lot more about Buddhism based on Rosie’s work and my own research, as well as made important connections through the Women’s Studies Research Center that I would not have had access to had I not been a Student-Scholar Partner.

Being a co-scholar with Justin was actually one of the highlights of my experience. It was nice to have a fellow student to relate to and review our assignments or work with. It was a system of mutual support, which I highly valued. Overall, I liked building a relationship with Rosie, as well as Justin, and listening to her wisdom and advice....

**Justin Chu Student Perspective:**
For the majority of the semester, the focus of my particular SSP was one of editing and research which required a lot of patience but editing and finalizing each chapter and section of the book marked off a unique milestone. Since that was the goal for nearly every meeting, the challenges were unique but definitely well-worth the experience. For both me and Lauren (the other student working on the project), we were tasked as research and editing assistants with a part to play in both areas. For any chapter write-up, we would both read it and edit it while answering any research inquiries posed by Rosie.

Looking back, I would say the main benefit was working with someone who is full of boundless enthusiasm for the subject. That enthusiasm combined with her previous knowledge with the machinations of the publication industry made it a very different but rewarding experience....
Since its introduction by Matina Horner (1969), “Fear of Success” (FOS) has evolved from a groundbreaking construct highlighting gender differences, to a hotly contested characterization of women, and eventually to an idea viewed with widespread skepticism. Asking “To what extent was FOS a phenomenon of its times?” our research examines responses for female and male undergraduates from different eras and different populations as they completed stories to the cue “After first term finals, Anne/John finds her/himself at the top of her/his medical school class.” With a central focus on gender differences, the research highlights the evolution of earlier to current success themes, and their relationship to the social climate of each era.

**Scholar Perspective:**

The SSP is an everybody-wins situation, and wins big! My research has benefitted from student hard work as well as student perspective on many fundamental questions addressed in my studies. Then of course there is the sheer pleasure of the interactions. We seem to attract such talented young people into this program! What a gift. I think I should underscore that a whole new project - on sex education programs prior to college - was conceived and initiated by a student partner, with whom (now graduated) I am currently analyzing survey data. Such are the fruits of this wonderful collaboration. Long may it wave.

**Lillian Elderkin Student Perspective:**

My experience in the SSP Program has been invaluable to me both personally and professionally. Phoebe and I worked together to analyze data about the perceived consequences of success from college students based on their gender. Our relationship has taught me so much about qualitative and quantitative analyses, methods of psychological studies, and historical understandings of perceived consequences of success - not to mention, garnered incredible conversations about a range of feminist topics. I've been given an incredible amount of freedom to do this work while also having Phoebe's guidance whenever I needed it. Overall, I've learned so much that I will take with me on all my future professional and personal endeavors.
“Mongolian Women’s Development and Grassland Culture Inheritance”

Scholar: Meiying Zhang  Student: Qianran Yang

The partnership worked on writing an English paper/report about how to balance the development of Women in Mongolia with current Culture Inheritance.

Specifically, in Inner Mongolia pasturing areas, women’s development has already been deemed important and in need of further measures of improvement. However in the process of development, Industrialization has destroyed the original ecology to some extent and grassland culture has been weakened. To keep the balance of personal development and culture inheritance, we need to focus on both women’s development and the grassland culture.

Scholar Perspective:

Cooperating with energetic undergraduate student Qianran Yang and finishing a research project together was a special experience. I truly enjoyed my participation in the SSP. One of my favorite discoveries during this project’s timeline was receiving opinions and learnings from a representative of the young 1990’s generation. This forced me to think more about my research and how it relates to others.

Qianran Yang Student Perspective:

My experience with SSP was rewarding and exhilarating. My goal in participating in the program was to develop a deeper understanding of Inner Mongolian culture and women entrepreneurship, as well as build a friendly connection with Scholar Meiying Zhang. I was honored to work with Meiyng, a professional scholar who has rich working experience in Inner Mongolian and a true interest in exploring the lives of women who live there. We enjoyed the whole semester working on our project: from brainstorming the topic, to planning the structures and completing tour work. I am grateful to the SSP and for my working experience with Meiyng.
Thank You!!

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