The SSP
Student-Scholar Partnership
Journal
Spring 2017

Unparalleled Collaborative Learning for
Brandeis Undergraduates

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Select SSP Project Essays – Perspectives on What the Program Meant To its Participants

<table>
<thead>
<tr>
<th>page</th>
<th>SPP Project</th>
</tr>
</thead>
</table>
| 11   | Scholar: Pnina Abir-Am  
      Student: Jaime Korner  
      Project: “Historical perspectives on Women Scientists in the Discovery of RNA Splicing” |
| 12   | Scholar: Rosalind C. Barnett  
      Student: Danielle Rock  
      Project: “Move Over, Ms. Nice’ Book Project” |
| 13   | Scholar: Mary Berg  
      Student: Benjamin Rozonoyer  
      Project: “Translation of Columbian and Cuban Short Stories into English” |
| 14   | Scholar: Helen Berger  
      Student: Christa Caggiano  
      Project: “Practicing Alone: Women and Men Who Worship the Goddess Outside of Groups” |
| 15   | Scholar: Susan Eisenberg  
      Student: Natalia Walter  
Scholar: Janet Freedman
Student: Ruth Fertig
Project: “How Mass Media Shapes Struggles Against Racism, Ageism, Class Bias and Gender Oppression in the TV series ‘Transparent’”

Scholar: Margaret Gullette
Student: Danielle Rock
Project: “Ageism Book Project”

Scholar: Amelia LeClair
Student: Dominique Norgaisse

Scholar: Ruth Nemzoff
Student: Polina Barker
Project: “‘Don’t Roll Your Eyes: Making In-Laws into Family’ Advice Column”

Scholar: Shulamit Reinharz
Student: Tova Perlman and Alona Weimer
Project: “My Father’s Holocaust Survivor Memoir Book”

Scholar: Rosie Rosenzweig
Student: Ben Notis
Project: “The Role of Mindfulness in the Creative Process”

Scholar: Phoebe Schnitzer
Student: Rebecca Joseph
Project: “Gender and Achievement Concerns: The Evolving Meaning of ‘Fear of Success’”

Scholar: Susan Wilson
Student: Arianna Unger
Project: “Women and Children First: The Remarkable Life of Dr. Susan Dimock”
About the Student-Scholar Partnership—SSP

The Student-Scholar Partnership (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 2016 – 2017 Student-Scholar Partnership Program Year

The SSP had seventeen student participants in the Fall of 2016 and fourteen students in the Spring of 2017. They ranged from first-year students to graduating seniors, and had varying majors from Politics to Biological Physics to Computer Science. Seven students from the Fall 2016 semester continued into the Spring 2017 semester.
Welcome to the 2016-2017 Student-Scholar Partnership -

In the spirit of being well-rounded and informed citizens of our world, the SSP has been looking at the past and present – with a goal of creating a better tomorrow. Whether examining groundbreaking women’s contributions in history and modern day life, or examining varying important subjects such as religion, literature, gender and age expectations, business, music, relationships or creativity – the SSP has hosted partnerships with a common theme of exploring the world around us and examining some of its intricacies.

An ethic of working together and learning from each other is integral to the SSP. Projects are selected based on subject AND based on what knowledge/benefits the Scholar can offer the student. We are so much more than just a work experience – the journey is as important as the destination. We strive to differentiate ourselves from other working experiences by stressing the mentoring and collaboration that is part of each and every partnership. This work helps us to understand the world around us, and inspires us to think more critically about current pressing issues.

In our own immediate world of pressing issues, one of the women we most respect and admire is our Founding Director, Shulamit Reinharz. Shula is going to be retiring in June 2017 and she is not only the visionary for our Center, but also the person who has most believed in the SSP since its’ inception. After a draft idea based on another University’s program was proposed to her, Shula obtained funding, hired a program coordinator, and offered office space in addition to support, enthusiasm and guidance. Today, roughly 800 partnerships later, Shula is still excited about the SSP! As she looks back on her career of over twenty years in higher education, she truly believes this kind of experience should be enjoyed by ALL Brandeis undergraduates. The mentoring relationships, professional knowledge and personal growth of both parties is a key hallmark of SSP – and is fundamental in building a well-rounded Brandeis Undergraduate.

Forward-thinking people today embrace opportunity, face difficult challenges, and work tirelessly for better and thoughtful solutions. They work to make each tomorrow better than yesterday. No small feat with a turbulent political climate and often slow-to-change social policies and attitudes. The Student-Scholar Partnership strives to help us better understand our actions and thoughts, and, in this way, is making its own contribution to a more harmonious future. I invite you to explore the rest of the pages of our Journal to find out for yourself what the SSP is studying so it can give back.

To an enlightened tomorrow for us all –

Kristen Mullin, Program Coordinator, Student-Scholar Partnership
“I have loved having the chance to work on a project which so well integrates my majors: Chemistry and Women's and Gender Studies. Many people ask me if and how I'm going to get a job combining these fields, and although at the moment I'm interested in pursuing chemistry research, this SSP has been an excellent example of a way these fields intersect. “

- Student Jaime Korner “Historical Perspectives on Women Scientists in the Discovery of RNA Splicing”

“Working for the SSP has provided me with an opportunity to do something real, not just learn about it. Bringing the skills I learned in class, I was able to transfer them to the outside world, to a project that brings change to the world we live in.”

- Student Natalia Wialter “Women in the Construction Trades: “On Equal Terms-Virtual” Art Exhibition

I think the social justice spirit of this project will contextualize my future career in academia. Beyond the academic, working at the Women's Studies Research Center has been incredibly rewarding. It is a community of extremely warm and thoughtful people. I have had the opportunity to attend lectures, art exhibits, and events by brilliant scholars that added dimension to my studies at Brandeis. In many ways, the WSRC has been a sanctuary on campus for me, and I have had nothing but a positive experience with everyone at the center. My relationship with Helen, in particular, has been wonderful. ...Our relationship is one that will carry on throughout my graduate career and beyond.

- Student Christa Caggiano “Practicing Alone: Men and Women Who Worship the Goddess Outside of Groups”

“Working with Janet Freedman through the SSP program has been one of the most valuable and rewarding experiences I have had at Brandeis. I feel so lucky to call Janet a mentor, collaborator, and friend. “

- Student Ruth Fertig “How Mass Media Shapes Struggles Against Racism, Ageism, Class Bias and Gender Oppression in the TV Series “Transparent”

“Regardless of whether we are poring over handwritten letters, gasping at shocking historical findings, or noshing on leftover food at the WSRC, our meetings together are always enjoyable and productive. If I had to rate the SSP program on a scale from one to successful, I would rate it an “overwhelming success.”

- Student Arianna Unger “Women and Children First: The Remarkable Life of Dr. Susan Dimock’ Book Project”
“This past year working as a student-scholar has been one of my most rewarding at Brandeis. Not only is the opportunity unparalleled to anything else Brandeis has to offer, but I have also learned a lot...It is a privilege being able to work on something that's far greater than myself. Being able to do so with a renown scholar is just the cherry on top of the overall experience that is being a student-scholar.

I love the fact that there's always something going on at the research center, whether it be a new art exhibit or thought provoking presentation. I love knowing that, as a Student-Scholar, I'm entitled to attend and learn something new or meet a new face. Working as a Student-Scholar has exposed me to new ideas and people, that I would have never known otherwise. I'll always be grateful for the chance to work with my scholar, and I'm looking forward to our future semesters together.

- Student Dominique Norgaisse “Creation of a Musical Performance Edition of Dame Ethel Smyth’s Mass in D”

“Because all three of us have a wonderful Jewish feminist energy, working with these women has uplifted and motivated me to re-invest in learning my own history. This project gave me a productive and meaningful space to center Jewish communal knowledge, engage with Diasporic Jewish history, and do specific research upon the socio-political climate that led up to the Holocaust. “

- Student Alona Weimer “My Father’s Holocaust Survivor Memoir Book”

“I have been able to gain hands-on research experience with qualitative data that complements my Psychology major well. ..This experience has helped me realize that I would definitely like to incorporate research into my future career! “

- Student Rebecca Joseph “Gender and Achievement Concerns: The Evolving Meaning of “Fear of Success”
Complete Student-Scholar Partnership (SSP) List for Spring 2017

1. Pnina Abir-Am (Resident Scholar) and Jaime Korner (Student) - Historical Perspectives on Women Scientists in the Discovery of RNA Splicing

2. Margaret Gullette (Resident Scholar) and Danielle Rock (Student) – Ageism Books Project (pictured right)

3. Mary Berg (Resident Scholar) and Benjamin Rozonoyer (Student) – Translation of Columbian and Cuban Short Stories into English

4. Helen Berger (Resident Scholar) and Christa Caggiano (Student) - Practicing Alone: Women and Men Who Worship the Goddess Outside of Groups

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

6. Ruth Nemzoff (Resident Scholar) and Polina Barker (Student) – “Don’t Roll Your Eyes: Making In-Laws Into Family” Advice Column (pictured below)

Students and Partners are funded for fifty hours of work over the course of a semester. They meet together at least once a week, and then each Partner does work individually to bring back the next week. It is collaborative and flexible, and each student generally logs five to six hours each week.

7. Nance Goldstein (Resident Scholar) and Olivia Givens (Student) – Leading Healthcare Innovation - A Guide to Mastering Leadership in Turbulent Times

8. Rosalind Barnett (Resident Scholar) and Danielle Rock (Student) – “Move Over, Ms. Nice” Book Project
9. Amelia Leclair (Resident Scholar) and Dominique Norgaisse (Student) – Creation of a Musical Performance Edition of Dame Ethel Smyth's Mass in D (pictured below)

Projects dealt with subjects in a range of fields, including:
- Political Science
- Chemistry
- Literature
- Comparative Religion
- Popular Culture
- Psychology
- Sociology
- Music
- World War II History
- Economics
- Labor Relations
- United States Work Policies

10. Janet Freedman (Resident Scholar) and Ruth Fertig (Student) – How Mass Media shapes struggles against racism, ageism, class bias and gender oppression in the TV series "Transparent"

11. Shulamit Reinharz (Founding Director, WSRC) and Tova Perlman and Alona Weimer (Students) – My Father's Holocaust Survivor Memoir

12. Rosie Rosenzweig (Resident Scholar) and Ben Notis (Student) – The Role of Mindfulness in the Creative Process

13. Phoebe Schnitzer (Resident Scholar) and Rebecca Joseph (Student) – Gender and Achievement Concerns: The Evolving Meaning of “Fear of Success”

14. Susan Eisenberg (Resident Scholar) and Natalia Wialter (Student) – Women in the Construction Trades: “On Equal Terms” Virtual Art Exhibition (pictured left)

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 than either of their written credentials.
Please Read On for a...

- Full Descriptions of Projects, as well as,
- Unique Perspectives of Students and Scholars Who Worked and Created Together.

Partnerships were asked to answer a few questions pertaining to their work and relationships this semester 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
Student: Jaime Korner

RNA splicing is a major discovery which will mark its 40th anniversary in 2017. This project seeks to provide a historical perspective on women scientists who served as key co-authors of the discovery, yet were not included in major awards, including the Nobel Prize, given to their lab directors. The project focuses on oral history with women co-discoverers, as well as with witnesses from the 1970’s.

Scholar Perspective:
My research on the causes for the under-representation of women in science is of great relevance to woman science students who must be aware of covert obstacles in their quest for equal opportunity in professional careers in science. SSP exposes Student Partners directly, and via them other students as well, to be aware of the vestiges of inequality in science, e.g. when our joint research was mentioned in The Justice on Dec. 6, 2016; or in the Newsletter of the History of Science Society in April 2017. In addition, the students' perspective is refreshing. Last but not least, they are often very resourceful in technical matters such as transcribing.

Just seeing how students progress from joint research to independent research, (i.e. when they move from jointly interviewing senior scientists to doing so on their own.) is rewarding. Also, it is gratifying to see how students become more sophisticated in examining and questioning received views on scientific discovery, as when they witness how senior scientists respond obliquely to difficult questions. Developing a follow up strategy in my research with input from students has also been very useful and beneficial as students tend to pay attention to items, both technical and social, which can easily escape a senior scholar.

Jaime Korner Student Perspective:
This year, I have been working with Dr. Pnina Abir-Am on a project on the invisible role of women scientists in the 1977 discovery of RNA splicing. While the discovery papers of both research groups widely recognized as co-discoverers had women as first authors, neither were included in the 1993 Nobel Prize. Our goals were to investigate current perspectives on the recognition of these discoverers as well as to learn more about the political practices of awards and recognition. My work this year has included arranging, conducting, transcribing, and analyzing interviews with biologists at Brandeis as well as co-discoverers of RNA splicing. Pnina and I have worked to design a website and therein publish our current research alongside her past work. I also had the chance to attend the American Association for the Advancement of the Sciences (AAAS) Annual Meeting, where Pnina and other co-discoverers spoke on the 40th anniversary of the discovery this year.

I have loved having the chance to work on a project which so well integrates my majors: Chemistry and Women's and Gender Studies. Many people ask me if and how I'm going to get a job combining these fields, and although at the moment I'm interested in pursuing chemistry research, this SSP has been an excellent example of a way these fields intersect.

This marks my fourth semester participating in the WSRC SSP, and I have loved every minute of it. The SSP has been an amazing opportunity to learn about the WSRC, engage in a variety of different research projects and activities, join a community of Women's Studies scholars, and gain wonderful mentorship opportunities.
“Move Over, Ms. Nice” Book Project

Scholar: Rosalind Barnett
Student: Danielle Rock

In our society, girls from an early age are reared be “nice,” i.e., selfless, self-sacrificing, and non-assertive. They are also taught to value “openness,” honesty, forthrightness, and self-affirmation. These two values are mutually exclusive, creating a bind that men do not confront. In our new book, my colleague, Caryl Rivers and I, explore the origins and ramifications, as well as resolution, of this crippling bind.

Scholar Perspective:
I have learned a great deal from my SSPs and my projects have benefited from their ingenuity, enthusiasm, and scholarship. Many have brought to my work a depth of knowledge, especially about pop culture, that has added vitally important dimensions to our output.

Danielle Rock Student Perspective:
This semester in SSP I’ve had the pleasure to work with the amazing WSRC scholar Rosalind Barnett. I started working with Roz this semester and have had a great experience. I gained skill in using endnote which is an incredibly useful way to keep track of research materials and is something that I will use going on into Grad school. I was also very grateful to have a lot of creative freedom in regards to my work. Roz consistently asked me what it was I wanted to work on or research rather than just telling me what she wanted me to do for her. I see now that she was truly trying to teach and mentor me by letting me pursue my own interests. Because of this, I got to research and write about things that excite me and I learned a lot about how to write in a less formal, persuasive style. She has also been a good mentor in that she supports my research choices and listens intently about what’s going on in my life. I hope that I can work with her again one day.
Translation of Columbian and Cuban Short Stories into English

Scholar: Mary Berg
Student: Benjamin Rozonoyer

Increasing interest in Cuban and other Latin American writers is opening publisher’s doors to possibility of translation of good writers. This project is focusing on the short story collection of Cuban writer Laidi Fernandez de Juan and Francisco Garca Gonzalez.

Scholar Perspective:
I have had a wonderful year working with students Santiago Montoya (in the fall) and Ben Rozonoyer (throughout the year) on revising and improving my drafts of translations of stories by the contemporary Cuban writer, Laidi Fernández de Juan which will be published in a bilingual Spanish-English version by Cubanabooks in California. It was extremely helpful to have Santiago and Ben’s responses to the stories. During the spring semester, Ben has been working on translating stories by the Cuban writer Francisco García González who now lives in Canada but still writes in Spanish. I hope to revise these stories (and others) this summer, and send them off to a Canadian publisher as soon as possible. Ben and I would love to go on with this project in the fall. It has been a delight to hear Ben’s enthusiasm about his course on Mayan civilization, and his thoughts about many other things – he is an accomplished poet (author of the collection Poetry Night (2017) and a very creative thinker. It has been great fun to discuss all these issues of language and quality and selection.

Benjamin Rozonoyer Student Perspective:
Having just taken four years of Spanish in high school and being a freshman at Brandeis (where I did not plan to take any Spanish courses), I found an opening for a literary translation research assistant on the work study page, and applied with eagerness but also a degree of uncertainty about the demands and general experience of such a work-study. I encountered the enthusiastic and caring Mary Berg, who gave me freshly-written stories from various contemporary Latin American authors, to edit, discuss, and also to translate myself. I couldn't be more thankful for such fulfilling work -- real literary work that allows me to engage with the voices of Spanish writers and bring them to life in English. We are currently working on a collection of short stories by Francisco García Gonzáles, and are hopeful of submitting our translations to a publishing house in the near future!
Practicing Alone: Women and Men Who Worship the Goddess Outside of Groups

Scholar: Helen Berger
Student: Christa Caggiano

Using a large international survey this project compares and contrasts, beliefs, practices, and political activity between solitary and group practitioners of a feminist form of spirituality—contemporary Paganism. The data is being used to write a book, which is almost complete and is currently under contract with the University of South Carolina Press.

Christa Caggiano Student Perspective:

Since freshman year, I have worked with Helen Berger on the analysis of sociological census data, focusing on the international religion of Paganism. While I studied science in my four years at Brandeis, this was not a scientific project. Nonetheless, this project has been truly been a joy. It helped me develop as a researcher by challenging me to think about data in a new way. Sociological data is incredibly interesting because humans are so unpredictable. The skills I learned through this project are crucial to my interest in bioinformatics, for which I will be attending a PhD program next fall. For example, Helen and I work with a large data set, employing computational and statistical methods to find fundamental trends in a population. This is similar to what biologists try to do in studying genetic markers that could reveal something significant about human susceptibility to disease.

Even more so, I am so passionate about the importance of census work in understood communities. I love using data to tell the story of a misunderstood religion, and seeing both the policy and academic consequences of this. I think the social justice spirit of this project will contextualize my future career in academia.

Beyond the academic, working at the Women’s Studies Research Center has been incredibly rewarding. It is a community of extremely warm and thoughtful people. I have had the opportunity to attend lectures, art exhibits, and events by brilliant scholars that added dimension to my studies at Brandeis. In many ways, the WSRC has been a sanctuary on campus for me, and I have nothing but a positive experience with everyone at the center.

My relationship with Helen, in particular, has been wonderful. She was one of the first female tenured professors at her university, and from that, is an amazingly wise and compassionate mentor. A huge value of our relationship has been the guidance she offered. This ranged from providing advice about difficult academic decisions to writing me letters of recommendations. Helen and I have found so many shared interests and hobbies— we have definitely become great friends throughout the four years we worked together. Our relationship is one that will carry on throughout my graduate career and beyond.
Women in the Construction Trades: ‘On Equal Terms—Virtual’ Art Exhibition

Scholar: Susan Eisenberg
Student: Natalia Wialter

“On Equal Terms—Virtual” is a web-based, interactive art exhibition about women in the construction trades (still 2.5% of the workforce after almost four decades) which is planned to launch late spring 2017. It’s 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 in 2008. 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, Michigan.

Scholar Perspective:
I’ve been thrilled to be part of the SSP program! Working now on re-inventing On Equal Terms, a 900-square-foot mixed media installation about women in the construction trades, into a virtual, web-based exhibition, it’s been invaluable to work with a student who can contribute to specific aspects of the project, as well as—since one audience will be university courses—give feedback on whether the material and format are engaging to a college student. It’s been a terrific match to have someone with the skills of Natalia Wiater, photo editor of The Justice, as my SSP. She’s been able to prepare historic documents as well as edit audio that will be part of the On Equal Terms—Virtual exhibition set to launch in April 2018, on the 40th anniversary of the federal affirmative action policies that first opened construction jobs and apprenticeships to women.

Natalia Wialter Student Perspective:
Working for the SSP has provided me with an opportunity to do something real, not just learn about it. Bringing the skills I learned in class, I was able to transfer them to the outside world, to a project that brings change to the world we live in. It’s not a mindless and meaningless job, but one that allows me to connect to other people in Brandeis’s community and see their impact on the community and the world around them firsthand, which isn’t easy to do when you’re sitting at a desk in a lecture hall. Working on “On Equal Terms - Virtual” has been a very rewarding experience, as I have been able to truly understand the hardships women that work in skilled trades face on a daily basis, and help get that information out to other people.
How Mass Media Shapes Struggles Against Racism, Ageism, Class Bias, and Gender Oppression in the TV Series ’Transparent”

Scholar: Janet Freedman       Student: Ruth Fertig

I have been working on a project on language and activism, with a recent focus on how mass media shapes struggles against racism, ageism, class bias and gender oppression. This semester I will be focusing on how these issues are represented in the television series, Transparent.

Scholar Perspective:

Working with Ruth Fertig has been a joy and I will miss her so much when she leaves for Israel following graduation in May. Our SSP Partnership has grown into a friendship that I expect will continue through the years. The highlight of our semester was co-presenting a lecture on the Amazon TV series, Transparent. Ruth’s parents came from Indiana for the presentation and it was a delight to meet them and have lunch together following the lecture. The Student Scholar Partnership program of the Brandeis Women’s Studies Research Center fosters learning and nurtures long term, caring relationships.

Ruth Fertig Student Perspective:

Working with Janet Freedman through the SSP program has been one of the most valuable and rewarding experiences I have had at Brandeis. I feel so lucky to call Janet a mentor, collaborator, and friend.

Our project began last fall as an inquiry into the intersection between language and feminism/activism, but has since developed into a look at various aspects of the American Jewish female experience—in liberal communities, in academia, on television. We have had countless productive, affirming, challenging conversations on this topic and have created a collection of useful research and commentary. This past semester we were able to give a lecture/discussion on gender-related representations of Jews in contemporary television, with a focus on the Amazon series Transparent. I am so grateful for this opportunity to share and learn, which would not have been possible without Janet and the SSP program.
Ageism Book Project

Scholar: Margaret Gullette
Student: Danielle Rock

This project is working to finish an index of a crossover book called Ending Ageism, or How Not To Shoot Old People. Student’s role will be to help choose the rubrics for the Index, by re-reading the chapters, and then filling in page numbers. Skills in editing, revision, and publishing will be sharpened and honed.

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 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.

When my SSPs 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. None has become an age critic, so far, but all carry into whatever line of work they pursue a heightened age and ageism consciousness.

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, some more than others of course. I’ve asked some to edit chapters of my books in age studies, and three or four have done well at the task, which has both an intellectual and a stylistic component. One, the best attuned and most skilled, critiqued the endings of several chapters, which led me to train myself out of a stylistic tic. And she helped me write an index, an important intellectual tool. This is a mammoth job of organization and conceptualization, under-estimated in book-making by almost everyone. My most recent SSP worked for me over the summer, on my payroll. We both worked on the bibliography, and my experienced copy-editor said she had never seen one so accurate. Danielle also read most chapters of my fifth (forthcoming) book, and brought up questions that helped make the entire book legible at an undergraduate level—important for a cross-over book that may be adopted in colleges. I quote her (a pithy feminist anti-ageist comment on an important issue).

In short, I value the program highly and would be devastated if it were to end.

Danielle Rock: Student Perspective:

This semester in SSP I’ve had the pleasure to work with two amazing scholars, Margaret Morganroth Gullette and Rosalind Barnett. I have worked with Margaret in the past and am consistently flattered that she wants to continue working with and mentoring me. I have learned a lot from her in our time together including how to write academically without being boring, how to make a bibliography, and how to find research materials. This semester I was lucky enough to learn the ins and outs of copy editing at a real publishing company as we raced to finish copy edits on her book. This will benefit me greatly if I do an internship in publishing. Margaret is not only a great boss, but a great mentor. She always asks me about my upcoming projects and truly listens before offering advice. I look forward to the release of her book, but I am also sad that our work will be done.
Creation of a Musical Performance Edition of Dame Ethel Smyth’s Mass in D

Scholar: Amelia LeClair
Student: Dominique Norgaisse

This project will focus on the creation of a performance edition using Sibelius software. Scholar and Student will focus on Ethel Smyth’s Mass in D, one of the great larger works by a woman for chorus, soloists and orchestra.

Scholar Student Perspective:

The SSP program puts me and my work in the hands of, and in community with, a young person. This alone is worth it. I have found both of my students to be terrific young people to know, and I’ve been impressed with them on so many levels. They give me hope at the same time as they give me their smarts, tech-savvy, and general all-around fleetness. Meanwhile I can be assured that I am teaching them many new tricks of musical value, or score-reading value, of historical value, as we plumb the depths of Ethel Smyth’s Mass in D.

I would say without a doubt that the most exciting thing I’ve done is to hold a lecture with my SSP. I discovered things about her that I would never have known, and learned a few things about our subject as well.

The smallest benefit - by that I mean it may seem small, by virtue of its being routine - is the simple weekly meetings that return us both to mutual contact and topic. My current student has expressed a wish to commit again next year, and I sincerely hope we can continue our work together, until it is finished. Thank you for making this incredible privilege available.

Dominique Norgaisse Student Perspective:

This past year working as a Student-Scholar has been one of my most rewarding at Brandeis. Not only is the opportunity unparalleled to anything else Brandeis has to offer, but I have also learned a lot. Before I met Amy LeClair (my scholar) and was introduced to her current project on the composer Ethel Smyth's music, I had never heard of nearly any female composers in the field of music, and certainly not Ethel herself. Now that I've been a Student-Scholar for two semesters, I've learned more about not only Smyth's music, but also other female composers from throughout the ages.

The work that we're doing is tedious - I cannot deny that. Staring at a page of music for so long can make your eyes cross over! But it is a privilege being able to work on something that's far greater than myself. Being able to do so with a renown scholar is just the cherry on top of the overall experience that is being a Student-Scholar.

I love the fact that there's always something going on at the research center, whether it be a new art exhibit or thought provoking presentation. I love knowing that, as a Student-Scholar, I'm entitled to attend and learn something new or meet a new face. Working as a Student-Scholar has exposed me to new ideas and people, that I would have never known otherwise. I'll always be grateful for the chance to work with my scholar, and I'm looking forward to our future semesters together.
“Don’t Roll Your Eyes: Making In-Laws into Family” Advice Column

Scholar: Ruth Nemzoff
Student: Polina Barker

I am the advice columnist for several Jewish newspapers, so the student and I will be writing these columns together. Also, we will be blogging about contemporary family issues as well as politics. Additionally, we will write speeches and create PowerPoints on these topics. The student will add his/her ideas to mine and will be the leader in teaching me where to explore on line. S/he will provide technical skills for doing so and will

Scholar Perspective:

Over the years, I have worked with many SSPs, and I enjoy learning from the unique strengths and styles of my student scholars. I benefit from sharing my expertise/life experience with young people, since they find it useful. It makes me feel relevant, and being an active online blogger, it’s important for me to be in touch with the thinking of younger people.

From this semester’s SSP, Polina Barker, I have learned from her editorial experience. She is able to explain (each and every time) why she suggests a rewording or a reorganization. She has helped me update my website, and taught me how to use new media platforms.

It is also rewarding to participate in an editing partnership, where you get comfortable with each other as both people and writers.
My Father’s Holocaust Survivor Memoir Book

Scholar: Shulamit Reinharz  Students: Tova Perlman and Alona Weimer

When my father retired from his job about 40 years ago, one of the first things he did was write his memoirs, covering from the time of his birth to the age of 24 (1921-1945). He gave me a copy of the completed memoir along with hundreds of documents he saved. I need research assistance to: 1) translate documents from German or from Dutch, OR 2) go through all the accumulated archival documents and suggest how they can be incorporated into the book I am writing; OR 3) go through the library holdings to see what supplementary material belongs in the book.; OR student to read about gender and the Holocaust to see if I have overlooked anything.

Scholar Perspective:

Although this was the last year I will be leading the WSRC (I retire on July 1, 2017), and I knew I would have a lot of extra responsibilities this year, I wanted to make sure to work with a student or two in the SSP program because it’s one of my favorite programs within the Women’s Studies Research Center. I was very fortunate that I found Tova Perlman and Alona Weimer who were attracted to my proposal that they help me track down information I need for the book I am writing about my father’s life from birth to age 24, when he was liberated by Canadian and American soldiers in the Netherlands where he had spent three years in hiding during the Holocaust.

Tova and Alona were excellent research assistants. Not only did they find very valuable information on the web and in the Brandeis library, but each of them synthesized the information into essays, which we discussed. One question was - "What kind of books were German children exposed to in the years 1933 - 1938?" Another was "Can you find information about the Hachshara camp that my father went to as part of his Zionist youth group?" Another was - "Why were 10,000 Jews released from Buchenwald at the end of 1938?" Both Tova and Alona told me that they learned so much from our meeting and their research that it felt like a class.

It will feel lonely working on this project alone after I leave. I am very grateful to Tova and Alona for all they have done. I hope that Brandeis creates an opportunity for every undergraduate on campus to participate at least once in the SSP or a similar program. It would be great if that experience would be the hallmark of Brandeis University's approach to education.

Alona Weimer Student Perspective:

I have been really fortunate to be in a Student-Scholar Partnership with Shula Reinharz for the past two semesters. The Student-Scholar Partnership Program provided me an opportunity to engage in meaningful and mentored research outside of the format of classes. The SPP paired Tova Perlman and I together in support of Shula’s work in publishing a memoir of her father’s early life in pre-war Germany. Tova brought a strong background in Hebrew, Holocaust history, as well as Jewish museum work, while I have knowledge of the German language, German history, and archival organization. Together we complimented each other beautifully. Shula, as the director of HBI and the WSRC, is a powerhouse, and I have truly loved working under her guidance.

To start our project, Shula had both of us working to organize archival material from later in her father’s life, much of which had to do with his involvement as a Rabbi in America. These were incredibly interesting texts to have access to, as it helped us place the
historic weight of the Jewish people and Diasporic movement directly after the Holocaust. Reading through this archival material was an important step in getting to understand and individualize our subject before we started broader research.

Once starting the more investigative research, Shula truly guided us along the way. She gave us direct focus and suggested modes of conducting research. Our first prompt centered on finding outside sources and archival material that either complimented or disproved her father’s written recollection of Jewish childhood in Germany. For this portion, Tova and I each looked into early institutional anti-Semitism, especially in regards to school curriculum. That was very powerful, as we came to the conclusion that anti-Semitism was taught significantly before Hitler’s rise to power, and was institutionally situated as a normal part of the German national social climate.

Another prompt had Tova and I each looking into different aspects of the Jewish German Zionist Youth Movements, of which Shula’s father wrote about. For this prompt, one of us looked into the specific camp he mentioned, while the other drew conclusions from historians about the founding and trends among the organization of Jewish German community and its investment in Zionist Youth Movements.

Overall, the SSP program works best when students are able to have open dialogue and collaboration with their scholars. It has been really fun to work alongside Tova on this project for Shula. Because all three of us have a wonderful Jewish feminist energy, working with these women has uplifted and motivated me to re-invest in learning my own history. This project gave me a productive and meaningful space to center Jewish communal knowledge, engage with Diasporic Jewish history, and do specific research upon the socio-political climate that led up to the Holocaust. Thank you Shula for allowing us to work with you and guiding us along throughout this project!

Tova Perlman Student Perspective:
I have really enjoyed working with Shulamit Reinharz this past semester in the Student-Scholar Partnership. Fortunately, I also got to work with my friend and roommate, Alona Weimer, which made this experience even better. The goal of the SSP was to help Shula do research for a biography she is writing about her father’s experiences in the Holocaust.

Our first assignment was to organize the various materials and articles Shula had as part of her father’s experience. Alona and I both really enjoyed sorting through the materials and reading from parts of her father’s journals as well as notes from his Divrei Torah when he was a Rabbi in America. I particularly found pamphlets from conferences with the United Synagogue of Conservative Judaism fascinating. As someone who grew up Conservative, the pamphlets were a good reminder of the illustrious history of the movement.

The next assignment was to research how Nazi ideology was practiced and taught in German schools. I found a lot of great information on German children’s literature and school curriculums at this time.
In the science curriculum, Nazi ideology was taught through focusing on genetics and the way that Jews would infiltrate the pure race. There was a need to keep the races separate. There was also a focus on identifying features of Jews, like big noses, in order to separate the Jews from the Germans. Children’s literature like the Poison Mushroom also perpetuated ideas of Jews in control and having wealth while the German people worked honestly on farms. All of this information was fascinating to learn and report on.

Our next assignment was more difficult. I was tasked with finding out information about the Hachshara movement and camps in the 30’s. The Hachshara movement prepared young Jews to move to Palestine and begin their lives again there. Consequently, Hachshara camps focused on teaching methods of agriculture and on appreciation of nature. Hachshara camps were also influenced by the overall European attitude toward youth groups which encouraged outdoor activity and connection to nature. This assignment taught me about various methods of research, how to manipulate searches and look up key words, and other people I could ask for resources.

Overall, I feel very good about my experiences and I really enjoyed working with Shula. She was an encouraging mentor who asked us questions and engaged us in conversation about the research we were doing. She taught me a lot both directly and indirectly about young Jews experiences in Germany pre-Holocaust. I also learned about how to conduct various methods of research and how to organize my thoughts. I am happy I got the chance to participate in this project and I look forward to conducting more research on this in the future as it is a topic that has sparked my interest.
The Role of Mindfulness in the Creative Process

Scholar: Rosie Rosenzweig
Student: Benjamin Notis

The Role of Mindfulness in Creativity is a book in progress about mindfulness in the creative process. This will hopefully demonstrate how artists, regardless of their areas of expertise, their experience or inexperience with mindfulness, all experience similarities during the process of creating - sometimes called “flow.” Flow is equated to a meditative state in this book. Culling from interviews with over 40 artists, the book will show how each artist is in a state of some kind of mindfulness: some do this while engaged in a vigorous activity like exercise, other. We may need to question meditators about their experience to equate it to “Flow.”

Scholar Perspective:

I really enjoy interacting with college students at this stage of their life, because they are so open to new ideas, and my work is about new ideas regarding Buddhism’s place in the American landscape. Their eagerness is very energizing. I have enjoyed training them in the art of the interview and applying the principles of Buddhism to this data. Additionally, they lighten my intense work load regarding the research and writing of my book on the creative process in mindfulness, as well as the necessary time spent on my annual Creativity Panel for the Brandeis Festival of the Arts. Usually the student’s own creativity gets nurtured and developed, as well as their use of the meditative process. Some have actually taken up the practice, and this is satisfying to know that I can help them problem solve more efficiently.
Gender and Achievement Concerns: The Evolving Meaning of “Fear of Success”

Scholar: Phoebe Schnitzer
Student: Rebecca Joseph

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 of 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:
There are MANY reasons I want to participate in the SSP, and I’m not able to rank order the benefits – they are all so significant: First and foremost, the assistance to my research project has been invaluable! Even when students are not especially experienced or versed in research approaches such as mine – developing coding schemas to identify gender differences in narrative material - their intelligence and motivation to learn and contribute carries the day. Ploughing through masses of data together, we both see without a doubt that our collaboration through the SSP has helped move the project significantly forward.

The intergenerational aspect itself is a very attractive and 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, and one that I value deeply.

Then there is of course the fun of it! Connecting with young people – who are thirsty themselves for intergenerational relationships – and ones that are reciprocal - not just expecting to learn from someone presumably older and wiser, but also investing in conveying their own experiences, perspectives, hopes and challenges, with the optimism that these will be respected and valued. As indeed they are.

Rebecca Joseph Student Perspective:
Working for the SSP this past semester has been a highly valuable experience! I have been able to gain hands-on research experience with qualitative data that complements my Psychology major well. My scholar, Phoebe, has been a great mentor. She always validates the work I do, and I have learned a lot from her. Phoebe eagerly answers any questions I have and has even agreed to be my professional reference for future employment opportunities. I have been able to work with her to create and edit coding categories for the “Fear of Success” narratives we are analyzing. As a detail-oriented person, I have enjoyed reading the stories and coding them carefully to ensure interrater reliability. This experience has helped me realize that I would definitely like to incorporate research into my future career!
“Women and Children First: The Remarkable Life of Dr. Susan Dimock” Book Project

Scholar: Susan Wilson
Student: Arianna Unger

Though her name lives on in Roxbury’s Dimock Street and in the Dimock Center that still straddles that road, Susan Dimock’s (1847-175) 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.

Scholar Perspective:

I love sharing my research with others — particularly those who are eager to learn — and love equally well what I can learn from new eyes, ears, and minds. My SSP assistant, Brandeis junior Arianna Unger, is a perfect match because she is bright, motivated, and fun to work with. She is also a match made in Heaven for two other reasons:

(1) my biography subject is a 19th century doctor, and Arianna is a pre-med student with medical professionals in her family;
(2) my subject went to med school in Zurich and had to learn German to take her classes and write her papers; Arianna is currently studying German, and her father grew up in Zurich.

In addition to the above, the SSP experience keeps me honest and working. I might be inclined to slack off on research and writing any given week (because of other work and family obligations), but I am forced to keep up because Arianna is always forging ahead. She also refers to this as “our” project; I can’t imagine anything better than her sharing possession of this work. In sum: what’s not to love?
I would be thrilled if I were able to do this again next year.

Adrianna Unger Student Perspective:

This semester I am working with WSRC scholar Susan Wilson, conducting historical research on Susan Dimock, a pioneering nineteenth century female physician. Dimock, a bright and self-motivated career woman, attended medical school in Zurich, Switzerland after being rejected from Harvard University upon the basis of her sex. She worked as a physician at the New England Hospital for Women and Children in Boston for three years until her tragic death in a shipwreck. Susan Wilson’s goal, which has now also become my own, is to make sure that Dimock’s prolific legacy does not become forgotten.

Our project combines medicine, German language, and feminism—three of my personal passions. As an aspiring medical professional and a Swiss citizen, I cannot help but feel a deep personal connection to Dimock and her life’s journey. My own excitement about the project has also extended to many of my family members; a mere mention of my work at the WSRC is enough to prompt my father, a Zurich native, to begin telling reminiscent stories about his time living in Switzerland.

In short, I could not have asked for a better match. It is nothing but a joy to work with Susan Wilson; she is fun, spunky, and extremely passionate about her work. Regardless of whether we are poring over handwritten letters, gasping at shocking historical findings, or noshing on leftover food at the WSRC, our meetings together are always enjoyable and productive. If I had to rate the SSP program on a scale from one to successful, I would rate it an “overwhelming success.”
Thank You!!

Our intellectually enriching internship program is funded through private donors who believe in the power of education and the strength of focused Scholars sharing their insights with youth of today—and tomorrow. We gratefully acknowledge the following generous donors for supporting our vision and work:

**Louise Kaplan Weinberg**, WSRC Board Member

**Cynthia Berenson**, WSRC Board Member

**Sukeshi Sondhi**, WSRC Scholar

**Helen A. Berger**, WSRC Scholar

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**Andrea K. Waldstein**

**Jane A. Weingarten**

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**Alice Jelin Isenberg**
Help the SSP by Helping the WSRC’s Future:

*Fund 4 the Future of the Brandeis Women’s Studies Research Center – Where Research, Art, and Activism Converge*

Founded in 2001 by Shulamit Reinharz, its Director, the Brandeis Women’s Studies Research Center (WSRC) is a hub of interdisciplinary research focused on women’s lives and gender issues. A feminist think-tank, the Center encourages creative approaches to the problems women face globally and the roles they play in society. The Center includes researchers, artists, musicians and activists. With nearly 90 Scholars, the WSRC brings to Brandeis a rich array of lectures, exhibitions and performances throughout the academic year. Scholars also work with Brandeis undergraduates through an internship program known as the Student-Scholar Partnership, where students learn about a Scholar’s research first hand, and oftentimes, contribute directly to it.

*The Fund 4 the Future* was created by the National Board of the WSRC, co-chaired by Diane Rubin ’81 and Rosalie Ripaldi Shane ’66, to provide permanent support for the Center’s mission and programs by raising $2 million in endowment funds by June 2017. To date, $720,000 has been raised through the generosity of WSRC Scholars, Board members and friends.

Why the emphasis on endowment at this time? First, endowments are the most permanent form of funding for institutions that have proven their worth and foresee a long-term future. Endowment funding also provides leaders with the confidence to plan for the future. And finally, endowments are unique in that they outlive their donors as an expression of belief in the mission, leadership and responsible stewardship of the organization.

Many leading universities have women’s or gender studies centers and the WSRC insures that Brandeis is part of the national conversation about women’s lives and roles. What sets the WSRC apart from these other centers? Although Scholars have access to the resources of the University, they receive no direct funding from the Center or the University. This means the WSRC is able to support a larger number of Scholars than other centers and a Scholar’s length of affiliation may be longer. Once qualified to become a WSRC Resident Scholar, s/he may continue so long as s/he is working on gender issues and projects. No other center has such a project-focused system and many centers place a time limit on a scholar’s period of affiliation.

This past May, a visiting team of leaders from other women’s studies centers conducted a comprehensive evaluation of the WSRC. Based on their report, Brandeis University reaffirmed its commitment to the Center and its future. *The Fund 4 the Future* aims to put a firm financial foundation under that future.

*Please contact Sarah Hough, Associate Director, WSRC for further information: shough@brandeis.edu or 781-736-8101.*
The SSP would like to thank retiring Brandeis Women’s Studies Research Center Founding Director Shulamit Reinharz for all the support, guidance, enthusiasm and SPIRIT she imparted to us over the years! The Student-Scholar Partnership’s success and forward-thinking direction can be directly attributed to Shula. On behalf of all the Scholars and Students who have participated over the years, we thank you!

THANK YOU, SHULA