This past academic year, Fall 2018 and Spring 2019, was an excellent one for the WSRC Student-Scholar Partnership (SSP). We had a total of 21 projects filled with 24 Students and 21 Scholars working together in energetic synergy. Students hailed from 16 different majors and minors, and the knowledge and insight they brought to the work was astounding. Our Scholars were WSRC Scholars as well as WSRC Affiliated Faculty. Their passion and curiosity was contagious, and all of our Partnerships came upon discoveries and information that furthered their search for knowledge and enhanced mass understanding.

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

Please find attached:

- a quick summary of how the SSP is working to exemplify the “Three Pillars/Priorities” of the Brandeis University Framework for the Future as set out by Brandeis President Ron Liebowitz

- a listing of the Fall 2018 and Spring 2019 projects with descriptions and snapshot program views;

- a listing of Spring 2019 End-of-Semester statements from Scholars and Students;

- a one page photo collage of our Partners from the Spring 2019 semester.
How the Student-Scholar Partnership (SSP) Exemplifies the Three Pillars/Priorities of the Brandeis University “Framework for the Future”

1. “Student Learning / Living Experience

“First, we will refine the student experience for both undergraduate and graduate students. … Through this framework, we will devise educational experiences that stimulate and challenge in new ways, while fostering a sense of community and a climate of caring and inclusivity. We will create every opportunity for students to develop meaningful relationships with their professors, and also with each other and with staff. And we will expand personal and professional networks on campus and beyond, ensuring that our students identify proudly and meaningfully with their alma mater.” (Liebowitz, 2017)

The SSP hosts learning opportunities for Undergraduate Students to collaborate with WSRC Scholars and Affiliated Faculty in research and artistic projects which all speak to the attempt of understanding the world around us. Students and their Mentors develop collaborative and meaningful working relationships while giving their individual contribution to each project. The students and the mentors challenge each other in their perceptions and understanding which results in strong finished content, and satisfaction with their experience through the SSP at Brandeis. The relationships which are developed and nurtured, as well as the networking which ensues, are essential hallmarks of the experience.

2. Supporting Research, Creativity and Collaborative Innovation

“At the same time, Brandeis’ culture of openness has always extended to the pursuit of new knowledge. Our faculty have long cooperated across traditional departmental and disciplinary boundaries. And their creative collaborations have contributed significantly in multiple disciplines. Indeed, these collaborations have often set Brandeis apart.

This framework seeks to preserve and institutionalize this porousness and connectivity, while actively rooting it in our disciplinary excellence.” (Liebowitz, 2017)

We have been told by past SSP students how excited they were to find out about the SSP as it allowed them to explore in-depth a subject or area they either just touched in their studies, or one they would like to explore but did not fit into their class schedule. The SSP provides a learning experience which connects classroom knowledge from classes in different fields,
and then combines it with energy and interest from the Student and Scholar to create work products and findings relevant to multiple audiences. All projects are started with a question, and the path to the answer often involves gathering work from many different sources. Truly, it is very difficult to describe our projects with just one field name – most involve knowledge and work from many!

3. Honoring Our Founding Values

Since its inception, Brandeis has been animated by a set of values rooted in Jewish history and experience: reverence for learning, the exercise of critical thinking, and a commitment to improving the world through one’s talents and actions. (Liebowitz, 2017)

Thinking analytically, creating their own interpretations, and then presenting their findings constitute a majority of the SSP Partnership’s tasks. Part of all of the projects is doing research into past history and knowledge to form a base of understanding, upon which the project takes root and grows. In this way, knowledge is shaped and available to different audiences for their perusal. Improving the world by adding to collective knowledge is what SSP does best!
1. **The Role of Women Scientists in the Discovery of RNA Splicing** - Pnina Abir-Am (WSRC Resident Scholar) and Stephanie Woodland and Mia Hayford (Students, 25 hours each)

2. **The Heroine’s Journey Project** - Nancer Ballard (WSRC Resident Scholar) and Savannah Jackson (Student)

3. **The Goddess’s Children Respond to the Alt-Right** - Helen Berger (Resident Scholar) and Maria Alegria (Student)

4. **Research-Driven Sexual Assault Policies** - Bernadette Brooten (WSRC Faculty Affiliate) and Ruhi Roy (Student)

5. **On Equal Terms: Gender and Solidarity** - Susan Eisenberg (WSRC Resident Scholar) and Sohaima Khilji (Student)

6. **“Gendered Bodies: Cultural Narratives of Desire and Discipline”** - Emily Fox-Kales, Ph.D. (WSRC Visiting Scholar) and Madeline Scranton (Student)

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

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

9. **Suffrage Picketing Anniversary Reenactment** - Pamela Swing (WSRC Resident Scholar) and Elizabeth Dabanka (Student)

10. **“Women and Children First: The Remarkable Life of Dr. Susan Dimock”** - Susan Wilson (WSRC Resident Scholar) and Megan Catalano (Student)

**Detailed Descriptions:**

1. **The Role of Women Scientists in the Discovery of RNA Splicing** - Pnina Abir-Am (WSRC Resident Scholar) and TBD (Student)

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

2. **The Heroine’s Journey Project** - Nancer Ballard (WSRC Resident Scholar) and Savannah Jackson (Student)

   *Description:* Resident WSRC Scholar Nancer Ballard is interested in working with a student to expand the breadth and depth of the Heroine’s Journey Project (see below) by exploring the applicability of the Heroine Journey arc in other fields or topics (which will be determined in part by the SSP student’s particular field of interest) and regularly publishing the fruits of new work on the project website which currently has more than 10,000 readers in over 93 countries. [https://heroinejourneys.com](https://heroinejourneys.com).

The Heroine’s Journey is a different way of seeing goals, process, success and failure, and narrative trajectories than the dominant cultural narrative arc delineated by Joseph Campbell and others, commonly referred to as The Hero’s Journey. Where the Hero’s Journey is oriented toward becoming a leader among men, overcoming obstacles, reclaiming lost honor or and getting the girl/treasure/prize, and linear cause and effect, the Heroine’s Journey is oriented toward wholeness, inclusion, engagement with life’s cycles and the natural world, and complex systems with multiple causes and effects.

3. **The Goddess’s Children Respond to the Alt-Right** - Helen Berger (Resident Scholar) and Maria Alegria (Student)

   *Description:* This project is an examination of the response of the majority of contemporary Pagans in online forums to the growth of a small subset of the religion that is populating the Alt-Right. Contemporary Paganism is a new religion that has incorporated feminism, environmentalism, and a strong belief in being open to alternative views, forms of worship, and political ideologies into its rituals, beliefs, and practices. This study will categorize and analyze contemporary Pagans’ responses to the challenge to that openness by those who are racist, anti-Semitic, and misogynist.

4. **Research-Driven Sexual Assault Policies** - Bernadette Brooten (WSRC Faculty Affiliate) and Ruhi Roy (Student)

   *Description:* The student partner will create sets of recommendations to schools for preventing and responding to sexual violence, based on research syntheses and summaries of research on minority communities that previous scholars have prepared for the Feminist Sexual Ethics Project. Sexual assault occurs in all ethnic and racial communities, but differently in each, and schools will more effectively respond to the needs of specific communities if their policies and practices are research driven. School policies are often based on those of other schools, anecdotal or statistical information from their own, or the preferences of the policy
makers, but not on qualitative or quantitative academic research, and they rarely take ethnic and racial differences into account. The student will write sets of recommendations for schools, based on the past work of the Feminist Sexual Ethics Project (FSEP) and posted on its website. The student will first complete one before going on to the next.

5. **On Equal Terms: Gender and Solidarity** - Susan Eisenberg (Resident Scholar) and Sohaima Khilji (Student)

*Description:* On Equal Terms includes a range of smaller projects in varied mediums—nonfiction books, poetry, articles, oral history, mixed media art installation, online exhibition—focused on employment equity for women in the construction industry where women remain only 3% of the workforce. My work falls within the larger movement for civil and human rights, with particular interest in the role of violence in exclusions, and the difference between identical treatment and equal treatment. The major project for fall 2018, coinciding with the 40th anniversary of federal affirmative action, is launch of a new online exhibition with a landing page and 12 interactive rooms, "On Equal Terms: gender and solidarity".

Work may include some or all of the following, depending on skills: developing an index for the On Equal terms site; gender and solidarity website to facilitate classroom use; basic website updates; preparing and adding historic documents to the online exhibition; interview transcription; editing audio clips to add to the online exhibition’s Listening Room.

6. **“Gendered Bodies: Cultural Narratives of Desire and Discipline”** - Emily Fox-Kales, Ph.D. (Visiting Scholar) and Madeline Scranton (Student)

*Description:* A continuation of my book BODY SHOTS: Hollywood and the Culture of Eating Disorders and my presentation at WSRC on sexuality in late-life, this project will study the intersection between gender, body image and age in women as desiring and disciplined subjects. It will explore depictions of appetites for food, sex, and love across ethnicities and racial identities as depicted in popular film and media. As well it will evaluate the psycho-social literature on eating behavior and disordered eating in mid-life and older women.

The student will be reading relevant studies in clinical literature about eating disorders and body image in aging women as well as contemporary feminist theory about discipline of desire and attitudes about aging. Student will read critically and prepare an annotated literature review of these areas, as well as research and prepare a descriptive filmography of media narrativizing late-life sexuality.

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

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

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

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

9. **Suffrage Picketing Anniversary Reenactment** - Pamela Swing (Resident Scholar) and TBD (Student)

   *Description:* Design and participate in a centennial reenactment of the last suffragist arrests, which occurred at the Boston State House on Feb. 24, 1919. Research the historical context, develop a timeline of the picketing, arrests and incarceration, then brainstorm to create the reenactment. Recruit other Brandeis students to participate in the final planning and execution of this event to honor the women who were willing to face jail time for the right to vote.

10. **“Women and Children First: The Remarkable Life of Dr. Susan Dimock”** - Susan Wilson (Resident Scholar) and TBD (Student)

    *Description:* Though her name lives on in Roxbury's Dimock Street and in the Dimock Center that still straddles that road, Susan Dimock's (1847-75) important story has been essentially unknown in the twentieth and twenty-first centuries. To her contemporaries in Boston of the 1870s, however, she was known as a strong, selfless pioneer in American medicine — among the first group of physicians to provide professional health care by, and for, women, and one of the finest, most respected surgeons (male or female) in Massachusetts. I am working on the first full-length biography of her life.
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8. "The OWL Girl" play production around relations in the Middle East - Monica Raymond (WSRC Visiting Scholar) and Emily Politi (Student)

9. British Women Convicts in Colonial America: Trafficking Reproductive Labor - Robin Robinson (WSRC Resident Scholar) and Gilda Geist (Student)

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

7. National Initiative on Gender, Culture and Leadership in Medicine: Change Research Project” - Linda Pololi, Resident Scholar, Senior Scientist (WSRC Resident Scholar) and Kacy Ninteau (Student)

Description: The National Initiative on Gender, Culture and Leadership in Medicine – known as “C - Change” for culture change – is seeking an intern to help prepare and evaluate a Mentoring and Leadership program at Brandeis for medical school faculty. The student will be supporting C - Change research projects including the Mentoring and Leadership Institute.

8. "The OWL Girl" play production around relations in the Middle East - Monica Raymond (WSRC Visiting Scholar) and Emily Politi (Student)

Description: Monica Raymond's play, THE OWL GIRL, a feminist, pacifist take on the situation in the Middle East, will have a performance in NYC in the Spring of 2018. Looking for a dramaturg, someone to do research and create a brief informative booklet for cast and design team that includes information on the history of the conflict in Israel/Palestine, the roles of women in those societies, and the nature of pre-patriarchal religion in the Middle East.

9. British Women Convicts in Colonial America: Trafficking Reproductive Labor - Robin Robinson (WSRC Resident Scholar) and Gilda Geist (Student)

Description: This project of psycholegal history explores motive and conduct of the conviction and criminal sentence of transportation of British young women, promulgated in the American colonies throughout the long 18th Century until American Independence. Historical documents reveal that young British women convicted of minor, nonviolent offenses and sentenced to transportation for seven (or fourteen) years were bought by agents, sold to convict ship captains, transported in shackles, then sold in America, most to plantation owners. My project is building the case that these British women convicts – mostly young women – were intended as involuntary progenitors of a white laboring class.
10. A Survey of Pre-College Sexual Education: Undergraduates Rate their Experiences - Phoebe Schnitzer (WSRC Resident Scholar) and Makayla Richards (Student)

_Description:_ The Survey addresses the nature and quality of pre-college sex education as experienced by undergrads at U Mass Lowell. Students shared their assessment of previous sex education and made recommendations as to sex education curricula they thought useful for high schoolers. Their views add crucial information to the ongoing national debates about sex education.

11. “Women and Children First: The Remarkable Life of Dr. Susan Dimock” - Susan Wilson (Resident Scholar) and Megan Catalano (Student)

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

Student Scholar Partnership (SSP)

Total Number of Projects: 10

Total Number of Students Involved: 12

- Students Returning from Spring 2018 semester: 3
- New Students Hired for Fall 2018 Semester: 9

Total Number of Scholars Involved: 10

- Scholars Returning from Spring 2018 semester: 5
- New Scholars Accepted for Fall 2018: 5

- Each student (with the exception of 4 part-time) worked up to 50 hours over the course of the semester, ending on December 11, 2018 (Last Day of Classes). Part-time students worked 25 hours over the course of the semester, also ending on December 11, 2018 (Last Day of Classes).

- We had Freshman, Sophomore, Junior, and Senior-level students working with us.

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

<table>
<thead>
<tr>
<th>Anthropology</th>
<th>History</th>
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<tbody>
<tr>
<td>Biology</td>
<td>International and Global Studies</td>
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<tr>
<td>Business</td>
<td>Independent Interdisciplinary Minor:</td>
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<td></td>
<td>Italian Studies</td>
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<tr>
<td>Economics</td>
<td>Music</td>
</tr>
<tr>
<td>English</td>
<td>Politics</td>
</tr>
<tr>
<td>Health: Science, Society and Policy</td>
<td>Secondary Education</td>
</tr>
</tbody>
</table>
Total Number of Projects: 11

Total Number of Students Involved: 12

Students Returning from Fall 2018 semester: 8
New Students Hired for Spring 2019 Semester: 4

Total Number of Scholars Involved: 11

Scholars Returning from Fall 2018 semester: 6
New Scholars Accepted for Spring 2019: 5

• Each student (with the exception of 2 part-time) will work up to 50 hours over the course of the semester, ending on May 2, 2019 (Last Day of Classes). Part-time students will work up to 25 hours over the course of the semester, also ending on May 2, 2019 (Last Day of Classes). All newly hired students started at a rate of $12.00 an hour.

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

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

<table>
<thead>
<tr>
<th>Anthropology</th>
<th>Independent Interdisciplinary Minor: Italian Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Music</td>
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<tr>
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</tr>
<tr>
<td>History</td>
<td>Theater Arts</td>
</tr>
<tr>
<td>Independent Interdisciplinary Minor: Black Womens’ Studies</td>
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</tr>
</tbody>
</table>
This prompt was emailed to all participants in the Spring 2019 Student-Scholar Partnership for response:

Write to me about this past semester working for the SSP and how YOU feel/think about the experience? Please write a little about the goals of your partnership, what you have been doing and how you feel about it. It would be helpful if you would address whether you feel this opportunity is different from others offered on campus, and if so, how and/or why. A paragraph or three would be perfect!
1. The Heroine’s Journey Project – WSRC Resident Scholar Nancer Ballard and Student Savannah Jackson

Ballard: Savannah and I had a very exciting and productive semester working on the The Heroine’s Journeys Project. Our goal this semester was to broaden the scope of the Project to explore the narrative journey dynamics in social movements as well as individual experiences. Mid-way through the semester we also decided to create our own versions of a narrative arc(s) that offer an alternative to the conventional Hero’s Journey arc. So far this semester we have written text analyzing various works, events, and social movements based on the values, concepts, and dilemmas of Heroine’s Journey arcs and the Healing Journey arc that became blog posts, and created or provided accompanying images for:

- a two-part series on Canada’s Involuntary Residential School System on Indigenous Peoples that examined cultural genocide and potential forms of community and individual reparations;
- WSRC Scholar Pam Swing’s and her Student Partner, Elizabeth Debanka’s, play, I Want to Go to Jail;
- WSRC Scholar Monica Raymond’s play, Owl Girl; and
- a Boston Public Libraries art exhibit, Peace in Her Time; Visionary Women against War and Violence.

We also--

- researched and discussed how to improve visibility and traffic on the site based on various Search Engine Optimization texts, websites, and blogs and implemented SEO strategies;
- reconfigured the website to create a more reader-friendly viewing experience and facilitate moving between website pages;
- corresponded with readers and site visitors and other professionals working on alternatives to the Hero’s Journey; and
- invited a guest blogger to write a post for us which we have reviewed it for publication.

To close out the semester, we are creating and will publish our own versions of non-Hero’s Journey narrative arcs based on our experience with the site, literature and film reviews, research, and discussing our work with other people.

This Student-Scholar Partnership has provided an opportunity for both student and scholar to bring their individual and shared areas of interest to the project and collaborate as author and/or editor from the initial idea /brain-storming stage through the drafting, revision, editing, illustration/image-selection, publishing, and site design/implementation stages of published sociological, literary and/or psychological critiques read by thousands of Heroine’s Journey Project site visitors in 93 countries. In the course of working together we have also expanded the existing scope of Hero’s Journey/Heroin’s Journey analysis to include social movements and visual arts as well as film, text literature and plays. We have also had an opportunity to review and interact with other professionals in mythology, religious studies, the arts, psychology, and mythology who have written books, taught courses, or are otherwise working on related subjects.
Thank you for this opportunity.

**Jackson:** Working with Nancer again through SSP this semester gave us the opportunity to continue developing ideas and projects related to the Heroine’s Journey that we started discussing last semester but didn’t have the chance to fully realize. One of our goals included improving the website to encourage more traffic and interaction with viewers. We were able to reorganize and create new pages that I believe make both the blog and informational pages more accessible. We also started reviewing some guest posts that interested viewers have sent us, which is a great chance to bring new perspectives to the research and website. Importantly this semester, we wanted to make the project more multidimensional by using heroine’s journey frameworks to critically consider social movements (in addition to the literary works, films, and individual life stories that are more traditionally analyzed through the heroine’s journey lens). As part of this, I was beyond excited to have the opportunity to bring in a topic (the residential school system in Canada) that is close to me and that I had been independently researching, and to have the chance to write a two-part blog series about how the historical practice and ongoing reparations are situated within the heroine’s journey framework.

Using the heroine’s journey as a framework has taught us more about the pieces we analyze, but also more about the framework itself. We are now working on developing our own conceptualizations of narrative arcs that do not follow the Hero’s Journey in order to share them and expand the existing literature, which I think is important considering the limited number of scholars who have contributed to this research.

This partnership feels very unique to me as an opportunity to truly engage in contemporary research with someone who is willing to consider my ideas as valid and important contributions. This is not always a dynamic that students are able to achieve with scholars or professors. Being a first year university student who is able to be intimately involved in every step of research—messy brainstorming, using different frameworks to create new perspectives, forming coherent interpretations and presenting them to several thousand readers—is something that I think is a really remarkable opportunity, and I am incredibly grateful to be a part of it.
Berger/Alegra: During this semester we continued our work on the alt-right and contemporary Pagans. We continue to make new discoveries, which we are finding exciting. For example, right now we are exploring the way in which the alt-right, online and in their writings, are using the concept of “nature” and “natural” to justify their hateful rhetoric and to provide and underlining ideology that links together sexism, racism, homophobia, xenophobia and anti-Semitism. We enjoy sharing this work that we both feel is important and enjoy our growing friendship.

The SSP provides us a chance to learn from one another, have an inter-generational relationship and do what is important work for both of us.

Alegría: The SSP program is a new, exciting, and very different opportunity for students at Brandeis because it really helps set up a foundational experience in doing research work and scholarly work post-graduation. I think that the SSP program helps foster a different type of scholar relationship between an undergraduate and a main scholar/researcher because it is set up so that both contributors are equals during the time that they work together. This experience is something that is oftentimes not available to undergraduate students within academia and related jobs (like research assistants).
3. **Creation of a Musical Performance Edition of Dame Ethel Smyth's ‘Mass in D’**
   - Amelia LeClair (WSRC Resident Scholar) and Jake Sibley (Student)

**LeClair/Sibley:** Jake Sibley and I have been working together for almost two years and it has been a real godsend to me to have that sort of continuity with a student partner. He is kind and polite, smart and enthusiastic about my mission, and I believe he has really enjoyed having his musical world opened up to women composers, Ethel Smyth in particular.

I don’t suspect that there is any opportunity on campus like the one I’ve offered here at the WSRC: to be in on a first published edition of a piece of music that, once finished, will be historic, and hopefully often performed, is a one-time thing, and I’m sure Jake appreciates that.

I have invited him to the premiere of the work, and even though he’s graduating this spring and moving out of town, I suspect he will be there because so much of this work is his. He should be very proud, as am I of him, and I am most grateful - and feel very lucky! - to have had this opportunity year after year through the SSP.

Thank you, Kristen, and my grateful thanks to the WSRC and board who make this program possible.
4. Jewish Family and Life Advice Columnist and Writer - Ruth Nemzoff (WSRC Resident Scholar) and Eliana Padwa and Juliana An (Students 25 hours each)

**Padwa and Nemzoff:** We’ve been an SSP partnership for nearly two years at this point — we began working together at the beginning of Eliana’s freshman year, and have happily continued. Over time, we’ve developed a much closer personal relationship; now, we can joke and exchange holiday stories as well as discuss our work. This relationship is invaluable personally, and it enhances the quality of what we produce. Now that we are comfortable together, we can disagree about the ideas we are presenting. Our shared interest in family life and feminism interact with our generational differences, and working through that clash helps us both be creative and grow. The Student-Scholar Partnership Program has taught us to incorporate new perspectives into our lives and our work in other arenas. We have had an excellent two years, and hope to continue working together in the future.

**An:** This semester I had the privilege of witnessing the research process behind Dr. Ruth Nemzoff’s work on second-wave feminism. Her papers, archived at the Schlesinger Library at the Radcliff Institute, Harvard University, gave me a new profound understanding of how feminism exists today for my generation. Together, Ruth and I read and wrote about topics ranging from lack of accommodations for disabled persons to forming local support groups for pregnant and working mothers. I learned a lot from simply witnessing the tremendous effort Ruth and other women contributed in the effort and noticed how those past ideas and movements evolved to form more radical and even conservative ideas of today’s movement. I love how the WSRC allows me to pursue research on topics that are not taught by the university and provides the resources to fuel my own personal research. Every time, I step into the center, I witness other scholars publishing work, creating art exhibits, and being active in their respective areas of study. I cannot find this energy anywhere else on campus, and I am grateful to have the center and Ruth as guides for my career.
Ninteau: During our Student Scholar Partnership, we worked together to prepare materials for the C-Change Mentoring and Leadership Institute and process data generated during the Institute, such as reflective writing pieces and evaluation forms. This experience exposed Kacy to the goals of the C-Change Initiative and provided insight into the need for program such as this to exist. Reflective writing pieces from the Institute highlighted how participants will take their experiences here and grow both professionally and personally. By gaining an understanding of the culture of academic medicine through the perspective of physicians, researchers, and educators, Kacy will have the knowledge to continue bringing about positive change when entering the field as a student and future physician. The SSP program was an exciting introduction into the C-Change Initiative for Kacy, and the work done this semester will serve as a stepping stone for her future involvement in the work.

The SSP program is a unique program for undergraduate research because it provides the opportunity for students to dive into specific areas of research that they find intriguing. Students have the choice to pursue research that aligns with their career goals or personal interests and to work with scholars to get the most out of their experience. The funding provided for the SSP allows students to prioritize their work for the program and not worry about the financial loss that is typically associated with unpaid laboratory research.
Raymond:  Emily Politi helped me so much with the administrative end of THML Theater's NYC production of THE OWL GIRL.

I had two main tasks in mind when I requested a student scholar partner. I knew I would need someone to help with dramaturgy, and I hoped I'd also find someone with skills in publicity, marketing, and possibly web design. THML is a small company with only the personnel and organization skill to do what's necessary, let alone what's lovely and additional.

Emily truly surpassed my wildest expectations of what I could hope for in a student assistant. The cast, crew, and director sent us a series of questions about references in the play, which refers to the history of the establishment of Israel, the Holocaust, and other historical topics not necessarily understood by contemporary audiences. There were over fifty things they didn't understand or wanted more information about. Emily answered all their questions, finding online photos for them to show the Israel/West Bank border wall, baklava, and many other items referenced in the play. She also happened to be in NYC for part of the rehearsal period, and we were able to set up a time for her to go to a live rehearsal, answer the questions of the cast and crew, and talk to the production team. I heard immediately about how nice she was! Emily's past experience visiting Israel and being on a cross-cultural Jewish studies semester abroad in Europe helped inform her performance of this task. It was a logical next step for her, who wants to work after graduation in theater, ideally with a humane non-profit.

On the second front, Emily didn't initially know web design. But, with materials I selected, she undertook to learn weebly, a free website design tool. She created this site for the show https://the-owl-girl.weebly.com. And recently she helped me sort through photos of the production and decide which ones to upload to the site.

Throughout it all, she was helpful, kind, respectful, and did what she said she was going to do. She is a lovely person, and she enhanced the production she was involved with in so many ways! I feel blessed beyond measure to have had a chance to work with her.

I don't know about what other analogous programs are available on campus, but I feel that SSP was a truly synergistic experience. I was able to help her move her skills and career aspirations forward, and she was able to help me with my project. It proved an excellent experience for us both. Thank you responding to my proposal. I'm very grateful to have been a part of this.
Robinson: Gilda Geist is a prize. She and I worked all semester on my 18th Century British women convicts project, focused on primary sources I had already identified for the project, and some new documents and databases discovered in the course of the semester. We met face-to-face or via FaceTime for two hours weekly, nearly every week, which worked really well because we worked through GoogleDocs so could work with each other in real time. The remaining three hours a week for her SSP hours Gilda worked on building upon a table that I had begun of transported British women convicts using the Old Bailey online database, documenting details that we followed up in part, and will return to in the Fall, when she and I hope to work together through SSP again. With the details she and I have discussed, we have begun to triangulate some of the cases in other primary sources, including a database of Early American Newspapers we have only just begun to search. As Gilda is an early career journalist and a major force in the Brandeis newspaper, The Justice, she is particularly excited about continuing work with these colonial news sources and the sometimes astonishing windows they provide into the world and people we have begun to study together.
Schnitzer: It has been a great pleasure this spring to work with my bright, enthusiastic undergraduate on aspects of my study: “Survey of Pre-College Sexual Education Curricula: Undergraduates rate their Experiences.” During the semester, my student focused on several different tasks: updating the background literature; tabulating data such as sibling order, or sex ed class preferences, gender differences, et al; and reviewing open-ended responses for interesting material to include as examples in the paper’s first draft. This last task - looking at the responses about what made a sex ed class good or poor - was fun for both of us to do together.

As always, my student partner provided valuable research assistance. But apart from task specifics, the intergenerational aspect was, as always, a very meaningful aspect of the student-scholar partnership. Working with a young person allows for a special window on contemporary concerns and conflicts; and this semester I learned quite a bit about various (relevant) Brandeis activities in which my student has been involved. This kind of conversation has been helpful to me in my efforts on behalf of the Student Outreach Committee, and has also allowed me to be supportive in many ways that extend beyond the research tasks at hand. I am greatly appreciative of the unique opportunities provided in every way by this program!

Richards: I have enjoyed my time as part of the Student Scholar Partnership at the Women’s Studies Research Center very much. This opportunity has been one that I feel has truly lived up to my expectations and the goals of the program itself have truly been embodied in the relationship I have built with Phoebe and in our collaborative process. Our project, which is on Pre College Sex Education, has provided me with the chance to get a feel of what it is like to work with data in terms of organizing and analyzing specific elements, as well as a positive advisor-advisee relationship. Phoebe has done a great job at communicating her needs, while also centering my position as a student first. This has allowed for clear and consistent communication between the two of us which has made this semester a real treat. Instead of being worried about miscommunication, or my needs and interests not being considered, we have been able to hone in on both of those and find interesting results and have great conversations. I believe this opportunity is distinct from others on campus as it provides students with the opportunity to work collaboratively with a professional who they would not normally encounter within the Brandeis bubble. It also provides the space in which very specific research is being done that may appeal more to a students personal interest than other projects on campus.

Also, I know that research opportunities are much more limited for students outside of STEM, so I am grateful SSP exists to as a chance for liberal arts students. All in all, I have had a great semester and would definitely recommend this to other undergraduate students or return for another opportunity in the future.
Catalano: This past semester working for the SSP program has been, simply put, wonderful! Some goals of the semester were to focus on the time Susan Dimock spent in Boston working at the New England Hospital for Women and Children. I have been collecting information about the hospital itself, stories from when she was there, and trying to reconstruct Boston as a whole during that time. I have also recently been researching some of the consulting doctors and supporters of the hospital. Through SSP, this semester (and year) I’ve learned the value of having a trusted mentor, and that there is so much to be learned from other disciplines. All the while, getting to contribute to an academic project long-term, one that surrounds such inspirational figures, has several moving parts, and, at its heart, is a great story.

Wilson: Working with Megan Catalano has been a pleasure, as ever, this semester. Our goal was for Megan to read and research from select sources, and create an ongoing document and maps chronicling the last three years of Dr. Susan Dimock’s life in Boston (1872-75). The document is ever-changing, and includes more categories as Megan has uncovered stories and facts about topics including the New England Hospital for Women and Children, Susan as a surgeon and teacher, the look and feel of the town of Boston, cultural life in the town, issues in medicine, attitudes towards professional women, and bios of other local doctors who were friends or foes. This research will lay the foundation for new chapters I hope to begin writing this summer. I love how Megan continues to be excited about this, and how it is enhancing her work as a pre-med student by giving her a deeper understanding of her medical forebears. And it is, of course, ever-so-handy to have a pre-med on hand to explain Things Medical to this history and art major!