The 2019 Hodson Internship Awards

The Hodson Internship Program offers students the opportunity to pursue summer internships in virtually any career field, by funding otherwise unpaid positions through a generous grant from the Hodson Trust.

Through this program, St. John’s undergraduate students can:
- explore potential career directions
- gain experience in their fields of interest
  - develop professional skills
  - investigate new interests
  - inform future career choices

Please note that international internships are only available to international students interning in their home countries.

Here’s a look at how SJC students spent the summer exploring a career interest with Hodson funding. It’s never too early to begin thinking about potential projects for the summer.

Tbel Abuseridze (A20)
Geo-Astro, Tbilisi, Georgia

Tbel had the opportunity to explore his passion for photography by photographing the night sky with Geo-Astro. His main responsibility was to learn how to operate and tune all of the necessary equipment in order to capture the nighttime objects. This included taking pictures of not just the core of our Milky Way galaxy, but other galaxies, such as Andromeda and Whirlpool. He gathered digital data from each night of photography, post-processed it, and showed it all to his mentor who then offered advice. Tbel was part of every outdoor photography session, which included hiking and traveling around Georgia, to better learn how to operate his camera in the dark. For him the best part of the internship was traveling around Georgia, in the mountains where there is no light pollution, taking pictures. Geo-Astro often held public presentations in schools about astro-photography and along with his co-workers, Tbel gave presentations to children of all ages. He believes that Geo-Astro could be a place where he could continue his photographic journey.
Cordelia Achen (A19)
Laboratory for Developmental Studies, Harvard University, Cambridge, MA
Funded by a grant from Dr. Stephen Forman

Cordelia interned at the Harvard Lab for Developmental Studies. Her tasks included scheduling participants, helping create stimuli for research projects, coding study videos, and helping run participants in a study on mathematics. Her favorite part of the internship was creating stimuli and running the participants. She enjoyed exploring the various ways children could respond to the stimuli and seeing which versions would be more or less effective at exploring the questions they were researching. Every response gave new opportunities to explore how children come to understand mathematical concepts. This opportunity to explore questions is something she would like to have in a future career. Her interest in psychological research was increased by this internship, and she’s gained a better understanding of some of the current theories concerning children’s understanding of mathematics and their linguistic development, as well as exposure to a wider array of research in various aspects of child development such as social cognition. She hopes to seek future job opportunities that allow her to continue exploring the field of psychology.

Shweta Agarwal (A21)
Studio Interweave, East Sikkim, India

Shweta was interested in pursuing something in the design field and knew of an architecture firm that inspired her. The firm is located in a remote area and is very reflective of nature, letting in a lot of natural light—this resonated with her personality and she found the environment to be refreshing and helpful. Her main task was to compile the studio’s selected projects for their website. She studied and sorted relevant architectural drawings, models, and pictures designed on AutoCad and Sketchup, after which she clarified the designs and rendered them from these programs and on Photoshop. These drawings were readied for presentation for which she developed a final layout template. Shweta learned how to use aspects of nature to build something that is in harmony with it, using natural resources. The internship allowed her to gradually develop her own aesthetic sense. She would like to take another design opportunity in the future in a workplace with similar approachable, passionate, and enthusiastic supervisors, and friendly colleagues.

Sanju Baral (A20)
Psychbigyaan Network Nepal (PNN), Kirtipur, Nepal

Sanju’s internship began with searching for interesting psychological facts, tips, and current psychological research to create posts for their Facebook page. She spent at least two hours every day researching, writing, and editing the ‘Philosophical Background’ section of the book ‘History of Psychology in Nepal’. This book is the first attempt to document the development and scope of the discipline of psychology in Nepal. While building the philosophical background, Sanju re-visited philosophers and thinkers she has studied at St. John’s and outlined the progressive sequence of their ideas and their contribution for modern psychology. Her internship also involved facilitating students and teachers from the colleges of Kathmandu in Mindfulness-Based Stress Reduction (MBSR) practice which eventually evolved into a group therapy session conducted by her mentor. She learned about the application of Cognitive Behavioral Therapy (CBT) in conversational settings. She remains uncertain about her academic goals at this point and has found that her interest in psychology has taken a slightly different turn.
**Jared Bassmann (A20)**  
**Memorial Sloan Kettering Cancer Center**, New York, NY  
*Funded by a grant from Dr. Stephen Forman*

This summer Jared interned with Dr. Alice Wei at Memorial Sloan Kettering Cancer Center’s Department of Hepatopancreatobiliary (HPB) Surgery. He was able to shadow her weekly clinic, meet with her on a bi-weekly basis, and design a research paper investigating the survival figures connected to a novel radiologic treatment for patients with pancreatic cancer of such a severity that they are not surgical candidates. He also worked with a research fellow, Dr. Joshua Jolissaint, on the project and both have high hopes for it. Jared enjoyed his casual conversations with his mentor, especially when they talked about what it’s like to have a family while being an attending surgeon, why surgeons, young and old, seem to love *Diet Coke* so much, and the place of heuristics versus mathematics in matters of discovering truth. This summer has made it clear to Jared that he still wants to pursue medicine after leaving St. John’s—possibly surgery.

**Samuel Berrettini (A21)**  
**Boston University, Social Learning Lab**, Boston, MA  
*Funded by a grant from Dr. Stephen Forman*

Sam interned at the Boston University Social Learning Lab with mentor and lab manager Jenna Alton (A16). He was assigned to the teams of two “core members,” a doctoral student and a postdoc, both of whom were running many studies with various central questions. Sam was interested in looking at psychology from a social standpoint, and particularly how people view authority figures. He mentioned this to his team leaders, and they made it possible for him to work on an ongoing literature review on authoritarianism. That was one of his favorite parts of the internship, and he may be able to co-author a paper on that topic soon—a big deal for becoming established in the field! Sam reports that perhaps the most helpful part of the internship was realizing that he was passionate about psychology and competent in the work necessary to do good research. Sam noted that “No matter what field I go into, I know the skills I learned at my internship will be useful to me.”

**Jacob Burger (A20)**  
**Maryland State Archives**, Annapolis, MD

Jacob’s primary assignment with the Archives was with the Plat Project. The Plat Project involves taking each of the approximately 500 plats the Archives receives from the various counties each month, and adding the information they record to one of the 683 different series in the “plats-pdf” database. He also worked with different scanning systems on other record types, helped process land record books and marriage certificates, and cleared old data from the working servers after confirming backups were appropriately saved—and located some longstanding inconsistencies that he was able to resolve! Jacob hasn’t left the internship with the course of his life laid clearly and certainly before him, but has left with his general questions now informed by greater specificity. He also leaves with renewed confidence in his ability to adapt to a host of new people, systems, and procedures, and with a deeper interest in the history and legacy of the state which has, through St John’s, become a home.
Matteo Burrell (A19)
University of California, Berkeley
Language & Cognitive Development Lab, Berkeley, CA
Funded by a grant from Dr. Stephen Forman

Matteo’s internship included running and recruiting participants, designing stimuli, coding data, conducting literature review and analysis, and developing/writing research proposals. The research focused on linguistic subjectivity and how we infer the intended meanings associated with vague predicates—this linguistic category includes predicates of personal taste, such as beautiful or ugly, and scalar adjectives, such as hot or cold. The research is aimed at identifying the key mechanisms that underlie our understanding of vague and/or context dependent utterances; by examining when and how children begin to reason about linguistic subjectivity. Matteo’s examined potential approaches for the research through the lens of the computational cognitive sciences—he was asked to read, synthesize, and draw connections between various disciplines and approaches, which is exactly what the multidisciplinary nature of the St. John’s emphasizes. His academic goals remain the same—to obtain a PhD in psychology focusing on the linguistic and paralinguistic interactions surrounding social categories such as race, ethnicity, nationality, and religion—and this internship provided valuable experience.

Francisco Contreras (A20)
Academy of Thought & Industry, San Francisco, CA

Francisco says he’ll look back on his time at the Academy of Thought and Industry (ATI) as one of the pivotal experiences of his life and career. When he arrived, school was still in session, so he was able to participate in its daily activities before turning to curriculum development. Every morning the whole school met for what they called Life Design course, a flagship course informed by positive psychology, psychoanalysis, and community development, designed to help students craft their life and develop interpersonal relationship skills. The second daily course at ATI was Socratic, a discussion-based, textual analysis course designed by Michael Strong, an alumnus of the college, in part based on the St. John’s seminar. For the curriculum development project, he compiled a list of texts suggested by his mentor and others. These texts were organized in thematic tracks and included questions and suggestions to help newer Socratic guides lead a successful class. By the end of the internship Francisco realized that while education has always been a particular interest of his, his true vocation includes it but goes beyond it: he wants to help people thrive by nurturing communities of excellence.

Julia Cooper (A20)
Da Vinci College Kagerstraat, Leiden, Netherlands

Julia spent this summer working as a teacher’s assistant at a middle/high school in Leiden, The Netherlands. She had expected that she would be able to speak to the students in English and would be able to get by with rudimentary Dutch. It turned out that she found herself switching to full-blown Dutch immersion and working with the students and the other teachers entirely in Dutch. The classes she worked with were hands-on with group projects and creative thinking. Julia’s goals for this internship where to discover how she liked teaching and working with younger students in a high school, and what she could learn about patience, clarity in expression and explanations, and how to be a good leader. She loved working with the students one-on-one and developing their ideas and creativity and being able to support them in their endeavors. She thinks this experience will help open doors for her for teaching or work in schools in the United States.
Lester Fu (A22)
University of California, Berkeley, Language & Cognitive Development Lab, Berkeley, CA

Lester’s main responsibilities included running studies and collecting data, piloting and making stimuli for the studies, recruiting and contacting families, reading academic papers on past research, attending lab meetings, and making a poster presentation at the end of the internship. The experience was fulfilling and intellectually empowering. One of his projects concerned the development of faultless disagreement, and how that development is reflected in children’s understanding of different adjectives. The other project focused on the cognitive development of spatial frame of reference, utilizing a number of different tasks to study the change from relying on the allocentric frame of reference to mainly using the egocentric frame of reference. Apart from gaining knowledge on the specific fields of language and cognitive development research, Lester gained information on the path toward graduate school. He appreciated the supportive relationship and strong connection between research assistants and mentors and would definitely like to duplicate those elements in his future employment.

Nortaute Grintalis (A21)
Hunt Institute for Global Competitiveness, El Paso, TX

Nortaute worked with the Hunt Institute for Global Competitiveness, with mentor and alumnus Patrick Schaefer. The Hunt Institute’s primary work consists of creating analysis tools and reports to provide a common frame of understanding of the unique market structures that merge in Texas, New Mexico, Chihuahua, the United States, and Mexico. Nortaute had previously worked remotely with the Hunt Institute, copy-editing ongoing projects. Onsite she began contributing her writing skills for a chapter for a collaborative book compiled by authors and institutes from around the world discussing foreign direct investment and trade at various degrees in the international market. Her assignment focused on providing an overview of the discrete foreign direct investment laws in the United States, Canada, and Mexico, and where these laws merge under NAFTA and the recently verified United States-Mexico-Canada Agreement (USMCA). Working with an alumnus of the College meant that her conversations were not simply reporting what she’d been doing, but discussing the work, finding the holes of her understanding, what should be done for the sake of the naive reader, etc. She found the experience was more than worthwhile for uncovering her future career and can see herself in this kind of environment.

Karlena Haase (A19)
New York University Press, New York, NY
Funded in honor of Jodie Lee Adams

Karlena had the opportunity to experience what it entails to work in the Marketing & Sales department for an academic publishing house. Karlena was responsible for managing forthcoming titles; designing adverts and book fliers; assisting with direct mail campaigns; reviewing, editing, and posting blog entries from authors; and data entry tasks that included auditing the database for errors. She gained many new skills with programs such as BiblioLive, Acumen, Emma, and Adobe, and expanded her experience with MailChimp, MS Excel, and Google Suite. Working closely with her co-workers she confirmed her interest for working in the publishing industry. Her mentor, Mary Beth Jarrad, was extremely helpful when it came to helping Karlena look for jobs after her internship. Karlena felt very supported in taking the next step in her journey post-graduation, and could not have asked for a more constructive and informative internship. As an update—Karlena has just accepted a full-time job with the Bloomsbury Press in NYC!
Allegra Hall (A22)
Gamut Theater, Harrisburg, PA

Allegra discovered during her time at this children’s theatre that no time learning a skill is wasted, that childhood is precious and special and strange, and that we should be taking care of the children around us by nurturing the one within us all. The work has inspired her to look at herself realistically and to lean into the fun, the mischievous, and the playful. As the Executive Director’s intern, she had a variety of administrative responsibilities, but her primary project was the creation of an Operational Plan where she worked with each member of the theatre company individually to understand what they did on a daily basis and what deadlines they had to meet throughout the season. She compiled this into a comprehensive, chronological document that will be used at the theatre to ensure that all deadlines are met. While she enjoyed arts management, and Gamut theater in particular, this internship gave her the knowledge that she’d feel more fulfilled if she was involved in the creation of art. She also realized that her time at St. John’s has given her the ability to tackle any task that was thrown at her. She found that working at a theater teaches empathy to all and safely demonstrates emotion and consequence—and has the ability to change who we are—and that growth changes all of us for the better.

Elizabeth Hartzell (A20)
University of Texas, EVO Learn, Austin, TX

Elizabeth worked at Dr. Cristine Legare’s EVO Learn Lab where the lab’s main goal is researching cognitive development and learning in children cross-culturally. The largest project in the lab is EVO Learn—a battery of tasks given to children in test sites all over the world including Ethiopia, Ghana, Australia, Ecuador, India, Austin, and other projects that compared children’s performances to chimpanzees’ performances in tool innovation—all with the goal of understanding human growth, from as far back as an evolutionary perspective. Elizabeth had the privilege of working on several of the projects and learning about the rest. Elizabeth’s original goal for this internship was exploration, and while she loved her coworkers and found the lab to be a very welcoming place designed to foster growth, she doesn’t see a future for herself as an educator, researcher, or clinical psychologist. Luckily, Elizabeth’s list of possibilities has become a manageable size and she has a clearer idea of what she’d like in her future.

Charles Hurd (A21)
Medstar Georgetown University Hospital, Washington, DC
Funded by a grant from Dr. Stephen Forman

Charlie reports that “this summer has been one of the most informative and impactful summers of my life.” His primary job at Georgetown University Hospital was as frontman for a project called OWN-MS. OWN-MS is an outreach and education program run by the neurology department to educate newly diagnosed individuals with M.S. about the disease in all aspects of life. He designed an event that had a large turnout (more than expected!) and provided a positive impact for those newly diagnosed. Charlie’s other duties included M.S. patient education research, event planning, coordination, patient recruiting and team leader. Going into this internship, he had hoped to pursue clinical psychology and neuropsychology after graduating, but now Charlie wishes to pursue medicine as either a neurologist or psychiatrist. He’s already making post-bacc plans and researching med schools—with Georgetown high on his list! Overall, Charlie found that this summer changed his life: “The connections I made and the things I learned will be forever with me. I am now greatly looking forward to my future.”
Su Karagoz (A20)
BahçeBiz Development Academy, Istanbul, Turkey

Su’s work was with a subsidiary organization of Derin Mentoring, Consulting and Communications that focuses specifically on leadership development and team building in corporate organizations. They offer a large range of services to corporate clients. Su’s responsibilities were mostly oriented in the marketing area. She helped with the creation of their English website, a task she found important because she learned how to use language in a professional way to represent the values and objectives of an organization. She found this to be a great opportunity to use her creativity. She was also involved with smaller daily tasks. By doing these smaller tasks, Su learned the importance of paying attention to the details of the work she does—and as someone who really likes to go through everything to its smallest detail, seeing that these efforts were actually being put to use was a big relief for her. Overall, her internship was an amazing opportunity to confirm her interest in pursuing a career in a field that brings marketing and human cognition together.

Levan Kiladze (A22)
Ministry of Justice of Georgia, Analytical Department
Tbilisi, Georgia

Levan’s work with the Analytical Department of the Ministry of Justice of Georgia was to research and analyze international law and legal practices. He saw his internship as a chance to work on his analytical skills, as well as a way to develop a better understanding of law. He researched a variety of documents and topics that were being prepared for final adoption by the Government of Georgia. The Georgian Anti-Corruption Plan was one of his bigger projects. Other projects included research on the Concept of Integrity, alternatives to imprisonment, and personal bankruptcy and insolvency. Studying the Criminal Code of Georgia and becoming familiar with and understanding Georgian, foreign, and international legal terms and concepts were crucial in his work. One of his favorite tasks was to provide periodic written opinions on the draft laws from the Georgian Parliament—a process that strengthened his critical thinking skills. The experienced lawyers he worked with were supportive throughout the internship. Knowing that his work was beneficial for the development of the Georgian Legislation was also gratifying.

Rachael Langston (A19)
Wise & Donahue P.L.C., Annapolis, MD

Rachael interned specifically on a pro-bono case the firm, Wise & Donahue, was working on in which it was representing over 20 Annapolis public housing resident plaintiffs in their suit against the Annapolis Housing Authority and its executive director, as well the Annapolis Mayor and the City of Annapolis. She researched the history of the Annapolis Housing Authority, as well as its intersection with a major Urban Renewal project in the downtown area in the early 1970s. She did this primarily through the Baltimore Sun and Capital Gazette Archives. She collected over 450 articles, read and organized them all, and made a 20-page document that served as both a summary and a key. She also participated in meetings with experts on various aspects of public and affordable housing. Rachael noted that St. John’s has strengthened her ability to focus and guide herself on long-term independent projects—her boss was very impressed by her ability to carry through a project to completion without needing explicit step-by-step directions or structure. The law firm has offered to take her on as a law clerk in January to work primarily (but not exclusively) on this case, and she has accepted!
Soojin Lee (A21)
Dong-A Univ., Peripheral Neuropathy Research Center
Busan, South Korea

Soojin worked as an intern in a biomedical research lab at the College of Medicine, Dong-A University, which deals with clinical issues about liver diseases, specifically focusing on NAFLD (Non-Alcoholic Fatty Liver Disease) and NASH (Non-Alcoholic Steatohepatitis). Her research team worked to know more about NAFLD and liver disease progression and to see the direct relationship between STAMP2 (Six-transmembrane protein of prostate 2), which is known to play a role in the regulation of inflammatory responses in adipose tissue, and liver diseases. This was a newly started project, and being a two-month intern in the beginning phase of the project, Soojin participated in setting up the first part of the research. Her job was to raise, mate and give injections to mice and to take a medical biopsy of their livers to see the progression of liver diseases. Throughout the internship, she had to catch up fast with the research topic and field to get the job done properly. The job was interesting enough, but it did not attract her as much as she expected. However, this internship helped her learn which factors she should consider in choosing a future career and what the actual job would require.

Zachary Leveroni (A20)
University of Chicago, Kay Lab, Chicago, IL
Funded by a grant from Dr. Stephen Forman

Zach interned at the University of Chicago in the Kay Lab—an institution devoted to research on the neurological process of olfaction and olfaction tasks (directed by Dr. Leslie Kay, a St. John’s alumna pictured with Zach). The lab has played a role in developing a dynamical systems approach to sensory processes, and Zach was able to learn about the method of their research and watch it take place. He was assigned to work directly under a current PhD candidate at the University of Chicago, Huibo “Daisy” Li (A17). Zach trained rodents to complete a series of olfactory tasks leading up to the final one in which the test would take place and the data could be collected. His daily responsibilities consisted of weighing six rats, putting them through training sessions in little boxes designed for this task, feeding them when the training was complete, and cleaning the boxes. He also participated in study groups. As a result of his work, Zach is now certain that a career in research is a viable path for him and has a much clearer understanding of his plan going forward—in part from working with the wonderful people he met in the Kay Lab.

Kamrin Martin (A21)
The Law Office of Corrie A. Boulay, Annapolis, MD

Kamrin interned with attorneys that specialize and practice in Family Law, and deal with cases such as: divorce, separation, custody, child support, adoption, visitation, and other issues. She acted as a law office clerk, which included talking with potential new clients and getting general information regarding their case; drafting and editing “Answers to Interrogatories;” as well as attending mediations, settlement conferences, pro-se clinics, and hearings with the attorneys. She studied many materials, including Michie’s Annotated Code of Maryland for Family Law. Kamrin had biweekly meetings with her mentor to review materials and discuss the facts of cases. She found that the large amount of reading that must be done in a law office was very familiar to what she was accustomed to at St. John’s! She also developed a strong emotional connection to Family Law and hopes to practice as a Family Law attorney. She plans to continue with the office during the upcoming academic year.
Gabriel Mendez (A21)
Tulane Univ., Dept. of Evolutionary Biology & Ecology
New Orleans, LA
Funded by a grant from Dr. Stephen Forman

Gabe’s internship began with a trip to a swamp in Southeast Louisiana to collect a species of fish called Micropogonias Undulates, commonly known as Atlantic Croaker, with his mentor, a Tulane University PhD student who went by the name “Fish Mike.” Over the summer Gabe was asked to assist with tasks that ranged from field work in boats and kayaks, to detailed lab work, to more creative problem solving work associated with the construction and maintenance of an experimental aquarium system. Gabe worked on the system which contained over 1,000 gallons of water and supported 125 croakers across 30+ tanks. He designed parts of this system and was a crucial team member. His responsibilities included monitoring the water’s Ph, Ammonia, NO2 and NO3 levels to keep the fish alive. He credits his success with his monitoring and manipulations to his experiences in practicum during Freshman Lab. Gabe says he would be thrilled to join another research lab in the future.

Rubab Meraj (A21)
Aga Khan Education Service-Pakistan, Islamabad, Pakistan

Rubab’s work focused on improving students’ English language skills as well as introducing discussion-based classes. She observed classroom and staff dynamics and interviewed several students and teachers for a better understanding of their motivations and thoughts. She prepared a weekly action plan to effectively divide her tasks and objectives. Rubab taught her own classes, conducted English learning activities with students, conducted separate small seminars for parents and teachers, and was able to get a picture of what their ideas and attitudes were and how they impacted the students. She was sometimes frustrated because she wanted to do a lot more that was beyond her means—things that involved curriculum or classroom dynamics. That frustration confirmed a previous inclination to want to work in the department of education at the government level, to bring about the right reforms. Even so, this internship site is definitely somewhere she would love to work in the future.

Sean Miller (A20)
Maryland Office of the Public Defender-Annapolis
Annapolis, MD

Sean returned to the Office of the Public Defender to work on more serious felony cases. Most of the work was familiar: researching discovery (medical records, jail calls, pictures, videos, police reports, body cam footage, statements of individuals involved, etc.), calling and meeting with clients, drafting and filing motions, as well as case law research. New to him were: preparing trial documents, assisting at trial, researching and assisting during an appealed case, bargaining outside of court, and being more involved with the social work that accompanies so many of the OPD’s cases. Following this internship, Sean has found himself wanting to eventually practice criminal defense, and more than likely as a public defender. Sean was also introduced to appellate cases and it seems that practicing as an appellate attorney would strike the perfect balance between advocacy and litigation of precise legal issues. Sean reports that his internships with the Public Defender’s Office have been invaluable to him and have allowed him to determine that this is a field he feels confident in pursuing for the rest of his life.
Yunju Park (A20)
Anmadang the Lab, Seoul, South Korea

This summer Yunju deepened her knowledge of landscape architecture by interning with a small new firm called Anmadang the Lab. She had the opportunity to observe and participate in every step of the landscape design process, from meeting the clients for the first time to construction. She appreciated participating in every design meeting where she could see the thoughts that are put into the process of creating a place. Her usual task was to find reference images and to research related articles. One project was making a chart of plants with all of their information: when and how they should be planted, when they bloom, in what temperature they can thrive, etc. As a Johnnie, she was not afraid of sharing her thoughts in meetings and her bosses appreciated her enthusiasm and assertiveness. Yunju plans to pursue a MA in Landscape Architecture and start out working with a large firm and eventually opening her own business.

Michael Riggins (A21)
Davenant Institute, Moscow, ID & Landrum, SC

Michael interned with the Davenant Institute, a non-profit educational organization, which publishes books, hosts events and conferences, produces materials aimed at promoting and defending Reformed Protestant Theology, as a communications and development intern. He helped with the design of their annual publications catalog; designing and executing the End-of-Fiscal-Year fundraising campaign and responsibility for bi-weekly marketing emails, updating the website, creating and organizing "quote graphics" for use in social media marketing campaigns, and assisting with the typesetting and promotion of their latest book. He also assisted with preparing a full-time residential study center geared especially toward college and seminary students, in the tradition of Francis Shaffer, L'abri Houses and preparing for an annual Protestant Wisdom Summer Program. He even spent a few days building bookshelves! This internship allowed Michael to make several realizations: 1) he does not enjoy major web-design projects, where he's expected to be creative in the aesthetic presentation; 2) he particularly enjoys connecting with people; 3) he appreciated the mixture of office-type and physical work; and finally 4) there is a lot more that goes into publishing other than editing books.

Lillian Scanlan (A20)
University of Buffalo, Department of Pediatrics, Buffalo, NY

Lilly’s experience interning with Jim Jarvis, M.D. (A75) at the University of Buffalo was mainly based in questions. Principally these: Why do some people get sick, and not others? More specifically, what do children and adults with autoimmune diseases have in common with each other that make them unique, and which of these commonalities might be causal factors in disease? She examined publicly available genetic data to find potential causal variants in regions that are statistically linked to disease. Using previously published research, online genome browsers, visualization software, and a couple of statistical algorithms, Lilly was able to sort through hundreds of relevant genetic mutations, narrowing the list down to just 32 probable candidate mutations. With the research that she gathered this summer, she will be able to return to Dr. Jarvis' lab next summer to perform in-vitro experiments in cells to determine exactly if and how the mutations she identified as significant interact with the genes that are around them. Dr. Jarvis supported all of her inquiries and questions with patience and enthusiasm. Lilly was utterly inspired and astonished by the quality and significance of the work going on in Dr. Jarvis’ lab.
**Jaeri Suh (A21)**  
**Living TV, Seoul, South Korea**

Jaeri’s internship at Living TV this summer was “one of the most fruitful and busy-bustling in my life.” Living TV is a cable broadcast network in Korea that launches TV programs from independent production companies and broadcasts them through their own channel. Jaeri worked on analyzing the viewing rate and examining feedback from viewers for each of Living TV’s broadcast programs. Each morning she began by writing a brief report about the programs’ previous day’s ratings and recorded them. Depending on the research, they made distribution decisions for the next day’s schedule. Jaeri said that “analyzing big data and keeping track of the feedback from viewers is a very important role in marketing since it provides us with a way to make the broadcast better for the viewers.” The only thing she didn’t quite enjoy was being stuck to her desk for most of the day. Talking with people in the media industry has helped her daily life flourish and given her encouragement to keep moving forward to become a director. Jaeri believes that media does not only give pleasure to people but also brings change to society—something that she can see herself doing in the future.

**Aidel Townsley (A22)**  
**Cornell University, College of Human Ecology, Ithaca, NY**  
*Funded by a grant from Dr. Stephen Forman*

During her time as a research assistant for an Experience and Cognition Lab, Aidel was exposed to the realities of doctoral research work in the social sciences. Her responsibilities included online training for conducting research with human subjects, learning Python and R and coding data for analysis. Aidel was also involved in setting up the details of studies and creating targeted questions under the principle of distinguishing between concrete and abstract actions. One of her favorite work endeavors were lab meetings in which graduate students were either updating the laboratory on the progression of their research or practicing lectures they would be presenting to upcoming conferences. This opportunity to ask questions, give advice on presentation skills, and to hear what advice was given was invaluable and engaging. She found her coworkers—many had varying backgrounds—were a resource that was beyond helpful and a source of valuable advice on evaluating grad programs. While research may not be in her future, she stated that “What I gained was much more valuable. I now know, more than ever before, my values, desires, and strengths for the workplace.”

**Jay Tram (A20)**  
**Children’s Defense Fund (CDF), Washington, DC**

Jay saw the opportunity to live and work in DC as a digital marketing intern as significant and impactful to his growth. It shifted his perspective, pushed him to develop as a professional, and enlarged his vision. The CDF, a non-profit that focuses on child policy, advocacy, research, and working closely with communities to improve lives for children across the country, is committed to working and fighting to ensure every child in America can move forward, not backward. Jay’s work focused on effective marketing and he became part of the Digital Marketing Team—which wasn’t one of his strengths. He also wanted to make significant contributions in content—where he is strong. So he gained a second supervisor who is the Donor Stewardship Manager of the national office. He wrote reports, watched webinars and sat in on all of the meetings with the Marketing and Communications teams. By the time he left he’d worked on four ongoing major projects. He made good friends and connections at the CDF and knows he wants to have a career in marketing.
Ece Nur Tuglu (A21)
SETA Foundation for Political, Economic & Social Research
Ankara, Turkey

As an intern in the Security Studies Department of SETA, Ece learned networking, the basics of research, and etiquette in workspaces both Turkish and American. She was part of a large team of interns, research assistants, researchers, and a supervisor. Her work included media research, compiling news briefs, and finalizing reports in their final draft stage. As a Turkish citizen living in the U.S., Ece is familiar with both Turkish and American politics, and this was a benefit for her. During the S-400 and F-35 crisis between Turkey and the U.S, she had the opportunity to use her knowledge of both countries’ defense policies to effectively research the issue and compile reports from both perspectives. She was also responsible for an ongoing project on NATO, specifically related to Turkish involvement in NATO. She has been invited to help at the Washington, DC, SETA office throughout the current school year. She has realized that she is passionate about the field of national and international security and particularly interested in the publishing aspect of the work. She now has clearer plans for post-graduation.

Grace Villmow (A20)
National Oceanic & Atmospheric Administration (NOAA)
Silver Spring, MD

Grace interned with NOAA’s Center for Operational Oceanographic Products and Services, or CO-OPS. She worked primarily with the Engineering Division to develop a prioritization strategy for the cGNSS placement on their tidal stations across the country. cGNSS, or continuous Global Navigation Satellite System, is a catch-all term for the satellites orbiting the earth that assist with geo-spatial positioning. They were looking to monitor vertical control, or the measurement of a station’s up-and-down motion through satellite telemetry, rather than through the arduous process of calculating vertical motion from a system of physical benchmarks. With funding for only a few satellites each year, it was her job to come up with a way to determine which of the tidal stations needed it the most. Interning with NOAA helped Grace further cement her interest in pursuing a career in water management, and also showed her that maybe she needs to work outside more, because after two internships of almost pure fieldwork, sitting at a computer for most of the day was hard to get used to. NOAA is definitely a place Grace would consider for future employment.

Morgan Wheeler (A20)
The New York Youth Symphony, New York, NY

Morgan began his work with New York Youth Symphony by reviewing and updating the files for the previous season’s student handbook and concert program on Indesign, which helped increase his “institutional knowledge” of NYYS. He made updates to the website, learning about their platform, Firespring, and basic HTML formatting. He also used MailChimp to draft mass emails to subscribers for donations. Morgan compiled a contact list of marketing directors at music schools and festivals across the U.S. requesting advertisements for the handbook and concert program—which was rewarding when they raised over $15,000! Overall, this experience strengthened his confidence in succeeding in the workplace and solidified his goal to focus on creative collaboration with others. He also discovered that the fundraising required for work in a nonprofit did not appeal to him and now feels more inclined to pursue work in the for-profit sector. However, working at the NYYS was a privilege and he will be keeping a watch on job openings there.
Yu Yau “Alice” Wong (A21)
The American Enterprise Institute, Washington, DC

As the Workforce Development intern at AEI, Alice worked closely with her mentor to conduct research on the skills needed for success in the modern economy and effective strategies to develop those skills in the American workforce. She assisted a Resident Fellow in conducting research for his new book on the unique curriculum at St. John’s College and the implications this teaching and learning style may have for successful workforce development policy in the 21st century. Daily tasks included conducting research for workforce development, building a database of St. John’s alumni, editing upcoming articles, preparing a daily news roundup for the Domestic Policy department, and transcribing qualitative and quantitative data. The internship provided an introduction to the think tank and research fields that will be helpful to Alice for her plans to attend either law or public policy in graduate school.

Rediet Worku (A21)
The African Union, Addis Ababa, Ethiopia

During her internship, Rediet was assigned to work in the Peace and Security department—under the African Union Border Program (AUBP). Rediet began by reading resolutions and policies on the program. The causes and consequences of the conflicts that plague the continent were discussed and she not only learned about the structure of the AUBP but also about Africa. Next, she was assigned her first project—a literature review. This review focused on local conflicts in the Sahel region. She wrote three literature reviews, each one focusing on local conflicts in different parts of Africa. She was also assigned a mapping project which allowed her to enhance her research skills further. Rediet went into this internship wanting to try something different— in hopes that it would help her narrow down her career options. She found the work did not utilize her strengths and skills and had hoped for more networking opportunities. Although she feels honored to have interned at the African Union, she doesn’t see it as a future employment option. It did, however, make her certain that she wants to work in a creative field.

Geoffrey Young (AGI19)
The Key School, Annapolis, MD

Geoffrey was the Hodson Teaching Fellow at Key School, where he spent most of his time in the freshman Ancient Civilizations program, and when possible, joined the sophomores in their European Civilizations studies. His role in class ranged from silent observer to discussion leader. He kept up with all of the readings in the Ancient Civ curriculum, which made him a useful additional resource for the students whenever they had questions about the challenging texts. Geoffrey also manned the Writing Lab for five blocks per two-week span. One to three students were assigned to these blocks. Occasionally, students who weren’t scheduled would drop in for help. During the Writing Lab sessions, he helped students plan their essay assignments and made sure they understood the requirements for the assignment and he was able to go over teacher comments when the essays were returned. On the rare days Geoffrey had the chance to take a class all to himself, he was very pleased to find great joy in teaching. In terms of his career goals, though, he remains uncertain—he wasn’t sure if teaching at that particular level is the right fit, long term, even though he enjoyed it.
Mana Yumi (A22)
Music Sharing, Tokyo, Japan

Mana worked as a coordinator of a musical tour that took place in Japan. The tour is organized by NPO MUSIC SHARING and is a part of the program named ICEP (International Community Engagement Program) which aims to hold multiple classical music concerts in Japan and other Asian countries for free in order to share the “real music” with people who are not usually exposed to those opportunities. As the coordinator, she was in charge of logistics, communicating with the people in charge of the various concert venues, documenting the manner in which the concerts were performed, managing the diets of the musicians, and publishing the final report of the tour. One of the most beneficial lessons she learned from working with her colleagues was the importance of looking at things from their perspective in addition to her own. She also learned to be critical of her own work, and to find ways to improve. During the tour, she and the members in the quartet traveled to eight prefectures, including Fukui, Toyama, Osaka, Kyoto, Kagawa, Hyogo, Nagano, and Tokyo.

Abraham Zhao (A19)
Hudson Institute, Washington, DC

At the Hudson Institute, Abraham was mentored by Eric B. Brown, a graduate of the Santa Fe Eastern Classics Master’s Program. His regular tasks were research assignments which included short-term memos or notes and longer research papers. Abraham applied his writing and seminar-based thinking to current events in global trends, namely events in South Asia with focuses around most areas of the continent. He attended events such as discussion panels or one-on-one’s with foreign diplomats, U.S. government officials in foreign policy offices, and professors. Abraham also helped organize and coordinate the Hudson Institute’s events on a rotational schedule with the other interns. His biggest challenges were developing independent research-based writing skills and a lack of knowledge in foreign policy issues. His research duties helped him learn a lot about technology, global history and current events. Overall, he found it very enriching.