# Hodson Internship Reports
## Summer 2021

### Table of Contents

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview of Hodson Internship Projects</td>
<td>4</td>
</tr>
<tr>
<td>Kasparas Adomaitis ‘23</td>
<td>10</td>
</tr>
<tr>
<td>LRT (Lithuanian Radio &amp; Television), Investigative Journalism Div., Vilnius, Lithuania</td>
<td></td>
</tr>
<tr>
<td>Sidney Eleanor Ammons ‘21</td>
<td>11</td>
</tr>
<tr>
<td>Mentoring Kids Works NM, Santa Fe, NM</td>
<td></td>
</tr>
<tr>
<td>Rosalie Anderson ‘22</td>
<td>12</td>
</tr>
<tr>
<td>Maryland Office of the Public Defender, Annapolis, MD</td>
<td></td>
</tr>
<tr>
<td>Sydney Antonoff-Wertheimer ‘22</td>
<td>14</td>
</tr>
<tr>
<td>Veritas Literary Agency, San Francisco, CA</td>
<td></td>
</tr>
<tr>
<td>Samuel Berrettini ‘21</td>
<td>15</td>
</tr>
<tr>
<td>Point Park University, Dept. of Psychology, Pittsburgh, PA</td>
<td></td>
</tr>
<tr>
<td>Cora Clark ‘21</td>
<td>16</td>
</tr>
<tr>
<td>Duckhorn Portfolio, St. Helena, CA</td>
<td></td>
</tr>
<tr>
<td>Clarece Collins ‘22</td>
<td>17</td>
</tr>
<tr>
<td>Steven Raga for District 26, New York, NY</td>
<td></td>
</tr>
<tr>
<td>Joseph Cunningham ‘23</td>
<td>18</td>
</tr>
<tr>
<td>ANSER (Analytic Services Inc.), Falls Church, VA</td>
<td></td>
</tr>
<tr>
<td>Genevieve DeMajistre ‘22</td>
<td>20</td>
</tr>
<tr>
<td>Smithsonian Environmental Research Center (SERC), Edgewater, MD</td>
<td></td>
</tr>
<tr>
<td>Samantha Duckworth ‘23</td>
<td>22</td>
</tr>
<tr>
<td>Touchstones Discussion Project, Stevensville, MD</td>
<td></td>
</tr>
<tr>
<td>Conor Flynn ‘22</td>
<td>23</td>
</tr>
<tr>
<td>International Rescue Committee (IRC), Baltimore, MD</td>
<td></td>
</tr>
<tr>
<td>Alexander Fodor ‘23</td>
<td>25</td>
</tr>
<tr>
<td>Nortaute Grintalis ‘21</td>
<td>26</td>
</tr>
<tr>
<td>Public Governance Institute, KU, Leuven University, Leuven, Belgium</td>
<td></td>
</tr>
</tbody>
</table>
Noah Hale '23
New Bay Books, Tracy’s Landing, MD

Ella Harel-Kirschner '23
The Cato Institute, Washington, DC

Masako Ito '22
Meltwater, Japan, Tokyo, Japan

Willow Jackson '22
UMBC, School of Public Policy, Baltimore, MD

Anton Kalmysh '20
MZ Wallace, Inc., New York, NY

Kate Kennedy '24
Maryland State Archives, Annapolis, MD

Isabella Kiedrowski '23
Maryland State Archives, Annapolis, MD

Levan Kiladze ‘22
International Organization for Migration (IOM), Tbilisi, Georgia

Bao Le '21
Worthy Lab, Department of Psychology, Texas A & M Univ., College Station, TX

Ava Lehrman '23
Maryland State Archives, Annapolis, MD

Jameson Marshall '20

Ray Matsumoto ‘22
Pacific Atrocities Education, San Francisco, CA

Gabriel Mendez ‘22
Duckhorn Portfolio, St. Helena, CA

Monica Molina ‘22
Davidson Galleries, Seattle, WA

Katherine Quinn ‘22
Univ. of Buffalo, Dept. of Pediatrics, Jacobs School of Medicine & Biology, Buffalo, NY

Alayna Raymond ‘23
Univ. of California, The Language & Cognitive Dev. Research Lab, Berkeley, CA
Raphael Rose ‘22  
*NASA Goddard Space Flight Center, Gravitational Astrophysics Lab, Greenbelt, MD*

Arpan Sapkota ‘21  
*Himalaya School/College, Kathmandu, Nepal*

Apurva Sharma ‘23  
*Nepal Mediciti Hospital, Dept. of Neurosurgery, Kathmandu, Nepal*

Nathalie Smallidge ‘22  
*SHE-CAN (Supporting Her Education Changes a Nation), Mill Valley, CA*

Honor Stanton ‘23  
*Anne Arundel County State’s Attorneys’ Office, Annapolis, MD*

Abigail Stuart ‘20  
*Kay Lab, Institute for Mind & Biology, University of Chicago, Chicago, IL*

Jaeri Suh ‘21  
*Enuma, Berkeley, CA*

Ece Nur Tuglu ‘21  
*Aksoy Law, Izmir, Turkey*

Heliotrope Vaughn ‘22  
*Reserve Capital Partners, Dallas, TX*

Jordan West-Guzman ‘22  
*Maryland Office of the Public Defender-Annapolis, Annapolis, MD*

Tessa Wild ‘23  
*Maryland Off. of Public Defense, Dist. Court of the Off. of Public Defense, Annapolis, MD*

Ersin Yucel ‘24  
*Torku, Konya Seker Factory, Konya, Turkey*

Mana Yumi ‘22  
*Beyond Global, Singapore*
Overview of the 2021 Hodson Internship Awards

Kasparas Adomaitis ’23, *LRT (Lithuanian Radio & Television)*, *Investigative Journalism Division*, Vilnius, Lithuania
Work with a team of five professional journalists with expertise in a wide range of practice and different media genres, helping with research on domestic political issues, national security issues, the influence of China and Russia in Lithuania, and the region.

Sidney Eleanor Ammons ’21, *Mentoring Kids Works NM*, Santa Fe, NM **
Recipient of the Bryan Samuel Award
Assist board members, executive director, coordinators, mentors, on-site supervisory teachers, and participant children in program and organizational development; includes work in fields of education policy, fundraising, and grant writing.

Rosalie Anderson ’22, *Maryland Office of the Public Defender, Annapolis Office* Annapolis, MD
Work closely with an Assistant Public Defender in the Anne Arundel County Circuit Court; attend court to observe Anne Arundel County Adult Circuit Court Drug Court, and all proceedings involving felony criminal cases in Circuit Court, such as status conferences, motions, hearings, and trials. Join in visits to jails to observe legal meetings with clients. Review discovery and brief the PD on the allegations in a case as well as become involved in issue spotting, drafting potential pre-trial and post-trial motions, legal research, and general file organization.

Sydney Antonoff-Wertheimer ’22, *Veritas Literary Agency*, San Francisco, CA
Read submissions, practice writing short treatments listing the strengths and deficits of a work; scout for projects, and edit, all while learning industry practices.

Samuel Berrettini ’21, *Point Park Univ., Dept. of Psychology*, Pittsburgh, PA **
Participate in all phases of a research project, including literature review, development of an IRB proposal, collection and analysis of data, and writing a research report; trained to conduct qualitative interviews and assist with interviews of participants on their experience of dignity.

*Cora Clark ’21, *Duckhorn Portfolio*, St. Helena, CA
Learn general viticulture support, focusing in the areas of scouting for common vineyard pests and disease; assist with data collection and input phenology tracking data; provide grower support as needed including crop estimation (counts and weights) and scouting.

Clarece Collins ’22, *Steven Raga for District 26*, New York, NY
Gain valuable insight on the inner workings of a field office of a grassroots campaign by professionally representing the campaign online, by phone, and in person; train and supervise volunteers; monitor print and social media, identify, summarize, and report on relevant news and trends; participate in creative meetings for the design and implementation of campaign marketing strategies; prepare for and assist in events such as house parties, speeches, and debates.

Joseph Cunningham ’23, *ANSER (Analytic Service, Inc.)*, Falls Church, VA **
Examine the various treaties governing the ability of commercial firms to profit from lunar resources, and how these treaties and laws will impact the push to exploit these resources.
**Genevieve DeMajistre ’22, Smithsonian Environmental Research Center, Biogeochemistry Lab, Edgewater, MD**
Focus on understanding the controls on tidal wetland methane emissions using a new experiment in SERC’s Global Change Research Wetland; conduct a literature review, formulate hypothesis, and collect and analyze automated datasets of methane fluxes and tidal cycles of this site. When in-person will collect and analyze water samples and measure plant biomass.

*Samantha Duckworth ’23, Touchstones Discussion Group, Stevensville, MD*
Engage in project management related to core programs in schools and colleges and with executives, older adults, veterans, and the incarcerated; projects typically include research components, data collection and interpretation; and writing.

**Conor Flynn ’22, International Rescue Committee (IRC), Baltimore, MD**
Track, file and mail relevant documents, applications and notices of action; maintain immigration databases; assist with special research or other projects. Under the guidance of IRC immigration staff, meet with clients to assist with specific applications and forms.

Assist a foreign correspondent at an Austrian weekly news magazine (published in German) who specializes in UK, US, Russian, and Middle Eastern politics, as well as UK & EU relations; gain insight into the intricacies of journalism and the responsibilities, values, and methods; assist in conducting research on current political events; plan, prepare, and participate in interviews.

*Nortaute Grintalis ’21, Public Governance Institute, KU, Leuven University, Leuven, Belgium**
Formulate new project under mentor guidance concerning diaspora trends within Belarus, Ukraine, Russia, and the Baltic Region and other neighboring countries and the responsive policy formulation concerning both national security and migration; analyze comparative laws and policy formulation with members of the European Union regarding territorial expansion and external boundaries; monitor current and ongoing issues; access regional databases; copy-edit current research projects and presentations.

**Noah Hale ’23, New Bay Books, Tracy’s Landing, MD**
Assist in every aspect of book publishing, especially poetry, from evaluating and editing manuscripts, preparing them for publication (including proofreading, proofreading, proofreading), promotion, and record keeping.

**Ella Harel-Kirschner ’23, The Cato Institute, Washington, DC**
Assist a policy analyst with a paper about how jawboning, or informal demands by government officials, shapes the policies of social media firms; conduct daily policy research; help draft public comments and testimony; assist in the organization of a debate with another think tank; and attend various educational and professional development seminars with her cohort.

**Masako Ito ’22, Meltwater, Japan, Tokyo, Japan**
Assist senior team members by conducting research on news, media, and social media platforms; provide data cleaning including adjusting sentiment of news, themes of news, and count the engagement; develop visualizations in Excel and PowerPoint to illustrate clients brand data; work extensively with the Client Insight team to assist in on-boarding training, customers’ needs analysis and enhancing customer satisfaction; track market trends and stay abreast in the digital market arena.
**Willow Jackson ’22, UMBC (University of Maryland, Baltimore), School of Public Policy,** Baltimore, MD
Join a team of researchers involved in examining the impact of civil society mobilization on policy change in the areas of policing and criminal justice; collect data on the local organizational presence of the Black Lives Matter movement in the U.S.

**Anton Kalmysh ’20, MZ Wallace, Inc., New York, NY **
Work with the Ecommerce Coordinator and digital team to support and execute MZ Wallace’s e-commerce and customer experience strategies; help create a brand experience that engages consumers, solidifies communication, and drives conversion and sales.

**Kate Kennedy ’24, Maryland State Archives, Annapolis, MD**
Conduct research with primary sources to determine the extent and patterns of enslavement by Maryland’s governors.

**Isabella Kiedrowski ’23, Maryland State Archives, Annapolis, MD**
Conduct research with primary sources to determine the extent and patterns of enslavement by Maryland's governors.

**Levan Kiladze ’22, International Org. for Migration (IOM), Tbilisi, Georgia **
Participate in research and public surveys concerning public attitudes, the role of media and various aspects of migrants’ rights; participate in designing creative multimedia public campaigns with different NGOs to highlight migrants’ rights; assist in managing and organizing meetings, expert exchanges, and trainings for government counterpart on topics relevant to protection of migrants’ rights.

**Bao Le ’21, Worthy Lab, Dept. of Psychology, Texas A & M Univ., College Station, TX**
Compare human behavior in tasks where people must learn to classify stimuli into different categories based on their perceptual features, to predictions made by both machine learning, and theoretical models of classification-learning; conduct analyses with machine learning models; gain insight on the predictions made by theoretical models versus data-driven machine-learning models, and how predictions from both models compare to human data.

**Ava Lehrman ’23, Maryland State Archives, Annapolis, MD**
Work under the supervision of conservators and archivists learning how to manage, protect, and catalog historic materials for permanents archives; work in conservation lab and processing rooms on a variety of preservation projects.

**Jameson Marshall ’20, Office of the Federal Public Defender Service for the District of Maryland, Baltimore, MD **
Provide defense services for federal criminal cases and related matters in the federal court in order to provide quality, legal representation to indigent defendants; work with legal counsel investigating allegations of suspected violations of Federal criminal statues in the District of Maryland, including death eligible cases; plan and conduct complete criminal investigations; research and collect records to obtain facts; and write detailed reports of interviews: data enters running records of case activity and keeps accurate records of all phases of the investigation.

**Ray Matsumoto ’22, Pacific Atrocities Education, San Francisco, CA**
Help compile and research information on the Pacific Asian War as the History Research Intern; write about the history of World War II.
*Gabriel Mendez ’22, Duckhorn Portfolio, St. Helena, CA
Support the overall Duckhorn Portfolio marketing efforts through a series of projects spanning Trade Marketing, Social Media, Content Creation, Environmental Sustainability, Legal Trademark Use, and Photography/Artwork organization.

Monica Molina ’22, Davidson Galleries, Seattle, WA
Focus on inventory management of print and paper artwork of nearly 20 thousand original pieces; gain experience in art handling and installation, community outreach, research, social media marketing, photography, graphic design, and website maintenance.

*Katherine Quinn ’22, Univ. of Buffalo, Dept. of Pediatrics, Jacobs School of Medicine & Biology, Buffalo, NY
Focus on why populations that have experienced social marginalization and historical trauma seem to have such high burdens of diseases such as coronary artery disease, autoimmune diseases, etc.; review the literature; learn the basic concepts of epigenetics and the role of the non-coding genome in regulating basic cellular and metabolic functions; have “hands-on” experience in genetic analysis by examining a data set that consists of genetic risk loci for systemic lupus in African American women; learn how to use genetic and epigenetic information as a means of understanding how and where the environment exerts effects on basic genomic functions.

Alayna Raymond ’23, Univ. of California, The Language & Cognitive Development Research Lab, Berkeley, CA
Work on at least 1-2 studies with graduate student mentors transcribing audio, analyzing data, recruiting participants, and running studies on participants; attend weekly lab meetings; meet with mentors and attend literature review circles with their cohort.

Raphael Rose ’22, NASA Goddard Space Flight Center, Gravitational Astrophysics Lab, Greenbelt, MD
Work with researcher who focuses on the simulation of black-hole mergers—in empty space or in a plasma-rich environment—on supercomputers; take data produced by numerical relativity simulations of single black holes and black-hole binaries, and synthesize these data into simplified “snapshots” of the metric, which can then be used as the basis for more accurate post-merger radiation transport and ray-tracing.

Arpan Sapkota ’21, Himalaya School/College, Kathmandu, Nepal
Teach students from higher secondary (grade equivalent to 11-12) Mathematics and Science; research and assist other teachers with their classes.

Apurva Sharma ’23, Nepal Mediciti Hospital, Dept. of Neurosurgery, Kathmandu, Nepal
Complete various assigned tasks and projects including, but not limited to, shadowing and assisting surgeon during OPDs, daily rounds, witnessing some surgeries, making the EMRs and distributing discharge summaries of patients; choosing and presenting a research project to the department.

Nathalie Smallidge ’22, SHE-CAN, Mill Valley, CA
Support the Program and Community teams, focusing on outreach projects, virtual event and workshop preparation, logistical support for scholars, and other support; projects may include assisting with outreach and recruitment for application launch in Guatemala; checking in with incoming freshmen scholars to ensure they have all documentation required for travel; and assisting with online workshops to onboard new community members.
Honor Stanton ’23, Anne Arundel County State’s Attorneys’ Office, Annapolis, MD
Read, organize, and scan old felony cases—a major project for an upcoming relocation; observe court cases and meet with attorneys from each trial team.

*Abigail Stuart ’20, Univ. of Chicago, Kay Lab, Inst. for Mind & Biology, Chicago, IL **
Learn olfactory system neuroscience and rodent cognitive behavior and data analysis; train rats to do odor discrimination tasks and work closely with graduate students and a postdoctoral scholar on projects related to understanding how olfactory circuits support odor-guided behavior; receive training in each part of the job and adhere strictly to animal use guidelines; participate in weekly lab meetings, read papers, learn neuroscience, and discuss research with other members of the laboratory.

Jaeri Suh ’21, Enuma, Berkeley, CA
Work with a company who creates applications designed to help children learn and gain confidence in early literacy and math through playing mobile games; assist with designing class materials and curricula by using Photoshop and Illustrator; collect feedback from Todo Live users and submit weekly report; develop marketing content as needed, and interact with the Design and Business Team.

Ece Nur Tuglu ’21, Aksoy Law, Izmir, Turkey
Work with a law practice that specializes in real estate, family, labor, corporate, criminal, trade, inheritance, and compensation law; conduct legal research, assist with communications, review and write briefs on developing cases, manage the client databases, assist the firm with case organization, and help with administrative duties.

Heliotrope Vaughn ’22, Reserve Capital Partners, Dallas, TX
Plan tenant appreciation events; assist property manager (PM) in processing vendor payments and rent and tenant billings; act as intermediary between tenant and PM team to solve tenant issues.

Jordan West-Guzman ’22, Maryland Office of the Public Defender, Annapolis Office, Annapolis, MD
Work closely with an Assistant Public Defender in the Anne Arundel County Circuit Court; attend court to observe Anne Arundel County Adult Circuit Court Drug Court, and all proceedings involving felony criminal cases in Circuit Court, such as status conferences, motions, hearings, and trials. Join in visits to jails to observe legal meetings with clients; review discovery and brief the PD on the case; become involved in issue spotting, drafting potential pre-trial and post-trial motions, legal research, and general file organization.

Tessa Wild ’23, Maryland Office of Public Defense, District Court of the Office of Public Defense, Annapolis, MD
Assist in investigating cases, which might include going into the field to photograph crime scenes or interview witnesses; assist with file preparations, which might include downloading discovery and MVA records and digesting discovery; help interview or be a witness to the interviewing of clients and witnesses; watch trials and take notes of what the witnesses said; set up jail visits or go with the attorneys to interview clients; use edefender program (an OPD database system; review body camera evidence that the state discloses to the defense and report what you observed.

Ersin Yucel ’24, Torku, Konya Seker Factory, Konya, Turkey
Gain experience in economics and business by working in production planning, financial planning, marketing, management, human resources management, and financial and administrative affairs; learn the structure and vision of a highly successful firm.
Mana Yumi ’22, Beyond Global, Singapore
Work within a high performing team while collaborating closely with other parts of the division; work alongside experienced consultants to provide HR support for companies to achieve business objectives; develop and establish new HR Systems catered to the clients; prepare reports and material writing based on client's needs; compile data, understanding data structure, analyzing and deriving useful information/trends; gain an understanding of general HR topics across various industries; research hot HR topics in the USA and share with team members.

*Hosted or funded by a SJC alumnus/a

**Deferred from 2020 due to Covid restrictions
Kasparas Adomaitis ‘23
LRT (Lithuanian National Radio & Television),
Investigative Journalism Division, Vilnius, Lithuania

This summer I interned at the national broadcaster of Lithuania, Lithuanian National Radio and Television (LRT), where I was their very first intern to be enrolled as part of the “LRT Investigates” division. I chose this division because of my interest in investigative journalism and concern for press freedom and political transparency in my country. My mentors were welcoming, helpful and genuinely interested in my undertakings at the broadcaster. I worked within a team of five and helped conduct, write and present multiple investigations. My responsibilities were ever changing and I was allowed to work with confidential information, databases and to gather information myself.

One of the investigations involved me going to the state archives and looking through different newspapers from the 90s to find useful information on how certain state property was privatized in Lithuania after the fall of the Soviet Union. I also helped determine the history of legislation regarding commercial forestry and how it influences current politics around state forests and private enterprise. In addition, I translated texts of ongoing investigations into English to share them with foreign media outlets which helped assist with the work. I had the chance to interview a foreign affairs expert who brought insight into the effects of the investigation in question. My most memorable project was investigating the migration networks of people from the Middle East through Belarus into Lithuania. I interviewed Kurdish migrants who had crossed the Lithuanian border in detention centers. I also took part in a day-long stakeout where our team disguised as locals investigated the means of crossing the Lithuanian border to Poland. This entailed car chases and police involvement who we contacted to inform about an illegal migration network. We gathered relevant footage which we used to broadcast the investigation via television and radio.

I have learned a lot through the internship and I am very grateful to have been a part of a heroic team which mentored me over the two months. Having always found it difficult to find a career path that would genuinely interest me, this internship showed me my strengths, weaknesses and gave me a sense of belonging. It made me realize that I could pursue journalism as a career and be good at it. I learned that I am conscientious and diligent with my work and that I value attentiveness and kindness in a workplace. I am polite but also persistent which are two important qualities to have while working in the field of journalism. I also discovered that I have what was described to me as an innate passion for transparency, fairness and the truth, which are important traits for serious investigative work. I gained analytic skills which helped me find faults, patterns and important details in documents and interviews during the internship, and I also learned that in journalism one should be responsible for every word they use. I believe this principle is particularly important to follow during tutorials and seminars at St. John’s. All these traits and skills that I discovered I had throughout the course of my internship started to develop during my time at St. John’s as they are key for learning.

In conclusion, my time at LRT helped me see that a liberal arts education is very useful when pursuing a career in journalism as it teaches open-mindedness and passion for seeking the truth which are both beneficial for succeeding in this field. My mentors expressed care and compassion but were strict where necessary. They taught me that quality journalism is about dedication, honest work and does not wholly depend on having a degree in journalism. I am very grateful for the connections and friendships that I made during my time at LRT and most importantly, I believe this internship helped me clarify and solidify my future career plans.
Mentoring Kids Works NM (MKWNM) is a non-profit that, in short, works to improve children’s literacy in New Mexico. But in reality, so much more goes into this non-profit’s work than simply supplying books, and reading to children. For, to address children’s literacy issues, one must also address issues of accessibility, of food security, children’s safety, legislation surrounding children’s education, and be culturally, socially, and economically aware of what life is truly like for the children of New Mexico.

I had the immense pleasure this summer to be a part of MKWNM as it went through an unprecedented expansion. With the pandemic only showcasing gaps in our public school systems further, MKWNM’s work was in high demand and they really stepped up to the challenge. A huge part of my work related to this expansion was creating a new ‘Four Year Plan’ for the organization. In this process I had to learn about the organization’s past, all the intricacies presently happening internally, and meet with my mentor with personal research and evidence to discuss where the organization should go in the future. This really stretched all of my professional abilities, and expanded my skill set. I learned through this process how to budget finances and brainstorm new paths of revenue, technical writing skills, and especially how to research in the nonprofit sector to really creatively target and benefit the areas an organization is aiming for.

In writing this document I worked collaboratively with other interns! I never felt alone in this process and it was great to always have a support system to bounce off ideas and questions. Even though I worked remotely, I still felt I was making big strides every day. Communication was wonderful during this internship and some of my highlights during the summer was because of this. Not only did I meet with people internal to the organization but I also had several meetings a week with other leaders in nonprofit around New Mexico. I was invited to meetings with the Rotary Club, REEL Fathers, New Mexican Publishing, and my personal favorite with NM State Auditor Brian Colon. With my meeting with Brian Colon I learned about some of the local politics and responsibilities our state officials stand for. Hearing Colon’s story, a New Mexico native himself, moved me immensely. He grew up in a family of immigrants, below the poverty line, and from a different tongue, and so much of his story resonated with my own. It was inspiring to see such like-minded people and truly kind people still believe in making a difference in their community. I carried this inspiration greatly into the work I did this summer.

In writing the ‘Four Year Plan’ and meeting such amazing people, I wanted to be more active in this plan I was writing for MKWNM. I applied for grants from the Kellogg’s Foundation and Witter Bynner Foundation for Poetry on behalf of our organization to get funding and classes for student and parent support. Additionally, I became involved with event and fundraising planning, which led me to work as well in our social media and community outreach. This month we’re celebrating Children’s Literacy Day with the community and now hosting a silent auction in November! Mostly because my mentor supported my ideas on how truly wonderful it could be to host events for the community. Most excitingly, we are working this coming April with Chevel Sheppard (winner of The Voice) at the Lensic to raise money for MKWNM too! During the school year I’ve been invited to help bring these events to complete fruition and I am excited to be involved when I can, whether that be writing newsletters advertising our events, or giving speeches on behalf of MKWNM and children advocacy in person. I don’t feel like my work with MKWNM will end after this summer and I am excited to see how much further I can be involved.

I am very grateful to my mentor and the Hodson committee for giving me this opportunity. I feel it has solidified my desire to enter the non-profit sector with more confidence and passion. Thank you.
This summer I interned at the Maryland Public Defender’s Office (OPD) in Anne Arundel County. The job was quite unlike anything I had experienced before. I started out being given smaller tasks, like filling out minor motions and accompanying my mentor to court just for the purpose of observing. As the summer went on and I began to understand more and more of the local courts system, my assigned tasks increased in complexity. I read hundreds of pages of evidence, watched police interviews and tracked down pertinent witnesses for cases. I also accompanied my mentor to the county jail to talk to clients and called a few on my own if I needed further information when drawing up a motion. Although my mentor ended up not having a trial go ahead this summer, we came awfully close more than once and I was able to participate in the trial prep and the construction of opening arguments.

I am an ardent believer in the applicability of a liberal education to anything one might go on to do in life, and, in many ways, this experience solidified my belief. There are, of course, the technical advantages: coming from a school that highly values writing but resists teaching it formulaically gave me a good start at writing well, documents of a kind I’d never encountered before. The sheer amount of reading I do for school alone has taught me many a lesson in the importance of not losing sight of the small details buried amidst dense documents. One word alone can make all the difference in how a case is approached, and although this word is not always so easy to catch, I found myself readily prepared for the challenge.

That said, there were many things about the job which are antithetical to the St. John’s education. For all of one’s immersion in the justice system, there is very little to be answered regarding the question “What is Justice?” Doubt has no place in the job of a defense attorney; you fight for your client regardless of the facts because you know the State will fight to convict them regardless of the facts. These caveats, while an understandable affect, tend to maintain an imperfect status quo.

I also found it very disquieting to see a judge tell one of our clients that it was due to the nature of his actions that he was going to be separated from his children as opposed to her actions; her hands were tied and she just had to sentence him to however many years more than the minimum. But when I hear incarcerated people testify to the fact that prisons are rife with gangs preparing for an imminent war and that crimes, even murders, often go unpunished, it begins to dawn on me that it is a widely known yet unspoken fact that the DOC is not so much concerned with rehabilitation as they are with presupposed recidivism. There is something painfully elementary about prison, this idea that if you do something deemed bad by others, you pay your debts by being removed from your family and your community and everything that is familiar. Would it have mattered to “justice being served” if the client was sentenced to five years above or below the minimum? This is not really a question for me to answer, but perhaps one which I wished more people had asked.

But then again, I was not interning for the justice system as a whole, I was interning for the Office of the Public Defender and I couldn’t have asked for a better mentor or experience. My mentor, along with all the other PDs, was smart, dedicated and wildly enthusiastic about the job. The work environment was lively and warm, along with the presence of that slightly hard edge that comes from...
understanding what is at stake if you do not do your job well. I really liked that the work consisted of mostly individual responsibilities, but that the environment was still very collaborative, with attorneys constantly turning to each other to discuss their cases and ask for advice. I also liked that the tasks were ever changing, with each new case needing to be treated as per the facts of that case, and that I got to see my mentor, after fourteen years of doing her job, still doing things for the first time.

There were many aspects of the job that I gravitated toward, and I don’t believe I could have asked for a better experience than the one I had over this past summer, but I do not think my future lies in the practice of law. I enjoyed the legal research I did, and I was endlessly impressed by the people I met, but I experienced many moral qualms over the practice of law. I have only the greatest respect for Public Defenders and going forward this year, I will continue to clerk for my mentor because I believe in the importance of the work that she does. But I do not wish to renounce any of my feelings of discomfort when it comes to the practices of the court; it is this comfort, after all, which keeps me thinking critically.
Most of what I did this summer as an intern at the Veritas Literary Agency was read, review, and report on manuscripts sent to the agents. I also occasionally looked for suitable editors for manuscripts that had already been accepted by the agency and were entering the next step of the publishing process. I sifted through and responded directly to many queries from authors, sometimes rejecting them, sometimes asking for the full manuscript to take a closer look. I corresponded with the authors on behalf of the agency, which was definitely one of the most exciting things I did. Through this work, I learned a lot about the publishing industry and the agent’s role in it. Due to the nature of the job, most of the work is done remotely all the time, not just during the pandemic. Manuscripts are sent by email to the agents. Most of the communication I did with my mentor was through email, though we did also meet in person once and over Zoom on occasion. Working remotely allowed for a lot of flexibility, especially since a lot of my job was to read long manuscripts.

St. John’s has really improved my critical thinking and reading abilities, which were in constant use during this internship. Because agents receive so many queries, they have to be very discerning when deciding which to represent. My experience writing and reading at St. John’s helped me to write critical, detailed summaries and reviews of the manuscripts I read. My interest in reading and books is what drew me to St. John’s in the first place.

While I don’t know if agenting is the right area of the publishing industry for me, I am definitely interested in pursuing other work in the field, and now know some of the other options there are, as well as having contacts in the field through my internship. My mentor also works as a freelance editor, and through our conversations, I learned that that might be a path I’m interested in exploring further.

Because this was a remote internship and the agency is so small, there weren’t a lot of coworkers I was in contact with. However, I did communicate a lot with the two agents, both of whom were very friendly and supportive. I loved how direct and casual the environment was, and how often I got feedback. Because of the size of the agency, I received a lot of personal attention and the agents were quick to respond to any questions I had. There was always enough work for me to do, but I was never overwhelmed, and if I needed more work, the agents were quick to respond with another assignment. The agents worked independently of each other on projects, and because their jobs are remote, they work flexible hours and are able to live wherever they want and travel, both of which appeal to me.

Since the agency is so small, it is unlikely that I would work there in the future, but the agents I worked with were very friendly and asked me to reach out to them for help entering the field in the future, whether that be as an agent or in another role. What I really did like about agenting work was the freedom, from picking projects to work on to deciding your own schedule.
Samuel Berrettini ’21
Point Park University
Pittsburgh, Pennsylvania

For my last Hodson summer, I knew I wanted to intern as a research assistant in psychology. I had already interned at the Social Learning Lab at Boston University two years earlier, and I had spent my previous summer taking online college-level courses in psychology. One of my father’s friends, having heard about my interest in the field, put me in touch with Dr. Brent Robbins, the chair of the psychology department at Point Park University in Pittsburgh. When I told Dr. Robbins about the Hodson and my previous experience, he was happy to take me on as a research assistant. In my previous internship, I had been just one research assistant in a large lab, but this time, since I was working with Dr. Robbins one-on-one, I had greater responsibility in overseeing his studies from start to finish.

During my internship as a research assistant, I worked remotely full-time. Dr. Robbins started me off by assigning a pile of readings to get better acquainted with the subject matter of his studies. Although I already had some experience with psychology, Dr. Robbins’s work was more clinical than what I’d done at the Social Learning Lab, so I had some catching up to do, especially regarding methods. Thankfully, the material was similar enough to what I’d been exposed to before that I was able to tackle most of it myself, and I talked through any remaining questions I had with Dr. Robbins.

Once I’d been brought up to speed on his projects, I had two main responsibilities: conducting interviews for an ongoing phenomenological study on virtuous masculinity, and writing up an IRB proposal for a planned study on joy, alexithymia, experiential avoidance, and chronic pain. Although I enjoyed interviewing, as it allowed me to use my Johnnie listening and questioning skills, scheduling difficulties with our subjects made it so that I was only able to complete a small number of interviews. Still, I advanced the progress of that study, and got to dip my toe into gathering my own data for the first time.

Drafting the study proposal went much more smoothly, and forced me to muster not only the knowledge I’d gained through Dr. Robbins’s curriculum, but also the writing that St. John’s had given me a chance to hone. While an IRB proposal is very different stylistically from a senior essay, many of the skills I had developed over my years of annual essays transferred well, especially the ability to ensure that every section of a large paper adhered to a central είδος. Dr. Robbins ended up being thrilled with my draft of the proposal, and since I had had such a hand in the conception of this study, he put me down as a co-author! It will likely be quite a while before the study is complete, let alone published, but he said that he would let me know when it was nearing completion so we could find a journal that would advance my career to be included in.

Eventually, as summers do, this summer ended. Although I had hoped to continue immediately into a graduate program in psychology, I decided instead to accept the position of Client Solutions Associate at GLG, the market-leading expert network firm. I still intend to return to psychology at some point, and this internship was helpful to me to both restate my interest in the field and prepare myself for eventual further study in it. Until then, I will still be applying the skills I learned; the ability to do self-directed, data-driven work remotely has already been invaluable to me at GLG. Wherever, whenever I go, I have gained much from this experience.
This summer, I was a Hodson Trust intern with the Duckhorn Portfolio, a fine wine company in Napa Valley, California. With this internship I hoped to take my interest in agriculture and discover the bigger picture of it as a career. I wanted to oversee the transformation process of a produce into a product, and to understand all the elements that go into farming as an industry. For the most part, I had the experience I’d hoped to have. I was able to clarify my career goals and set myself on a more determined path for my future.

My internship at Duckhorn was in the viticulture department. My job was to act as a bridge between the planting and agriculture side of the vineyard and the winemakers. I travelled independently between Duckhorn’s vineyards all over Napa Valley, collecting data and assessing the state of the vines. My data included the health of the vineyards, the number of missing and/or sick vines for determining seed ordering, grape cluster counts for determining crop estimation, disease and pest tracking, and sugar levels for determining the right time to harvest. The data I collected was then sent to the wineries so they could plan for harvest and for replanting.

Everything I did was with “ear and eye,” without the use of aerial technology or big industry machinery. This was because of the fineness of the product and the attention to detail in its production; Napa Valley wineries believe that big machinery and technological short-cuts ruin the delicacy of the grapes and cut corners on the precision and care that should go into making fine wine. As a result, I witnessed firsthand the important place that hands-on work and observation plays in the agricultural process of a fine product. However, this also impressed upon me the frustrating subjectivity involved in this kind of work: at one point, several of my coworkers and I could not agree on what a “sick vine” was, and so our calculations of sick vines throughout the vineyards were likely very inconsistent. We see the same problems come up in Laboratory at St. John’s: human-collected data on the one hand is the most direct, but on the other hand is subjective and so potentially inaccurate or disruptive.

The Duckhorn Portfolio was a wonderful place to work. My coworkers were kind and informative. I was trusted with a huge amount of independence. Any mistakes I made while out in the field on my own were met with understanding. However, I decided that I don’t want to pursue this kind of work in the future. I did not get a sense for the full scope of the winemaking process with this internship due to the sheer size and prestige of the Duckhorn Portfolio. Because it is such a large company, all of its departments are very independent. The viticulturalists, the viticulture management, the winemakers, and the marketing team all had their own separate offices, so it was difficult to see the web that connected them. This “division of labor” at Duckhorn prevented me from beholding the purpose of the work I was doing. However, it was invaluable for me to learn that my interest in agriculture is on a small-scale level, and that my career goals will take a different path. While at Duckhorn, I solidified my plans to attend graduate school in the Fall of 2022.

I recommend this internship to future St. John’s students if they are interested in the unique combination of big industry and a detail-oriented product. Nowhere else but in the wine capitals of the world does one find field work that can be done only by human beings; nowhere else can you walk through vast farm fields and see no tractor smoke and hear no silos. It is also very interesting to see how a finicky and delicate thing such as a wine can be delivered on a large scale into the hands of the masses. I recommend this internship for anyone who is interested in exploring the big industry agriculture of a poetic product like wine.
Clare Collins ‘22
Steven Raga for District 26
New York, New York

This summer, I worked full time as an intern on Steven Raga’s campaign for New York City Council in Queens, New York. I worked closely with the campaign manager, Victoria Leahy, who acted as my mentor for the internship.

The majority of my daily work consisted in door-to-door canvassing. Each day I would knock on from 100-200 doors with other members of the field team. When someone answered their door, I would let them know about the election, encourage them to vote, and ask them what concerns they would like the city council candidates to be aware of. I recorded all of this data into a database that our team would later use. The conversation skills I developed through my classes at St. John’s helped immensely with this portion of the outreach work. Furthermore, a large portion of the constituents I spoke to did not speak English, so I used my knowledge of Spanish to translate for my team. The academic translation skills I developed through the St. John’s language tutorial prepared me considerably for this type of translating that required a very specific set of language skills.

I continued to gain more responsibilities as the internship went on. I took and edited photos and videos for TikTok, Instagram, and Facebook, making me one of the leads on our social media team. I trained and coordinated volunteers, organized and led rallies, fundraisers, and other events, and helped out with budgeting and other financial tasks. I wrote newsletters, open letters, Facebook posts, Instagram captions, and more. The writing skills I developed through my three years at St. John’s had me eager to help out with whatever writing needed to be done.

My favorite thing about this internship was the creative freedom that my bosses allowed me. All of my ideas were welcomed and encouraged, as long as I could coordinate their execution. This environment allowed me to take the lead in many situations throughout the campaign, allowing me to use all of my strengths to their full potential. In my next employer, I will look for the same type of trust that Steven and Victoria placed in my abilities to perform.

This internship was my first experience working in politics. What I enjoyed the most about politics took place on the local level. I got the most out of the hands-on outreach work such as food distribution, translation, voter outreach, and working with local nonprofits. Some of my most enjoyable experiences on this internship took place within the communities of public housing projects. The least enjoyable aspect of this campaign was the financial aspect. The campaign was completely grassroots, and all of the donations we received needed to be processed into a database with a hefty amount of paperwork. I found this paperwork to be tedious and difficult. I know for sure that in my next job I want to steer clear from any type of financial administrative responsibilities.

When the election results were finally in and my internship started to come to an end, Steven did not end up taking home a win. He now instead works as the executive director of Woodside on The Move, a local nonprofit in one of the neighborhoods of Queens where our campaign took place. He told me that he would gladly have me do another Hodson internship with him, this time with a focus on community outreach. Seeing that I found my strengths and interests to be more in line with this type of work, I will be applying to do a Hodson internship with Woodside on the Move this coming summer.

Overall, this internship was a memorable experience that helped me learn and grow in many ways. The Hodson Trust gave me the means to live in New York City for the first time and provided me with valuable skills and connections that I gained along the way. I now feel confident and secure in my abilities to be a leader and have a clearer view of my goals for my upcoming career.
This summer I worked on a research project which looked into the US-led Artemis Accords and their impact on future lunar mining efforts. The Accords are a series of political agreements that set out the principles by which NASA and partner agencies will co-operate on the Artemis Program, a series of missions which will return people to the moon with the intention of establishing a permanent presence there. The barometer for the success of this vision is the degree to which astronauts can live off the resources present on the Moon. Can they find the resources they need to enable a long-term lunar presence? Perhaps not if it’s illegal to do so. Existing international law governing space is firmly against its appropriation, and it’s not entirely clear as to who can use lunar resources and for what purposes they can use them. The Accords represent an agreement of the nations involved that private companies should be able to use those resources to support future space missions and make a profit. The research question I pursued for the duration of my internship was how far this agreement will advance the utilization of lunar resources by private actors.

I pursued this question by interviewing a range of actors who were involved with the creation of the Accords, as well as policy experts and entrepreneurs. I set up and conducted these interviews remotely and used what I learned from them to direct further research. Over this period I refined my thesis and gathered evidence for a report on the topic. My internship culminated in a presentation of my thesis to some stakeholders in the field and members of the organization in which my internship was based. I combined these conversations with my own readings into the topic area which I collated into a directory of resources on the confluence of the Artemis Accords and Lunar Resources. I feel this work could definitely provide a basis for future projects on either of these topics or in the general area of space policy.

In a St. John’s classroom we come to grips with different types of texts and new languages. We also learn how texts talk to each other over time. In examining the legal background of existing space law I had to come to grips with the idiom of the relevant international treaties. I had to understand them in their own terms and in terms of how they speak to one another. I couldn’t know what they’d say, and I had to confront the degree to which what they say has yet to be fully ascertained by anyone. As we learn at St. John’s, there is no textbook with all the answers, but a lot of competing opinions as to what the answers might be. The St. John’s classroom experience helped me to listen to and weigh conflicting points of view during my internship. Most importantly, it gave me the skills to make my own interpretation of the primary sources in my field of study and fostered within me the confidence needed to share those views with others.

As a result of this experience I am seriously considering graduate school, which I was not interested in pursuing prior to finding this specialist area of interest in Space Policy. This is a big shift in my thinking. The Hodson Internship Program gave me an insight into the kind of work I could be doing five or even ten years from now. The long-term value of the St. John’s program to students like me can be seen in the degree to which it encourages this kind of long-term decision making. Before this internship I saw my academic work just as an end within itself, but after participating in the Hodson Program I can see how it could directly link to my future career path.
Having a mentor was the best part of the program. It makes me wonder how I can learn to build and maintain that kind of relationship for myself and duplicate the benefits of mentorship in my future employment. Working remotely was the hardest part of the internship process and I doubt I could have forged as strong a relationship with my mentor outside of the framework of contacts provided by the Hodson Program. Luckily, the invaluable first step was made possible under that framework, and whatever subsequent moves I make in the area will have a firm foundation because of it. I do see the internship site as a possible place for employment in the future and this is due to the formula for success which the structure of the Hodson Program put in place during my time there.
My internship with the Smithsonian Environmental Research Center (SERC) took place at the Global Change Research Wetland (GCREW); the internship was partially remote and partially in person. Since I was doing data analysis for my project, being somewhat remote was not a large disadvantage and it was very convenient to attend the mandatory seminars and optional coding workshop from home; but if my internship had been fully remote it would have turned out to be a very different and much less fulfilling experience. I do think a remote internship would have been rewarding as well, but there were several opportunities that I would have missed out on if I was not on site. While physically present, I had the opportunity to assist with other projects as well as my own. Since I was doing data analysis for a project that has automated data collection, I did not collect the data that I analyzed. I did however get to participate in the phenology of other projects at GCREW. This involved measuring the heights and widths of a specific plant species so that their biomass could be calculated throughout the growing season under varying conditions. I also got to contribute to the construction of other projects with such tasks as potting plants and securing heat sensors in tubes. At SERC, many of the official employees also take on tasks that are not explicitly part of their projects. From constructing walkways to collecting data for other experiments, the available tasks are very diverse in nature for both interns and employees alike. Personally, I found this to be one of the great benefits of working at SERC as do many of the permanent staff.

The professional environment at SERC is incredibly supportive and friendly. This seems to be fostered by the fact that people do not confine themselves to their own work, but seek out help from other staff and volunteer what time they have to other projects in need of extra hands. My mentor was very accessible both through email and through the communication application Slack where the whole of the biogeochemistry and GCREW staff could be contacted. I was very much encouraged to seek out help from anyone in the group if I was having any trouble, and I was also walked through setting up a GitHub so that my mentor could review my code at any point to help me fix the bugs in my code and figure out the next steps in the analysis process. All of the support was greatly appreciated since the learning curve was very steep.

Coming into this internship, I did not know any of the biogeochemistry pertaining to my project. I had to read several research papers in order to even determine the specific question I wanted to investigate as well as what the best courses of action would be when analyzing my data. In addition to this, I had never used R Studio which is the standard tool and language for data analysis in ecology. Thankfully SERC provided a fairly comprehensive and very interactive workshop for both interns and staff which provided enough information for me to complete my project. In terms of the science, my mentor was very diligent about making sure that I was not stuck on anything, that my project was going smoothly, and that I had enough time to complete it between volunteering for other projects. So even though the learning curve was very steep, all the support and resources I was given made it very possible. I think it
should be said that despite this, if I had been engaged in any work outside of this internship, I do not think I would have had the time to both complete my project and experience SERC to its full potential.

I was worried about my lack of experience when I started, but much of the internship did not feel much different than the work I was already doing at St. John’s. Comprehending the research papers was much like reading the documents from lab; after so much critical reading it was easier to identify what was important, what I needed to be able to define, the consequences of what was being said, and so on. Learning program languages is not too different from learning regular languages, so it was fairly easy to pick apart the grammar of R Studio. Overall, I was teaching myself through reading and practice while being offered assistance at every turn.

I had originally thought that I wanted to pursue data analysis specifically, but this internship has definitely broadened my horizons. I now find myself more heavily focused on the active aspects of environmental science such as data collection and the set-up of experiments as well as the construction of their sites. I am also interested in how scientific observations can be used more generally in areas such as ecological gardening, wildlife conservation, and the rebuilding of ecosystems in ways that help combat climate change.

Overall, it was a wonderful experience. I am not surprised that many of the staff I met were former interns; I got to experience a completely new work environment, I learned a lot about methane emissions in marshes, I can use a new programming language, and I have a better understanding of what I would like to do in the future.
My internship at Touchstones allowed me to take on a number of responsibilities of all different kinds. I was able to gain experience in education and to learn about discussion-based education and how it can be facilitated effectively. I also was able to help design and write some educational programs, which helped me further with experience in education and helped me to improve my writing skills. In addition to the pedagogical experience I gained, I also learned about how non-profits function, and how marketing and strategic planning can be used in an organization. I also gained experience using common business tools, like Salesforce, Constant Contact, Quickbooks, and Microsoft Excel. This internship also helped me develop my own interests for my career. I have found that my interest in education has deepened during my time at Touchstones. I have also discovered an interest in business that I did not realize I had, which has led me to considering new opportunities and paths for myself that I probably would not have considered before.

What I liked most about the internship was the workplace dynamics and expectations. The environment was very oriented towards growth and development. A couple examples of this are the collaborative work that was very common in the projects I worked on, and willingness to receive and give constructive criticism and feedback. I appreciated how my supervisor and coworkers were honest yet supportive, and were willing to help me to reach my goals. This environment has helped me greatly improve my public speaking skills and the comfort I have expressing my opinions or thoughts in a meeting. Both of these were things I struggled with at the beginning of my internship, since public speaking is something I have always struggled with, but because the environment was so honest and constructive, I felt like I could learn to practice speaking confidently and expressing myself clearly. The internship site is certainly a place I could imagine for my possible future employment, since I had such a positive experience there. After the internship concluded, I was hired as a part-time staff member to continue doing some of the work I had done during my internship.

I thought that my work at St. John’s College helped to prepare me for the internship in a few different ways. The first is that the analytical abilities that I have developed during my time here helped me in situations where analytical reasoning was helpful, for instance, in dealing with data or other information. The most significant preparation I received was in relation to my interpersonal skills and writing skills. Because of the nature of classes at St. John’s, I had already practiced active listening and constructive speaking, which were both helpful to me during meetings. I also did a lot of writing during my internship, and my essay writing at St. John’s significantly helped prepare me for that.
This summer, I had the wonderful opportunity to work remotely as an intern for the International Rescue Committee’s Immigration Legal Services Program, based in Baltimore, Maryland. My duties involved attending daily staff meetings, learning about the larger refugee resettlement apparatus in the United States, and collecting, filing, and organizing documents both from refugee clients and from the U.S. Citizenship and Immigration Services agency pertaining to green card, citizenship, and family reunification applications and petitions for IRC clients.

The primary emphasis of my work, however, revolved around working with the IRC’s DOJ-accredited legal representatives to conduct meetings with refugees and their families to prepare their applications for U.S. citizenship. Over this internship, I had the privilege to meet and work with clients and families from Syria, Thailand, Myanmar, Ethiopia, and Sudan—all of whom initially came to the United States as refugees—as I prepared their applications for citizenship. Additionally, I was able to meet and work with a high schooler originally from the Democratic Republic of the Congo through the IRC’s Youth Mentor Program where, with our virtual setting internet connection permitting, we worked on English speaking and reading skills and talked about what they would like to do later in life.

Even as a remote intern, the internship with the IRC was structured in order to include the intern cohort in the workings of the ILS team as we attended the daily meetings where each member, staff and intern alike, would update the whole team on what their day ahead looked like, what clients were scheduled, and how we were doing with the various cases we were working on. Moreover, the technological platforms (Microsoft Teams, Box, Outlook, Google Voice, etc.) we used made communication with staff members and fellow interns nearly seamless and, even while I and fellow interns were working from several different regions of the U.S., we felt like a close-knit cohort that shared in one another’s work and helped each other when we could. I will also add that the availability of all my colleagues, and their willingness to hear questions and help in any way possible, was my favorite aspect of the work environment—an environment which was intentionally fostered through daily meetings over virtual platforms, group communications, and deliberate efforts to include everyone at the table.

Something that I especially appreciated was how adaptable I proved myself to be even as a Johnnie doing non-St. John’s work. It was in meeting other people, and certainly doing so in the capacity of social work, that I fell back on my experiences of listening to others, and listening with the compassionate, kind, and humanizing sentiments to be found in the St. John’s program and especially in the interpersonal and interindividual practice of it. For instance, I had the occasion to reflect on the work of my internship, and of the IRC at large, in this light as I attended a network-wide staff meeting that featured a section on adult education which, understandably, is important for the business of resettling forcibly displaced people. In remarking how adult education differs from that of children, it was noted that the best manner of working with adult clients in an educational setting is that of “co-participation,” or a non-hierarchical expounding or “teaching” of information. This is remarkably similar to the style of our own learning at St. John’s, and, combined with some of the things I happened to be reading at the time—like the writings of an Orthodox nun who gave her life serving the
poor, the marginalized, and the displaced in occupied Paris during the Second World War and the Narrative of the Life of Frederick Douglas—I was able to appreciate in a new way not only the richness of what we do at St. John’s, but also that of social work and the humanitarian sector as well. It is as if, in practicing compassion and a dedicated love for one’s neighbor, we discover ourselves as “co-participants” in learning what it is to live like human beings. I found that in working and meeting with refugees and their families, this sentiment of co-participation, which when practiced implies humility, compassion, and the sensitivity of active listening, to be utterly and absolutely true. I would also add that the ability to appreciate and think about the work of the internship in this way assisted me all the more in the tasks of meeting with refugees and processing their applications.

Regarding how I performed logistically, I found that my experience as a Johnnie gave me a boldness to ask questions that needed to be asked, and the skills and imagination to critically inquire as to how one should handle either a complicated case and how to interact with clients concerning sensitive areas of their lives.

In reflecting on the internship as a whole and how it has affected me, I can certainly say that my career and academic goals have changed, or sharpened. I have realized that pursuing a role in the humanitarian sector is a viable option for me. It is, in fact, a sector at the very intersection of the things that inspired me to apply for the Hodson Internship Program in the first place, and now I have my foot in the door. If I can, I would like to continue with the IRC in the future, and I have been advised by the staff members I worked with that the IRC is looking to fill positions that had been lost since the humanitarian sector, at least in the U.S., was dealt funding cuts and blows over the past number of years, as those cuts are being remedied at present. I am very optimistic about where I am headed and will continue to search out opportunities within the humanitarian aid sector to see if I can contribute to a kinder world.
Between mid-June and mid-August, I worked as a part time intern for the Austrian News Magazine Profil. I worked closely with my mentor Tessa Szyszkwowitz who introduced me to all the aspects of journalistic work. With no prior experience, I began before the internship was to start by reading into the work that my mentor had done previously, as well as trending topics that related to her work. As the internship started, my mentor had me subscribe to several newsletters and tasked me with spending around two to three hours every morning just reading the news from specific sources. Additionally, since the beginning of my internship was just around the 5th anniversary of the Brexit referendum (a topic my mentor specializes in), I was tasked with doing research into the issues that Brexit was still causing, e.g., the sausage war. So, I spent the first couple of weeks mainly reading and doing research for articles my mentor was writing, which is where, I think, I was most helpful to her. It was here, also, where my St. John’s experience was very helpful to me—I normally wouldn’t have a lot of time to gather a large amount of information on certain questions and would very quickly have to filter out the essential and important information to compile and pass on.

Another way in which my experience at St. John’s came to my assistance during my internship was during the asking of difficult questions and having conversations about complex topics. While my mentor and I worked on several “smaller” articles in which I mainly played the part of a research assistant. We agreed also to write a more extensive article on a difficult topic. This was where I was allowed to have more independence in my work and where I played a bigger part. During this part of my internship, I saw and assisted in the production of an article from the very start to the very finish. I was tasked with researching the topic, finding people to interview, reaching out to them, preparing for and conducting the interviews, and compiling the information and quotes from the interviews into the basis of the article.

Due to the pandemic, my internship was entirely online, so I worked mainly from home or from a coffeeshop, since I mostly just needed my computer, my notebook, and an internet connection. My mentor and I kept in close contact via email, text message, and video calls. While I think that I would have been happier to work in the office, being virtual actually allowed me to more easily sit in on meetings and interviews. So, I believe that I got to see more that way than if the internship hadn’t been virtual. Another aspect of this line of work that I particularly enjoyed was the freedom with which I saw it to be conducted. It required a lot of flexibility, sometimes working early in the morning and sometimes late at night, but did not, therefore, lack excitement.

Journalism is a line of work that I could see myself in for several reasons. Not only did I particularly like the way in which the different parts of the job were done—critical reading/research, conducting interviews, compiling information, writing, etc.—but I was also very moved by the sense I got of the importance of the work, that it was greater than I expected to be. I found during this internship that working as a journalist requires being in touch with reality and what is going on in the world that gave me the sense of doing something good and important that transcended my day-to-day life. Overall, I can say that I both found great enjoyment in the work and learned a great deal.
For the summer of 2021, I was able to work with a St. John’s alumnus, Patrick Schaefer, who is a Research Fellow at KU Leuven in Belgium. This was not the first time working with Mr. Schaefer, since I began working with him in 2018 until 2020 (both remotely and later in-person due to a previous Hodson scholarship) at the Hunt Institute for Global Competitiveness in El Paso, Texas, where he was the executive director at the time. As continuation of my previous work at the Hunt Institute concerning research and analysis of regional and international relations and their economic and political structures, I was fortunate to continue such work now within the context of Europe, since I intend to pursue a further career in law within Lithuanian and Europe.

My primary work in this internship was an independently managed research project concerning Lithuania’s developing policy towards Ukraine and Belarus. This research was paired with weekly verbal and written briefings to Mr. Schaefer throughout those six weeks, during which we discussed both the material and methods of the research. Originally, this internship was expected to be a six-week remote internship, with Mr. Schaefer and I communicating through WhatsApp, Microsoft Teams, and other video conferencing platforms. Fortunately, by the luck of changing COVID restrictions in both the European Union and Belgium, I was able to travel to Brussels to conduct this internship in-person. This change did not alter the structure of the internship but was instead greatly enriched through my experiences in Brussels and Leuven.

Outside of my research and briefings with Mr. Schaefer, I was able to explore and learn about Belgium and the functions of the European Union within the country’s capital. Through the experiences encountering the European Parliament and Commission, as well as networking with individuals from the Lithuanian community in Brussels (many of which either work within EU institutions or those peripheral to these institutions), I was able to gain further insight into the actuality of these institution’s functioning. These experiences in Brussels were the practicum to the theoretical work I was engaged in, and which constantly informed me on the nuanced technicalities, character, and reality of both Lithuania’s and the European Union’s conduct in both the 2014 Ukraine crisis and ongoing contentions with Belarus.

Furthermore, since I have been long intending to return to Europe for my further studies and career in law and foreign relations, this internship was an opportunity to investigate possible graduate programs in Belgium when I had the time. It seems as of right now that there is a great chance that I will be returning to Belgium for my graduate studies in the next fall cycle, but it is still too early to say definitively.

During this internship, my St. John’s education was vital for both the individual research and for communicating my analysis and understanding to others. Since the various sources for my work necessarily came from several countries and institutions, my analysis did not only have to consider and properly incorporate the differentiating legal jargon of each country into the context of the whole, but also account for the inherent differences within each countries’ perspective of the events in question. As the already complex geopolitical dynamics between the US, the EU, and Eastern bloc is now further convoluted by the migrant crisis in Lithuania induced by Lukashenko, the understanding of political actions in the region necessarily stemmed from their historically, politically, and economically
informed perspectives. Determining the voices and perspective has always been a cornerstone of the St. John’s method when approaching a new author. This practice was furthered in the verbal briefings with Mr. Schaefer, where considerations of voice and perspective when communicating an analysis to an unknowledgeable party was the forefront of our discussions.

The question of communication was frequently reflected upon during my internship. Especially so in the beginning, difficulties arose in miscommunications and some misfortune. Universities and libraries were only open to a certain capacity due to both the season and Covid restrictions, and consequently my resources for my research were limited to those discoverable online. I had also hoped Mr. Schaefer would be able to connect me to further resources via KU Leuven and other online library sources available to research fellows and students at the university due to the limitation of libraries, but this did not manage to happen. Nevertheless, it was encouraging to be working with a mentor with whom I could discuss questions of professional project management and figuring out such miscommunication professionally, which aided my further output and communication. Also, the structure of this internship had flexibility and self-determination because of the individuality of this research, that challenged me to produce and evaluate the methods and habits of my analyses and work. All in all, this internship gave me many professional experiences which I intend to replicate in a future work environment.
My time as the assistant editor for New Bay Books this summer was more than gratifying. Although I was proofreading two different types of books—two books of poetry and one memoir—the work I did was mostly the same for each. I was responsible for providing detailed commentary on these manuscripts that were going to be published. Of course, this included general editorial duties like checking for grammatical errors or clarifying a sentence, but it also involved a great deal of speaking to the author alongside the editor-in-chief about their work. My brilliant mentor, Sandra, also made sure to show me the work that happened off paper: I learned how she marketed her books online with certain tools; I was given a bookbinding kit to better understand how a physical book is made; and I learned about all the different people who are necessary parts in the publishing process.

Triumphantly, I will also be publishing a book of my own poems through the press, and I learned (and am still learning) about how to be a better writer.

I would not have been as appreciative of all of this had it not been for my experience at St. John’s. Because of it, I am used to participating in small group discussions. I was able to effectively communicate with the authors and my mentor/editor about their thoughts on things from as broad as the whole book to things as minute as a sentence. Each time that I met with an author, I felt like I was doing a practicum in the laboratory: we were studying poetry in the lab, so to speak, cutting into it and trying to explain it. Since we all shared a passion for good writing, being able to have a place in this sort of discussion was my favorite part of the internship because it felt so similar to the things I do for class.

Although this internship was done almost entirely online, I do not think I missed any opportunities. My mentor was an excellent teacher. I think I learned so much because of how engaging our meetings were. Every day, I was learning something new about how to run a small literary press, and I was excited every time I spoke to an author or to my mentor because I felt like I had an important role to play in this undertaking—I am even credited as being an editor on these manuscripts.

This internship reaffirmed my interest in publishing. I am thankful for being able to work for a small press before a big one because of how dearly intimate the experience was for me. We had to work as a group with a common goal. I am now considering a career in publishing and am nonetheless a better writer, editor, and speaker, and I am eager to exercise the skills that I have learned in class during the rest of my time here at St. John’s.
This summer, I was an intern at the Cato Institute, a libertarian think tank in Washington, DC. Although I am not a libertarian myself, I was immediately drawn to the intellectual seriousness and dedication of all of the Cato staff members. They were extremely welcoming, and although very intense about their work, I found them quite friendly and relaxed.

I worked with William Duffield, a Policy Analyst at Cato who specializes in issues related to the First Amendment. Our work over the summer focused on free expression online. As the internet becomes the place for so many of us to socialize, hear the news, learn, shop and much more, many interesting issues about free speech arise. The principle of free expression is foundational to our country, but how it ought to function online—especially on large social media sites—is as of yet unclear. For example, is Facebook responsible for violent riots planned on its platform? Should you be allowed to make videos promoting neo-Nazism, or radical leftism on YouTube? At my internship, we explored possible answers to these kinds of questions.

Much of the work I did was technical and detail oriented. For example, I would often read through transcripts of Congressional hearings—which were sometimes hundreds of pages long—to see how current lawmakers were thinking about these issues. In particular, I worked on a long-term project looking at cases where politicians made direct requests to platforms to take down speech they found objectionable that would otherwise be protected by the First Amendment. After reading through literally thousands of pages of hearings, and painstaking data-table entry, what I found was that politicians on both sides were making these kinds of requests. It became clear that Democrats and Republicans alike had changing attitudes about free speech. Much like preparing for a tutorial, this more technical work often felt very meticulous, but knowing it was in service of a deeper inquiry kept me motivated.

Unfortunately, my internship, which would normally be in the heart of DC at Cato’s incredible building, and include frequent visits to the Hill, had to be moved online. It was certainly disappointing at first. But although the prospect of even more hours and hours spent on Zoom was very daunting initially, I became pleasantly surprised as the internship progressed. Although it certainly would’ve been more fun to be in-person, I was very impressed with everything Cato did to make sure that the internship was still stimulating and engaging, even in an online format. Over Zoom, we had bi-weekly seminars with Cato scholars, Q+A periods, career advice sessions, and a weekly Friday happy hour. Additionally, my boss was extremely responsive whenever I sent him a message, and always clearly communicated to me what had to be done each day. I hope future online experiences I have, whether for school or with a future employer, are just as enriching. Since my experience at Cato, even over Zoom, was so positive, I can’t help but wonder how much better it would’ve been in more normal times. But I found the program online impressively enriching and enjoyable.

Throughout my time at Cato, I felt extremely aided by my studies and habits formed at St. John’s. Many of the other interns struggled with the daily long readings we had to do, and sometimes had difficulty with our seminar-style discussions. But, as a student at St. John’s, the long texts, open discussions, and critical reading felt very natural to me. No matter what text I was looking at, I felt like St. John’s trained me to read, think and speak with care and curiosity. At a think tank, these skills proved invaluable.

Many Cato interns go on to become full-time employees at Cato. In the future, I certainly may be interested in this path. Regardless, I now feel certain that pursuing a career related to free speech issues, and law in general, could be a wonderful possibility for the future. I am grateful for the Hodson Program for making this wonderful internship possible.
This summer, I was fortunate enough to work as a digital analyst intern for Meltwater as a part of the Client Insight team in Tokyo, Japan. Meltwater is a software as a service company known for its media monitoring and social listening platform. As a digital analyst intern, I assisted my team in developing reports such as competitor landscape analyses, consumer insight reports, campaign performance reports, and tracking media exposure and volume by using Meltwater’s software. Some of the more technical responsibilities included core tasks such as handling data from data extracting and data cleansing to using visualization tools. Having my internship mainly remote was admittedly overwhelming since some tasks took me twice as long to complete due to the lack of accessibility and ability to reach out to my coworkers. I imagine an in-person internship would have increased my efficiency in completing tasks. However, I quickly adjusted to the circumstances—a big thank you to my incredible teammates and mentor who have given me the tremendous support necessary to get me used to the remote working environment.

I was involved in 12 projects from clients in the private and public sectors. One of the most memorable projects I worked on was a competitive benchmarking project for a major cosmetic and beauty company. The task was to make a hypothetical analysis on why their competitor’s products are more in demand, and as such, growing their revenue. It was my first project during which I was able to dip my toes into tech consulting. I quickly realized my passion for this project as I was fascinated by the process—listening to the client’s goal, understanding the problem, finding the core cause of their problem by researching and testing my hypothesis, and finally creating a solution. To do that, I extracted raw data from Meltwater software to investigate what the consumers were saying on SNS and to understand consumer behavior, and analyze what lead to customer purchases. I then came up with my own hypothesis and testing its plausibility by accumulating sample data from the software.

My St. John’s education especially helped me with projects that involved applying my critical thinking and analytical skills, gained from reading the program books, which require you to engage with the text and to dwell on the difficult passages and subjects. I believe that because of these skills, I was able to deliberately evaluate a situation and the data presented to me to identify and solve problems in an efficient way. In the hypothetical analysis, I focused on applying ‘apple to apple’ comparisons to understand the client and their competitor’s sales tactics. For instance, to understand each company’s target demographic area and their overall game plan, I strictly focused on investigating their marketing strategies. By doing so, I discovered that our client implemented influencer marketing whereas their competitor had customer testimonies on their website and social media. It seemed to me that our client’s competitor wanted to promote and legitimize their customer’s authentic and genuine reviews of the product instead of hiring an influencer to advertise their product. From there, I conducted an in-depth analysis on why their marketing strategies led to their success and growth in revenue. I learned from this task that strategic content on websites can persuade a customer to buy a product, and this is when the decision-making process, which ultimately leads to business success, happens. Applying my critical thinking skills made me realize that, by aligning perspectives, it was easier to conduct a detailed analysis to examine clues on why one company attracts more customers than the other.
Even though I was completely new to the field and the role, I had a successful and unforgettable internship experience at Meltwater. Because I’ve challenged myself with studying materials that I did not feel confident with at St. John’s, I was able to do the same in this new environment and absorbed more about the field than I initially expected. My goal has always been to work at a global company with a work culture that aligns with my values. Even though I’m still unsure of my ultimate desired career field, I would like to pursue a beginning to my career in a similar field, or if given the opportunity, to return to Meltwater. I appreciate my mentor and coworkers who have given me nothing but kindness, patience, and guidance to give me the great summer internship experience that I’ve had. And I am grateful to St. John’s for allowing me to have this experience that has helped me grow as a professional and as a person.
This summer I had the opportunity to intern for the University of Maryland, Baltimore County, working directly with a graduate student and a professor of political science. My internship was carried out remotely, but that was due to the nature of the work, not the circumstances of COVID-19.

My internship consisted of research about different Black Lives Matter and ally organizations. I worked to identify the organizational presence of these organizations across the county, mostly through local news resources and social media analysis. Once an organizational presence was identified, I collected the data used in identification and utilized different spreadsheets that documented that data for further use later down the line in this project. Examples of that data would be how many social media platforms they had accounts on, and how active they were on these accounts. In addition to my individual work I also met weekly on Zoom with the graduate student for a check-in, and to go over any questions I had about the project.

The type of work at St. John’s, and the type of work at this internship did not share many similarities. However, the communication skills taught at the college were useful for this experience. Being able to confidently discuss with the graduate student about any of my confusion, as well as to share ideas on what could be improved helped everything run more smoothly.

Completing this internship furthered my interest in policy and sociology. Going into this experience I knew that I wanted to explore these fields after St. John’s, either in the form of a job opportunity or continuing my education at a graduate program. Being hands on in this research and data collection assured me that I would be happy to devote my time to further exploring these fields after completing my undergraduate degree.

Not only did I enjoy the content of the research I was doing, but working in an environment where I have a clear list of goals to complete each day, and a set pattern for how to find the information needed is a great fit for me. I enjoyed mostly working by myself, but also knowing that there were people just an email away that could help me in any way I needed if I ran into any confusion. I would hope to be able to find a work environment similar to this in the future.

Moving forward from this internship, I would enjoy helping out on this project some more given my availability with school and work. I learned a lot of valuable lessons here, and enjoyed the coworkers around me.
This fall I interned in the e-Commerce department at an accessories brand MZ Wallace. In this role, I worked with an e-Commerce Coordinator and the digital team to support and execute MZ Wallace’s e-commerce and customer experience strategies. I helped to create a brand experience that engages consumers, solidifies communication, and drives conversion and sales. This role required both a creative and an analytical mindset, a keen visual eye, strict attention to detail, and a passion for data and how it relates to a broader understanding of the consumer. Some of the tasks that I performed include, but are not limited, to the following:

- Assisted with the translation of MZ Wallace’s international sites, ensuring cohesive communication throughout.
- Conducted website QC’s, continuously testing different sites to ensure translations are correct and running smoothly.
- Created and built landing pages and homepages using MZ Wallace’s templates in Page Designer.
- Supported e-Commerce Coordinator in ensuring all collection landing pages are merchandised appropriately for an optimized consumer experience.
- Researched and provided reporting on current topics in UX, including but not limited to risks and opportunities, the competitive landscape, and e-Commerce trends.
- Played an integral role in launching MZ Wallace’s Holiday content, including Sale, Gift Guide, and special promotions.
- Lead aggregation and organization of assets to support wholesale business initiatives.
- Conducted regular inventory reporting to communicate low stock, as well as find and spotlight potential opportunities to appropriate stakeholders.
- Conducted regular sales reporting and analysis.

My internship was completely remote, and I worked and collaborated with everyone over Slack and Zoom. Although online platforms can often create more occasions for miscommunication or misunderstanding, all of my co-workers were very patient and friendly and were willing to answer all of my questions without frustration. However, since I was often one of the only people in a meeting on Zoom, it was very difficult to participate in the conversation, make comments or suggestions, and ultimately, made it more difficult to build relationships and network.

Since I could not demonstrate my enthusiasm for my work in person, I did it by showing greater initiative in the work that I did and found the time to take initiative and go a step further. For instance, I reached out to review service sales representatives directly to collect more detailed information for my syndicated review research, and to inquire about their competitive advantages. When I received access to Fullstory, I immediately started to use click and scroll maps to make more subtle and strategic merchandising decisions on web and mobile. Moreover, in my spare time, I used Trailhead to...
learn new Salesforce tools and techniques that I then applied to my work at MZ Wallace. All in all, I never stop learning, I am not afraid to ask questions, and I never take anything that I already know for granted, so that I can continually refine my performance.

The biggest takeaway from my St. John’s education was, of course, soft skills, which are much harder to define and measure than a specific store of practical knowledge and information, but which have a very high value in the economy of the fourth industrial revolution. Ability to communicate and write clearly and effectively, to approach new and difficult problems with confidence, to never take what I already know for granted, and to know how to ask the right question that will ultimately show the way to the best available solution—all of these skills were integral to my day-to-day work at MZ Wallace. Without them, I would not be able to adapt to a new environment, would not be able to learn how to perform tasks on the spot, and would not be able to leave a positive impression. I’d even go as far as to say that these soft skills comprised the core of the work that mattered the most.

This experience persuaded me that I want to continue carving out my career path in UX and e-Commerce, because I have gotten a lot of positive feedback from my supervisors, and I have confidence that I would be very good at it. I am hoping to have my internship at MZ Wallace extended for the next few months since I believe that they could use my help in the upcoming busy holiday season. However, in the meantime, I am looking for other internships and jobs in the fields of marketing and e-Commerce that would harness the skills and experience that I gained while working for MZ Wallace.
Kate Kennedy ’24  
Maryland State Archives, Annapolis, Maryland

I was lucky enough to receive a Hodson Trust Scholarship to fund my internship at the Maryland State Archives this past summer. Archival work interests me because it blends research, history, work with manuscripts and old texts, and the chance to retell and share stories that have not yet been told. The Maryland State Archives have a long running history of working with St. John’s students, which was one thing that drove me in their direction. When I applied, I did not specify an area of work that interested me more than any other—everything seemed appealing. I was placed on the Governor’s Research project, which was completely virtual.

Our team investigated Maryland State Governors between 1777 and 1864 to see how many enslaved people they held, in order to find out what said enslaved people’s fates were both during and after enslavement. This was accomplished by analyzing wills, inventories, property records, Federal Censuses, slave statistics, chattel records, runaway ads, etc. This project was emotionally difficult, but it was important work and remains so. I am glad that I could play a role in bringing this information to light.

William Paca was one of the Maryland Governors I was assigned. Two remnants of his legacy in downtown Annapolis are the William Paca House and the Paca-Carrol dorm building here at St. John’s College. Paca at one point in his life owned 92 people, and yet in all of his records only about eight people are named. That is such a tremendous loss of history. Such a loss is incredibly dehumanizing to the people that were held and to their descendants.

Surprisingly, runaway ads were a good source of personal information. They were incredibly detailed—giving both an accurate physical description, including height, skin tone, and distinguishing features like scars, and most importantly, the enslaved person’s real name. Every other type of document listed the enslaved person by the name given to them by their owner, as opposed to what they called themselves.

At this internship program, a different department would present and explain what they were doing and how they got into the field each week. It was a great way for all of us interns to learn more about different opportunities at the same institution. This internship was completely virtual, so much of my work was done in my bedroom, at local coffee shops, or at the public library. Our supervisor was Owen Lourie, who was assigned three interns: Kate Kennedy, St John’s College, Isa Kiedrowski, St. John’s College, and Erica Quinones, Washington College. The three of us got along fabulously and also worked well together, despite our internship program being online. We had weekly meetings to go over content, but we also took the time to know each other better.

The skills we learn at St. John’s are learning how to read and understand dense texts and learning to ask good questions. The material I was working with was not the easiest to read, as it was written by hand anywhere from 200-300 years ago. Clearly, the ability to read translations of Ancient Greek prose came in handy. Better yet, I was able to ask questions relevant to this project.

This project helped me clarify my academic and career goals, since I am now considering a Masters in Library and Information Sciences. Despite the emotional toll that such a field of research caused, I enjoyed the process of archival work and contributing to such a significant project. I want to constantly be learning and one way of doing this would be researching and sharing things that were previously untold. I am not sure what job fits that description, but if it happens to be archival work, I’m glad to have had this experience. The right job for me could also be found in a library, research positions, academia, or in the literary field. I know that no matter which one of these fields I end up in, my experience at the Maryland State Archives this past summer will have better prepared me.
Isabella Kiedrowski ‘23
Maryland State Archives
Annapolis, Maryland

I don’t remember how many internships I applied to, but I do remember that I really wanted the one with the Maryland State Archives. It was, in my mind, perfect in every way: larger than the archives I’d worked for in the past, located in Annapolis, where I had family I could stay with, and it was full-time. I would have been grateful and relieved to get any internship at all, but this was my gold standard.

And then I got the email from Owen Lourie that I’d been selected for the Governors’ Slavery Project. It was designed to be entirely remote, with any and all resources I might need available on-line. I began my internship after a quick orientation of the main databases we would be using: FamilySearch (run by the Church of Jesus Christ of Latter-Day Saints), Ancestry.com, and the Archives’ own internal database. I loved looking through the pages of documents, scanned though they might be, looking for records of sales, purchases, inventories and wills that might give a more detailed image of the persons owned by the state’s early governors. Any record, no matter how small, would be logged into a corresponding spreadsheet.

At first, my internship was remote, as only essential workers were being allowed into the Archives’ building. But starting July 1, I had the opportunity to work on-site. My duties didn’t change, but it became so much easier to find the records I needed. Computers may have made a lot of things easier, but they still can’t replace a historian with a library cart. I’m forever grateful that I had the chance to work on-site, because the remote work, while satisfying, would have left me with a wholly inaccurate view of what a “real” job like this might entail. I also wouldn’t have been able to meet the Archive staff in person—there’s only so much you can get out of a half an hour meeting on Google. It’s far more useful to spend half an hour together in a basement, waiting for a tornado to pass (yes, there was a tornado), or in a parking lot, waiting for the fire department to turn off the alarm (I’m told there wasn’t a fire—just an overly sensitive alarm system).

After a summer paging through about a century’s worth of records, I think I can safely say I’m not tired of history—if anything, I’m even more enamored of it than I was. Could I see myself working there in the future? If they’ll have me! I do know that a good many people there started out as interns—including two of my supervisors. I certainly haven’t ruled it out, and I would be delighted to spend more time working there.

I would be remiss if I didn’t mention the subject matter of my internship. I admit I don’t think about slavery as often as I should. As someone whose family emigrated from Poland a little over ten years before I was born, American history wasn’t exactly a common topic at the dinner table. It wasn’t until I moved to Maryland to start at St. John’s that the implications of slavery began to make themselves known. That building over there? Probably built by enslaved persons. That street? Almost certainly. Campus buildings? Some of them. I never worked on anything directly related to St. John’s, but I do know there is an ongoing project to look into its history. Directly studying the people who were enslaved by the founding fathers—men whom we think of as embodying life, liberty, and the pursuit of happiness, actively taking it away from tens, sometimes hundreds of people—gave me a lot to think about. Even though I left with my portion of the project completed, it opened a window into an area of history I’d like to study further on my own. There is so much we don’t know—and will never know—about these people, but we can try to uncover as much as we can, so that this part of the nation’s history is never forgotten.
As an intern at the International Organization for Migration (IOM) Georgia, I worked in two main directions: with the Media & Communications Officer and with the team of EMERGE, a project funded by the Ministry of Foreign affairs of Norway to highlight migrants’ rights and fight xenophobia.

In the first week of my internship, my mentor—the project manager of EMERGE—and I conducted interviews with the members of each department of IOM. I learned about their most recent projects in the fields of border management, prevention and fight against human trafficking and smuggling, migrant protection and assistance, migrant health, labor migration, and human development. These meetings also introduced me to migration issues relevant to Georgia and the qualifications necessary for the projects of IOM as well as of other international organizations.

With EMERGE I helped present to our partner organizations research and public surveys concerning public attitudes, the role of media, and various aspects of migrants’ rights in Georgia and Armenia. As part of the project, I assisted in managing meetings with experts and organizing trainings on topics relevant to the protection of migrants’ rights.

Assisting the communications team with a full update of the IOM Georgia web page was my first task as an intern. I updated the pages of individual departments on the official website using my interviews with each department. I was faced with many challenges: translating and editing content, creating and sorting visual media, and restructuring the website according to each department’s needs.

My next major projects were designing a new layout for the second issue of IOM’s biannual newsletter and supporting its dissemination all while preparing, analyzing, and archiving training materials. As the number of my ongoing tasks increased, by prioritizing, I came to practice faster and more efficient decision-making. Within the few weeks of my internship, I had already participated in public relations, media & communications activities of the mission, assisted with the production of information and awareness-raising material, as well as with planned activities to mark the World Anti-Trafficking Day.

By producing a Georgian brochure for IOM’s newly developed Migration Translation App (MiTA) and troubleshooting a Georgian version of MigApp—a multi-lingual global online platform, which serves to provide useful information to migrants about countries they plan to visit or reside in—I got used to the terminology of the field and became more comfortable in drafting press releases. Later this helped me to write talking points for my colleague’s interview with a Georgian television channel on the topic of foreigners’ rights in Georgia.

Under the migrants’ rights protection project, I assisted with the review of NGO partner activity reports and assisted with the preparation of the information and awareness-raising materials produced by partner NGOs, such as featured stories aimed at countering xenophobia. These stories helped me see the struggles of migrants in Georgia and made me more aware of their concerns. My last project which was for the department of Labor Mobility and Human Development involved creating a contact base of Georgian migrants who work in different fields all around the world.
The internship challenged me to take a proactive approach and seek additional work after completing my tasks to develop my skills further. During our weekly meetings, I would reach out to other IOM team members to take advantage of my time at IOM by getting to know other teams’ work as well. The internship has allowed me to learn more about different types of work involved in the field of migration and to become a member of a wonderful team. Participating in various administrative aspects of IOM’s projects has given me a good sense of how international organizations work with the government, NGOs, media, and the public. The enthusiasm of IOM’s staff members has helped me to have a fulfilling internship experience.

In the future, I would like to be more actively involved in making social research rather than editing, distributing, or administering resources for research. This, however, would require more experience and knowledge in a particular field of research. After my experience of working at IOM, I am more confident that after getting a master’s degree either in international relations, humanitarian action, or social sciences, I would like to work with an international organization either as a consultant, a researcher, or a project manager to benefit from an intimate work environment and contribute to the development of my community.
I interned at the Worthy Lab in the Department of Psychology at Texas A&M University this past summer, with Dr. Darrell Worthy as my mentor. I became acquainted with Dr. Worthy while looking to pursue a post-graduate education after St. John’s, as the Psychology post-graduate program at A&M’s College of Liberal Arts is a good fit for my interest in neuroscience and psychology. Dr. Worthy’s lab focuses on Cognition & Cognitive Neuroscience, more specifically exploring the learning and decision-making processes through mathematical models.

This internship marks the first time I participated in an on-site psychology/neuroscience research, as my past experiences in the field include summer courses taken online, along with limited psychology readings that are part of the St. John’s curriculum. Though I was familiar with the overall concepts and goals of the studies carried out during the internship, I was generally unfamiliar with the techniques employed, such as the usage of the R programming language, the development of mathematical behavior modeling, and the statistical analysis of experimental data. I overcame these obstacles within a short time, however, thanks to the experience of analyzing and acquainting myself with new and challenging concepts during laboratory tutorials at St. John’s.

Though I was on-site at the lab for the internship, most of the work was done digitally, with communications done over email. Regardless, I had the valuable opportunity to converse with other graduate students and undergrads in the lab and around the University. Dr. Worthy provided me with multiple possible projects at the beginning of the internship, out of which I chose to go over previously collected datasets to analyze using a few different mathematical models. The goal of the study is to decide the method by which humans make decisions under pressure when given the choice of either a) a higher immediate reward which decreases overall reward in the long run, or b) a lower immediate reward which raises the overall value later on. I was instructed by Dr. Worthy to program a hybrid model which tracks the expectancy for both the long-term and short-term results for each choice, to see if a preference for either result can be attributed to the effects of aging. After finding which models are the best fit for the collected data, I performed non-linear multivariate regressions to determine the relationship between the expectancy for reward and the aforementioned decision-making.

Overall, the internship was tremendously helpful in introducing me to modern scientific research and provided me with the new skillset of statistical analysis and computing. Dr. Worthy was very communicative and instructive throughout the entire internship, and the graduate students in the lab were willing to answer any questions I had. My experience at the lab is an encouraging step towards pursuing further studies and research in cognitive neuroscience and its related fields.
From June to August 2021, I interned at the Special Collections and Conservation Laboratory of the Maryland State Archives. I was lucky enough to conduct this internship in person, at the Edward C. Papenfuse State Archives Building in Annapolis, and gain valuable hands-on skills. Since all of the people I worked with were able to work in person, I had an internship experience that would not have been drastically different during a normal year.

I worked on several projects, handling documents dating from the 18th century up to present day, as well as maps, letters, books, lithograph prints, glass-plate negatives, and historical flags. Some memorable collections I worked with include the Mumford collection of Civil War letters; the Sluby Collection of genealogical research in Baltimore, MD and Washington, D.C.; the Bready postcard collection; and the Scharff collection of Maryland-issued legal documents. The Mumford and Sluby collections required me to examine and describe each document, while the Bready collection involved adjusting the numbering system used to catalogue each postcard. By contrast, the Scharff collection was concerned with the cleaning, restoration, and repair of 18th-19th century documents. In addition, I got the opportunity to write an article for their quarterly newsletter about a letter from a Union soldier that described the campus of St. John’s College in 1861 (linked below).

My supervisor, Maria Day, was the director of the Special Collections and Conservation Laboratory departments, which allowed me to do work in both departments. The Special Collections department differs from the main work of the Archives in that it handles documents not issued by the Maryland government. When collections arrive at the Archives, they must be numbered, catalogued, described, and moved to a permanent location within the Archives building. Due to the unusual nature of the collections seen by Special Collections, it works closely with the Conservation Laboratory, which addresses conservation concerns throughout the Archives. For example, the Special Collections department often receives books that are historically relevant but are covered in mold, which they then take to the Conservation Lab to see how they can best be preserved.

In a practical sense, I had to rely on my high school experience to handle the many spreadsheets involved in cataloguing and categorizing the materials with which I worked. From a more intellectual point of view, however, the Program at St. John’s College certainly fosters a love for history and primary sources in its students that I was able to put to good use while at the Archives. While reading at St. John’s College, I have often wondered what the original manuscripts of the texts we study might look like. Primary sources are central to the work we do at St. John’s, but we face the reality that we do not have the time to learn the original language of every book we study. In other words, someone has already made some kind of determination as to how each sentence should be rendered into English. This is not so for the documents I studied at the Archives, which contained the past in a splendidly unadulterated form. Although my studies at St. John’s have encouraged a healthy reverence towards primary sources,
my work at the Archives may have brought me closer to them. These thoughts led me to treat each collection with a curiosity and care instilled in me from St. John’s College.

While I enjoyed the experience of working at the Archives, I found that the working environment could become a bit monotonous at times. Each person worked on their own project in their own area, and projects can take months or even years to process. On the other hand, I recognize that if I were to pursue a career in a larger Archives, it is likely that I would be one of many archivists or conservators working on a huge project, and that I would be encouraged to specialize in a specific medium with few opportunities to branch out. The welcoming and helpful attitude of my mentors, Camille DiMarco and Jen Cruikshank, made up for the monotony, however. They were not only friendly to me, but also made a concerted effort to educate me on many types of archival work, particularly conservation. Even though I only looked at a small fraction of the types of conservation needed on the documents that pass through the Archives, Camille and Jen made sure that I would have a passing familiarity with many others. Maria Day and her deputy director, Megan Craynon, did the same with regards to Special Collections.

While I am not sure that I am temperamentally suited to the working environment of archives, I would certainly like to continue to have mentors as encouraging as the ones I had at the Archives. I am open to considering an archival-adjacent career, such as curatorship or courier work. I still love history, I have just discovered that I need to do more active work. Despite this, I would be happy to work at the Archives in a part-time or temporary capacity, and have tentatively been offered a volunteer opportunity whenever I would like to return. I enjoyed my work at the Maryland State Archives immensely, and I am very thankful for the opportunity to learn so much about archival work and to experience a full-time working environment.
Jameson Marshall ‘20
Office of the Federal Public Defender Service for the District of Maryland
Baltimore, Maryland

Interning at The Office of the Federal Public Defender for the District of Maryland has helped me learn more about the inner workings of the Justice System and motivated me to continue into a career at a Public Defenders Office.

The Office of the Federal Public Defender represents people accused of federal crimes who can’t afford to hire a lawyer. There cases can go all the way from District Court to the Court of Appeals, and even the Supreme Court. The Federal Public Defender also handles capital cases, meaning that the defendants could be sentenced to the death penalty if found guilty. People’s lives are on the line.

Over the course of the internship, I learned about the history of Public Defenders Offices and their place in our justice system today. Until 1963, poor defendants could go to court without even having a lawyer. It wasn’t until Gideon v. Wainwright (1963) that the Supreme Court ruled that people have a right to legal representation in both federal and state cases, regardless of their ability to pay. Thus, Public Defenders offices were born.

However, even now that people accused of crimes have access to a legal defense regardless of their ability to pay, they are still at a disadvantage. Public Defenders are at both a monetary and procedural disadvantage to prosecutors. The prosecution has more money and resources to try people accused of crimes, more opportunities to make their case in court, and often more credibility in the eyes of judges. The perfect metaphor for this advantage is that in court the prosecution sits nearer to the jury because the prosecution is meant to represent “The people”. But people are innocent until proven guilty, and people accused of crimes should have access to quality legal defense.

The inequality that people accused of crimes face is what drew me to apply for an internship at The Office of the Federal Public Defender, and it’s the reason that now, after my internship, I’m applying for jobs at public defenders’ offices, so that I can make more of an impact.

During the internship, my role was to support the investigators and attorneys who were preparing to try cases. That usually involved either finding, requesting, or analyzing records to save the attorney’s time. A single legal case involves an unbelievable amount of paperwork. Throughout the internship, I learned that most of the work involved in legal defense isn’t glamorous. It isn’t all about a lawyer yelling “objection!” in court. You won’t find it in many TV shows or movies, but it is important. People's lives are at stake, and The Public Defenders Office is responsible for giving people a good defense.

Now that my internship has finished, I’m applying for investigator and paralegal positions at Public Defenders Offices and similar non-profit legal organizations so that I can play a greater role in defending people accused of crimes. I would recommend that other Johnnies who are interested in law apply for internships at The Office of the Federal Public Defender for the District of Maryland or other Public Defenders Departments. Public Defenders Offices need all the help they can get and interning at one provides a good look at the inner workings of our criminal justice system.
This summer, I co-authored a publication titled, *A Clash of Empires at Pearl Harbor: How Nanshin-ron, Japanese Nationalism and Militarism Exacerbated the Imperialization of Asia*. It focused on the lead-up to the Pearl Harbor Attack and the “Southern Advance Doctrine” or *nanshin-ron* in Japanese. I began by researching the history of modern Japan, from the expedition of Commodore Matthew Perry in 1853 to the end of the Pacific War in 1945. I read dozens of secondary sources, primarily academic publications and primary sources such as official documents, policies, and transcripts. I wrote summaries and notes for each text, which became the building blocks of the final draft. I was also responsible for citing these resources and editing my work to avoid plagiarism.

Being entirely remote allowed me to work efficiently in the comfort of my own home. Maintaining a convenient workspace, especially with many books, enabled me to stay productive throughout the internship. It also benefited me financially, as I avoided transportation and housing costs. However, working remotely with a partner in a different time zone was a challenge. Not only was scheduling an issue, but we could not communicate our ideas as effectively over emails and calls. It limited the cohesiveness of our work. I also did not get the opportunity to interact with my supervisor. I would have learned more from her with frequent in-person conversations. Instead, they were mostly limited to emails and short calls. However, I still had the opportunity of regularly meeting with their historian. She taught us countless things, from researching and noting to writing and formatting. Being remote was a barrier in some ways, but it did not prevent me from gaining valuable experience and knowledge on researching history.

I treated each text similarly to how I would for a class at St. John's. Questions concerning cause and effect were most central in the process. Many of these eventually became the thread of my narrative. These questions were also critical. In other words, I would wait to read different texts to form a solid view of a historical event or figure. This caution and skepticism allowed me to accomplish effective research and writing. It was unfortunate that I did not have the time to read the whole of each book. I had to focus on specifics, as opposed to understanding the complete narrative of each academic.

My interest in Japanese history stems from my high school education. WWII is a topic that is absent in most Japanese curriculums. I only learned about it because I attended an International School. I was aware that most Japanese people avoided the issue because of the atrocities committed in the Asiatic-Pacific Theater. It made me curious about the thoughts of these soldiers, who were primarily civilians from middle-class families. I wanted to learn the specifics of these atrocities, so I visited war museums in Japan and Korea before the pandemic. I also have personal motivations, as opposed to purely academic. Being born and raised in Japan by Japanese parents, with a former Korean grandfather, makes the matter more emotional. I cannot help imagine what it would be like if I were in the same position. Hence, I felt more dedicated and involved in the research because there was something very personal. This internship was a helpful test to see whether I would enjoy this path as a career opportunity. I am confident, now, that researching and educating people on modern Japanese history is a path I want to pursue following my graduation.

I plan to intern at Pacific Atrocities Education again to write a better publication. Being more experienced will allow me to take an active role and guide other interns through the process that I experienced. I am considering becoming a more established member of the organization, but I also want to branch out and explore my options. Eventually, I want to teach these events of WWII to students and maybe work to transform education policy and curriculum.
This summer I interned at Duckhorn Vineyards in St. Helena, CA. The Duckhorn Portfolio is an expansive luxury fine-wine retailer that sells a variety of vintages and wines. As an intern for the marketing department, I was able to learn more about wine, the wine business, and the company itself. I was responsible for a few projects, all of which were primarily unsupervised, in consumer education, sustainability, and general marketing awareness. These were informative projects that taught me consumer awareness, advertising, and branding. The idea for the sustainability project was to explore the agricultural practices of every wine in the Duckhorn Portfolio and use information to better handle customer inquiries. The information was also used to educate shareholders who are looking to invest in sustainably-friendly companies.

These projects were educational for me insofar as they taught me the importance of understanding your customers, shareholders, and general business ethics. My experience at St. John's was important because it taught me the rules of diplomacy and listening. Working for a company with a lot of structure requires that you're attentive and cordial. Learning how to speak and when to speak is important and knowing how to contribute is also an important skill. Discussion based classes at St. John's taught me this valuable lesson, and it was useful for my time at Duckhorn. However, I don't think that this was the right environment for me personally. I enjoyed the structure and I enjoyed the wine business but working for a publicly-traded company can be a tough environment for some people. I would recommend finding younger and smaller companies to work for in the field that you're interested in and learning the industry from there. However, there are perks to working for a larger company insofar as you can see how a larger business operates. Everyone I met at Duckhorn was very kind and respectful, but I felt like there were moments where my position was unclear to them, and likewise I felt sometimes that I wasn't clear about my position. I don't think that Duckhorn takes in many college interns, so I think this contributes to the problem. If someone else were to intern here, I would say go for it just be aware of your goals and expectations.
This summer I had the amazing opportunity to intern at Davidson Galleries in downtown Seattle. Davidson Galleries is a small commercial gallery located in Pioneer Square. The gallery focuses on print and paper artwork and has an inventory of nearly 20,000 original pieces. I was fortunate enough to be able to do this internship in-person. Prior to this, I was considered for a few remote internships but given the nature of the field I am really grateful I was able to do my internship in person. My activities and responsibilities as an intern ranged throughout the course of the summer. At the start of my internship I was first shown the basics of proper art-handling and matting, this allowed me to spend the first few days of my internship getting comfortable with holding and handling the artwork on my own. Thereafter, my supervisor progressively implemented different aspects of working in a gallery. This included inventory management, art handling and installation, community outreach, and research.

Inventory management was my favorite responsibility. It consisted of organizing and taking record of what artwork and pieces were kept in the various drawers so as to keep the gallery up to date on inventory. This allowed me to spend several hours with various artist’s works and gauge the variety of artwork contained within the gallery. It was also a very introspective task as I found myself developing tastes and opinions on what types of art I connected with personally and even what types of art I disliked. This prompted me to further research and learn what philosophies, themes, and experiences inspired the work and inventory I was managing. In addition to inventory management, I greatly enjoyed prepping the gallery for showings and exhibitions. I learned how to frame, install, and label artwork properly for showings and exhibitions. This process was hard work and time-consuming but the result was always more than satisfactory.

The environment of the gallery was unlike anything I had been around before. Prior to my internship I had been accustomed to fast-paced and loud work environments. The gallery on the other hand was quiet, diligent, and slow. In addition, the gallery is run by four employees, including the owner. This communal, slow-paced work environment was very encouraging as I felt comfortable asking for guidance and instruction with any and all tasks. While my supervisor was who I spent the most time learning from, she was not the only person who educated me while I interned, it felt like a group effort of Davidson Galleries. My only real complaint of the work environment would be the quiet that I was so unaccustomed too. Regardless, I hope to be able to find and duplicate that communal intimacy of small work environments in the future.

My desire to intern at an art gallery originally stemmed from wanting to pursue art law as a career; I wanted to explore the art field which was most accessible to me as an undergrad student. Thus, I found Davidson Galleries and got to experience the inner workings of an art gallery firsthand. This influenced my plans for post-graduation. I originally intended to apply and to attend law school next fall, but I currently find myself researching various fine art and art history graduate school programs. This shift is inspired by my internship at Davidson Galleries. I believe this decision will better prepare me for art law and which fields I intend to pursue in it. I have spent this summer surrounded by art and knowledge and it has been one of the most fulfilling experiences of my undergrad career. I hope to be able to experience an internship like this again.
This summer I worked with Dr. James Jarvis (A`75), a pediatric rheumatologist for the Jacobs School of Medicine at SUNY Buffalo at the Clinical and Translational Research Center. Although Dr. Jarvis is a Pediatric rheumatologist, my work with him this summer focused on rheumatic disease in an adult population. I examined possible reasons behind the higher rates of rheumatoid disease in Native Americans. I focused on how social factors, especially adverse events in childhood, may explain the high rates of rheumatoid disease, the earlier age of onset and more severe disease progression found in Native American patients. In considering these questions, I read many articles in academic research journals studying specific cohorts’ different rates of rheumatoid diseases, the effects of stress on the immune system through system modification and epigenetic changes, the demonstrable relationship between Adverse Childhood Experiences and worse health outcomes as adults and the less quantifiable effects of societal level disparities such as racism.

My St. John’s experience helped me when working with these articles as I was familiar with parsing technical jargon from fields I know little about and identifying what new concepts were central to the arguments outlined and should therefore be examined more closely. I was more comfortable with the idea that I did not need to fully understand everything I was reading, that some dense aspects of the article were not relevant to my work so I could move on, than I was before three years of working through a large amount of material on topics in which I am no expert. There were times the difference in background knowledge between me and my coworkers, two second year medical students, was stark. I found I had to spend significant amounts of time on understanding the biological systems, something that was not the true focus of my inquiry. When they discussed their projects, I found that I could not engage on the informed level which I strive for as a Johnnie.

My work this summer reminded me that I work much more efficiently when I have a middle level of supervision. I like the freedom to approach problems and tasks in a way that makes sense to me, rather than to a superior, but I do like to have some level of guidance rather than being let to roam completely free. My experience this summer was closer to the free-reign side of things that I think I would want long term. The concentrated focus on one line of inquiry was something I really enjoyed for a summer, but I feel I would need the ability to shift focus every so often to open a new area of deep inquiry. I think I would feel unsatisfied in a job which had me approach things merely quickly and superficially, but I cannot see myself focusing on a specific question my whole career either.

I was hopeful that I would be able to work in a lab or with patients more than I did this summer. I think my internship was structured as a review of existing literature partially due to the COVID pandemic and the minimization of extra personnel in the hospital and lab, but I still wish I had been able to work there. I knew before this summer that I like reading and synthesizing large amounts of information, it was the more hands-on aspects of the work which would have been new to me, expanding my knowledge of how I like to work. I am still very glad for the experience and think it confirmed that some of my preferences regarding academic work transfer into the workplace, albeit an academic one.

I do not think I will end up working at the Clinical and Translational Research Center in the future for the simple reason that all the principle investigators working there are medical doctors who teach at the University of Buffalo and I do not think I will want to go through medical school, but I could see myself working in a similar setting, something considering the overlaps of social and biological factors on our lives, or some other academic research, again.
Alayna Raymond ‘23
University of California, The Language & Cognitive Development Research Lab
Berkeley, California

The source of my interest in language came from the St John’s classroom. I became very interested not only in how language is formed, but also how it is acquired. I looked into fields that asked these questions and found that psycholinguistics fit my criteria. I ended up interning at UC Berkeley’s Language and Cognitive Development Lab from June 1-July 30, 2021. Going into the internship, I expected to learn more about the field of psycholinguistics, and what the research process looks like in a PhD program. After nine weeks, I feel the internship exceeded those expectations.

The primary function of an intern in this lab is to help graduate students with their current research projects. I ended up helping with two projects, allowing me to explore different stages of the research process. On the first project, examining child directed speech during the pandemic, I spent the first week reading background materials and familiarizing myself with the study. Once a week I would meet with my mentor and fellow interns on Zoom to discuss relevant papers, look at the data collected so far in the study, and discuss the progress of the study. When not doing those tasks, my main job was transcribing audio recordings that would later be analyzed using coding software.

The second study, examining children’s use of modal verbs onto probabilistic situations, was still in the process of collecting data from participants. I did similar work to the previous study, but I also recruited participants, scheduled times to collect data, and led the participants through the study procedures via Zoom. Because most participants in the study are young children, it was important that I helped them stay focused on the given task, while remaining friendly and engaging. After running each study session, I had to log that experiment’s completion by updating databases.

There were also many opportunities to learn new skills related to the research and data analysis process. I participated in a virtual bootcamp that taught me the basics of the programming language R, which is a newly popular coding language to use for analyzing data. I also attended weekly reading groups that involved all five of the developmental labs’ interns, where we were assigned a research paper and discussed it. It was in the reading groups where I really felt my experience at St. John’s come through and help me approach the sometimes-intimidating research papers. Overall, though, these opportunities were all extremely rewarding experiences and have added to my list of ways to learn more about language acquisition.

Every week throughout the internship our specific lab had a meeting that consisted of a graduate student and their interns presenting about their study, including its methods, its relevance, and progress made. This allowed me to gain a deeper understanding of the study and how to explain it in a professional manner. In the final week of the internship, we were tasked with making short presentations like the previous one, but this time without a mentor. This was meant to be a final measure of whether we understood the study(s) that we had been collaborating on.

In reflecting on this internship, I would say it exceeded my expectations of what I was going to be doing. Rather than just doing ‘grunt work,’ I was able to vocalize my interests and have parts of the internship tailored to those interests. I also really enjoyed the balance of independent and collaborative work. While I did spend much of my time working through transcriptions or running the study, I was also able to
connect with fellow interns and my mentor. By meeting with others, I was able to engage with the research in a way that went beyond the material. On the surface research may seem very rigid and straightforward, but there is so much to interpret in what the data is telling us, and how it adds to our understanding of language cognitive development.

The only issue I really experienced during the internship was the absence of a fully productive environment. Since I was remote and therefore not in the lab working alongside others, it was more difficult to remain focused on some tasks. However, I will say that the organization and delegating done by my mentor was enormously helpful in keeping me busy and on track. My mentor was also very receptive to any sort of problems I had with working through tasks.

The internship program at UC Berkeley’s Language and Cognitive Development Lab turned out to be a great place where I could explore my interests. Not only did I learn about various aspects of language formation and cognitive development, I also came to better understand the ways in which research can help other people. My experience from this internship has made more tangible the possibility of understanding language development, and how I could use that understanding to help others. I hope to go through this internship program again next summer (hopefully in person) or pursue a similar internship related to psycholinguistics.
My internship activities and responsibilities involved learning and coding. The primary goal was to approximate a numerical relativity simulation of a black hole into a set of coefficients. The success of the project depended on whether an event horizon could be discerned after reconstruction. In order to achieve this goal, I had to learn linear algebra, numerical approximation and various solutions to Einstein’s field equations. Once I got the basic concepts down I was ready to code them. This constituted the main part of my internship. A lot of problem solving and writing out equations in code. At a certain point in the internship I had set down the main outline of the code and we progressed to working out the bugs. My mentor was very helpful in solving the more difficult issues, his process of breaking down problems into cogent sections was amazing to watch and participate in. I finished the internship at this stage with a few problems left. I hope to work on these over the course of the year and come out with a paper eventually.

The material I have covered at St. John’s is difficult to apply to the hard sciences. While I wish I could say that I used Descartes’ handbook for the direction of the mind, that would be disingenuous. At the same time, the confidence I have learned in teaching myself is immeasurably useful in an internship where I lack most of the background knowledge.

As far as my academic goals I am pretty confident that I do not wish to be coding all day. Considering the circumstances of the pandemic I don’t think I could have asked for anything else, but it certainly was a challenge to sit down to code in the same place I sleep. I think that if I have the chance I will attempt to work in a more experimental environment. Quantum optics seems like a field with a lot of potential for interesting discoveries and which I can apply my natural talent for working with machines. I also learned about a section of the European Space Agency which works directly on fundamental theory which sounds very interesting to study.

I was really fortunate to have a wonderful mentor with whom I fostered a great relationship. Moreover, NASA seems to have a really good workplace environment. There is a relaxed environment and a government job is extremely stable. It does not seem like my mentor has the funding to provide me with another internship. However, post-bac work at NASA is a real possibility and I’m sure my mentor would like to continue working with me.
I would like to thank the Hodson Committee for providing me with the funds to participate in this internship. This summer I had the chance to work with an educational institution, Himalaya College. It is located in the heart of the capital of Nepal, Kathmandu, although this was of no significance to my internship due to my inability to go there due to travel bans. The pandemic ruined a lot of my plans, including my graduation, and this internship was another huge blow. However, my mentor suggested that I can continue my internship regardless of not being at the site. The college had, of course, come up with the novel plan of conducting their classes online. My mentor and I discussed and concluded that my responsibilities, which I will be explaining in the next paragraph, would not be compromised by me working remotely. Hence, I decided—to inform the Hodson committee about my plans—to stay at my current location and continue my internship.

Although my internship was altered to be conducted remotely, my responsibilities were not altered drastically. Like the college itself when it went online, it was much easier to reach out and assist students. I took 11th and 12th-grade Mathematics and 11th grade Science class. Besides taking classes I had many other responsibilities. These responsibilities included developing lesson plans, class tests, and innovative ways to teach the students. I tried in some of the classes to implement the Socratic method of learning. While it was with just some extra classes, the students seemed to enjoy and learn more from the method. I also had to monitor the individual performances of the underperforming students. My other responsibilities include assisting other teachers with grading tests and assisting them when required.

St. John’s College’s unique way of learning helped immensely with my internship. I had the opportunity to conduct tutorial-style classes. It was also a different experience to be in a class like that outside St. John’s College and not with the typical “Johnnie.” I, myself, learned a lot from the students from this method. My mentor and other staff were intrigued by this unique style of teaching.

My mentor assisted me with everything she could for me to have an excellent class. She also directed me towards the person who had the syllabus. She also provided me with previous tests as a guide for me to create new tests. The students in my classes were fun to work with and were eager to learn too. Everybody associated with the college was cooperating to get the most out of online classes. And I am glad I could be a part of it. Interning remotely, however, was not ideal because of some missed opportunities. I was not able to collaborate enough with my colleagues. With incompatible time zones and subsequent outbursts of the pandemic, I was unable to manage my time to meet them.

I enjoy teaching a lot. This internship has also piqued my enthusiasm more. And after completing my studies, if I decide to pursue this profession in the future I would love to work with the pupils of Himalaya College.
It has been an unusual year and an even more unusual summer. Amidst the aggravating pandemic, I decided it would be an enlightening challenge to intern at Nepal Mediciti Hospital. And indeed, it was. I interned with the Department of Neurosurgery under my mentor Dr. Prakash Paudel, an associate neurosurgeon. Moreover, Mediciti Hospital is one of the leading hospitals for Neurosciences in Nepal, so the internship was extremely valuable and edifying, to say the least.

My responsibilities as an intern included entering data during the Out-Patient Department consultancies into the Electronic Medical Report, working with other interns to make discharge reports, shadowing neurosurgeons and neurologists in their daily rounds and consultations, attending weekly presentations, and collecting data and proof-reading the consultants' articles. This experience not only helped me affirm my dream of working in the field of Neuroscience, but also made me aware of the trials and tribulations health professionals have to go through each day. The mere thought of having to manage patients during a pandemic in a third-world country had put me in distress, yet the doctors and the management were very optimistic about it. Patients in the Emergency Ward and the ones admitted to the hospital were regularly tested for COVID but it wasn’t required to be tested to get an OPD (Out-Patient Department) consultation, which was very shocking to me. At this point, even most doctors weren’t inoculated because of the lack of vaccines in Nepal, yet they seemed fearless, nonchalant even. They just relied on masks and constantly sanitizing their hands, which seemed to be pretty effective.

At the OPD, I gained many insights on how to effectively evaluate and diagnose people’s symptoms that were seemingly usual, but sometimes turned out to be rare cases. I got to briefly learn how to look at CT Scans and MRIs of the brain and the spinal cord, which felt strange for some reason. Perhaps because I’ve been engaging in the idea of the mind as a metaphysical one, and so seeing an image of the brain was just very bizarre. The conversations between the doctors and the patients were fascinating; it felt very professional yet intimate. I realized it is very taxing on both ends, to trust someone with your life and to be responsible for someone else’s life. But it is a beautiful exchange.

My experience at SJC definitely made my internship much more advantageous. I kept being drawn to ask questions regarding the mind through a more spiritual lens and comparing that to the doctors’ technical idea of the brain, which they seemed to enjoy and so did I. Engaging in this sort of speculative dialogue only made me more inquisitive about how the human mind works.

I also shadowed some residents and observed a few procedures, some simple ones like suturing and some moderately difficult ones like LP Shunt and Angioplasty. The latter had to be done by the surgeons themselves but it wasn’t in an Operation Theater, so I could watch it. The precision and concentration it takes to do even the simplest procedures is remarkable. It made me admire the doctors even more, seeing them balance their justified fervency with dexterity.

However, the most memorable part of my internship has to be the daily rounds we took. I always had this half-hopeful, half-dreaded feeling each morning, uncertain of whether the patient in the ICU yesterday survived the night. But most of them were getting better every day; I came across this
realization that recovery can be quite painful too. In the span of two months, I noticed I got very emotionally attached to these patients and their journeys, which I’m not sure is a good thing if I want to be a health professional. I asked one of the doctors how they cope if they lose a patient or make incorrect judgments, and she simply said, “I’ve gotten used to deaths. I have to be. If I make ineffectual judgments, I just learn as much as I can from it so I don’t make the same mistake twice, and I go to bed so I can give my best the next day.” It was an absurd answer. I didn’t know what to make of it. I couldn’t imagine myself not being affected by such things, walking so confidently and comfortably on the thin rope between life and death. But I guess experience is the best teacher, and I will learn someday. This internship was transformative in all respects; whether it be by vitalizing my dream or humbling me in the reality of my world.
My internship with SHE-CAN started off as somewhat generalist, with basic administrative tasks for the Program department. It was a remote internship, which initially felt isolating, but I realized that SHE-CAN staff maintained an up-beat office atmosphere by using Skype as a messaging and video call platform. I could essentially talk to and call anyone at any time if I needed help, and I felt very welcomed by everyone I engaged with. Although I did not have a specific project to focus on yet, I quickly acquired new skills in using online applications that organized SHE-CAN’s institutional information. These included Salesforce, Alchemer (a survey developer), Dropbox, and Office Suite. I learned how to use these applications from the thorough guidance of my mentor, the Program Manager, and another supervisor with whom I would continue to work closely, the Director of Community Building.

Because SHE-CAN utilizes a year-round program on-boarding their Scholars and new Mentors, there is always a sense of business. Because there are multiple application steps for the Scholars seeking a place within SHE-CAN’s scholarship program, I had a steep learning curve becoming familiar enough with the annual timeline of SHE-CAN to be able to know what was happening during a given week. However, because quite a few of my projects early on were administrative, I was using Dropbox to keep documents and spreadsheets organized. I often used last year’s documents to update this year’s information before it was distributed by email. That way, I became quite familiar with the basic annual schedule of the program.

Some specific mid-sized projects that I worked on were adding new Mentors as Salesforce contacts, requesting new Mentors sign an on-boarding agreement, researching and reporting on an organization that SHE-CAN Scholars would potentially work with, and designing two surveys for Mentors. I completely designed the surveys—with suggested questions from my supervisor—and researched how best to conduct non-anonymous demographic surveys for the highest response rate and greatest comfort of those taking the survey. The demographic survey received approximately 35% response rate. The other survey I designed was to learn more information on a small-group initiative SHE-CAN tried last year to assist with new Mentors in specific roles. They were partnered with experienced Mentors in those roles, and we wanted to know how effective it was. That survey had an approximately 25% response rate and did not provide the detailed information I was looking for, which showed me the survey could have been better designed/worded. These projects provided some excitement and now I feel a greater confidence in processing information with both spreadsheets and documents accessible for signing.

SHE-CAN is composed of a robust, close-knit group of people, a community which spans the organization. Each Scholar is matched with five Mentors, and because SHE-CAN turns 10 this year, there is also a thriving alumni group. One type of project that helped me become familiar with so many new people was creating slides for PowerPoint presentations, designed with the specific objective of introducing recently on-boarded Mentors and Scholars to the SHE-CAN community. These
presentations used photos of the new members, along with brief bios on each of them, their work experience, and areas of interest.

The biggest project I have worked on this summer was coordinating research for a second annual round of SHE-CAN’s History & Culture Workshops, which are meant to help Mentors, other Scholars, Volunteers, and organizational supporters become more informed with the post-conflict countries from which SHE-CAN draws Scholars—Rwanda, Liberia, Cambodia, and now Guatemala. I reached out to the body of Scholars from each country to gauge their interest, since they are doing the substantial research. My involvement in this project was to coordinate on-going research, prompting new material by asking questions about the research topics, and providing edits and proofreading when the research is done. I have met with Scholars directly to discuss their research progress. It has been an excellent experience getting to know such accomplished students and their cultures! The project, however, extends beyond the end of my internship. I will be able to attend the workshops virtually when they occur later in the fall.

A somewhat substantial, daily project that surfaced in the second half of July and which continued into mid-August was SHE-CAN hiring for three permanent positions and one contracted position in the organization. It became my job to routinely check all platforms where the jobs were posted, sort the application materials in Dropbox, and alert the relevant SHE-CAN staff about the various applications. On account of this project, I began working with the Founder and CEO of SHE-CAN. My work with her has been the same notifications when applications come in, but I also drafted an email for her to send to those who were not accepted when the positions are filled.

While I have been a writing assistant at St. John’s over the summer, I also had the chance to utilize those skills for a project at SHE-CAN too. The Scholars each write essays as supplemental material to their college applications. They attend a few writing workshops hosted by SHE-CAN and each of their essay Mentors reviews their work to help make improvements. One of my projects was to provide exactly my writing assistance expertise to contribute to this process of essay review for the Scholars.

In addition to those administrative tasks early on, I had a number of small research projects which profiled different organizations or public figures with which SHE-CAN could potentially engage. There is a strong international relations bent to the organization’s operation in the form of travel abroad to meet prospective scholars, coordinate with local officials to ensure the foreign communities’ involvement in the SHE-CAN initiative of encouraging young women there to apply for the program. Unfortunately, my participation in those events was meager and remote, it was a good demonstration of how my own career interests in international affairs could be directed, albeit with a particularly human rights/philanthropic focus.
At the end of my Sophomore year, I was considering my career and education options after I graduated. I have long been interested in law and politics, but my knowledge was theoretical and I needed experience to give me a basis for deeper questions and understanding of the field of law. With the help of the Hodson Trust Internship, I was able to get a summer internship at the Maryland State’s Attorney Office in Annapolis. This job enabled me to attend courtroom proceedings and observe the inner workings of the legal system. Due to COVID restrictions, the office had severely cut the number of interns they were accepting, so the funding provided by Hodson's Trust and the reputation of St. John’s students was a great help in my obtaining this opportunity. At the start of the summer I was the only intern approved for work at the Office of the State’s Attorney, an honor I am confident came from being a Hodson recipient.

Due to COVID, personnel required for sorting case files and documents had been limited in 2020, which left a heavy workload for myself and my supervisor. At the beginning of my internship, I accomplished relatively simple tasks, such as properly disposing of expunged case files, but as I gained experience I moved to more complex jobs, such as scanning completed cases into the database and inputting disks and thumb drives of evidence into already existing case files. Due to the fact that I was handling actual criminal case files, being able to stay organized and keep a constant eye out for any mistakes I, or the person who inputted the case before me, was incredibly important. My time at St. John’s was very useful in this regard. Having practice reading many pages of Aristotle and then recalling where important quotations were in seminar proved useful when reading over large cases and checking that all the important information had been secured into the database in case of retrial or appeal. This was just one of the tasks I was able to accomplish by the end of my summer. As the summer progressed my supervisor was allowed to add some additional interns to help with our workload, and I helped train and supervise our new staff.

The greatest joy of my internship was the ability, when I was not busy with other things, to watch trials in progress. I was able to watch several criminal cases from start to finish, including the trial of Jarrod Ramos, and had the opportunity to ask questions of the prosecuting lawyers about their process and the decisions they had made in preparing the trial. This was extremely helpful in my goal to learn about the legal profession. The ability to see not just the court room activity, but all the files and preparation that are involved with proving even a very simple case, gave me a much clearer view on what it means to be a criminal lawyer. Everyone at the State’s Attorneys’ Office was very willing to answer questions, and my supervisor went above and beyond to make sure I had the chance to watch some of the greatest lawyers in the office in court, and additionally to see a wide variety of case types, from drug court to murder trials. I found I enjoyed all aspects of these court proceedings.

I am still not certain if I want to become a lawyer in the future: I have two more years of St John’s to figure that out. But now, I can look into the profession with a truly clear idea of what would be involved and how my abilities would benefit. I would be very interested in working at the Office of the State’s Attorney again, and would highly recommend it and the Hodson Trust Internship program to anyone who is interested in going into law or politics.
This summer I worked in Prof. Leslie Kay’s lab in the Department of Psychology at the University of Chicago. This lab studies the olfactory system, using rats as their animal model. There are several ongoing projects at the lab each led by a graduate student studying different aspect of the olfactory system, spanning behavioral to computational methods. During my internship, I worked most closely with Rui He, a sixth year PhD student, examining the differences between orthonasal and retronasal olfaction.

Orthonasal olfaction is what we primarily think of when we think about smelling something: drawing air and odorants up through the nose to the olfactory epithelium where sensory receptor neurons transmit signals to the olfactory bulb of the brain. Retronasal olfaction, by contrast, occurs during eating and drinking as odorants travel from the back of the mouth up to the nasopharynx where they meet the sensory receptor neurons. The same odorant, for example, amyl acetate (artificial banana scent), produces different neural representations in the brain when delivered orthonasally versus retronasally. The olfactory system in general is not well understood, and retronasal olfaction in particular has barely been studied. Additionally, there is increasing evidence connecting disfunction of the olfactory system with neurological diseases such as Alzheimer’s disease and depression. Developing a broader understanding of olfaction will provide a foundation for these further inquiries.

In our experiment, rats are asked to discriminate between two odorized liquids. They lick a bottle spout and must distinguish between the two odors using retronasal cues. Odor A signals the next liquid dispensed will be a sweet sucrose solution, while Odor B signals that the next liquid will be a bitter quinine solution. As the rats perform the task, they learn to continue licking for the sucrose reward, and to withdraw from the lickspout to avoid drinking quinine. Once they can consistently discriminate between odors in above 80% of the trials, the rats are moved to the next odor pair.

Very fine electrodes are implanted in the rat’s brain to record the electrical signals of neurons in the olfactory bulb, pyriform cortex, olfactory tubercle, gustatory cortex, and hippocampus as the rats perform the task. During my internship I learned not only how to set up and perform odor discrimination experiments, but also how to analyze some of the data we collected during the experiments.

We use Matlab to visualize the frequency of neural oscillations over time. Because there are many different cell types that fire under specific conditions within the olfactory system, looking at the frequency of action potentials, electrical depolarizations, starts to reveal the structure of the interactions between different groups of cells. Between separate regions of the brain, we look at the coherence of the oscillations. High coherence suggests that the two regions are connected and sending information between themselves during a behavioral state. We do not have definite results from our experiments yet, but we hope to use these methods to understand how the brain creates representations of retronasal odors.
Besides experimentation and data analysis, I have learned several ancillary skills including making the electrodes that capture brain signals, soldering to fix our electrical equipment, using a cryostat and microtome to preserve and prepare brain tissue for histological examination, and assisting in surgery to implant the electrodes in precise regions of the brain. While my coursework at St. John’s was not directly helpful to my internship, all of the general skills like reading complex texts, communicating clearly, comfortable mathematical literacy were essential to preparing for my internship. In advance of my internship, I read multiple neuroscience textbooks, many journal articles, and taught myself the basics of Matlab. I strongly recommend future students interning at a lab do as much preparation as possible so that they can participate in lab discussions, ask better questions, and be assigned more interesting and complex tasks. I was hired as a lab tech at the end of my internship and I will be able to continue working on this project.

The environment of the lab is very nice. Everyone is very friendly and they were very welcoming to me. Unlike some other labs, I think, our lab has a culture of healthy work-life balance, although it is sometime necessary to come in to the lab on the weekends because when we are training animals, they learn best with daily sessions. All of the graduate students are helpful and supportive of one another and are not competing for the Principal Investigator’s attention and favor.

One drawback of a relaxed lab culture however, is that work can feel a little slow and unproductive without many projects and papers progressing simultaneously. The Principal Investigator has a hands-off attitude toward the graduate student’s projects, and some of them expressed that it might have been better to pick a lab that provides a little more help and guidance. Because the P.I. is not always demanding to see progress, it is necessary to be very self-motivated in this lab. The lab culture works well for me, but I suggest that students wanting to work in a lab consider not only the lab’s research interests, but also think about what type of lab culture would suit them best.

I really enjoyed my summer experience and I am so happy that I can continue to work here. I am really grateful to Prof. Kay for setting up my internship around Covid restrictions, and doing the protocol paperwork allowing me to be at the lab in-person. It has been an unambiguously positive experience where I have learned so much in only a few months.
It was a random lazy day in the 2020 spring break of my junior year. After two weeks of lockdown due to the Covid outbreak, I was suffering from boredom and surfing the internet endlessly as usual. And, all of a sudden, the Youtube algorithm recommended I watch the interview of the female mobile-application startup CEO in Silicon Valley. The title was *The Female leader who received a 5 billion prize from Elon Musk.*

“Hmm, interesting,” I murmured and I clicked the video. And that same day, I announced to my roommates at the dinner table that I’m going to work at her company, Enuma, after my graduation.

And guess what, a year later, my dream has come true!

This summer I worked as a product manager intern for ten weeks at Enuma, an edu-tech mobile application company in Silicon valley. To briefly introduce our company, Enuma’s name has originated from the word “enumerate”, which contains our vision: to provide each and every child opportunities for the best education regardless of their circumstances through technology. We develop gamification apps for children and currently over eight million children from all around the world are using our apps to make learning Math and English easy and fun. Our company’s product is distinct from any other education apps since we use gamification strategies for e-learning, which is the key of our product.

During my internship, I assisted my mentor Mr. Park, a senior Product Manager, in launching a new language learning application *Todo Hangul (Korean)* in the United States. Targeting Korean Americans users, I have provided market research like demographics, and interviewed prospective users to find out what’s the exact niche and difficulties of Korean parents to teach their children Korean language in the U.S. By doing so, my ten weeks of internship were absolutely an eye-opening experience for me. I never imagined that producing applications can be this difficult and challenging work. Great apps do not come from a mere idea, but sophisticated data work, tons of research, and creative work from all the passionate employees who share the same vision to provide the best educational app to children. Thus by interacting with UX/UI designers, developers and marketers, I was fascinated to see the overarching production of mobile applications.

Among all, the work that I enjoyed the most was creating illustrations and writing a storyboard to design *Todo Live* class curricula and materials. (Todo Live is Enuma’s new online coaching service, in the *Todo English* application.) I was very happy and proud of myself when I heard from Todo Live English teachers that children who took the virtual English classes using my created materials had a very fun time during the class. Working at Enuma was definitely the most fruitful internship I ever had.

Now, I have become a full-time assistant product manager at Enuma and I’m working towards the successful Todo Hangul launch in the United States. While I really enjoy working at Enuma, my dream is not only limited to producing educational mobile applications. My dream is to bring its edu-tech system into Virtual Reality where I imagine students from all around the world gather together in virtual spaces. In that way, only by having an accessible Virtual Reality device, I believe the better and comparable education can be offered to students regardless of their circumstance. And I believe that the Enuma and Hodson Internship program has offered me the best opportunity for me to get one step closer to my dream and my career pursuit.
Here are some Q&As:
Q1. How did I apply for my job?

Even since I dreamed of working at Enuma, I taught myself coding and graphic design from the second semester of junior year through Youtube online lectures. While I was struggling so much understanding even the basic concepts of computer programming languages, especially Python and Java, learning design tools such as Adobe Illustrator and Photoshop was very fun and easy for me. I also found the potential in me. Thus, to train myself better as a designer, I started to upload ten cuts of cartoons on Instagram two times a week regularly.

And you might have heard of this quote, “you get better at doing it.” As I built up my cartoons’ episodes, I found a talent in me that I can be a good designer and a storyteller. So with much confidence, I directly emailed Ms. Lee, Enuma CEO, during the winter break of my senior year. (Though I did the hardcore googling to find out her email address since it did not come out on their company’s website, yet I figured it out eventually) Simply, I sent a cold email saying that I want to work as a summer intern there, and I also attached my Instagram cartoon link as my portfolio. After two days, I got a reply back from her. She introduced me to Mr. Park who is the Senior Product Manager at Enuma which led me to get interviews with his team. He told me that he really enjoyed reading my cartoons and offered me an internship, which eventually landed me a full-time job as an Assistant Product Manager after the internship. So, I think my plan worked out well! :)

Through all these processes, I really could see how my St. John’s education has actually helped me. Before, I used to complain that a “St. John’s education is not practical.” However, now I realized that all my strengths: independently teaching myself new skills, delivering my ideas effectively, and telling a good story to people through cartoons are what I have actually trained for four years from the greatest authors and philosophers at St. John’s. And all those skills we learned from St. John’s are what is actually needed in the IT field!

Q2. What does the Product Manager do?

It really depends on which company you go to. Though usually in a start-up company, the Product manager does almost everything. From idea scratch to final production of the application, you collaborate with different teams and make every piece into one.
From June 2021 to August 2021, I successfully completed an internship at Aksoy Law Firm, located in Izmir, Turkey thanks to the generous support of the Hodson Trust Fund. This was the final internship I did as a part of my undergraduate degree at St. John’s College.

Due to the coronavirus pandemic, my experience at my internship has been an unorthodox one. In my previous internships, I went to the workplace every day, interacted with other interns and staff members face-to-face, and had consistency in scheduling. This internship, however, was quite different in terms of the logistics. My work at Aksoy Law Firm started out online with me communicating with Mr. Aksoy via Zoom and Skype. Later, when I was able to make it to Turkey, I got the opportunity to physically be in the office, which was followed by another period of online work. Despite the conditions set forth due to the pandemic, I believe that I managed to get the most out of my internship. Although the time period where I could be in the office physically was brief, I did get to utilize tangible sources including case files and legal books while I was there. Of course, doing online work most of the time meant that I got to interact with the staff less than I would in an in-person setting, but I believe that this experience has taught me that you can still network online, should things get worse and all work has to be online again.

During my time at Aksoy Law Firm, I worked closely with Mr. Kemal Aksoy himself, who is the owner of the firm. He not only taught me important skills regarding legal workplace etiquette, but he also provided me with technical knowledge too. My biggest concern, which I also shared with Mr. Aksoy prior to starting my internship, was that I am not a law student, therefore I have almost no legal knowledge, especially in the Turkish legal system. To address this concern, Mr. Aksoy first gave me resources to study in order to be able to successfully do my assigned work. These resources included a Turkish legal terminology textbook, and the official Turkish constitution. I think it’s important to stress here that Turkey and the United States operate on different legal systems, therefore the constitution I had to study for this internship is quite different than the U.S. one.

Upon learning more about the Turkish legal system, Mr. Aksoy had me write a research paper on the different legal systems in the world, but mainly focusing on U.S. and Turkey. This research experience has been invaluable for me, as Mr. Aksoy walked me through the aspects of legal research and academic paper writing in legal fields. In addition to these main projects, which helped me start out strong in terms of knowledge, I worked with Mr. Aksoy as almost a quasi-assistant on several cases he is handling, and some light administrative work. This was also a great experience to have as I learned just how much different types of work goes into doing legal research, and organizing case files, which helped me think about my career goals once again.

A couple weeks before the end of my internship, my postgraduate plans were finalized, with me officially committing to study at the London School of Economics and Political Science this upcoming fall. Mr. Aksoy and I discussed my career plans in depth, on one of the days I got to be at the office.
physically. I had expressed my interest in working in an international setting to him before, and after getting to know me more during the internship this summer, Mr. Aksoy offered to introduce me to one of his clients, the head of HR at NATO Allied Land Command, which is conveniently located in Izmir, Turkey, and which happens to be the branch of NATO I did research on during my previous Hodson internship in 2019. The meeting went great, with me learning the job prospects, the application processes, what steps I need to take in order to be able to work there in the future, and of course, expanding my network. Overall, thanks to Mr. Aksoy, I was able to secure an in-person meeting with the head of the HR department of a possible workplace for me in the future. He has not only been a great internship supervisor and mentor, but has also been a crucial figure in my life career-goal wise.

In the end, upon completing this internship and committing to a graduate school at the same time, I would say that my goals have definitely changed. Before I started working at Aksoy Law Firm, I was sure that I wanted to pursue a law degree after I finished my master’s in international relations theory and history. However, especially after learning how legal systems work, and how law firms handle international matters as Aksoy Law Firm also specialized in international law, I have decided that it would be a better idea to not pursue a law degree immediately. I will be looking for job opportunities after my master’s degree, and re-think going to law school in a couple of years. I think for my life and career goals, this is the best path.
This summer I had a 10-week internship with Reserve Capital Partners, a small company, that is part of a vertically integrated group of commercial real estate companies under the same ownership, all officed together. Reserve Capital Partners dealt primarily with the property management and landlord brokerage aspects. I began my internship under a property manager and quickly expanded my internship responsibilities to assisting other workers in the office as well.

I helped the property managers by collecting proof of insurance and a tax related form from all vendors. This required that I find the contact information of the correct department then ask for the documentation. Often the two documents required that I contact different departments within that same vendor’s company. I then input the forms into an online database for each individual vendor. I organized and executed a tenant appreciation event; I selected a vendor based on the budget and building profile. I then worked with the marketing director to create event awareness. I completed full cycle accounting for the event. It was seen as a success and was very enjoyable in both the planning and executing aspects of it. For the landlord representing the broker, I helped by walking the spaces in advance and setting up the spaces in preparation for showings. I also performed lease abstraction for the entire portfolio. The lease abstraction consisted of finding information in each lease such as: holdover, additional A/C costs, CAM related numbers, renewal options, and other information. Lease abstraction is important for both property managers and the brokers for the building. It helps them, so they can glance at a tenant file and find the necessary information in a matter of seconds rather than having to go through the whole lease. My education at St. John’s helped me be prepared for abstracting leases. I was only given the desired categories of information to find in the leases. I was able to use my critical thinking abilities, which I have strengthened at St. John’s, to organize and find the pertinent information within the leases and organize such information in an easily accessible manner. For tenant brokers I conducted market research, found viable options for clients, contacted the landlord brokers of such properties, then combined the information together in an aesthetically pleasing format for the tenant broker to present to the clients. For the accountant I scanned in bills and checks then input them into the online database then filed the physical copies into the appropriate file location.

I really liked how the company was small and quickly growing. It meant that all the team had to work together and be flexible with gaining responsibilities and accepting when they needed to hand it down to a new position. It meant that communication in the office had to be very strong so that they could work together to set up processes that would continue to work as the companies continue to grow. It also was nice because I was able to chat with just about everyone in the office about their role and ask how they reached their current position. Since the company was so small everybody knew everybody’s name and it was not uncommon to go to lunch with roughly 25% of the people in the office on a Friday. The office manager also did a great job of making sure people had excuses to meet as she often organized little events for the office. She made it festive for people’s birthdays and brought cookies for my last day as a thank you.
I most enjoyed helping the brokers with their work. Their work seemed like a nice mix of market research and maintaining and creating relationships with others in the business. I least enjoyed helping the accountant, she was friendly but assisting her role was very monotonous and did not require much creativity. I moderately enjoyed helping the property managers, not because their work was particularly enjoyable, rather they were very kind and caring people who were the most willing to teach me and answer my questions. This internship confirmed my desire to begin my career in commercial real-estate as a junior broker. I am now taking real-estate license classes online and will complete the exam for my license by the end of spring break. One of the companies within the office may have a position for me when I graduate so I will continue to be in contact with them. If they do not, I hope to work for a company with a similarly friendly and inviting environment.
Jordan West-Guzman ‘22
Maryland Office of the Public Defender-Annapolis
Annapolis, Maryland

This summer I was lucky enough to intern for Heather Tierney, who is a Circuit Court lawyer for the Office of the Public Defender. Heather works for District seven, Anne Arundel County, which is only a five-minute drive from campus. Better yet, the Anne Arundel County Circuit Court Courthouse is only a few blocks from campus. From the beginning Heather had us jump right into the work. Instead of meeting Heather at her office for my first day, we met at the courthouse, where I would spend a large amount of time this summer. When we met, Heather mentioned she had Drug Court. With it being my first day, I had no idea what Drug Court was. I came to find out Drug Court is a specialized court that target Defendants who have alcohol and other drug dependency problems. The goal of this program is to help restore the Defendant as a productive, non-criminal member of society.

Instead of sending a Defendant to jail, this program would allow them to get the treatment that they need. That day, Heather was representing four different clients. Three of the four clients were in jail and had to be escorted by a bailiff to the courtroom. During these meetings, Heather, along with the Defendant, a State’s Attorney, a probation officer, case managers, and the judge would all discuss the best plan for the Defendant to seek treatment. This usually meant that a case manager would get in contact with a Rehab program and secure a bed for the Defendant. Once that happened the Defendant would be transported from jail to a rehab program. After the meetings, Heather mentioned that the following morning she had to meet one of her clients at Jennifer Road Detention Center and asked if I would want to join. I said of course! Heather asked to meet at her office at 9:00 am to go over what she wanted to talk to her client about. The next morning, I met Heather at the office. When I came in, Heather went over why we had to meet with this client. As I sat down Heather handed me a file. While holding the file, Heather mentioned that the trial was coming up and we had to go and get the Defendant’s side of the story. When we went to visit the client, Heather asked questions and I was there to write down the answers. Trial was about a month and a half out and Heather had to prepare. When we left Jennifer Road Detention Center, we made our way back to the office. When we got back to the office, Heather and I sat down to go over the story of what our client told us and the story that is in the police report. St. John’s invites students to ask questions of all kinds about many different topics. The goal of the student, in my opinion, is to learn how to ask the right type of questions. I am not saying I know how to ask the right type of questions, but I do know how to ask them. Just like a mathematical proposition, I found myself outlining the basic structure of the alleged crime. When something didn’t make sense or add up, I made a question of it. These questions show themselves to be helpful when it comes to the defense strategy. Most of the summer was spent preparing for different trials, like the one I have mentioned above. Being that Heather is a defense lawyer, it is not on her to prove the burden of guilt, but the state’s. Heather must poke holes in the state’s version of events. These holes or gaps can help show that one person’s story is not the truth of an event or crime. The state must also prove guilt beyond a reasonable doubt. I have come to learn that “beyond a reasonable doubt” is a loaded term and would take more time than I have to explain.

As I look back on my summer, I am grateful and fulfilled by the work that I was able to do. I find the work intellectually engaging and the office environment collaborative. This internship has allowed me to see that law is something I would like to further pursue. I believe criminal defense is important and the Office of Public Defenders does important work that does not get enough credit. My view of crime before this internship was that there are good people and bad people, but now I see that, there is no need to judge people in that way, because like Bryan Stevenson says, “Each of us is more than the worst thing that we’ve done.”
This summer, I interned in-person at the Maryland Office of Public Defense in Annapolis. For a little over two months, I was able to work closely with an incredible team of public defenders. While there, I assisted each attorney with their caseload in a variety of ways, including (but not limited to): assisting with case investigation, assisting with file preparation (including downloading and digesting MVA records and discovery), assisting with interviewing witnesses and clients, attending and taking notes on trials, assisting with administrative legal tasks such as keeping edefender (an OPD database system) up to date with recent cases, reviewing audio recordings and body camera evidence for clients’ trials, and completing a great deal of legal research. I was incredibly lucky to be able to work in-person at the OPD this summer, which I think added a great deal to my overall experience—being able to observe, in real time, the day-to-day activities of a public defender, which are often hectic and complicated, gave me immeasurable insight into what a career in law could actually look like for me. Both my academic and career goals have been solidified through my participation in this internship—I’d always thought that I might be interested in law and/or law school, but having completed this internship, I am certain. I can really see myself working in law in some capacity or another, and I can only imagine that law school, though challenging, will present the same opportunities for examining the fascinating and relevant issues which I was able to examine during this internship.

While in the office, I made what I consider to be meaningful and lasting professional connections with each of the attorneys. The interpersonal dynamics of the OPD were always jovial and kind despite a difficult caseload, and I grew over the summer to truly look up, both personally and professionally, to the men and women I was working with. Law is often seen, I think, as a cold and emotionless profession, but I can say (at least of the OPD) that that is far from true. The people I was lucky enough to work with this summer were each considerate, driven, and highly ethical people, who practiced law with all of the heart and gumption which it requires. I can only hope that in the future my workplaces are filled with people who believe as strongly in their professions.

Even if it turns out, by virtue of my location, that this specific office is not an option as a future workplace for me, another public defender’s office certainly is. I can definitely see myself following public defense as a profession, and I feel confident that the connections I made with the attorneys at the Annapolis office of the OPD will provide me with excellent references in the future.

In summation, I feel incredibly lucky to have worked at the Maryland Office of Public Defense this summer. The experience was a wonderful one, and has helped me clearly define a career path I can see myself thriving in. Without the Hodson fund, I would not have been financially able to work at the OPD, and I am incredibly grateful for the opportunity with which I was provided by St. John’s.
Ersin Yucel ‘24  
Torku, Konya Seker Factory  
Konya, Turkey

My internship was in the field of economics and business in Torku, which was founded in 2007 by the Konya Seker factory. Konya Seker factory is a producers’ cooperative, and it has one-fourth of existing sugar production in Turkey. The company exports many food and beverage products to 91 countries, and it is also in the top three among the Anatolian companies, which have increased its exports the most.

During my internship, I had a chance to experience the work of various departments such as the accounting, finance, and export departments. Seeing the differences between the departments helped me to realize in what environment I would be happier to work.

The work of the accounting and finance departments is based on personal tasks. They spend most of their time working on SAP, which is an enterprise resource planning software, individually. The office staff and I made out invoices and uploaded them to SAP in the accounting department. We also worked on cost study, pricing, tax treatments, and control of payments. We created daily income and expense statements, made payments regarding these statements, and controlled the bank balance based on our data on SAP in the finance department.

Unlike the accounting and finance departments, interpersonal communication is more important in the export department. The office staff keeps in touch with the customers to be able to have up-to-date information about the export regulations. Besides that, the cultures and lifestyles of customers affect the marketing strategies, product range, and advertisements. Therefore, the office staff has a closer relationship with the customers rather than a business relation.

I liked the work environment of the export department better because I realized that I would be happier to work in an environment where I can work collaboratively. I enjoy learning from others and sharing my experiences with them. Working in an area that requires continuous self-development and adaptation to the changing conditions will be helpful for me to improve myself. Also, I love learning about new cultures and meeting new people. Therefore, I may work in an environment where human relations are part of the task.

Good communication between colleagues is as important as customer relations. The interpersonal dynamics in our office were great. The office staff and managers were quite sincere, kind, and friendly. They helped me a lot to learn even the tiniest details of the work. They shared their previous experiences in the field and explained to me the differences between the work styles of companies. I was surprised by the fact that companies in the same country and maybe even in the same city might have very different company structures. For instance, a systematical difference between the machines that are used by different companies may affect the production rate, production volume, number of employees, and time of work shift. These also affect the production planning and the work style of the company staff. Thus, one should be prepared for the differences between the company structures. Learning the company structures helped me to understand the expectations of employers in economics and business. Since this field is competitive, company owners prefer to work with people who can make.
a difference in the benefit of the company. Open-minded people who are good at interpreting statistics and making realistic judgments about the future can be very successful. Besides that, the network is crucial to be able to achieve one’s goals in economics and business. Both business opportunities and customer portfolios are directly related to one’s business connections. Thus, I am glad that I had a chance to develop a significant professional network in Torku.

I consider myself lucky for interning in Torku also because I was able to observe the strategies of a company that overcame unexpected problems and the economic crisis due to the pandemic. Torku’s success under these hard conditions depends on their ability to adapt to the changing situations and to make the right decisions based on quick but valid judgments. Similarly, being able to approach a situation with several perspectives and achieving the optimum consequences is the key to the success in the competitive environment of economics and business. In this sense, my studies at St. John’s College are helpful for me to educate myself for a career in economics and business.

Although I haven’t had courses in economics and business, I believe my work at St. John’s College was crucial in carrying out my internship. The particular reason for the circumstance is that the desire to learn and the habit of questioning the reasons of what we are doing I developed at St. John’s College were helpful for me to be adapted to the task of my internship very quickly. My habit of considering a task from various perspectives as a Johnnie helped me a lot to fulfill my responsibilities successfully. Besides that, the office staff was happy that I was sharing and explaining my ideas confidently. I was told that people who have worked in a specific field for a long time may miss some basic but crucial details that may be seen by someone new to the field.

Lastly, my internship was a great experience for me to realize my strengths and weaknesses. St. John’s college offers a unique academic experience, and this is a great advantage for students who are planning to continue their studies in competitive fields. Our curriculum and class structure encourage Johnnies to observe their self-development. This habit distinguishes Johnnies from others and leads them to success. Still, I think it might be helpful to have a specific education in the field that one would like to work. Making research, taking courses, and having internships are crucial in terms of having experience and getting familiar with the field.
I worked for a human resources consulting firm called Beyond Global Pte. At first, I was expected to work at the Singapore office where it’s headquarters are located, but I ended up working all online from my home country, Japan. Despite the disappointment I had in the beginning, due to not being able to work in Singapore, the experience at Beyond Global turned out to be full of meaningful moments with my wonderful colleagues.

During the internship, I worked for the HRC team which stands for Human Resources Consulting. This team is the key department of the company. They create new HR systems and facilitate the introduction of new HR systems to the company. Thus, I found it very exciting to be a part of such a crucial team.

I usually started working at 10:00 am to be in the same time zone as Singapore. I was connected to my colleagues through several online communication apps such as slack and pragli. Thanks to this, I never felt lonely from working all by myself. We had meetings on Mondays and Fridays. I enjoyed these meetings as there was usually limited communication between my colleagues and I due to the distance. For other days, I set myself several goals first thing in the morning and tried to get them done as much as possible. Whenever I was confused, I was able to reach out to my supervisor who was available for most of the time.

In this team, I was responsible for two big projects. One of them was to create materials for a client meeting which was for a new HR system that was recently introduced to them. In order to create materials for this meeting, I needed to learn some basic HR structures and technical terms by myself. I also attended client meetings multiple times besides creating material. It made me realize the importance of the materials I was working on, and thus I appreciated my supervisors for letting me have such a precious experience in a real business scene.

The learning experience at St. John’s has a lot to do with my successful internship experience—such as strengthening my ability to think. Especially, I am confident that the rigorous essay writing experiences at St. John’s have trained me to observe all kinds of phenomena and articulate my thoughts with my own words even when I was unfamiliar with the topic. I do think that my observation and articulation skills have not only helped me at my internship but also certainly helped me grow. For example, it was mandatory to write an intern review at the end of the day. There, I was able to precisely describe what I was confused about, how the confusion arose and how to solve the problem. This continual process of trying, failing, and reviewing made each failing experience more meaningful and a positive one.

Since I worked online, my workplace was my home. However, I loved how easy it was to communicate with my colleagues through various online communication apps. Saying hi to my colleagues first in the morning, setting up an intern lunch party, having a chat about our daily lives really made my internship experience enjoyable and lively. Thus, I hope to find a similar working environment in the future where the company has a spirit of caring for others and encourages employees to make others happy regardless the rigorousness of the daily tasks. I am grateful for my colleagues for providing me with this experience, and of course, for the Hodson Trust and my friends for making this experience possible.