



CARLETON
CAREER
CENTER

INTERNSHIP REFLECTIONS
2019-2020

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ABOUT THE REFLECTION ESSAYS



The reflection essays in this book describe student internship experiences made possible by financial and programmatic support from Carleton. Students included are part of a reflection program; nearly all of them received funding from the college from generous alumni, parents, and friends of the college awarded through the Career Center, Social Justice Fellowships, the Center for Community and Civic Engagement (CCCE), and the Multicultural Alumni Network (MCAN).

In Summer 2020, Carleton awarded close to \$400,000 to support the internship experiences of 135 students. Despite the ongoing COVID-19 pandemic, students pursued opportunities in virtual (43 percent), hybrid (36 percent), and in-person (16 percent) settings. Funding was used by students who undertook an unpaid or under-paying internship to pay for expenses (including travel and accommodations) as well as tuition.

Through the generosity and efforts of many Carleton community members, we were able to fund all qualified applicants in 2020. As we look to the future, we can find comfort in the knowledge that many of the internship funds have been endowed by our donors, providing lifelong dividends to support future funding requests.

Internship funding at Carleton is inspired by a commitment to ensuring access and opportunity to all Carleton students. We believe that we have an obligation to all students to ensure that they have access to an internship opportunity, regardless of their financial status or social capital. Students can seek out and secure internship opportunities that reflect their skills and interests and when needed, the Career Center can match their internships with funding.

At the forefront of our minds is the question of outcomes for students, especially in terms of learning, skill development, and more broadly, a connection to purpose. Students who participate in the Career Center-sponsored reflection program benefit from pre-departure activities that ask them to establish learning goals for themselves. During the internship, they respond to blog prompts that ask them to notice and comment upon their experiences as emerging professionals. After the internship is completed, they develop the reflection essay and create a reflection poster, sharing their experiences and gratitude with the college community.

We are proud of all that the students have accomplished in their summer internships. We are grateful for your continued interest and support.

Rachel Leatham
Associate Director, Career Center

A L O O K A T O U R I N T E R N S H I P F U N D S

ABEONA ENDOWED FUND FOR INTERNATIONAL INTERNSHIPS

The Abeona Endowed Fund for International Internships was created in 2019 by Anthony Tancredi '85, whose work in global commodities taught him that to truly understand another country's people, culture, leadership, and lifestyles, one must spend time there. He feels spending time in another country offers two benefits: one, enabling a person to form a critical opinion of the host country and two, enabling a person to think critically about one's own home country. This fund supports U.S. students (including DACA students) or international students with valid visas participating in internships abroad.

BUTZIN INTERNSHIP FUND

Created by Diane W. Butzin '62 and Lee F. Butzin '62 in 2013, the Butzin Internship Fund supports internships for Carleton students within any academic or professional discipline.

CHANG-LAN ENDOWED FUND

The Chang-Lan Fund was created to support internships or fellowships on China-related projects in China, Taiwan, Hong Kong, or other Asian countries.

CLASS OF 1963 50TH REUNION FUND FOR INTERNSHIPS

Members of the Class of 1963 established the Class of 1963 50th Reunion Fund for Internships in honor of their milestone celebration to support student internships that focus on preparing students more robustly for post-graduation careers.

CLASS OF 1964 ENDOWED INTERNSHIP FUND

Established at the time of their 50th reunion, the Class of 1964 Endowed Internship Fund supports internships for Carleton students. Through this fund, members of the Class of 1964 are providing invaluable opportunities for students and are embracing the very core of the College's efforts to preserve and enhance its academic excellence.

DAVID T.C. JONES '74 ENDOWED INTERNSHIP FUND

Mary Sanders Jones '74 established the David T.C. Jones '74 Endowed Internship Fund in 2019 to provide financial assistance to students who wish to pursue an internship opportunity, with the hope that this internship will enable a new Carleton generation to follow their own paths and make a positive difference in their worlds.

EUGSTER ENDOWED STUDENT RESEARCH AND INTERNSHIP FUND

Created by Jack Eugster '67, P '02 and Camie Eugster P '02 in 2016, the Eugster Endowed Student Research and Internship Fund is intended to improve research and internship opportunities for students majoring in the sciences. Students may apply the Eugster funds to projects at Carleton or at other off-campus laboratories; take advantage of existing opportunities; or create new research projects or internships with support from the faculty.

HELEN M. GOLDE '85 ENDOWED INTERNSHIP FUND

Abigail Nesbitt '86, P '18 established the Helen M. Golde '85 Endowed Internship Fund in 2018 in honor of her friend, Helen Golde, who passed away in 2015. The Helen M. Golde '85 Endowed Internship Fund is intended to support students with financial need as they pursue undergraduate professional work experiences in science or public policy related to marine science, environmental science, and/or climate change. ►

A LOOK AT OUR INTERNSHIP FUNDS

Continued

INITIATIVE FOR SERVICE INTERNSHIPS IN INTERNATIONAL DEVELOPMENT

The Initiative for Service Internships in International Development was established by Stephen R. West '53 and Phyllis M. West in honor of the members of the Class of 1953 at its 50th reunion. This initiative is intended to support internships for Carleton students who perform volunteer service in the areas of international community development, including credit and business cooperatives, public wellness and treatment, literacy and education, and other public services in developing countries. The internships will provide Carleton students with valuable experiences outside the classroom, which may motivate them to consider careers in international service.

JEAN PHILLIPS MEMORIAL INTERNSHIP FUND

Created in 2018, the Jean Phillips Memorial Internship supports internships for students who identify as female and are in good academic standing. The fund will support an internship to provide work experiences in the offices of a state or national elected official, if possible, or an organization or government leader with a primary goal of furthering the development of capable female leaders in politics.

JOHN '55 AND BONNIE RAINES ENDOWED INTERNSHIP FUND

Rolf Peters '86 and Sarah Peters established the John '55 and Bonnie Raines Endowed Internship Fund in 2019 to support student internships, with a preference given to experiences related to social justice. Rolf Peters was inspired by the Raines' story after reading the 2014 book, *The Burglary: The Discovery of J. Edgar Hoover's Secret FBI*.

KATHRYN CHRISTEN RAMSTAD '79 ENDOWED INTERNSHIP FUND

Created in 2019 by Kathryn Christen Ramstad '79, the Kathryn Christen Ramstad '79 Endowed Internship Fund provides financial assistance to students who wish to pursue an internship opportunity. Preference should be given to internships that are related to the for-profit business sector.

LITTELL INTERNSHIP FUND

Created by Elizabeth Littell '66, P '95 in 2017, the Littell Internship Fund is intended to support student internships with a focus in environmental studies.

MARRELLA ENDOWED INTERNSHIP FUND

Created in 2019, the Marrella Endowed Internship Fund is intended to support student internships. The donors believe that a Carleton education can provide a powerful launchpad to a career and to lifelong learning and that a 21st century Carleton education continues the longstanding emphasis on high-impact off-campus learning experiences combined with the remarkable teacher-scholars the college brings together to work with students on campus. The donors feel strongly that internships and other off-campus practical learning experiences should be available to all Carleton students regardless of their financial resources.

MULTICULTURAL ALUMNI NETWORK FELLOWS PROGRAM

In 2007 the Carleton Multicultural Alumni Network created the Multicultural Alumni Network Fellows Program to support internships, research experiences, or other field-based opportunities of eligible applicants in fields that offer no compensation or compensation lower than the pro-rated equivalent of entry-level salary. ►

A L O O K A T O U R I N T E R N S H I P F U N D S

Continued

NEIL ISAACS AND FRANK WRIGHT '50 FELLOWSHIP IN INVESTIGATIVE JOURNALISM

The Neil Isaacs and Frank Wright '50 Fellowship in Investigative Journalism was established in 2007 by Ian Isaacs '77 and Cliff Wright '78 to honor their fathers, Neil Isaacs and Frank Wright '50. The award supports fellowship or internship opportunities that enable students to pursue their professional interests in investigative journalism.

PROJECT '60 ENDOWED INTERNSHIP FUND

In celebration of their 50th reunion, members of the Class of 1960 designated a portion of their legacy gift to support internships in non-profit organizations. Members of the Class of 1960 believe that exposing Carleton students to the work of the non-profit sector offers a valuable contribution to students' life experiences, world view, and actions, regardless of the career path they ultimately pursue.

RICHARD T. NEWMAN FAMILY ENDOWED FUND FOR LANGUAGE STUDY INTERNSHIPS

Created in 2006, the Richard T. Newman Family Endowed Fund for Language Study Internships supports Carleton students' internships in foreign countries that can lead to career opportunities in the field of foreign languages. The fund provides invaluable experiences outside the classroom that will enrich their academic and personal growth. The primary language to be used in the internship shall be a foreign language that is taught at Carleton.

ROB WHITE '60 ENDOWED INTERNSHIP FUND

In 2018 the Rob White '85 Endowed Internship Fund was created in memory of Rob White '85 to support students with financial need as they pursue social justice and social change internships. These experiences may include, but are not limited to, the fields of elementary and secondary education, racial equality, income inequality, services for disadvantaged and historically underrepresented demographic groups (those from low income backgrounds, people of color, immigrants, physically and mentally challenged people, etc.), social work, renewable energy and climate science, and advocacy related to all of the above.

ROBERT E. WILL '50 ENDOWED INTERNSHIP FUND IN SOCIAL ENTREPRENEURSHIP

The Robert E. Will '50 Endowed Internship Fund in Social Entrepreneurship was established in 2013 by Eric Carlson '66, P '97 and Marilyn Carlson '66, P '97. The fund honors retired Carleton economics faculty member Bob Will '50, P '82, P '85 and his many contributions to teaching generations of students the economics of developing countries. It supports expenses associated with internships that incorporate the principles of social entrepreneurship at a non-governmental organization, non-profit organization, or for-profit enterprise. The donors' view of social entrepreneurship was defined by Nobel Peace Prize recipient Muhammed Yunus, who said that the field involves "innovating on behalf of a disadvantaged group (e.g., the poor) and re-investing all 'surplus income' in the enterprise." ►

A L O O K A T O U R I N T E R N S H I P F U N D S

Continued

ROSENHEIM ENVIRONMENTAL INTERNSHIP FUND

Created by John H. Rosenheim '51 in 2018, the Rosenheim Environmental Internship Fund provides financial support for a student who otherwise would be unable to accept an unpaid or low-paying internship with an organization that promotes environmental advocacy and research. A student who secures an internship that focuses on the scientific, ecological, social, ethical, political, and economic dimensions of environmental issues is eligible to receive support from this fund.

SAM '75 AND MEG WOODSIDE ENDOWED FUND FOR CAREER EXPLORATION

Sam Woodside '75 and Meg Woodside established the Sam '75 and Meg Woodside Endowed Fund for Career Exploration in 2008 to create an expanded set of post-graduate choices for students with financial need. The Woodside Fund supports students who pursue internships or other workplace experiences in domestic governmental or non-profit organizations during breaks in the academic year.

STUDENT INTERNSHIPS

This fund provides general support for student internships.

STUDENT INTERNSHIPS ENDOWED FUND

This fund provides general support for student internships.

THE ELIZABETH AND GEORGE FROST INTERNSHIP FUND

Walter K. Dean '67 and Lillian F. Dean '68 established The Elizabeth and George Frost Internship Fund in honor of Lillian's parents, Elizabeth B. Frost P '70 P '73 and George E. Frost P '70 P '73, to support internship experiences for Carleton students.

THE ENDOWED INTERNSHIP FUND FOR PUBLIC SERVICE

Based on the belief that public service is a vital part of the foundation of the past, present, and future of the United States, the Endowed Internship for Public Service was established in 2019. It is intended to support students seeking internships in public service.

TRACE MCCREARY '89 AND ALISSA REINER ENDOWED INTERNSHIP FUND

Created by Trace McCreary in 2017, the Trace McCreary '89 and Alissa Reiner Endowed Internship Fund is intended to support internships and other unpaid career experiences for low- and middle-income students who wouldn't otherwise be able to take advantage of these opportunities. ►

A L O O K A T O U R I N T E R N S H I P F U N D S

Continued

ADDITIONAL PROGRAMS

Social Justice Internships

The 2020 Carleton Social Justice Internships were made possible through support from the:

- Barry “Mike” Casper and Paul and Sheila Wellstone Fund for Community Engagement;
- the Clement F. Shearer Fund for Achieving Common Ground;
- the Interfaith Social Action Fund; and,
- the Broom Fund for Social Justice.

Carleton’s Social Justice Internships were established in 2007 to provide financial support to students pursuing unpaid or low-paying summer internships or training programs in organizations promoting social justice and structural change in the United States.

IDSC 280: Learning Through Internships

Overseen by Prof. Al Montero, this course involves reflection and participation that allows students to apply and extend academic skills and interests into work in non-academic settings. Students can opt into this course, including if requested by their employer or host organization.

Center for Community and Civic Engagement (CCCE) Fellowships

The CCCE Fellowships were made possible with support from generous donors, including:

- Weitz Family Grant; and,
- Fred Andersen Endowment.

Summer Internships allow students to gain experience, explore possible career paths, live out their personal values, and weave together their education at Carleton through community and civic engagement.

REFLECTION ESSAYS



Learning about the Film Industries of France and the United States

Alison Hong '22
Cinema and Media Studies; French and Francophone Studies

La Librairie du Cinéma
 du Panthéon
 PARIS, FRANCE

**Abeona
 Endowed Fund
 for International
 Internships**

At the start of the summer, I was very nervous about the online internship. We were originally set to do the internship in person in Paris, and it was not until halfway through the spring trimester that the coordinator of IFE, Thomas Roman, told us that we can transfer the internship online. My internship was at La Librairie du Cinéma du Panthéon, and I would be working with Mr. Georges-Emmanuel Morali. I was very suspicious about the internship since I didn't know what to do for a bookstore interning remotely, but it turned out that I learned a lot: not only that the work itself was rewarding, and it was quite nice to have the experience of working online

I met my supervisor with the coordinator of IFE a week before the start of my internship. I was nervous about conducting a conversation entirely in French since we were not able to be onsite in Paris. I tried to prepare as well as I could, and after the meeting, my supervisor asked me to write a summary of our conversation. I listed his expectations, my potential tasks, and what I would like to do besides. He was very open with my work and told me I could propose anything that interested me. For our first meeting, I compiled a list of institutions that are similar to the bookstore of which my supervisor is in charge, including boutiques that specialized in film. I could not find that many in the U.S. I was worried that my work would not be at all useful to him. I expressed my concern to him during our meeting, and to my surprise, my supervisor was very understanding,

and he encouraged me to ponder on the reason why there are so few similar institutions in the U.S. compared to France. He told me that the lack of my findings was meaningful, and he introduced the different modes of how the French government and the U.S. government handle the issue of the declining number of cultural institutions. We had a very long discussion and even though the internship was online, I feel like one of the benefits is that we could have more one-on-one, private conversations. I was worried that I would not be able to build as close of a relationship with my supervisor as I could have if the internship were in person, but it turned out that I could, but through a different experience.

My internship ended at the beginning of August, and I think that I accomplished more than I planned in the beginning. I didn't have a lot of work, but it was indeed very rewarding. I compiled a list of institutions including film book collectors, cultural institutions, bookstores, film boutiques, and the major media studies department in American universities. During the process, I got to know more about the differences between the U.S. and the French film industries. I feel like the most interesting part of my internship was the conversations I had with my supervisor—he introduced me to a lot of other French cultural institutions, too. Overall, my communication skills and research ability has improved as I expected. I would like more in-person experience in this field, and I am going to continue to take more CAMS analysis classes at Carleton in the future.

Autism Research in a Virtual Internship

Sara Liu '22

Hôpital Pitié Salpêtrière
PARIS, FRANCE

**Abeona
Endowed Fund
for International
Internships**

Throughout this internship, the most important moments I experienced included: the individual interactions with the members of the team, the group interdisciplinary case review meetings, and the interviews I held with both the children and the other members. I found these moments both important for establishing interpersonal connections as well as learning a lot of useful information. Specifically, I learned a lot about the personal experience of managing stressful crises, dealing with the lack of financial resources for children and adolescents with autism in France, and the “day-to-day life” of working at a large research hospital.

In terms of establishing interpersonal connections, I found it useful to ask questions about their days, their experiences outside of work, and their experiences working during the COVID crisis. The work and research done by the hospital were very important for many of my team members. In addition to helping them with their research, I also found it useful to ask supplementary questions about their work to show interest and learn more about their specific interest areas.

I loved meeting and interviewing the children. The part of the internship I had looked forward to the most was the interactions with the kids.

In an online format, unfortunately, most of my interactions were with adults, talking about treatment, progress, research, and other such work. However, in interacting with the children, I was able to see their personalities, habits, interests, and lives jump off the page, so to speak. I read their case profiles and was able to interact with them to augment my understanding. I found this extremely valuable. If I were to have a similar internship in the future, I would look forward the most to form bonds and relationships with these children.

Finally, I found both my work with the team’s research and my supplemental research extremely useful. I learned a lot about the process of treating patients in a hospital environment but also saw first-hand how the COVID pandemic was affecting a large hospital and its operations. In effect, programming for the children was moved online for a while, and the team was forced to come up with solutions to keep children (often nonverbal with low attention spans) engaged in that context.

Overall, I felt this was a very good experience and I would love to have an in-person internship experience with the same people.

Seeing Behind the Curtain of a Political Campaign Office

Rebecca McCartney '21
American Studies and Music

Sara Gideon for Maine
SOUTH FREEPORT, MAINE

American Studies Grant

Working this summer on a U.S. Senate campaign gave me a deeper and broader perspective of the fast-paced campaign life I had come to admire from afar. Through media representations I have grown to idolize over the years, campaigns run tight ships, with staffers stratified by age and experience, policy wonks buzzing around to come up with quick responses to media digs, spokespeople covering up for a candidate's mistakes, and interns relegated to coffee-bringing. In inhabiting a partially virtual and partially in-person world, I was able to see the gritty side of campaign behind-the-scenes work that creates a candidate, as well as the flashy, public-facing dimension where the candidate faces the world

Though I was, at times, relegated to low-level tasks like phone banking and various forms of data entry, I felt I had a good window into the wider need for this kind of work. I also learned that campaigns do not involve much policy-related decision making and that the Communications team, in directing the campaign messaging, is probably the closest that campaign work gets to writing policy. I wish I had had more time in-person to build relationships with other campaign staffers. In the days I was able to spend in person, helping to run events, or running errands for the campaign, I recognized that I was establishing a good reputation for myself. If given more time, I would have continued to build this reputation and hopefully would have cultivated long-lasting mentor relationships with my supervisors that could serve me well in the future.

One thing I loved about meeting people on my in-person days was getting to know the significant population of young people working on the campaign. There were many recent college graduates from schools mostly located in New England, but also some people from schools in the rest of the country. Their majors ran the gamut, with a slight favoring of 'political science' (not surprisingly). I loved meeting people who were so new in their career paths and asking questions about what had brought them to the current position. For many, they wound up on the campaign because it just happened to be good timing: they had just graduated, needed a position that would not lock them into a long term career, but was fast-paced and energetic enough to be motivated through the end of the election cycle.

This internship experience inspired me to consider working on campaigns in the future, though I now know I would like to work for people whose policies are a bit more in line with my own.

Supporting Tribal Sovereignty and Boosting Indigenous Rights

Thomas White '22
American Studies

University of Kansas
LAWRENCE, KANSAS

American Studies Grant

The summer of 2020 was an opportunity to learn and grow like no summer before. Aside from the many opportunities for reflection that current and world events provided me over the long months of June, July, and August, my internship with Professor Sarah Deer at the University of Kansas also gave me a chance to reflect on my academic and career aspirations. Prof. Deer, a professor of Indigenous and Women and Gender studies and a lawyer by training, opened my eyes to a possible career in law—particularly tribal law.

The first project that significantly shaped my internship experience was an academic journal article on racist language deployed in newspaper editorials concerning the Indian Child Welfare Act, a 1978 United States law that prevents problematic and racist instances of Native children being adopted out of their communities and into non-Native families. For this article, I was asked to find as many editorials concerning the law as I could and to write the article's literature review. These tasks significantly improved my writing and research skills; I learned to navigate databases effectively, locate specific information on the internet that my supervisor needed, and write a paper using twenty to thirty sources, something I had never done before. Being an American Studies major, I hope to further cultivate these crucial skills throughout the rest of my Carleton career.

The second experience that molded my summer came to me from the landmark Supreme Court ruling *McGirt v. The State of Oklahoma*, which granted five major Oklahoma tribes criminal jurisdiction over large swaths of eastern Oklahoma. It was incredible to experience this long-anticipated decision for the future of tribal sovereignty with my supervisor, a citizen of one of the tribes at the center of the case. Her perspective gave me a look into the underbelly of tribal sovereignty and the forces that seek to destroy it, an incredible opportunity for an undergraduate intern. I was also able to witness and actively participate in the aftermath of the decision, as the five tribal nations scrambled to make the ruling a reality. Due to a connection with my supervisor's I was asked to perform an extensive statutory analysis of tribal code to directly assist the process of securing tribal sovereignty in Oklahoma. Although I was prepared to solely be an academic research assistant for the summer, this task gave me an unexpected but appreciated glance into the work of a lawyer. As I completed the analysis for my supervisor, I remember feeling as though for one of the first times I can remember, my work felt important and rewarding. Upon arriving back on Carleton's campus for the fall 2020 trimester, I hope to pursue my newfound interest in a career in law by taking law-based classes such as Constitutional Law. Even if this interest never comes to fruition, working with a distinguished professor and assisting her with research has improved my scholarly abilities and given me memories for a lifetime.

Legal Internship Doing Investigative Work

Nick Pomper '21

*Political Science
and International Relations*

Ungvarsky Law

ALEXANDRIA, VIRGINIA

For the summer of 2020, I was an investigative intern at Ungvarsky Law, a criminal defense firm in Northern Virginia. I worked with Ed Ungvarsky, the principal lawyer at the firm alongside other interns who were college students as well.

Due to the nature of the Covid-19 pandemic, much of my work had to be done remotely. This included doing medical research to learn more about a domestic abuse case, researching social media policies in assistance for a stalking case, analyzing video and social media content for evidence in a case involving a protester during the George Floyd protests, as well as researching Virginia's criminal database.

Another large project of the summer was my drafting of a written testimony that was sent to the DC budget committee regarding a proposed budget expansion for the police department. Drafting such a letter required statistical research that included analyzing previous police budgets, as well as the presence of other law enforcement agencies in the District.

Mr. Ungvarsky also allowed me to attend several of his court hearings. Sitting in on these court hearings was an incredible experience, as it allowed me to better understand how our legal system actually works in practice and motivates me to pursue a career in government. For these experiences alone I felt that the internship was worth it.

The funding provided by the Career Center proved to be very beneficial. It was critical in taking care of essential food and transportation costs. I highly appreciate the Career Center for allowing me to have the opportunity to have such an incredible experience this past summer.

Butzin Internship Fund

An Internship at the YMCA Reveals the Importance of Social Connections

Carly Bell '21

Religion

Northfield Area Family YMCA
NORTHFIELD, MINNESOTA

Center for Community and Civic Engagement (CCCE) Fellowships

This summer I worked remotely as a Communications Fellow at the Northfield Area Family YMCA. My work consisted of designing and writing content for a monthly newsletter, as well as other communications materials such as advertisements, flyers, and signs. I also translated documents into Spanish, conducted brand research, and crafted interview questions for donors and partner organizations. The goals I set for myself this summer were to demonstrate independence and initiative, achieve punctuality and accountability, and to produce quality work with minimal errors. I feel that I achieved all of these goals, but faced some challenges along the way.

Working remotely provided a unique growth opportunity for me in terms of punctuality and accountability. Feeling disconnected from my coworkers made it difficult to feel as though I was being held accountable, but the expectations set by my supervisor were very reasonable and I was able to meet them consistently. Also, I struggled to produce work with minimal errors while I was still becoming acquainted with YMCA brand standards and later struggled to produce work that accurately represented the voice of not only our organization but also partner organizations. However, with time I was able to minimize errors in my work and put into practice the strategies I learned for communicating with contributors and getting their feedback and approval on my writing.

Finally, this internship gave me plenty of opportunities to demonstrate independence and initiative. I think I was better able to achieve my

independence goals and will continue to work on my goal of taking initiative on projects. This experience gave me the space to practice and more fully develop some of the writing and design skills that I have been learning over the past few years while working at the CCCE at Carleton. In doing so, I became increasingly confident in my ability to transfer my communications skills to new contexts at other organizations.

One thing I learned that surprised me was that working remotely was not as much of a challenge as I had anticipated. I am a people person and love the daily interactions of an in-person job. However, I found that as long as I had a robust social network and social life outside of work, I did not mind that the social aspect of my workplace was lacking. This reminded me of how important it is to continue to cultivate my relationships with friends and family and reassured me that no matter what job I end up at next year, my happiness will always be attainable by prioritizing my relationships outside of work. This summer internship has encouraged me to apply to communications jobs after I graduate from Carleton and has shown me that it is possible for me to feel fulfilled and impactful in such a position, as long as I believe in the mission of the organization. In this way, I believe it has positively affected my future career plans by opening my eyes to new possibilities that I had not been aware of previously.

I am extremely grateful to my supervisor for trusting me with her communications needs amidst the chaos of COVID-19 and I hope that she can host interns from Carleton in the future!

Understanding Disparate Food Access in Rice County

Emily Hall '21

Biology

Growing Up Healthy
(part of the Northfield Healthy
Community Initiative)

NORTHFIELD, MINNESOTA

**Center for Community
and Civic Engagement
(CCCE) Fellowships**

This summer I worked as an intern with HCI, focusing on its program Growing Up Healthy (GUH), which strives to support the diverse Rice County community. GUH works with partner organizations and Latinx, immigrant, and refugee families to transform communities through cultivating neighborhood leadership, fostering social connectedness, and collectively advocating for systems-level change.

One project GUH prioritized this summer aimed to improve the efficiency of Faribault food distribution systems to better address gaps in food access prevalent in specific communities such as the Somali refugee population, the Latinx population, and numerous school-aged children. To assist on this project, I learned about food distribution systems, researched successful models, organized findings, and presented them to the GUH team and community partners.

It was also crucial to learn not only about various models but also about how to measure a program's success, how to implement change in a system, how to work with partners and governmental agencies, and how to include a community in the decision-making process. To better understand the existing food access systems in the community, I volunteered with the GUH team to distribute food in Faribault and Northfield. The effects of COVID were evident in an increase in the community's need. Working

around limitations due to the virus emerged as a critical role in serving the community.

Going into the summer I had several goals centered around maximizing my impact working with GUH as well as around my learning. It turned out that my personal learning goals were key in terms of maximizing my impact on the organization. To be most helpful at GUH I needed to effectively self-organize, take initiative on projects, and assess when to work independently versus with my colleagues. Especially given that the majority of my internship was completed remotely, it was crucial that I managed and organized my timeline for the various projects I worked on. The main one consisted of the creation of a survey given to community members to gather their opinions and desires for a new food access initiative in Faribault. My co-intern Alex and I then gathered and translated the survey results, analyzed the quantitative data, and summarized the findings in a visually pleasing way for the rest of the team and team partners.

While working on this project I was able to develop my abilities to manage my time and effectively take initiative and work on the project creatively without relying on constant input from my supervisor who had many tasks to supervise and focus on. It was difficult at first but by the end, I was more comfortable with fewer guidelines and more room to complete a project based on my vision. ►

Understanding Disparate Food Access in Rice County

Continued

I also began the summer hoping to expand my understanding of food distribution systems and learn more about the needs of the Rice County community. To achieve this goal, I had to dive into researching existing food access systems, interview project managers at various non-profits, and work directly with the Rice County community. Until this summer I had not engaged a whole lot with Rice County community members, and as a result, my conceptions of Northfield and Faribault were skewed; I largely characterized the communities by downtown Northfield. However, as part of my effort to learn more about food access in Rice County, I developed my understanding of the socioeconomic inequalities and racial injustices that pervade the community. I observed a stark contrast between various housing communities and felt ashamed because it had taken me three years of living in Rice County to look far beyond downtown Northfield as my image of “the town”.

In studying food access systems I significantly expanded my understanding of the impacts of socioeconomic and racial injustice on food insecurity. This internship helped me to concretely see why in almost any field it is imperative to consider wealth inequality and systemic—as well as interpersonal—racism as root causes of the inequity and injustice we observe.

Serving Up Much More than Food in a Community Food Shelf

Jack Johnson '21
*Economics
and Political Science*

Northfield Community Action
Center - Food Shelf

NORTHFIELD, MINNESOTA

**Center for Community
and Civic Engagement
(CCCE) Fellowships**

This summer I worked as a Food Access Fellow for the Northfield Community Action Center Food shelf. It was a wonderfully engaging and enjoyable experience. Because of the pandemic, I was only onsite at the food shelf for two weeks at a time as another team worked an alternating schedule to minimize viral transmission. When on-site, I helped the food shelf function efficiently; I recovered food from local businesses, managed volunteers, organized the stockroom, took customers' orders as well as shopped for customers. When offsite I designed a survey and a survey viewer that customers could use to let volunteer shoppers know what kind of food they would like. In normal times, customers would be able to come into the food shelf and pick out their food, but because of pandemic restrictions, only staff and volunteers were allowed in the building.

I enjoyed meaningful and active work. It was so much fun being on my feet all day interacting with volunteers in the building and customers in the parking lot. Everybody needs to eat and this organization exceeds that threshold ten-fold. During the summertime, there's always fresh produce, fresh bread, nutritional protein choices, and delicious snacks available. Northfield is lucky to have such an accommodating and needs-meeting organization like the CAC. I enjoyed helping Northfield become a more just community. The hard work my supervisors put in did not go unnoticed; it was heartwarming how everyone at the CAC is so passionate about the community and their clients.

A funny common instance when working on-site was when an older customer named Jerry came in several times a week just to pick up one or two things, always bananas and milk. Jerry was an older gentleman who wasn't in dire need of food assistance, but rather he just needed some social interaction, and in the pandemic, the CAC food shelf was where he got it. And the staff were happy to engage with him, which was neat to witness.

One of my favorite memories from the experience was when my supervisor had to leave early for a family emergency and I was the only staff member left on a Friday afternoon. Normally this wouldn't be a big deal as that's not usually the busiest time, but on this day it got crazy. Fortunately, I had my housemates enlisted to help out as volunteers that day and we got 21 clients' food out the door in the last hour of my shift. That's a lot considering we normally do no more than 30 a day. It was a super fun and intense afternoon but the camaraderie shared among volunteers and the graciousness of the clients made it the best afternoon I had at the food shelf.

Both of these stories remind me of how important social work is and how our society needs to value these positions. Through this experience, I realized there is more to career exploration than just looking for self-serving positions. I recognize that every job I hold in my future may not be community-oriented, but this fellowship clarifies that helping others succeed is something I need to and should prioritize. I am so grateful I ended up at the CAC this summer!

The Kaleidoscopic of Richness and Diversity of Life in Rice County

Alexander Kucich '21
Sociology and Anthropology

Growing Up Healthy
(part of the Northfield Healthy
Community Initiative)

NORTHFIELD, MINNESOTA

**Center for Community
and Civic Engagement
(CCCE) Fellowships**

The commute from Northfield to Faribault winds over slow hills, following the Cannon River south past auto body shops, grain silos, a landfill, taquerías, trailers, flattened raccoons, sweet corn stands, factories, and a designated wilderness area. Working with Growing Up Healthy this summer, doing food distribution and food access research in Faribault and Northfield, I felt for the first time enveloped in the kaleidoscopic richness and diversity of life in Rice County. In many ways, this summer cracked open a version of the Midwest that I felt had been glazed over in my experience at Carleton, easily digestible marketing of Minnesota that I had gladly consumed as a prospective student from Massachusetts.

Interning this summer with Growing Up Healthy (GUH) left me overwhelmed, upset, and often inspired as it forced me to reckon directly with the inequities and racism that exist outside of Carleton's campus, and allowed me to work alongside people who dedicate their lives to addressing the needs of the communities. Each week, my work consisted of three days of mobile food distribution (two in Faribault, one in Northfield), and two days dedicated to food access research evaluating the preferences of community members for certain programs. The most memorable experiences of the summer certainly came from food distribution; talking with GUH staffers and Rice County residents allowed me to exist not as a Carleton student, but as a member of the community. I was saved on multiple occasions from Chiquita, the yappy white

Chihuahua from the third trailer at Roberd's Lake, by her 3- and 5-year-old owners, who came for bagged lunches on scooters and spoke Caribbean Spanish; I heard all about Betty's children, all out of work, and her grandchildren, and her great-grandchildren who devoured bags of cereal; I passed off boxes of non-perishables to the Navy vet who rode up on his rattling golf cart with an American flag; Doña Emma, who gives out extra boxes of food to her Viking Terrace neighbors, and a Zumba class. I had hours of conversation with the Growing Up Healthy staffers who I accompanied: Natalia, who came to Northfield from Perú as a child, and just finished her masters in social work at Mankato State; Rosmar, married last year to a Minnesotan, who's going back to Colombia in October and looking for a job with the Department of Agriculture; Carrie, who has lived in Faribault since moving from Texas twenty years ago, whose husband worked his way up to a freezer specialist in a factory, who learned Spanish from her grandmother against her father's wishes.

My work with Growing Up Healthy jolted me, momentarily, out of my comfortable and superficial experience of the Midwest, providing a view of Minnesota that didn't pass through the rose-tinted bubble that envelops Carleton. I hope in some way to continue to engage with Growing Up Healthy, to continue to function as a resident and member of Rice County, and continue to enrich and deepen my relationship with this place and the people I met.

Interning at a Food Shelf, and Confirming an Interest in Social Work

Izzy Link '21

Sociology and Anthropology

Community Action Center
NORTHFIELD, MINNESOTA

**Center for Community
and Civic Engagement
(CCCE) Fellowships**

My summer internship was the most valuable internship experience I have had. Throughout my years in college, I have worked with various nonprofits, but I felt especially welcomed and inspired by the Northfield Community Action Center. All of the staff members were warm and trusting and encouraged my independence. I remember being especially surprised my second week when my supervisor was leaving early and she trusted me to “watch” the food shelf for the rest of the afternoon. I have been accustomed to jobs in which I am constantly watched, and the culture change was welcome. When I suggested new ways of organizing the food shelf, or if I mentioned an item that had been requested by many people, my supervisor listened and asked me to follow-up. I was able to create my projects and work with other staff members to make them viable.

Also, I practiced my conversational Spanish when Spanish-speaking customers came to the food shelf! I felt incredibly grateful for people’s patience and understanding when I mistranslated something, or simply didn’t have the word for a specific vegetable and tried to explain using my hands (not especially useful).

This experience made me reflect more seriously on working within social services. While I have always thought I would work with people and in policy, this internship made me consider being a social worker. So many of the people I admired at the CAC were clinically-trained social workers. My boss was a licensed social worker, and I met with her a few times to ask questions about the process and how her degree interacted with her work. I was so grateful to have her as a resource and to be able to find out more about the process and what opportunities becoming a social worker opens up. I hope to use my interpersonal and communication skills, as well as the ability to make light of and laugh off mistakes, in whatever job I have next year!

Spending a Summer in Gratitude for Service Dogs

Sophia Myers '21

History

Believet Canine Service Partners
NORTHFIELD, MINNESOTA

**Center for Community
and Civic Engagement
(CCCE) Fellowships**

I came into the office once a week to go over paperwork and the weekly plan with my fellow Carleton summer intern and supervisors. We usually started later than planned, since dog care always lasted a little longer than planned in the morning, but while I waited (sometimes also dipping into the dog care myself) or finished up idle paperwork, one of the workers would leave out the cards sent in by past clients or their families. The letters were on unlined paper, the cards had little birds or other pleasant designs you could find at the grocery store checkout.

My reading of tight, neat cursive is not what my Catholic school teacher mother would prefer, but with enough effort, I could make out the letters and cards. They were all very similar in that each one explained how their lives had changed by the addition of a service dog to the client's treatment for PTSD and Traumatic Brain Injury. Some cards are from graduates who have had their dogs for mere months and want to share with the organization the changes they have seen so far. They can go outside much more easily, perform daily tasks that many can take for granted, and this has been made possible for them because of many reasons, but the dog is one of the major ones. Nightmares, sleep stress, and other stress triggers don't just melt away, but they are made easier or less frequent.

Other letters are habitual, coming from the same client every year or so since they have had the dog, outlining how the dog is doing and what the client has done since getting the service animal.

Ultimately, what all of the letters expressed was the sharp turnaround in their lives since the service dogs had come into them. Whether that meant anxiety reduction to help repair broken relationships or go outside, or the first year in several that did not include a crisis hospitalization, all of the letters expressed raw relief at the author's new life.

I was able to work on my organizational skills at this job, certainly my planning and ability to develop plans and paperwork. I could have done that pretty much anywhere that needed an office intern to help with major projects. While I was surprised at the level of faith they put in me, a college student, to work on important paperwork like business-risk management, I didn't hold back and tried to make the best content I could from researching what other businesses looked like. The motivation I had working for Believet Canine Service Partners was something else, however, and I don't think I could have found that just anywhere else. It was no mystery who or how we were helping, it was just about smacking you in the face every day.

I don't think I need to work in an environment where it is obvious I am helping people, but this summer internship reinforced in me that my ultimate desire is to involve myself in ethical, possibly small community-based like this organization, work that is driven by helping people. That can look like a lot of things, and I'm not sure I will work at a lot more non-profits, but I'm rather hooked.

A Summer of Archival Work in Northfield and Rice County

Hannah Zhukovsky '21
History

Carleton College
History Department
NORTHFIELD, MINNESOTA

Center for Community and Civic Engagement (CCCE) Fellowships

This past summer I worked on some of the Carleton History Department's public history initiatives. For three days a week, I worked in person at the Rice County Historical Society compiling metadata for class photos from the Minnesota State Academy for the Blind (MSAB). The project was twofold: accessioning photos to MSAB's archive and compiling metadata for a grant for the Minnesota Digital Library. Additionally, I worked on processing a photo collection donation from a studio photographer at the Rice County Historical Society. Finally, I assisted in the curation of the Carleton College COVID-19 archive.

Overall, I feel that I was able to complete my learning goals for the summer. My first learning goal was to "Learn basic archival and preservation methods." Through the mentorship of Sue Garwood at the Rice County Historical Society as well as my supervisor Susannah Ottaway, I learned how a digital archive is created and functions. Additionally, Sue Garwood taught me how to preserve and repair aging photographs that had been damaged. My second goal was to "Follow through to complete initiatives." My method was to "create smaller deadlines for myself as well as have frequent weekly check-ins with my supervisors to make sure that I'm on track." I feel that I was able to complete this goal.

By the end of my internship, I had processed all of the photos in the collection, compiled the metadata that I was assigned to do, and removed the frames, and repaired damaged photographs. Staying organized and compiling a daily log as well as having weekly check-in meetings with my supervisors was a key component to completing this goal. Unfortunately, in smaller projects in which it was less clear what the end goal was for me, such as with my work on the COVID-19 archive, I feel less confident that I completed initiatives. My work on the COVID-19 archive was more open-ended and involved less time than the class photo project but I regret not asking for specific tasks to complete.

My last goal was to "plan to learn more about careers in public history/archival/curatorial work and whether that would be a good fit for me." I feel less confident that I completed this goal. I learned more about what archival work entails and became aware of various careers in that field through meeting and working with people in those fields. However, I did not proactively discuss those career paths with the people with whom I worked.

Additionally, at this moment I still feel very unsure if I would like to pursue a career in public history, archival, or curatorial work. I hope to incorporate the skills I learned into whatever field I go into, but I'm not sure what that field will be at the moment.

Researching Protein Engineering in a Lab and Overcoming Research Challenges

Yiqiu Zhang '22

Biology

Westlake University
HANGZHOU, CHINA

Chang-Lan
Endowed Fund

I learned that my internship program would be canceled in the spring term, so I started to look for research internship opportunities back home in China. I found out about Westlake Institute of Advanced Studies, which is a research-focused institute. I emailed some professors there and found a summer intern position at Dr. Kiryl's lab. At the end of the spring term, I had some trouble getting back to China because of the pandemic, and plane tickets were expensive. Without funding from the career center, I couldn't have made it. I'm grateful for this opportunity.

My project was to develop a near-infrared glucose biosensor. Something I learned from this experience is that research is hard and you need to be patient but persistent in the process. Before I started in the lab, I spent three months just reading relevant papers and preparing for the project. I had a very simplified and theoretical understanding of what I would be working on and made a plan for how much time to spend on each step. But after I started, I found that nothing went according to my initial plans. Unexpected problems emerged at every single step. It turned out that I spent most of the summer just trying to assemble the building blocks of my project. I experienced a lot of frustrations, especially when other students in the lab doing other projects got really good results in only three weeks. But I started to understand that this is the real process of research. If everything really would go according to my plan and I could predict everything before doing experiments, then I would not have learned anything from

this research experience. And thanks to this experience, I improved my troubleshooting skills a lot.

I also received a lot of advice in career development. I've always looked at research from an intern's perspective. I used to think that knowing the project and experiments would be enough for a researcher. But in the rich research environment of Westlake Institute, I started to have conversations with people at different phases of academia and learned that I had a very limited perspective on the academic career. I learned that it was hard to get funding to keep the lab running, and what some researchers end up doing are completely different from what they did at the start of their career. I also worked with people coming from different fields, which widened my perspectives. I used to think that since I'm interested in biology, I don't have to know physics or computer science. But it turned out that understanding the principles of different fields is very helpful. My project is on protein engineering, and the most interesting paper that I read in the summer was research using algorithms to improve the protein engineering process.

I learned a lot this summer. But without the support from the career center, this learning opportunity could not have been possible. I think it was such a privilege that I had learning opportunity like this in the pandemic. I'm more than grateful to the career center and Carleton College for the support I received.

Focusing on Renewables and the Energy Market in Mongolia and Beyond

Bat-Orgil Batjargal '21 *Computer Science*

The Lantau Group
HONG KONG, CHINA

Class of 1963 50th Reunion Fund for Internships

I thank the Career Center for its innovative programs that assisted me since I was a freshman, especially Rachel Leatham and all the other Career Center officers for their priceless guidance and mentorship over the years, and importantly Carleton College alumni for their continued donations, support, and trust. In the summer of 2020, I spent 12 weeks working remotely from San Francisco for The Lantau Group (TLG) in Hong Kong. It was a fortune and pleasure to work with the TLG team. I was immersed in the energy sector, by first researching how utility-sized battery owners are paid in the UK for a preliminary recommendation for an Australian agency under Mike Thomas, managing director; second studying the procedures at compensating residential and community solar projects in the States without Net Energy Metering such as Minnesota, New York, and Texas with Alexander Bischof, my manager; and lastly investigating the Mongolian Energy sector's regulations, capacities, electricity market, and private involvements as my project.

In my mid or late-career, I would like to work in the Mongolian public sector with the knowledge I accumulated working in the private sector previously at multinational firms. The internship at TLG provided me with an introduction to a career in economic consulting. As we divest from oil and coal energy projects, developed and developing countries and corporations in those countries are looking for economical ways of investing in renewable energy. TLG has strong human capital, deep knowledge of the energy sector, and proven analytical models that can help its clients cut through the noise and focus

their attention on what matters. One potential client source for TLG's expansion is Mongolia which has the biggest desert in Asia and could export wind and solar energy to power-hungry neighbors such as China, South Korea, and Japan.

As one of my main projects, I read regulations and policies in the U.S. on how solar panel owners get paid for the electricity they provided to the utility grid. I formed an understanding of how subsidizing for distributed renewable energy can be financed in my home country, Mongolia, evaluating the real value of kWh electricity of a renewable and distributed generator added to the whole energy system in Mongolia. Furthermore, the internship allowed me to research and learn the current economic situation of Mongolia, the 2050 strategic plan of the Mongolian Government, and the Mongolian energy sector and clean energy development. To conclude, my experience at TLG paved the way for opportunities in going back to Mongolia and working on renewable energy development projects for the Mongolian government, international developmental institutions, or private developers.

On top of exploring a consulting career and the energy industry, I will remember the 2020 summer internship at TLG as a summer of self-reflection and contemplation about where I would like to go as a person. A twelve-week experience of sleeping in my friend's basement and working from his father's office, kitchen, and backyard taught me the ability to say "no" to things that I used to do just for the sake of feeling good about myself. I improved at identifying what is meaningful and important to do and what

Focusing on Renewables and the Energy Market in Mongolia and Beyond

Continued

I don't have to do. For example, I formed a better understanding of questions such as "Do I have to run every day? Do I have to wake up every day at 6 a.m.? When do I have a right to take a break? How much do I need to work?" After I cut out my running and exercising, I got more time to build relationships. After I added to my sleep hours, I got healthier. Working more doesn't result in higher performance, but rather it makes an hour of work cheap and less productive.

When I was a freshman, the Career Center taught me the importance of building strong relationships with coworkers by deliberately finding opportunities to have lunch or dinner with them. This teaching also provided more immersion time in their work and industry. Unfortunately, COVID-19, lockdowns, and working from home changed the ways I used to practice networking and workplace relationship building. I had to practice networking online even though online communication lacked the substance that goes along with in-person, eye-to-eye conversations. In building relationships over the zoom calls, I learned that meeting with the right person three times is more valuable than meeting with three people one time each. Online networking requires a stronger commitment from me than in-person networking did. For example, I was only able to form relationships with the coworkers with whom I had weekly zoom meetings even though I had meetings with many other people..

Children learn by emulating their parents and observing others. Even the great artists learn by first copying the artwork the legends created.

Finding my voice in the zoom calls required observing how people talked and acted. Initially, I remember I was very careful, tried to talk as little as possible, and hoped I would not make a mistake. For communicating on zoom calls, I learned I don't have to be very serious and calculating. Rather, I could be more open and expressive of myself. This understanding not only made the video calls enjoyable for me and other participants but also gave me a chance to differentiate myself. Nice tricks that I have learned from others so far is that, if I don't want to share my camera with other people, I could just refuse to buy a camera like a software engineer I met once, or if a meeting is becoming very unpleasant, I could share my screen on mistake and then play a sailing boat advertisement video to change the mood of people. (It happened to a friend at a big tech company). Taking a break and resting well is the door for becoming a high-achieving athlete or high-performing humans. One piece of advice I have for future students at Carleton is that "take a break after school before the internship if you can choose to do so." I started my internship right after school finished to show my commitment. But if I took one or two more weeks of break before starting the internship, I would have been much better calibrated to focus on my work. The internship allowed me to learn about renewable energy projects in Pacific Asia and Mongolia. Pursuing an internship with the Career Center internship funding enabled me to better focus on my experiential learning experience. I would highly encourage Carleton students to apply for internship funding. Thank you, Alumni!

Learning to Manage a Virtual Internship Team Focused on Concussion Awareness

Eloïse Cowan '22

Biology

Concussion Alliance

SEATTLE, WASHINGTON

**Class of 1963
50th Reunion Fund
for Internships**

When the Career Center approved my internship to spend a summer dedicating my time to Concussion Alliance, I knew I was preparing for an incredible opportunity. I had volunteered with the organization during my freshman year, but I could not have anticipated how transformative the experience ahead of me would be, even amid a pandemic.

Initially, I was simply thrilled to have been moved up from a volunteer to a leadership and board position. The title of (internship) program manager was both a symbol of trust and a challenge that the non-profit had bestowed upon me. I was anxious to lead a cohort of interns throughout the summer and found myself battling imposter syndrome for the first few weeks. It turns out I gained not only strong leadership skills but learned how to be confident in my abilities and knowledge about concussions. I also continued to work on transmitting knowledge to various demographics; I had to provide explanations with interns, communicate with professionals, and while remaining accessible to all members of our audience. Finally, I learned about the inner workings of a non-profit, how to manage a team, and how to, well, how to conduct a 10-week program consisting of education and projects.

While I am certainly grateful for the multitude of skills acquired without ever leaving home, the accomplishment I am most proud of was inspiring the other interns. I realized that the reach of a non-profit's internship program goes far beyond education and creating content. What truly mattered was that I participated in creating new community leaders. My co-worker at Concussion Alliance and I managed to create a movement of new leaders who, in turn, can affect their community. The most touching factor was that they were motivated to continue our work in the future and have the skills to do so! My role as a leader was confirmed not by the skills accumulated but by the fact that I was able to convey my passion effectively.

I hope to continue working for Concussion Alliance in the long term. I know that I want to work in a place that is at the intersection of public health and biology. After this summer I have a much better conception of how the brain works and of all the mechanisms that trauma to it impacts, but I want to continue to use this knowledge to directly impact people in the future.

Applying Mathematical Modeling to Decision-Making in Psychology

Adam Huang '21

Physics & Mathematics

Indiana University Bloomington
BLOOMINGTON, INDIANA

**Class of 1963
50th Reunion Fund
for Internships**

This summer I worked as a research assistant at Indiana University Bloomington under the supervision of Professor Jerome Busemeyer. During this internship, I started a project with Prof. Busemeyer to study the Quantum walk algorithm. Specifically, we studied ways to generalize Quantum walk with symmetrical flow from a line network to an arbitrary two-dimensional network. We applied this new model to explain the evidence accumulation process in decision making in psychology. Besides its application in psychology, our model also has impacts in quantum computation and network science. After the internship, Prof. Busemeyer and I remain in contact, and we are working on a journal article describing our model to be submitted around March.

The most important skill I developed during this internship is mathematical modeling. Mathematics courses I took at Carleton mostly focus on applying the mathematics model learnt in class to proving a theorem or solving a problem. This internship experience serves as a perfect complement to my Carleton courses, as it

developed my skills to innovatively develop a mathematical model. This skill will benefit my future career in graduate school, where I will apply the skill to build computational models of cognition. Besides mathematical modeling, I also read and learnt previous works in decision making and quantum computing, which will prepare me for future research into these areas.

Along with academic skills I developed through this internship, this internship experience also practically leverages my chance to get into prestigious graduate schools. Prof. Busemeyer, who is a big name in cognitive psychology, not only writes strong letters of recommendation for me, but also hopes to recruit me as a graduate student if he is able to. If it was not for Carleton providing me with funding to conduct research with him, I might have lost this precious opportunity. If I have a chance to join a graduate school in the future, I will always appreciate the opportunities Carleton provided me with.

Learning about Software Engineering in a Retail Environment

Rie Kurita '21

Computer Science/Economics

Kohl's

MENOMONEE FALLS,
WISCONSIN

**Class of 1963
50th Reunion Fund
for Internships**

My internship as a software engineer at Kohl's was very helpful for me to narrow down what I would like to do in the future, as well as to gain skills in software engineering. Kohl's is a retail company based in Milwaukee and it provides both an online shopping experience and in-store experience across the nation.

The original proposal with the company was that I would do various things to help search and browse experience team. Since I did not have a clear idea of what I would like to do in the future and wanted to try various things, I could explore my interest in computer science and marketing. I started with writing a short description of each business that Kohl's promotes for the directory to get to know about the company in detail. Even though this was not what I wanted to specialize in, I could get feedback from the professional writers and learn what information excites readers, how to communicate information effectively, and what kind of vocabulary and templates are useful to attract readers.

In the second week of my internship, my mentor and I came up with a project that I could work on as we talked with one of the business owners that we promote. The owner was telling us that she once organized a small business stamp card campaign with neighboring stores but it was too much effort for her to organize everything by herself, even though the impact of the campaign was huge. Therefore, we decided that Kohl's could

undertake the management part of the campaign as a new way to promote those small businesses. I was in charge of this entire project. I interviewed the businesses that participated in the previous campaign, proposed a new campaign idea that was online-based, and programmed software for it in two months.

My first challenge was that as an intern, the business owners that I interviewed did not take me as seriously as when my mentor talked with them. However, she taught me how to navigate the conversation with them and how to elicit their opinions. She helped me prepare for the interviews. Some owners got interested as we talked and I could get useful answers. Another lesson was that it takes more time than I thought to create a new service from scratch. I thought my idea was almost perfect so many times but every time I submitted my proposal, she pointed out a part that needed more consideration or came up with more creative ideas and I had to revise my proposal more than ten times a week. It was sometimes frustrating, but at the same time, it made me realize that most of the products and services that exist were made with tons of effort and reconsideration.

The other and the biggest challenge was to code the entire website with almost no front-end engineering experience. Strictly speaking, what I was making was a plugin for the WordPress website that Kohl's was already using. On top of the steps to create a webpage, I needed to learn ►

Learning about Software Engineering in a Retail Environment

Continued

the syntax and functions that were unique to WordPress and the theme that Kohl's was using. The first time I was told that I had to create new tables in the database, I had no idea what to do. I asked the engineers who worked at Kohl's to sit down with me to decide what would be the best way to store data in a database and spend so much time with them every day. Each step to create a webpage was new to me and I had to ask tons of questions. I am pretty sure that my questions were really basic and it would have been so much easier for them to build the page by themselves, however, they were always patient with me and assisted me all the time. Thanks to their help, I could build not only a webpage but also gained confidence in myself in the computer science field.

The people who were most patient with me were my mentor and the designer of the webpage. As a software engineer at a startup, it was very important to reflect the User Experience designer's opinion and the founder's vision. Sometimes, I needed more clarification from them because of my lack of familiarity with the communication tools and terms, but they

were always open to my questions and that environment helped me a lot mentally as well. My mentor was kind and her favorite phrase was "How can I be helpful?" even to me, an intern. I am so appreciative of my colleagues at Kohl's who welcomed me and made my internship so meaningful. My future path is becoming more clear.

I need to recognize another family who made my internship possible. My host family offered me emotional support on top of accommodation and advice about living in Seattle during my internship. The only downside of doing an internship at a startup is that it is hard to find a community of people who are around my age (big companies usually have several interns.) Therefore, having someone ask me how the day was going every day after work was significant for me. My host mother, father, and brother were very friendly and made my experience in Seattle a more positive and better memory.

Spending a Summer in Marketing and Communications

Finn Lorenz '21

English

Americat Company

WEXFORD, PENNSYLVANIA

Class of 1963 50th Reunion Fund for Internships

This summer has been a bit of a crazy time for the world as a whole (quite the understatement), but I have been very glad to have my internship at Americat Company throughout it. While it hasn't always been easy to juggle the responsibilities of keeping up with my work with the many changing things happening in my life—particularly when I have offered to do a large chunk of work independently between virtual meetings—but I feel like I have been better off for it.

Admittedly, I was a bit apprehensive about the internship before starting it, but I have enjoyed it for the most part. I still am not entirely sure that the field of marketing and communications is something that I'm passionate about, but I have been able to identify some aspects of the work that I liked doing. Accomplishing that, and having a good time while doing it, is something that I am thankful for.

Additionally, I am very glad to have worked with a nice Carleton alumnus (my supervisor, Diane) who runs an admirable company that is something she is passionate about. That passion and enthusiasm for her work was contagious and helped me to be more engaged and excited about some of my projects than I might otherwise have been. Even if I've realized that I would probably not want to work at a company exactly like Americat in the future, I have also grown to appreciate the value of finding that “thing” that gets you excited about the work you are doing.

I should be more specific about the “aspects of the job which I liked doing” that I mentioned above. I found that I love the challenge of crafting words in a way that will get the desired reaction out of readers. While that might sound somewhat broad, I particularly liked tasks such as writing educational blog posts that subtly incorporated marketing for Americat Company and coming up with better product page descriptions for the company's website. Thinking about how to phrase a sentence or how to move around parts of a paragraph to achieve the desired effect is something that I love doing, and which I think I have a decent aptitude for doing.

The main thing which made me less excited about my work was the “selling” side of things. I didn't feel particularly excited about the end goal of simply getting more customers to buy Americat products (which is certainly the ultimate goal of all marketing work), and I found myself wishing that I was doing something that had a more direct positive impact on the world. I think that I would love to find a job in the future which combined some of the skills I developed in this internship, and some of the aspects of the work that I greatly enjoyed, with an end goal that I am more passionate about. Maybe that is something that will be difficult to achieve, but I still would like to try and pursue it. Ultimately, I am very grateful to have had the experiences I had during this internship, and I truly appreciate the insight and skills it has given me, as well as the self-reflection it has encouraged.

Exploring Cognitive Neuroscience through Research

Astrid Petropoulos '23

Claremont McKenna College
CLAREMONT, CALIFORNIA

Class of 1963 50th Reunion Fund for Internships

I very much appreciated the opportunity to have had such an impactful internship experience this summer. Working as an undergraduate research assistant in a cognitive neuroscience lab, I was able to explore a field that I have not previously studied extensively. I have enjoyed learning about cognitive neuroscience especially because I have found that I am more interested in research, and science when it is related to human beings rather than animal specimens.

Although the research was conducted through zoom, I am very grateful for the amount of time the professor dedicated to helping me and the other research assistant. We zoomed in practically every day this summer, if not twice a day, making me feel very connected to the lab. Additionally, the other research assistant and I would meet after meetings with our professor for sometimes upwards of four hours collaborating on work or getting to know each other.

One of my favorite memories is a day when we spent close to five hours on one call (after two, two-hour zoom meetings in the morning) working on a set of analyses we had to run. We had to work from 8:00 am to 8:00 pm that night to finish but we were able to get it done. I hope to be able to meet with the lab in person one day soon!

I was also able to learn new skills such as using MatLab, EEGLab, and Jamovi. As we were learning a form of analysis I had not done before, there was a lot of trial and error to find what worked the best. However, we were able to find a way that worked well for us quickly which was very rewarding.

I feel as though I have achieved all my goals this summer. I was able to learn about the neuroscience community more generally and edit my CV to fit the requirements that are used in this field. As Carleton only offers neuroscience as a minor, this experience allowed me to explore a field in more depth. Hopefully, I can continue this research throughout the year and work on finishing our project.

Focusing on Social Media and Learning about Concussions and Careers

Srishti Seth '23

Concussion Alliance
SEATTLE, WASHINGTON

Class of 1964 Endowed Internship Fund

My internship was at Concussion Alliance, a nonprofit organization that aims to provide education and treatment options for those who have sustained a concussion. Throughout my internship, I wrote for the biweekly newsletter that gave information on new research relating to concussions, edited and posted interviews with medical professionals, and created my webpage that focused on a specific treatment for concussions. Throughout my time interning for Concussion Alliance, I learned a lot about how to read research papers and simplify the content for the general public, how to work the website Squarespace, and how to easily talk about and present my work to a group of people (my fellow interns, my supervisors, medical professionals, and my friends/family). My initial goals for this internship were to become more comfortable with reading research papers and to learn more about concussion research.

This internship exposed me to reading research papers daily, improved my writing skills, and made it possible for me to cater my writing to a target audience. I think that the goals that I accomplished for this internship were met, and I had an overall fantastic experience interning for Concussion Alliance.

My internship supervisors organized weekly guest speakers that talked about their jobs and how they became involved in doing concussion research. I learned a lot about different professions that work together to treat concussion patients and even broadened my horizons on which field of medicine I would like to work in the future. Additionally, I was able to work on my web page for a topic called Graduated

Exercise Therapy, a treatment for individuals who have sustained a concussion. This webpage was one of the first resources catered specifically to the public on this topic, and I was very proud of accomplishing this for myself and Concussion Alliance. While working on this webpage, I was able to work with a graphic designer to create a flowchart as a resource that simply explains this topic, which had also never been done before. This internship allowed me to work at my full potential and achieve many accomplishments.

My internship supervisors had some of the best leadership qualities that I had ever experienced. Whenever I felt like I wanted to take on more work or do something more, they were always extremely supportive and gave me more to do. If I ever ran into a problem or needed additional help on a project, I was never afraid or intimidated to ask my internship supervisors for help. Additionally, my internship supervisors made sure to have meetings with us to discuss potential improvements for suggestions for future internship experiences, which I found to be very supportive. My supervisors were very approachable and always open to suggestions, which made the whole internship process run extremely smoothly.

Overall, I am very pleased with my internship experience, both with my supervisors and with the remote process with the Career Center. Although we were not able to meet in person, I still feel as if I accomplished a lot of work for the organization and was able to complete all the Moodle tasks easily. I had a great experience with the internship program and with my specific internship!

Exploring How to Build and Sustain Peace in Syria

Miles Allen '21

*Political Science
and International Relations*

The Carter Center
ATLANTA, GEORGIA

David T.C. Jones '74
Endowed Internship Fund

My last two work experiences felt a lot like a term at Carleton. Working alone, I reviewed the literature on a topic, presented it to a supervisor, and then wrote a 20-page paper on an accelerated schedule. My research often seemed tenuously related to the immediate goals of those two previous organizations. While diving deeply into new topics was fun and rewarding, I also knew how unlikely it was that anyone would reference or use my work. Sometimes I felt like I was completing an exercise for myself, and I wanted to be able to tell others with more certainty what I was bringing to the world. My experience working at The Carter Center this summer was rather different.

The Carter Center's programs support peacebuilding and public health programs internationally. I worked for the Center's conflict resolution program on a team of a dozen or so staff whose projects focus predominantly on monitoring the Syrian conflict. My work supported the Center's efforts to develop a strategy to advocate for policies that will mitigate the impacts of the Syrian civil war and empower peacebuilders to repair and strengthen Syrian society. My primary assignment, a long-term research paper on the arms trade during the Syrian conflict seemed similar to the work of the last two summers. However, this time, I knew exactly why this work was important. Finding answers to my research questions could help the Center advocate for certain policies.

I don't think that this summer's research was somehow more important than what I did during the last two summers, but I felt more integrated into the organization and I had a more expansive view of its mission. My supervisors, for example, were attentive and invested in my experience at The Carter Center. Getting to sit in on staff meetings and share informal conversations with members of our team about their work also helped me get a sense of the organization's broader goals and make connections to my work. Getting to know my colleagues and their work, as well as understanding how my organization presented itself to an external audience, offered me the context that I needed to understand the role of my contributions. Although I was working online, my experience this summer helped me understand what my ideal work environment might be like.

The experience also helped me identify the types of work that I might enjoy doing in the future. I'm still not sure whether I'd like to work at an NGO, or whether I'd like to continue working on issues related to peace and conflict. However, I consistently enjoyed doing editorial work, preparing a newsletter on current events that were relevant to the Center's work, and reporting out to my colleagues. I'm going to think about how I can continue to build on and use these skills in the future.

Researching at the Nexus of Math and Computer Science

Will Fletcher '21

*Mathematics
and Computer Science*

Drake University
DES MOINES, IOWA

David T.C. Jones '74
Endowed Internship Fund

Over the summer I worked remotely with a professor at Drake University on computer science research.

I enjoyed my time doing the work and I think I benefited from it by improving my communication skills, learning more about my interests, and setting myself up for success in the future. Even though my internship was remote and I only worked with one person for the majority of the summer, I believe that I was able to develop my communication skills.

I often find it intimidating to reach out to people, especially people I don't know, so being forced to reach out to many people while looking for my internship was good practice for me. During my internship, I had practice communicating math and day to day issues with my advisor. Since I worked remotely, much of our communication was over email. I learned that it is important to be as clear and concise as possible over email. For one of our first meetings, we arrived at different times because I didn't specify a time zone.

Because my background is mostly in math and my advisor was a computer scientist, there were a lot of things we had to explain to each other. Since he is a professor, he did a good job. However, I didn't have much experience with explaining things so it was difficult at first. Luckily, he asked good questions that got at the heart of the topics and helped me figure out things I wasn't explaining well. Lastly, we submitted our work to a conference where we will be presenting a poster which will give me experience communicating my results.

I also learned a lot about math, computer science, and what I want to do in the future. The project I was working on had to do with molecular computing, which is something I did not know anything about, and the particular problem I was working on was mostly a math question. It was interesting to read papers about molecular programming. It is a growing subject with lots of important uses and potential growth in the future. I also had to review a bunch of my old math textbooks. My problem required me to understand Calculus and Linear Algebra well, which gave me an excuse to go back and re-learn them. It also involved some areas of math that I have not learned yet, and so I had to read about them online, which has given me some ideas of things I might want to do in the future. An important part of academic work is sharing your discoveries. I do not have much experience doing that and I have never presented my work outside of school-related events. Since we will be presenting at a conference and writing a paper soon, I am expecting to get a better idea of what that is like.

I also think that my internship has put me in a good position to achieve my career goals. I developed a strong relationship with my advisor and he has already written one letter of recommendation for me. I think that he would probably be happy to write them for me in the future. I will also likely get multiple talks and a paper out of the results I got this summer which will hopefully look good on my resume. There is also a possibility I could make connections at a conference.

Exploring Public Health Research

Maddie Bryant '21

*Political Science
and International Relations*

Venture Lane

BOSTON, MASSACHUSETTS

**Eugster Endowed
Research & Internship
(& IDSC 280 Participant)**

began my search for an internship in public health by reaching out to a contact I had who was knowledgeable about doctors in the area looking for undergraduate research interns.

After receiving a list of names, I reviewed each doctor's past research and emailed them with a statement of interest and my resume. I was delighted when I received a response from Dr. Jocelyn Carter, an instructor of medicine at Harvard Medical School and Massachusetts General Hospital (MGH). After a few emails and a phone conversation, we determined that I would be a good fit for the role. Although this internship has not necessarily given me the type of insights into public health I was expecting, I have grown in my knowledge about patient care and a number of common issues that prevent individuals from staying out of the hospital. Moreover, I have learned several lessons about accountability, that I am a people person who enjoys the unknowns of conversations with strangers, and that working in a sector where you are overwhelmed with sensitive and grievous personal health narratives is not ideal for my skill set and psychology.

After a long spring of quarantining, June finally came. However, I was growing uncertain as to whether the internship I secured in February was realistically going to work out due to complications caused by the pandemic. As my prospective summer plans were becoming bleak, it felt like the appropriate time to think deeply about how I wanted to spend my last college summer. This felt especially necessary given

I would be graduating two terms early, in November, and wanted to be in the best position to find temporary work then. Since I have known that my goal is to attend law school as soon as possible after I graduate college, for the past three years, I have been motivated to pursue a wide array of internship and externship experiences that could help me discover which specific area of law I am most suited for and interested in. I have most been interested in criminal law, but since the pandemic and a health psychology class had sparked my interest in public health, I figured it would be advantageous to use this time as an opportunity to learn more about public health in order to assess whether health law could be an area I am interested in further exploring in law school. Moreover, given that Boston is renowned for its medical community, I wanted to take advantage of the opportunity to be a part of leading research. However, before I secured my internship with MGH, I felt pessimistic about the pandemic and resentful for it having prevented my other paid internship from working out. Given this and that I was not particularly optimistic that I would be chosen for an internship at MGH, I have learned that it is better to feel optimistic that things will work out and that it never hurts to at least apply to positions and see what happens.

The project I have been a research intern with is a four-year long study implementing a digitally-enabled community health worker intervention for patients to reduce hospital readmissions. ►

Exploring Public Health Research

Continued

Since hospital care accounts for nearly a third of U.S. healthcare expenditures and twenty percent of this is deemed to be potentially preventable, research on how hospital readmissions can be prevented is currently receiving high attention in the public health community. The research team includes Dr. Carter, a community health worker, a project manager/health worker supervisor, and as of September, a clinical research coordinator. The community health worker's role is to reduce the likelihood of a patient being readmitted to the hospital by helping patients overcome barriers that have previously prevented them from staying healthy. These barriers include mental health support, coordinating transportation to and from appointments, and managing medications.

Given what we know about the relationship between not having access to preventative care and developing long-term health conditions, particularly when it comes to communities of people of color, I expected a high number of the enrolled patients to be people of color. However, most of the patients enrolled in the study are white, and being able to speak English is an eligibility requirement. When I asked Dr. Carter about why this is, she said it has to do with how people are distributed throughout Boston area hospitals. Which hospital patients receive care at has to do with what insurance provider they have and where they live, for example.

I have really enjoyed administering surveys because I actually like cold calling and enjoy knowing that each conversation will be different. It reminds me a lot of doing political phone banking. Over the summer, my primary responsibilities included being trained on how to speak with eligible patients about enrolling in the study and how to administer the pre-study survey to patients. In the beginning of the internship, I was told that I would be responsible for speaking with eligible patients about enrolling in the study, but when it became apparent that patients felt inclined to use this time as an opportunity to ask very specific medical questions that I was not qualified to answer, Dr. Carter thought it made more sense for her to have this call with patients. After this, my primary role became administering the pre-study survey to patients. This process helped me grow in my ability to comprehend emotional and at times, tragic, information about the patient's health and background. Especially when patients were quite honest about their mental health, I learned how to process difficult information in my own mind, express empathy to the patient, and input the data into the online form all in the same moment. Moreover, given that I had to go into each survey knowing that the patient could say just about anything, I think I became more skilled at thinking on my feet. ►

Exploring Public Health Research

Continued

As I have thought more deeply about how this experience has helped me prepare for my legal career, this is one element that I think has been particularly pertinent. In litigation, when you are cross examining a witness, you have to be prepared to respond to anything that person says. In a way, that is a lot of what this experience of speaking with patients felt like. The most intriguing conversation I had with a patient was during a post-survey call with a patient who was waiting for a heart transplant. I asked the patient a number of questions regarding his mental health, such as if he feels “hopeless” or “worthless.” He responded by saying “never” and that as long as he gets a new heart, he is living a great life and in the meantime is happy. As the conversation proceeded, I was almost distracted by trying to place myself in his shoes and consider the questions I was asking him. Hearing a patient seemingly so genuinely positive and optimistic, despite facing a grave health issue, reminded me to be thankful for the healthy body I do have and that even if we do face a challenging health circumstance at one point or another, it should always be put in perspective.

This fall, the trajectory of my responsibilities changed when I was introduced to a task that was inherently challenging to me personally. A paid clinical researcher joined the team, which modified my relationship with Dr. Carter in that she was no longer my main point of contact. After completing an extensive online training program called “The Collaborative Institutional Training

Initiative” (CITI Program), I began training on how to use the hospital database (EPIC) to identify eligible prospects for the study. This process involves using the daily-updated list of currently admitted patients at MGH and inserting the data into an excel spreadsheet accessible by all team members in a shared drive. Then, the person very closely interrogates their health histories to determine whether or not each patient is eligible for the study. After becoming fully-trained on this process, it became impossible to disregard how it was impacting my own mental health. As someone who struggles intensely with health anxiety, which has been exacerbated by the pandemic, it was incredibly difficult not to internalize all of the health issues I was closely examining during the screening process. Such a wide range of ages, issues, and causes was overwhelming. Moreover, the process includes looking certain health conditions up if the medical terminology is unclear, or if you don’t know if the symptoms of the condition will disqualify a patient from eligibility. This is something I have explicitly been told by a professional not to do for the sake of my mental health, so it was challenging to complicity do these tasks with the clinical research coordinator even though it made me very anxious and uncomfortable. Although before being trained on the process, I thought I would be capable of separating my personal mental health from my professional responsibilities—especially since it is often said that successful people must know how to do ▶

Exploring Public Health Research

Continued

this--I realized that I was not ready to do this yet. After deciding that the toll this was taking on my mental health was not manageable, I expressed my feelings and circumstances to Dr. Carter and have offered to dedicate the remaining hours of my internship to administering post-study surveys to patients. The post-study survey gathers information about how successful the enrolled patient's experience with the health worker was and whether they had any hospital readmissions. At first, I perceived this as a failure on my part—I could not successfully overcome my personal challenges in a professional setting. However, as I reflected on the situation more, I realized that one of the purposes of an internship is to learn about what you do and do not like. Some people hear about children facing difficult home lives and may find that a career in family law is not ideal for them. Similarly, while I can hear about a family or friend facing a challenging health issue, pursuing a profession in which you are constantly dealing with grievous health narratives is not ideal for my skill set and psychology.

There are a number of aspects about the research process that have surprised me. For example, when I was first being trained on how to administer the pre-study survey to patients--an approximately 20-30 minute survey that asks questions about their health issues, health goals, and current challenges they would like assistance in overcoming--I was surprised to learn that regurgitating the actual wording of the question

was not a priority. In my classes in statistics and political science research methods, I was taught that being consistent with the wording of a question when asking it to study participants was very important because it helps assure that how a question is framed does not invite biased responses. However, it seemed as though getting through the survey without annoying or fatiguing the participant was more of a priority. Similarly, I was also surprised that it was acceptable to lead the patient when asking the following question. For example, if a question was asking a mental health question such as "Do you feel lonely all the time, sometimes, or never?" If they responded strongly with a statement such as "no, never, I have a relative who helps me...." it was okay to then say "So you wouldn't say you feel helpless?" as opposed to asking the full question. Another aspect of the process that surprised me was that the doctor herself did not come up with the questions. While it was hard to get a definitive answer as to who exactly created the questions for the surveys, it seemed like they were generated by an outside person not currently on the research team.

One of the most eye-opening pieces of this internship was a conversation I had with Dr. Carter about primary care prevention. I was especially interested in this topic because preventative medicine is one of the pillars of public health and was highly emphasized in a health psychology class I took last spring. One question I asked ►

Exploring Public Health Research

Continued

Dr. Carter was why younger people (i.e: a thirty year-old) do not receive screenings for certain cancers (i.e: colon cancer or breast cancer) when we know it is possible for the body to develop cancer at this age. I expected there to be value in this even if it was a random sample of younger demographics. Dr. Carter explained that as tragic as it is when patients develop cancers outside of the age range that certain cancers tend to manifest, it would take a dramatic change in the data to draw the governing bodies who advise doctors on when preventative screenings are to be performed. Of the reasons that most cancer screenings are not done at earlier ages are that they are costly. This is discouraging. However, what I found particularly interesting is how the Hippocratic Oath plays a role in this. The oath mandates that doctors “do no harm” to patients. Dr. Carter explained that if she were to give a colonoscopy to a patient who requests one, several problems could arise that could place her license and the patient’s well-being in jeopardy. First, if she were to perform a colonoscopy on a patient who requests one but there is not a reason to believe this is necessary, and something goes wrong (i.e: the patient has an undiagnosed heart condition and dies from complications related to anesthesia), she could be liable. Second, if she were to do a colonoscopy under the same circumstance, and she does one and then the patient does not like it, the patient could then accuse a doctor of coercing them into thinking it was necessary and the

doctor could be sued. These insights intrigued me because my mindset has always been that if everyone had access to unlimited preventive care then we could all live the longest and healthiest lives each of our bodies is able to. However, this conversation changed my perspective by leading me to realize that even if a person has infinite amounts of money to spend on maintaining their personal health, there are factors outside of our control that limit the extent to which we can do this. Moreover, it prompted me to think about the realities of scarcity and whether or not there would even be enough healthcare workers, medical tools and equipment, and treatment programs to accommodate every individual requesting care they may not necessarily need.

A key takeaway from this internship is that keeping a record of the work you have done and the hours you have put in is extremely important. When I started the internship in June, given that I would be doing the internship for at least six months, I was not particularly concerned about meeting 140 hours. However, at this point, I have likely put in around 100 hours, and if I could go back and do things differently, I would have kept track of my hours so that I can have more of a concrete record of this. A number of elements prevented me from performing as many hours as I had hoped. First, over the summer, the team seemed to have some obstacles in adjusting to the remote aspect of this program in response to the pandemic. Usually, my role would involve

Exploring Public Health Research

Continued

me physically going into MGH and entering patient rooms, but because of the pandemic, this dynamic changed. For the first few months the team was not entirely up to speed on how to change the survey process because of this, and since less patients were agreeing to participate in the survey (likely as a result of patients being less inclined to agree to participate over the phone compared to when they were asked in-person), there were just far fewer surveys to administer. Although I persistently reached out to Dr. Carter about what work I could do, most of the time she did not have any additional work for me, so in order to stay engaged I read related-research articles on my own and prepared extensively for a meeting I set up with her to discuss my public health related questions. Secondly, there were some persistent issues with the MGH computer I was given in the fall to access the data with. The computer would not connect to the network, so I had to mail it back and wait to receive it. After this, the computer was still having issues, and I had to spend a lot of time working with information technology on how to resolve these issues. When this finally happened, it felt like I was running very far behind as the Carleton term has been coming to a close, but I do not feel that not meeting the 140 hours means that the internship did not have value.

Despite that I have likely not completed 140 hours, from the dilemma of not having kept track of my hours, I have learned the importance

of taking measures to keep track of my work hours even when a superior does not ask me to. This is especially true during a pandemic when you are not physically clocking in and out of a building. Although I learned interesting insights into preventative care and how public health research is conducted, I would argue that more importantly, I have learned invaluable insights into why public health or even being in-house legal counsel for a hospital is not the right fit for my skill set and psychology. If I had not done this internship, I believe I would be more inclined to pursue more intensive internships related to health law in law school where I would learn similar lessons. Therefore, this internship has helped me narrow my path at an earlier stage, which from a financial and academic perspective, is worthwhile. What I do know is that I am a people person—I am someone who likes the challenge of not knowing what someone is going to say to me or ask me. I also like the opportunity to speak with someone and know that my attitude is going to have a large impact on how they remember an experience or moment. Being surveyed is not something people typically enjoy, but if I can greet them with kindness and respond to their answers in a way that makes them feel like their input matters, then maybe I can make their day better, and maybe this is something that extends to interactions far beyond surveying.

Learning about Children's Processing through Developmental Psychology Research

Madison Collins '22

Psychology

Developmental Investigations of Behavior and Strategy (DIBS) Lab at the University of Chicago
CHICAGO, ILLINOIS

Eugster Endowed Research & Internship

This summer, I was a research assistant at the Developmental Investigations of Behavior and Strategy (DIBS) Lab at the University of Chicago. Due to the COVID-19 pandemic, the DIBS Lab shifted all of their research to an online setting and I completed the entirety of my internship online. Broadly, the DIBS Lab studies social development in children. Some of the research that took place this summer examined topics such as children's intuitions about immigration, majority rules voting, and language as an inference tool.

My time at the DIBS Lab was split between assisting the lab manager with general lab tasks and working on research projects with my graduate student mentor. The general lab tasks that I worked on included: recruiting participants, scheduling participants, and database management. While I have been pretty involved in psychology research here at Carleton, I have never done any participant recruitment or scheduling before, so it was nice to have this opportunity to observe what logistics are like in a big research lab. Because the lab completed all of their study appointments over Zoom, they were able to test record numbers of children each week. This meant that there was a massive amount of emailing and scheduling that went on, and helping with this process certainly helped improve my organizational skills and provided me with an appreciation for how much behind-the-scenes work is necessary to help a research lab run smoothly.

While I certainly gained valuable skills and experience through the general lab work that I did, the most exciting and transformative part of my internship came through my work with my graduate student mentor. This summer, my graduate student mentor, Ben, was studying how children might use language to make inferences about other people. More specifically, Ben was interested in how children use verbal hesitations or disfluencies (i.e. "ummm") in someone's speech to make inferences about what that person might know or prefer. To assist Ben with his research, I did research on relevant literature and wrote summaries of the work, input study stimuli into Qualtrics, and ran study appointments. I have always enjoyed doing literature reviews because I love to read about research, so this was a very enjoyable part of the internship.

However, I have always been a bit slow to read academic papers and I am a bit wordy with my summaries. Due to the sheer volume of papers, I had to read and summaries that I needed to write, I quickly learned how to easily pick out main ideas in papers and how to concisely report those ideas in summaries. I am very grateful to have improved this skill as I know that it will be very beneficial for the rest of my academic endeavors. Additionally, I greatly improved my technical skills with Qualtrics by inputting a large number of survey stimuli to be used in online research studies. I work with Qualtrics frequently at Carleton, so I am excited to be able to apply my skills in the lab that I work in at Carleton. ►

Learning about Children's Processing through Developmental Psychology Research

Continued

However, my absolute favorite part of the internship came from running study appointments with children. I was trained to run three different studies in the lab, and this allowed me to directly (well, via Zoom!) experience the research in action. It was so interesting to learn about all of these psychological phenomena from the literature reviews that I did and then to see those same phenomena in action during a study appointment. For example, I read a lot of papers about developmental differences in inference capabilities, and it was fascinating to be able to directly witness those differences through working with children. I honestly feel like I learned more about the research topics through directly observing children's behavior than I did through reading research papers about those same topics. Beyond enhancing my understanding of the research topics that I was studying, testing children made me realize that I want a career where I can frequently interact with children and/or adults. Coming into this internship, I was considering graduate school in developmental or clinical psychology. I enjoy the research process and I am interested in pursuing more research after Carleton, but my favorite part of this internship was always being able to work and interact with the children. I talked a lot to my graduate student mentor about what life in graduate school for developmental psychology is like and what career options exist after graduate school, and I learned that most people in developmental psychology go into academia

to teach and do research. While that is an option that I am keeping open, I am more interested in getting to work with children and/or adults for extended periods after graduate school, so I am not convinced that a developmental psychology path is more me. Perhaps more importantly, while I thoroughly enjoyed working on the research in the DIBS Lab, I think I am interested in pursuing more clinical research. So, while I do not think that graduate school in developmental psychology is in my future, I am extremely grateful that this experience bolstered my research qualifications and helped to clarify what I want (and do not want) in my career.

Ultimately, working as a research assistant at the DIBS Lab was an extremely valuable experience that exceeded my expectations. This was my first time working in a research laboratory at a large research university, and it was amazing to get a glimpse into what graduate school might look like for me. Additionally, I greatly improved my research and interpersonal skills through this experience, and I am very excited to take what I learned in the DIBS Lab and apply it in the psychology classes and research that I am parking this year at Carleton. I am ready to start fall term classes with this improved sense of direction regarding my post-Carleton ambitions and to take the steps necessary to turn those ambitions into reality.

Making Meaning Out of a Virtual Biochemistry Internship

Erin Jenson '21

Biology

University of Utah,
Department of Biochemistry
SALT LAKE CITY, UTAH

Eugster Endowed Research & Internship

I can honestly say that my internship exceeded all the expectations I had going into it, mostly because I had no expectations at all. I was scheduled to participate in the Biochemistry Research Fellowship program set up by Carleton alumni at the University of Utah, but unfortunately (but not surprisingly) it was canceled. I had worked with my supervisor before as an extern, so I felt comfortable reaching out and asking if we could set up a remote internship. He said that he was also extremely disappointed that the program had been canceled, as he knows how important it is for science majors pursuing graduate school to have a research internship between their junior and senior years. Therefore, he was willing to attempt a remote internship, although it seemed to me that he had very low expectations for the quality of this experience for me. He had never attempted anything like this before and didn't have any specific plans for what I would be doing. Nevertheless, I decided to participate, because I agreed that any research experience would be better than none.

A few weeks into my internship, I realized that I should not have worried. My supervisor gave me some assignments to start with and some of the graduate students in the lab taught me how to use certain online programs, and before I knew it I was making new scientific discoveries and identifying novel protein domains that are likely important for proper chromosome segregation (the biological process that the lab studies). Making discoveries like this was exhilarating, especially when I went into this internship with so few expectations. The lab assured me that they would follow up with my research and keep me

informed of any interesting findings. One of the reasons that I needed this internship was to help me decide if going to graduate school was the path for me, and the excitement that I so often felt while doing this research was enough to convince me that this was the path I wanted to go down after graduating from Carleton.

Many people pursuing further education in a STEM research field take a few years to work as a lab technician before entering graduate school. This allows them to get more research experience and boost their graduate school application, as well as gives them one more chance to decide if research is right for them. I decided early in college that I wanted to take a couple of years to work before continuing my education, so it seemed natural that I should spend those years as a lab technician. During a mentoring meeting with my supervisor, I told him about my plan, and he said that if I wanted to keep working for him, he would be extremely happy to have me work in his lab for a couple of years after I graduate. I was thrilled when he told me this because I had such an amazing experience in his lab and can't imagine a more healthy and productive work environment. I expect that unless an even more amazing opportunity comes up, I will be accepting his offer.

Overall, this internship was the best way I could have spent my summer. Even though it was a different experience than I had originally anticipated, I still learned a lot about research and graduate school, made lots of new friends and connections, and secured a full-time job offer after graduation.

Researching the Earth's Atmosphere with the Scientific Method

An Kitamura '21
Chemistry

University of Ottawa
OTTAWA, CANADA

Eugster Endowed
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For my summer project, I worked with two other undergraduate students on a project that we called the “Terpene Project” at the University of Ottawa. As included in the title, the project was on investigating the dissociation of a class of molecules in the atmosphere called terpenes. These molecules are emitted by plants and undergo reactions in the atmosphere, so we were interested in looking at how terpenes act in atmospheric pressure. To look at these dissociations, we used mass spectrometry and conducted a series of experiments in which we looked at how each molecule fragments. In courses that I’ve taken at Carleton, I mostly used the mass spectrometer to determine the mass of a molecule or identify the molecule’s structure. Although I wasn’t able to experiment with a person as I worked remotely, analyzing the experimental data of fragmenting molecules with mass spectrometry gave me an understanding of one of the many applications of this technique that I had never known about.

Learning about this new application made me fascinated by the multiple ways a single analytical method can be used to explore a wide range of questions in chemistry research. After the experimental aspects of dissociating a molecule in the mass spectrometer, I worked on

computational calculations to guess and confirm the structures and energies of the pathway that each molecule takes in its dissociation. It was my task to propose the structures that a gas-phase molecule takes by breaking bonds to reach the final fragments that were detected in the mass spectrometer. However, the mass spectrum only provides information about the mass of the final fragments, so I used a software called Gaussian to carry out calculations of the energies and structures. Although the concept of this task was straightforward for me to understand, I struggled with the technical side as I didn’t have any experience working with computations. I had to begin by learning about the basics of the theory behind computational chemistry and how to write codes. Moreover, I had to become accustomed to interpreting the numbers that I would get from the calculations and how to compare those theoretical values to the experimental ones.

Despite the difficulties of learning an entirely new field of chemistry in a short period, I soon found myself engrossed in the trial and error of running different calculations to find the most probable result. At the end of the project, we combined all of our findings and generated a dissociation pathway that included all of the intermediate structures that we found to reach the final



Researching the Earth's Atmosphere with the Scientific Method

Continued

fragment structures. Our proposed dissociation pathway was based on theoretical calculations, so there were still improvements that we could make. Discussing what and how we can improve our results with my research group enabled me to be critical in reviewing our experimental methods and the calculations that we decided to perform. Reviewing our work was also an essential step in deepening my understanding of the information that I learned through this research position.

Through this summer experience, I learned about analytical chemistry in addition to atmospheric and computational chemistry, which were fields of chemistry that I had never studied before. I also gained skills in using computer software to calculate and predict the structures and energetics of chemical compounds. Most importantly, however, I realized that there are countless fields and research topics in chemistry that I still haven't been exposed to. I realized that even though my research project didn't go as planned, there was still a wide range of topics to investigate. From this experience, I became curious to learn more about the topics in chemistry research that I don't know much about.

Interning to Better Understand Infectious Disease

Stephen Lavey '22
Chemistry

Marquette University
MILWAUKEE, WISCONSIN

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For my summer internship, I worked in a microbiology laboratory at Marquette University. I learned many new lab techniques and concepts for the internship, and I developed a better understanding of what it means to do research for a living. There were three separate projects I worked on this summer, each of which was a great learning experience.

The first project I worked on this summer was susceptibility testing. I tested bacterial samples from across the state of Wisconsin to determine which antibiotics would inhibit bacterial growth and which antibiotics these bacteria were resistant to. I worked with three gram-negative bacteria (*E. coli*, *Pseudomonas aeruginosa*, and *Proteus mirabilis*) and two gram-positive bacteria (*Staphylococcus aureus* and *Streptococcus pneumoniae*) for the majority of these tests. There were many new lab techniques I learned through this project, including setting up zone edge testing and streaking plates, but I also learned a lot of information about how certain antibiotics take action against these bacteria. Specifically, the professor I worked with this summer taught me how B-lactam and fluoroquinolone antibiotics work as well as how bacteria can adapt to become resistant to these antibiotics. I appreciated learning so much about these systems of bacterial inhibition and resistance that I knew nothing about going into this internship.

The second project I worked on this summer was SARS-CoV-2 testing. Rather than doing PCR (polymerase chain reaction) tests, the lab I worked in performed TMA (transcription-mediated amplification) tests to detect the

presence of SARS-CoV-2. I knew little about TMA testing before this summer, but it was interesting to see this process in action. It was a great experience working on a project with such an immediate impact during this COVID-19 pandemic and I enjoyed seeing how doing research can be an adaptive career where the work one is doing is a direct reflection of what medical problems need attention.

The third project I worked on was doing data analysis of STD testing from college students. I searched for general trends in the data, looking at how common certain STDs were and in which populations, but then I specifically focused on *Mycoplasma genitalium*. This STD seemed much more difficult to treat than the others because there was a high resistance rate against azithromycin, the main antibiotic used for treatment. In fact, for the dataset I analyzed, the resistance rate was roughly 70%. The professor I worked with this summer told me how important the development of molecular testing is for this specific disease because of how difficult it is to treat, and we are still in communication as to how to move forward from this finding. We plan to submit an abstract to a convention organized by the end of the year.

Working on these three projects gave me a better understanding of what I want to do with my time after Carleton. I have always had an interest in the medical field, but now I feel I have a grasp on which area of medicine I want to pursue. Internal medicine, specializing in infectious disease, seems like a great fit for me, and I am excited to learn more about this field moving forward.

Gaining an Appreciation for Interdisciplinary Research in NeuroLinguistics

ZhaoBin Li '21

Math

University of Connecticut
STORRS, CONNECTICUT

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How and why could a speech model like TRACE mimic human speech recognition? How do we represent human speech knowledge using networks and graphs? How do we compute lexical competitors using regex in R? I sat in the workplace and mused over the questions given by my adviser over the summer.

I began my summer research with both excitement and trepidation. 2020 summer was special with COVID-19 and cities on lockdown. I worked remotely with my adviser Jim Magnuson at Storrs and was both thrilled and worried about the online research experience. There I worked in a graduate lab well established in interdisciplinary speech perception, and only recently have I begun to understand the deeper concepts in both psychology, computational modeling, and neuroscience.

My research progress had to be rapid. Summer passed quickly, and I sped through the research literature to catch up on the psycho-linguistic TRACE model, learn network science to analyze phonological graphs, and used R to come up with results.

As I polished my LinkedIn profile as summer closed, I sat amazed at the achievements. I began with no experience R, and yet scaling up a regex to analyze large dictionaries has become my new aptitude. The TRACE model and network science started out as mysterious to me, and I am now able to communicate and analyze them. All thanks to the constant support given by my lab and meeting groups!

More important, nurturing connections with the lab members became integral to my summer research. Through prolonged discussions with my adviser and lab-mates, I gradually sharpened my communication and analytical skills. By taking a constant interest in the numerous tasks around me, I was exposed to interdisciplinary speech modeling. The lab supported me in various ways, including being open to getting interviewed by me and giving me valuable advice on getting research assistant positions and applying to Ph.D. In addition to research, we shared about parenting, neuroscience, and played online games over the regular lunch meetings to enrich my experience.

Perhaps the most important growth to me over the summer was the courage to create stronger connections across disciplinary circles. "Be the bridge in the academic network", as my experienced lab mate told me, and only now could I appreciate the wisdom behind the maxim. Now I aim to nurture a deeper connection with the interdisciplinary community in neuroscience, cognitive science, and computational modeling as the new post-bac application cycle starts.

Acknowledgments: For my summer research, I would like to give my sincere thanks to the monetary support given by the Woodside Current Internship Fund, the constant guidance given by the Career Center, the reference and speech perception knowledge given by Professor Julia Strand, and the great memories given by the Jim Magnuson's Computational Cognitive Neuroscience of Language Lab at the University of Connecticut.

Gaining an Appreciation for the Twists and Turns of Geoscience Research

Tim Mikulski '21

Physics

University of Wisconsin-Madison,
Department of Geoscience

MADISON, WISCONSIN

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I had high expectations for this summer of research at the University of Wisconsin. For STEM students, the summer before senior year is often regarded as “the big one”: your last chance to make a big research impact as an undergrad, and the perfect balance of having three years of study under your belt while still having access to undergrad-only opportunities. I was very surprised to find myself largely left on my own. At times, frustrating, however I would fill this time reading extra papers relevant to our topic, brushing up on coding skills that I hoped would be relevant later in the internship, or trying to improve myself in other ways adjacent to the project. I felt guilty about this early in the project—at the worst points, I felt like I was wasting my time as well as the research group’s. This dejection would have likely led to me working much less had I not committed earlier in the summer to keeping a lab journal and holding myself to producing something tangible in it (be it notes, data, or records of coding practice) every day I worked.

One of the biggest appeals of graduate school and Ph.D. research to me has been the continuity: six years of work, one cohesive project, and a project that’s as deep of a dive as anyone can make. However, working alongside Cameron’s Ph.D. work this summer, I realize the path to a dissertation is a lot less linear than I had expected. It became clear to me how important tangents and semi-related investigations are.

They are much more than loose ends to be tied up; the wandering paths of inquiry a researcher takes en route to their main question aren’t just prerequisites for understanding the topic. As a whole, these investigations help build context for the main topic and create a more robust platform from which to attack central questions. Realizing this part of the research process was very vindicating. Though poking about in the references of the papers we studied as a group wasn’t on some imaginary, explicit to-do list, it still helped me grasp the field of paleoclimatology as a whole. Even though I had convinced myself I was aimlessly and unproductively wandering, I found I was drawn to certain papers for a reason. Notes about papers I read early in the summer about precipitation moisture sources, isotope chemistry far outside of our region of study, and the importance of otherwise-overlooked data from spring and fall all became useful as the summer went on. Additionally, improving my general coding skills greatly accelerated the data processing I was assigned later in the internship.

Overall, this internship was a really powerful experience in building trust in myself, and that my sense of what I should be working on in the absence of an explicit assignment is a more reliable tool than I thought.

Researching Inflammatory Cell Death During a Summer Internship

Suad Mohamed '23

Biology

University of Minnesota-
Hormel Institute

AUSTIN, MINNESOTA

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My internship this past summer was in the research lab of Dr. Chefetz Menaker at the University of Minnesota's Hormel Institute. Dr. Chefetz Menaker's lab focuses mainly on necroptosis, or programmed inflammatory cell death, particularly in ovarian cancer cells. My research project this summer aimed to find the relation, if any, between the three AMPK-related kinases BRSK1, BRSK2, and NUA2 and the development of cancer cells when mutations in these genes occur. I decided to focus specifically on AMPK-related kinases in this research project because, in the context of a growing solid tumor, AMPK's ability to respond quickly to a wide range of metabolic stresses ensures these cancer cells survive for a longer period. We concluded that this is because AMPK automatically works to offset the hostile microenvironment these tumor cells occupy by resupplying them with scarce resources like nutrients, growth factors, and oxygen. cBIOPortal, a cancer genomic database that provides real patient data was utilized as the source of data for the mutations that occurred in the genes BRSK1, BRSK2, and NUA2. Multiple spreadsheets that listed the patient number, mutation name, and mutation type were created for each of these three genes respectively. That data was then sorted in a variety of ways to determine the trends, if any, in the mutations of the AMPK related kinases BRSK1, BRSK2, and NUA2.

Going into this research internship initially, I hoped to improve my skills related to hands-on research and physically collecting data on my own. Because of the current state of the pandemic, however, the research internship was shifted to remote. Despite my initial disappointment upon hearing this news, I made a promise to myself to make the best of this internship this summer. I reminded myself that remote or not this coveted research internship was a wonderful opportunity regardless of the circumstances. Before this summer, I've never used Excel so much in my life. During my internship, I was constantly discovering new features that allowed me to decipher trends in my datasets. I also gained competency and learned the ins and outs of collecting and analyzing data from the cancer genomic database, cBIOPortal. My supervisor also helped me improve my writing skills as she required us to report our important findings by composing reports. This allowed me to learn how to write more clearly and concisely when it came to presenting my findings. These particular aspects of my internship helped me improve my skills of not only being able to analyze data but also deciphering the broader implications of it. ►

Researching Inflammatory Cell Death During a Summer Internship

Continued

Going into this internship, I had just finished up taking Energy Flow in Biological Systems in the spring term of my freshman year at Carleton. This class piqued my interest in learning more about both cell signaling pathways and how the body accesses and regulates energy via metabolic pathways. By focusing my research this summer on the AMPK-related kinases BRSK1, BRSK2, and NUAK2, I was allowed to explore these interests even further. This research internship, I'm happy to say, also confirmed my passion for these interests and this field. My supervisor also was a great mentor this summer. She enthusiastically answered all of my questions that I had career-wise, and I now have a better understanding of if becoming a researcher in this field is something I want to potentially pursue.

I still have some things to figure out, but as of right now, I plan on pursuing research internships in labs with a similar focus in upcoming summers.

Studying Animal Disease and Meeting Cabbage White Butterflies

Rose Newell '21

Biology

Snell-Rood Lab,
Department of Ecology,
Evolution, and Behavior,
University of Minnesota,
Twin Cities

MINNEAPOLIS, MINNESOTA

Going into my senior year at Carleton, I have been thinking a LOT about my future. I had high expectations for this summer, expecting to somehow learn exactly what I wanted to do with my life through one work experience. Although in hindsight this was a high bar, even without the circumstances of COVID-19, I was pleasantly surprised and am so grateful for how this internship and research position with the Snell-Rood Lab came together in this topsy-turvy time. Although I have been interested in the fields of ecology, conservation biology, and epidemiology for a long time and have gained experience in these fields independently, through my work this summer I was able to experience how these foci come together and what working within the scope of animal disease study entails. Being able to make these connections in the field and develop my interests in the fields of organismal ecology and epidemiology was especially valuable because this combination of subjects is not readily available at Carleton, and is what I am most interested in doing after graduation.

The most valuable part of this experience for me turned out to be the part that I didn't even know was going to happen: an in-person immune

experiment on cabbage white butterflies. I was able to contribute to every part of the project while I was there, from catching the butterflies, to hatching and raising the caterpillars, to conducting immune measures in the lab. Previously I had thought that I was only interested in fieldwork, as I have never particularly enjoyed lab work. Finding a field and lab-based project that I enjoyed opened up the possibility of doing both types of work in the future.

My main goals for this summer were to gain experience conducting a scientific literature review, organizing and conducting a meta-analysis of a large diverse data set, and generally to gain exposure and connections in this field within biology to which I am relatively new. These skills, along with generally being able to process and interpret large numbers of scientific papers will be especially pertinent to my biology comps this coming year. I was also able to gain more real-world experience working on a research project with multiple partners, and will hopefully be able to help co-author the paper from our literature review this coming year.

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Researching the Composition of Diatoms, a Marine Microorganism

Jamie North '21

Chemistry

University of Wisconsin-Madison, Advanced Light Source at Berkeley National Lab

MADISON, WISCONSIN

Eugster Endowed Research & Internship

My internship was as a data analyst at the Berkeley National Labs this summer, working directly with Dr. Pupa Gilbert from the University of Madison, Wisconsin. While the main lab was closed during this time due to COVID concerns, there was a large backlog of data that I and the other members of the lab could work on processing. The data specifically we were processing was from the tuned X-ray emitter of the lab, the synchrotron, which would excite calcium atoms in the samples to emit X-rays in response. The shape of the emission curve created by varying the frequency of the applied X-ray would change depending on the atomic environment of the calcium. This allowed us to identify and locate different calcium-containing compounds in the sample. This technique can be used to create component maps of a sample, where each area is treated as having a combination of the emissions of the different components. Using software such as Igor and Python, I processed the data using emission references to produce these component maps.

The data we were examining was scans of the shells of diatoms, a type of marine microorganism. By understanding the component breakdown of these shells, it can be better understood how these shells grow and what macrostructures compose them. We also needed to answer the question of what component references we wanted to use. There were two available, collected

at different times on different samples, and the lab was unsure of which one produced more reliable results. To remedy this, we processed all the data available with both references. This process has allowed me to become familiar and competent both with the software Igor and the theory behind component mapping. This internship has certainly taught me a great deal about resilience and independence. The work has been difficult due to the coronavirus limitations this summer. Restrictions on meetings meant that most of our work was done remotely either on our own or through Zoom. The synchrotron was closed, so we could not acquire new data to clarify our questions. The remote work, unfortunately, meant that my introduction and training was very brief, and made it difficult to ask questions, as it could only be done through email. I was largely left to figure the process out on my own from the available manuals. This was difficult, and I made some mistakes, leading to my first few weekly reports being less than optimal. But I worked hard examining the provided materials, and personally reached out to the other newcomer in the lab, a new graduate student named Ben. Together we were able to pool our knowledge and produce good results.

I learned the value of taking charge of your learning and your work. No one is going to come and get it done for you, as I learned in those first couple of weeks. I also learned the value of teamwork, especially in a lab. No good ►

Researching Inflammatory Cell Death During a Summer Internship

Continued

science can get done if everyone doesn't bring their all to the table. By the end of the summer, we were all working well together, producing, processing, and discussing results despite the difficulties. I'm proud that I was able to rise to the challenge. With regards to my professional career, this internship has set me up very well for my graduate studies in materials science. Though I seek to study chemistry-focused materials science, not biology, the work I did here is still very applicable. The synchrotron can be used to characterize any given material, and now that I have experience with it, I can better understand when I can use it to answer questions going forward. I'm grateful to have had this experience working at the very top of the field of X-ray spectroscopy, and I'm still surprised that I met my mentor by just talking to her after a Carleton sponsored talk. If I had to give one piece of advice to future Carleton students seeking internships (or just experiences in general), talk to people! You never know where that conversation might lead.

Acknowledgments: I would like to thank the Carleton College Career Center for making this possible with their funding, Dr. Pupa Gilbert for being an excellent mentor, the Gilbert group for being great coworkers, and Lawrence Berkeley National Labs.

A Summer of Developing Lab Skills in Biomedical Research

Alex Poeschla '21

Biology

Microbiology and Immunology

Dean Tantin Research Lab

SALT LAKE CITY, UTAH

**Eugster Endowed
Research & Internship**

My internship was with the Tantin lab at the Huntsman Cancer Institute in Salt Lake City, Utah. The Huntsman Cancer Institute is part of the University of Utah. Dr. Tantin's lab researches the transcription factors involved in T cell memory formation. My work in the lab focused on the transcription factor OCA-B, as well as a protein called Abcb10 that is involved in T cell metabolism and memory formation. I had a fantastic time working in the Tantin lab, and I learned a lot about biology lab research projects and techniques.

My main goal going into this experience was to learn a lot of laboratory techniques, and I was able to accomplish that goal this summer. I worked closely with my advisor and a postdoc in the lab, Wenxiang, and she was doing a lot of projects that involved basic techniques such as Western blotting and genotyping. She taught me how to do all of the experiments that she was doing, and over time I learned how to do them by myself. She also taught me how to work with mice, a very important skill to have in immunology research. Under Wenxiang's mentorship, I was able to meet my goal of learning many different experimental techniques and go beyond what I expected to learn in one summer.

Through this internship, I realized that I enjoy biomedical research and want to further consider it as a career. I enjoy working with others in a lab setting. The working environment is collaborative and creative, with lab members often sharing ideas or expertise. During lab meetings, it was great to hear the lab members' presentations about their projects, and often other lab members would chime in with helpful suggestions. I like that while everyone has individual projects and aspirations, everyone helps each other and shares common goals and interests. The collaborative, relaxed work environment was ideal and the kind of workplace I hope to join after Carleton.

This experience didn't change my current academic plans. I always wanted to explore biomedical research, and this desire remains the same. After such a short-term lab experience, I realized that I wanted to spend time on a longer project that would allow me to develop my skills more and dive even deeper into one area. I also realized what I like and dislike about working in a lab. I like reading the literature and running experiments, but I don't like busywork as much, such as taking care of the mice and doing routine tasks. However, I know that I enjoy working in a lab, so it makes the less exciting tasks worth it. Overall, I had a great experience working in the Tantin lab this summer, and I am encouraged to pursue further biomedical research opportunities.

Tracking Coal Combustion Residue with the Environmental Protection Agency (EPA)

Lorraine Byrne '21
Geology

U.S. Environmental Protection Agency
WASHINGTON,
DISTRICT OF COLUMBIA

Helen M. Golde '85
Endowed Internship Fund

Mhis summer, I was very grateful to have the opportunity to intern with the Environmental Protection Agency (EPA) Coal Ash Division in Washington, D.C. The internship was totally virtual and fairly independent, so most of the work I did was on my own time and self-scheduled. A lot of the work I did will be used to create images and models that will be used in future projects and I'm excited to see the end product later this year and possibly in my comps project.

In 2015, the EPA passed legislation that would regulate the safe disposal of coal combustion residuals. Given that the United States has been burning coal for hundreds of years and that regulations and legislation have only recently been passed, the division has a lot of work to do. This includes assessing active plants while also reviewing and monitoring plants and storage units that have already been closed. To ensure toxic chemicals are not leaking into groundwater, combustion plants must install monitoring wells that track levels of given toxins leaving their storage units and facilities. One of my main tasks for the summer was finding and compiling monitoring well drill information and data. Under the new law, sites must publish their drill logs and data, but there is no specific format. I was in charge of compiling all the data into an Excel spreadsheet. At some points, it felt like companies were actively trying to hide data, but I am not sure if it was me just being too cynical and expecting the worst. There were quite a few moments where I got mad that this legislation has taken so long and that companies were actively hurting their surrounding communities and the

environment. It made me wonder how frustrating it is to do this work all the time and whether or not I brought too much emotion into it. Another thing I struggled with this summer was staying diligent and working for long periods while I lived at home. By the end, I got a lot better and found some strategies to stay focused for longer.

I have always been interested in the EPA and what they do, so this summer internship was a fantastic opportunity to gain some experience and understand the inner workings and day to day of the team. I got the internship pretty late and was not thinking I would find anything, so I appreciated having this opportunity. A lot of the EPA's work includes fieldwork and although this summer didn't include any of that, I still feel like I got a better understanding of what this division does. Being able to be outside during work is one of the main reasons why I'm interested in the EPA, so I am hoping to pursue other opportunities that may include this in the future. I moved to DC at the end of the summer and will be here for the near future, so I'm hoping that I could maybe have a quick socially distanced meet up with my supervisor or maybe do some work/research for them while I'm here.

This internship taught me a lot about professional Zoom and email etiquette. By the end of the summer, I was comfortable asking for one on one meetings with my supervisor and not getting nervous before and during our calls. I did a lot of outside research on coal ash recycling efforts and feel more comfortable with the subject matter. Overall, I was happy with what I was able to take away from the internship.

Networking as a Strategy to Secure an Internship in the Film Industry

Grace Hague '23

*Cinema and Media Studies
and Political Science/
International Relations*

Threshold Entertainment
SANTA MONICA, CALIFORNIA

My original plan for the summer was to work as a waitress at a summer resort that ended up closing due to the pandemic, and I found this part time internship as a replacement opportunity once I had nothing in place for the summer. I had reached out to a handful of Carleton CAMS alumni last fall whose contact information I found in the directory in order to learn more about their career paths and search for advice on how to best pursue a career in film. One of those alums in particular had given me great advice and been a comfortingly helpful assistance in answering my questions and providing me a better picture of what it's like to be a CAMS graduate in the real world. I reached out to that particular alumni again this spring looking to see if she might be able to offer some new advice or suggestions in light of the pandemic. To my pleasant surprise she sent me a thirty page job listing for film industry positions based in LA that a friend had shared with her, which is where I found the application information for the internship that I ended up working this summer.

One of my biggest takeaways from this internship has been getting a clearer sense of how to go about looking for opportunities that can really progress my learning and my future career. Prior to this summer I had never taken part in, or even applied to, an internship that hadn't been brought to me by the college or shown to me by a close contact, and I felt proud of myself for having been accepted at a position that I successfully acquired through networking. The best part was that the networking didn't feel like me begging people for jobs, but rather getting to know them and listening to their advice that eventually led to a job posting. I'm pushing myself to be more ambitious in my search for internships, to look farther beyond the opportunities immediately in front of me, and to keep in touch with more of the people that I click with along the way. If I hadn't had that experience this summer I probably wouldn't have the courage to expand my efforts like this, and I feel more prepared for the hard work that comes before actually starting an internship in just trying to secure one.

IDSC 280
Learning from Internships

Discovering a Passion for Immigration Policy, Cognitive Science, and Policy While Virtually Interning in Paris

Isabella Chaffee '22
Cognitive Science

Utopia 56

PARIS, FRANCE

Initiative for Service Internships in International Development

As I reflect on my summer internship experience, first and foremost I have to recognize how grateful I am that I was able to have this experience.

That being said, the moment everything went remote, I knew that my goals for this internship would have to change. Initially, I was very drawn to working with Utopia 56 because I knew I would be pushing myself out of my comfort zone and would be utilizing my French in so many new and varied situations. Living in Paris also really excited me since I have never had the opportunity to spend an extended time in Europe or a large, urban setting. Something that I have been thinking about doing, as far as my post-graduate plans, is potentially moving to Europe for a while. Getting to do this internship was going to help me figure out if this is something I truly had an interest in pursuing. Of course, these were goals that had to be scrapped well before my internship began when COVID-19 made it clear that international travel would no longer be possible or safe.

Because I had been so mentally prepared for a certain experience and certain tangible goals, I think I was a little lost when I first learned it would be possible to do my internship remotely. I had to reconsider what I was going to be able to draw from this internship. But I wanted to stay hopeful and look at this experience in a completely new light, knowing that it would be different but potentially just as fruitful. All in

all, I knew that I was grateful that in some capacity I would be able to help out and work with an incredible organization. I realized that I would still be able to grow my French, just maybe in a way I hadn't been able to initially anticipate. Instead of working on my conversational French, I improved immensely in written communication and learned a whole lot more about French workplace culture, especially when it came to emailing and virtual communication. I also believe that this will be a valuable skill long term, as this pandemic has changed everyone's perspective on working remotely and its feasibility in the workplace. Although I would not be working directly with migrants moving forward, I reminded myself that my work with Utopia 56 would still be supporting them and those who would be working with them in Paris.

Since I knew I wasn't going to be getting to learn about migrant experiences first hand, I decided that I wanted to supplement my internship with additional research and reading. The European refugee crisis is, of course, a large and complex subject but I was interested in learning more, both by taking an academic perspective but also through reading about individual experiences. I'm really happy that I did make this decision because I learned so much about where migrants are coming from and why, as well as European responses to this shifting migration pattern. This has made me even more interested in following

Discovering a Passion for Immigration Policy, Cognitive Science, and Policy While Virtually Interning in Paris

Continued

up with Utopia 56 someday in Paris, but also in exploring other career opportunities that intersect with Immigration, Law, French, and Cognitive Science. On top of this, one of my goals for the summer was to grow as a global citizen. While my expectations at the beginning of the year were different to achieve that, I did find a silver lining. All my work in communication and staying updated on migrant events in Europe put me in a daily routine of checking French and European news sources and keeping tabs on major events happening nowhere near the US. Not only did this keep my French sharp, but I was able to cultivate a greater global view on migration and even start to compare it to US immigration news.

Looking back at this experience, I have found a field that I am passionate about making a difference in and that has made my summer a very rewarding experience despite obstacles that remote working may have presented!

Learning about HIV/AIDS in Marginalized Communities in Argentina

Edgar Felix '21

Psychology

Fundacion Huesped

BUENOS AIRES, ARGENTINA

Initiative for Service Internships in International Development

During this summer I was able to learn how to adapt to a new setting and experience the feeling of trying new things. Puentes, an organization that matches students to internships in Argentina and Uruguay, provided me a remote internship during a time of uncertainty and a world pandemic but still gave me the most unforgettable and valuable summer I could've hoped for as a student during these tough times.

Through Puentes, I was able to be a Social Research Intern with Fundacion Huesped, an Argentine organization that since 1989 has been working in public health areas with the mission to develop scientific research and actions for the prevention and promotion of rights to guarantee access to health and reduce the impact of diseases with a focus on HIV / AIDS. By being part of the Fundacion Huesped's team I learned how to work remotely and effectively communicate with others in the workplace, working remotely was a challenge because the time difference had me waking up early in the morning for team meetings. Although meeting remotely had its difficulties, I was able to

effectively express myself to the social research team and also learn about them. Argentine culture usually mixes your personal life with your work life which allowed me to get to know the team I was part of and founded a good relationship with my supervisor. I was also able to use my Spanish at a professional level for the first time, which at first I struggled a bit since I usually speak Spanish with my family but in an informal way and never had the need to use it for a work setting. I learned new terms and how to better express myself in my native language.

From Puentes I also benefited from weekly cohorts and workshops, I received tips on how to better manage my time and talked about international jobs or education abroad in the future. This summer was a time I could have relaxed and just spent time with my family back in México but I am glad I had the opportunity to do an international internship remotely. I'm eager to learn more about the work that my organization is working on and hope to inform others of their findings to better understand HIV in marginalized communities.

Supporting Resilient Arts Enterprises in Malaysia

Win Wen Ooi '22

Sociology and Anthropology

Arts-ED

GEORGE TOWN, MALAYSIA

Initiative for Service Internships in International Development

While all the opportunities I have had at my internship this summer have been incredibly valuable learning experiences, the research project on the cultural and economic resilience of small enterprises on Keng Kwee Street in George Town, Penang, Malaysia was the most impactful for me. The project provided me with the opportunity to conduct field research and directly work with as well as learn from Janet, the founder of Arts-ED (the NGO I interned with), enabling me to gain more clarity about the future pathway I hope to pursue.

From collaboratively framing the research project and designing the interview guide, to talking to the traders in multiple languages and liaising with the manager of the private management company onsite, I have gained much from this project throughout the last few months. The experience of going through the full process of conducting a professional consultancy/research-type project showed me how research for the direct purposes of planning and policy, as opposed to academic research, could look. It propelled me to further contemplate the wide range of possible pathways in the field of social research beyond academia, such as in NGOs and government services, and the resulting implications in terms of the degree of autonomy and potential impact.

The fieldwork component of the project was especially significant to me. Through the numerous casual conversations and guided interviews with traders and customers on the street, it has been heartening to recognize that I deeply enjoy and am capable of connecting with people from various backgrounds and that it is possible for me to simultaneously navigate the environment at Carleton and in Northfield/America as well as the reality of local communities here back home in Malaysia.

A particularly memorable moment was when Janet shared, during one of our discussions on emerging themes from the data collected, that it was also about halfway through her undergraduate years when she first carried out a relatively independent research project on a fishing community in Malacca, her home state, and discovered her love for community-based work. I remember vividly our shared excitement as we discussed the politics of heritage and the role of food, capitalism, and resilience of local assets in the Penang context, and how it struck me that the combination of scholar and practitioner that Janet embodies is almost exactly what I aspire to become. I think what I admire the most about her is how she engages rigorously with theories in concept and also in practice while being grounded in the local communities that she ►

Supporting Resilient Arts Enterprises in Malaysia

Continued

works with. Seeing how she straddles the areas that are often opposites in reality—academic vs. practitioner, theory vs. practice—was very impactful. It underlined for me that, while it is important to understand the opportunities and limitations associated with each option that lies ahead, I should not stop myself from imagining possibilities beyond what currently exists, whether intellectually, professionally, or personally.

Moving forward, I hope to further explore and develop my ability to effectively and creatively apply my learning experiences across different contexts, as my internship with Arts-ED this summer further affirmed my aspiration to eventually return to Malaysia and work in education and community-based research. Specifically, in the next half of my Carleton career, I will continue to intentionally pursue academic and extracurricular opportunities that can help deepen my understanding of participatory approaches, whether in research or community engagement. It is also my hope to further explore, across different national contexts, what having a career in academia means and seeks to understand what other kinds of research positions entail.

Applying Liberal Arts Thinking to Understanding International Non-Profit Work

Abi Sutcliffe '22

History

Ibutwa Vermont Initiative
BURLINGTON, VERMONT

**Initiative
for Service Internships
in International
Development**

Over the summer, I got the opportunity to learn about the inner workings of nonprofits. I did a lot of research for grant opportunities, as well as translations and developing public education materials. I learned about the intricacies of grant funding qualifications and got to try my hand at fundraising rhetoric. The most valuable skill I developed, however, was how to think critically about the shortcomings of international nonprofits. Through classwork at Carleton, I developed a framework for thinking about sustainable aid and development.

I think Ibutwa is at a critical point in its development as it restructures its goals and implementation. Since sitting in on board meetings, I've realized that I don't agree with the mission and methods of the organization. I feel that I've gained valuable skills, but in general, the Board seems to be pushing Ibutwa's mission in a white-savior-y and unsustainable direction which

emphasizes reliance on foreign aid more than a vision for transformation. My two supervisors are the exception to this, as they push the Board to think about switching to a model of micro-financing, direct response to sexual violence, and agency of actors in the DRC. Overall, I think they are outnumbered, and the organization seems to be at a critical point where it could either become more sustainable and effective or extremely problematic in its mission.

Again, I feel that I've gained valuable professional skills, but I've also gained critical insight into the shortcomings of international nonprofits and the importance of self-sustaining projects that put the agency in the hands of people affected by conflict. I intend to carry these insights into my future professional endeavors and do more research before committing to any international nonprofit.

Developing a Passion for Environmental Justice with the Environmental Protection Agency (EPA)

Karen Chen '21

Environmental Studies (ENTS)

U.S. Environmental
Protection Agency

SEATTLE, WASHINGTON

I am incredibly privileged and grateful to my advisors and support system for helping me come by this meaningful and unique environmental internship with the Region 10 EPA (Pacific NW). Looking back and reflecting on the arc of my internship is interesting to me partly because of the other transitions and growth I was going through. I'd recently discovered and begun medication for my ADHD before starting, which was incredibly lucky and life-changing. These things came together at a critical period which accelerated my personal growth and ability to appreciate and contribute valuably to shared internship goals.

The internship's remoteness was a tradeoff—I had much more flexibility in my hours but wasn't able to experience the immersive office environment. Even removed from the office environment, I got a sense of the wholesome, mutualistic culture at the R10 EPA. My advisors and their colleagues demonstrated and described a shared investment in their mission and ethics.

All the people I worked with were accessible and friendly. My advisors were particularly nurturing - despite being important and busy, they cared about me as a full person and wanted the best for me. Their connections have given me incredible networking opportunities as well as exposure to very cool people and very cool work.

In turn, it was enriching and affirming to develop valuable tools for them and contribute to worthwhile efforts. I have more confidence in convictions, my decision to pursue environmental studies, and my ability to constructively improve the state of our world in the future. My grasp of complex systems, interpersonal interactions, and communications has gotten stronger. I've also gained knowledge of the environmental and climate adaptation field, high-level adaptation efforts, the range of organizations/institutions involved in those efforts, and how shortsightedness and overlooking social issues in sustainability efforts is a huge problem. Participatory, collaborative work is powerful and transformative, and it's the key to just climate adaptation. Environmental justice might be my first real passion—that's super exciting for me! All these experiences are teaching me how to better equip myself for improving the world where it counts.

I'd also like to share some details about how I got this internship that might be helpful to other students. The summer before junior year, motivated by anxiety over my future career prospects and lack of summer activities, my mom pushed me hard to seek out informational interviews with a range of Carleton alumni with experiences matching my environmental interests. She forced me out of my comfort zone—I think most students can relate to the inhibitions and

**Jean Phillips Memorial
Internship Fund**

Developing a Passion for Environmental Justice with the Environmental Protection Agency (EPA)

Continued

discomfort surrounding reaching out to talk one-on-one with accomplished adults (ADHD added some extra complications). It took a lot of planning and time to feel at all comfortable going through with it, but all the alumni were characteristically friendly and happy to chat. They told me about their ongoing winding journeys, long periods of uncertainty, the importance of putting yourself out there, chance opportunities that shaped their trajectory, and wisdom attained through the often discouraging experience of trying to make positive change through the limited avenues available.

I talked with some younger alums, including one who I was able to meet in person. I've found it very valuable to hear about people at a range of stages—the ones in their 20s are at the stage in my near future, so their lessons are fresh and apply more directly to my near future. Not to mention, they're on more similar "wavelengths" of generational culture, they're also more approachable, and they probably have more time to spare for connecting.

One alum, Michelle Hoge, I was lucky to meet in person. I asked about her past internships and if she could connect me with anyone for a future summer opportunity, and she told me about working with the EPA. The email she sent to her former supervisor got me an in and was instrumental in getting me my internship. My resume was circulated to see if anyone had a need that could be filled by me, and that's how I got in contact with my advisor Vicky Salazar, the Region 10 Sustainability and Energy Advisor. Persistent emailing helped secure a position even during a chaotic time.

I was of course also enabled by Carleton's funding! I want to express how grateful I am to the Jean Phillips Memorial Internship grant for generously compensating my unpaid externship. It empowered me to have many other enriching experiences that also supplemented my internship, and saved my family and me serious stress.

Interning on the Hill Reveals Interest in Returning

Sarah Grier '21

Economics and Statistics

Office of Congressman Swalwell
WASHINGTON,
DISTRICT OF COLUMBIA

Jean Phillips Memorial Internship Fund

This summer, I had the privilege of working as a Congressional Intern for Congressman Eric Swalwell's Washington, D.C. office. Growing up, I was obsessed with American history, politics, and Washington DC. I would often daydream about what it would be like to work on Capitol Hill. To nobody's surprise, the COVID-19 pandemic this summer made things look a little bit different than they did in my congressional daydreams.

Similar to most of my peers who were fortunate enough to receive an internship, I had to quickly adapt to the summer becoming increasingly online and in flux. This aspect of the internship pushed me to be more focused on improving my professionalism in an online format and flexible in planning out my time this summer. The remote nature of most of the internship encouraged me to be more dynamic in my correspondence and confident in my written communication skills, especially since this became my first impression with most people in the office. Additionally, being online taught me how to take full advantage of virtual coffees, networking, on Zoom, and over the phone.

This internship provided me the opportunity to live and work in Washington, D.C., even if I was not working in a physical office and confirmed that I want to move to D.C. after graduation.

This internship provided me with a lot of insight into what working in a congressional office full-time entails (normally and during a pandemic). Getting to see how our governmental process swiftly adapted to the pandemic was an incredible experience. It allowed me to focus more on specific legislative work that I was interested in and witness how this work was adapting to the current legislative demands due to the pandemic. Through generous virtual coffees with members of the office, I was able to gain a better understanding of the work that I would be doing in a normal summer and the varied career paths that people took while working on the Hill. The fast-paced, youthful environment, and meaningful impact that the job has, make me eager to continue to pursue a career in a congressional office after graduation in the spring. Through these conversations, I also learned more about what the application process looks like for entry-level positions, and I now feel better equipped to find a job in a congressional or governmental office.

Having the opportunity to pursue my dream of working as a Congressional intern, even in a virtual setting, provided ample opportunities for personal and professional growth. This experience provided me with a better understanding of how a congressional office works and where I see myself in the future and most importantly allowed me to grow my professional skills. I am excited to move to Washington, D.C. after graduation to continue to pursue a career in government.

Comparative Research on French and U.S. Immigration Systems

Anna Gwin '21

French Office of Immigration and Integration
PARIS, FRANCE

Jean Phillips Memorial Internship Fund

My internship with the French Office of Immigration and Integration was moved online due to COVID-19. My research shifted to a comparison of the U.S. and French immigration systems, and the values they endeavor to impart to new immigrants.

During my first meeting with my supervisor, we agreed to meet three times per week to check-in and so that she could give me guidance on the research. For the first half of the internship, Ms. Normand shared government resources with me that are used for French civics education, like PowerPoint presentations, and policy documents, like new requirements for the French language for immigrants. I read through these on my own and synthesized them into a document. I then researched U.S. policies and compared the two. If the presentations required an explanation or a deeper understanding of French culture, Ms. Normand went over them with me. Since she worked in OFII, the department responsible for these policies, she was able to explain the reasons for each policy and the desired outcomes. However, she also acknowledged their shortcomings and stressed the importance of balance in making the integration goals worthwhile, helpful to everyday life in France, and attainable. When creating the research document, I searched for U.S. policies on government sites, and read news articles weighing the pros and cons, and effects of immigration policy.

One thing that sidetracked the research was that I was supposed to find U.S. integration policies—policies on civics lessons, language lessons, or history lessons that are required for new immigrants. As it turns out, the U.S. doesn't have policies for integration, besides the civics test for naturalization, so it was no wonder I couldn't find anything in all my hours of searching. My supervisor was surprised because speaking French and being aware of French values is important for immigration to France. I think this speaks to a different U.S. value though: the idea that once someone is a citizen, there is nothing else one needs to do to be accepted as an American.

Beyond this question, my supervisor and I discussed fundamental French values (liberty, equality, fraternity, and laïcité), and fundamental American values (liberty, equality, opportunity, and justice) in the context of history. It was fascinating to learn how these values came about as a response to historical events and the differences between how the French and Americans define liberty and equality currently. The difficulty for me in this process was that, because I grew up overseas, when my supervisor asked me about American values I sometimes struggled to recognize them myself. The experience pushed me to analyze certain vague, undefined feelings I had and articulate them in a way that makes sense to those for whom the context was foreign.

Overall, although the OFII internship was different from what I planned for pre-COVID-19, the adjustments my supervisor and I made to connect and collaborate made it a valuable experience.

A Congressional Campaign in Iowa Confirms an Interest in Public Service

Samuel Kwait-Spitzer '21
History

Rita Hart for Congress
WHEATLAND, IOWA

Jean Phillips Memorial Internship Fund

This summer I received summer funding to work on the Rita Hart for Congress campaign. Rita, a lifelong educator, farmer, and former state senator, was running for Congress in Iowa's 2nd Congressional district. At the time of writing this reflection, more than two months after Election Day, Rita's race has still not been called by the Associated Press. She, in a race where nearly 400,000 votes were cast, is losing by merely six votes. The incredible closeness of the race is not that central to this reflection, but it reflects the real impact that I had as an organizer for the campaign.

I cherished the opportunity to work for Rita because I was able to leverage my employment to promote a progressive liberal agenda. I firmly believe that one's work should benefit their community, however defined, and I was able to achieve that belief by supporting a candidate who was fighting for health care access, climate justice, and the expansion of social safety nets.

On a less philosophical level, I've separated the value of my summer work into two main camps: finding community and trial by fire. I will start with finding community. I quickly learned that political organizing is a young person's game. I worked quite long hours, and spent each morning on hour-plus Zoom calls with my fellow organizers, some of whom were in Iowa, but many of whom were stuck in their bedrooms across the country. Even though these daily zoom calls were work-focused, getting the opportunity to build new work relationships and friendships during a very

isolating time was incredible. In addition, I immediately saw the benefits of building work relationships. After a few weeks as an intern, a time where I dutifully made my 175 daily cold calls to voters, there was an opening as a full-time field organizer for Scott County. I think that because I had built a rapport with my supervisor, he suggested to the campaign higher-ups that I be offered the position. I quickly accepted.

Even though I had volunteered for past campaigns and reacquainted myself with the finer points of campaign work in the weeks prior, being a full-time organizer who was responsible for building grassroots volunteer networks and hosting outreach events, was work of a totally different pace. It was the epitome of on-the-job training, and I loved every second of it. Again, the community building aspect came in handy. We had weekly happy hours with the entire campaign staff, and it was during these Friday events, where I was able to speak with Rita and even successfully pitch a few outreach events. More specifically, just before beginning the trimester, I organized and hosted a roundtable with Rita and BIPOC community leaders in Davenport to discuss issues of criminal justice reform and education equity.

Because of my opportunity this summer, I have a larger network that I plan to use as a springboard for future employment as well as valuable political experience that has further confirmed my interest in public service.

Gaining Confidence Supporting a Congressional Campaign

Kristie Lee '21
Economics

Nick Matthews for Congress
SOMERVILLE,
MASSACHUSETTS

Jean Phillips Memorial Internship Fund

I am the type of person that is used to dealing with a set plan; I don't do well under uncertainty. I am the type to ask a million questions to know exactly what my assignment is for fear of getting it wrong. Working under and following directions is one of my strong suits; branching off and creating on my own is not. I should have known how much summer 2020 internships during COVID would challenge me. The amount of change I dealt with this summer was unmatched.

I started with two amazing options for paid internships. Rather than being excited about this though, I was dreading that I would choose wrong and miss out on an opportunity. After a lot of deliberation, I chose the internship close to home. I was so excited. But then, like most other internships, it got canceled because of Covid-19. I scrambled to find something else, as this was the last summer before graduation, and not interning somewhere wasn't an option. What would this mean for my future?

Thankfully, I found something I could work with. A campaign has never been my first choice, but it was better than nothing, as they had finance positions. Better yet, I turned out to like the candidate I was supporting. He was very

personable but also had good morals. The people on his team were very laid back and casual about professionalism but extremely driven to get things done, which is my ideal work environment.

As the internship went on, I turned out to be doing less finance than I thought. I mostly did research that I didn't like. I kept working hard though because I became invested in the campaign and how well it did. A few weeks in, it became clear we were struggling very hard to get donations and endorsements. However, since I was working hard I ended up getting promoted and being put in charge of my task. It wasn't finance, but it was nice to be in charge of something and feel like I had a purpose. They gave me little to no instruction on what to do, which started super stressful because like I said before, I am used to clear instruction. Eventually, I got the hang of working on my own, and even got to be creative and do my own thing, researching community leaders and bringing them onto our Facebook live segment, *Nick at Night*.

About a month in, things were going well on my end, but Nick (the congressman) missed a technicality, and we didn't get on the ballot. Rather than give up though, my team scrambled ►

Gaining Confidence Supporting a Congressional Campaign

Continued

to find a solution and put all our effort into running a write-in campaign. I knew the odds weren't in our favor, and write-in campaigns have very rarely been successful, but I still gave it my all. Never have I worked with such positive people who were not deterred by what would cause most people to give up. My coworkers motivated me to keep a winning mindset.

Finally, Nick ended up dropping out of the race altogether. But my team once again did not quit. We found a new purpose, promoting voter registration and other forms of activism in the Massachusetts area. We took failure and created new tasks and opportunities for ourselves. I ended up getting all kinds of experience because of all the ups and downs we faced.

My biggest takeaway from this internship and this summer, in general, is how to deal with uncertainty in my professional life. I realize now that choosing the 'wrong' opportunity will never negatively impact the rest of my life if I keep a determined, winning attitude. I've always had a problem with being confident in my abilities, but I have started to come to terms with the fact that I am the type of person who can take many

different paths that will still lead me to success and happiness. No matter how uncertain I feel as the future looms ahead, or how many setbacks seem like the end of the world, there will always be more options. And sometimes what I think is a huge setback could be an opportunity, as long as I never lose what drives me.

Through my summer of canceled internships, huge setbacks with the campaign, and our candidate dropping out of the race completely, I realized anything I do can be an important experience. And it makes me less nervous about the uncertainty of my future. Rather than be scared, I am excited. And even though I'm graduating and still don't know what I want to do, I am confident about what lies ahead.

Contributing to Northfield's Public Communication Efforts

Christopher McTaggart '22
Cinema and Media Studies

City of Northfield
NORTHFIELD, MINNESOTA

Jean Phillips Memorial Internship Fund

This summer I had the opportunity to work for the city of Northfield as a communications intern. I had my plans for the internship and the logistics of my role as an intern all figured out by mid-winter, but things got slightly turned around with the introduction of Covid-19. Despite this unexpected obstacle, I still managed to make the most of my time in the internship, and I believe I left with truly useful life and career skills.

I took “behind-the-scenes” approach, and learned a lot more about the daily events of the local office, the inner workings of our local government, and the logistics of media creation and curation.

I was lucky enough to still produce some videos for the city: I did a short piece highlighting Tandem Bagels, I shot footage to promote the local pool, I shot a short piece on the Sundowners Car Club, and I got to act in a public safety video for children in the area. I had to dress up in various mascot costumes for the last video, much to the delight of my girlfriend and my family. I'm only slightly embarrassed watching myself stumble around in an oversized star costume, but it was a fun experience overall.

I also got the opportunity to design motion graphics for the new Northfield Public Broadcasting station. I've had some experience working in 3D modeling programs, but I'd never done 2D graphics before. I got to learn the inner workings of Adobe After Effects, and now have a new useful skill for future employment opportunities.

I also have a new appreciation for the flat graphics that previously went unnoticed in countless videos, ads, and various other media formats. It can take upwards of 2-3 hours to create a title card that will only be on screen for 10 seconds! There's a lot of work that goes into making a refined and polished end-product that is largely overlooked by most people, and I've grown to appreciate and respect the work that goes into these small details.

With a greater focus on “in-office” work, I also got to learn more about office life and general workplace protocol/etiquette. It was nice working on a creative team, as opposed to being just an individual. Most (actually all) of my work before now had been contracted as an individual. I was solely responsible for planning, envisioning, and executing my ideas. While that gives me a lot of freedom in creating content, it also can be a little stressful, and I appreciated the input of other team members in this internship. I learned that I enjoy working in a collaborative environment, and I love brainstorming with other similarly-minded people.

Overall it was a very rewarding experience, and I believe that I've learned a lot about my potential career paths, as well as myself as a creative individual. I've learned what I excel at, and I've come to realize some areas that I might need to reinforce. All in all, I left my internship knowing more about this city I live in than I ever expected when I arrived three years ago. I've fostered relationships with many interesting people, I've explored parts of the city I'd never known about previously, and I've grown to appreciate the inner workings of this wonderful place.

Producing Maps and Learning about Bureaucracy at the Environmental Protection Agency (EPA)

Allison Palmbach '21
*Political Science
 and Environmental Studies*

U.S. Environmental
 Protection Agency

WASHINGTON,
 DISTRICT OF COLUMBIA

I am so grateful that I was able to complete my remote internship with the EPA this summer. When I first found out the internship would be completed remotely, I was unsure of how successful it would be. My experience with remote work was somewhat limited. Although I had remote classes in spring, because I was completing one of my comps and underloading, I only had one remote class under my belt. Through this experience, I learned a lot of new skills, including Microsoft teams. While I had used Microsoft outlook, word, etc. before, I did not have any experience with teams. Funnily enough, I had to ask my mom to show me the ropes, while normally I'm the one showing her technology! I also learned how to work with the online version of ArcGIS. At Carleton, when I've used ArcGIS, it has been the fully-loaded desktop version. It was difficult to adjust to the lesser version, but I was able to adapt and produce quality maps as a result.

The most surprising thing I learned during this internship was the importance of patience. I'm not naturally a very patient person—I like to get things done quickly. I've found working with a government agency generally takes a lot of time and patience to get things done, since projects

often have to work through various channels and red tape. While things were always completed eventually, I had to learn to reign in my Carleton impulse to go, go, go. That being said, I think my coworkers appreciated my drive and go-getter attitude, but at a certain point, you just have to wait it out.

This experience strengthened my academic pursuits as well as my future career plans. While doing this internship I was also prepping for the LSAT, which I took twice for the summer. However, I was a little disillusioned with how slow EPA initiatives took to form and make an impact. While I am likely going to try and return to the EPA over winter break, in terms of actual career trajectory, I might see the comparative effectiveness of working in an NGO since I don't want to be so tied down to red tape. I was glad to see many of the Political Science/ENTS classes I've taken at Carleton pay off. Environmental Justice and Intro to GIS were both critical classes that supported my time at the EPA this summer.

**Jean Phillips Memorial
 Internship Fund**

Supporting Local Organizations to Alleviate Day-to-Day Challenges of Families

Asha Penprase '21

*Political Science
and International Relations*

Northfield Healthy
Community Initiative

NORTHFIELD, MINNESOTA

Jean Phillips Memorial Internship Fund

My time working as an intern with the Northfield Healthy Community Initiative was immensely shaped by an incredible study abroad program that I was lucky enough to be a part of during the winter term in Southeast Asia. For the 10 weeks of this program, my classmates and I studied development in its manifold forms. We spoke with U.S. diplomats, government parliament members, NGO workers, businessmen, monks, school teachers, artists, restaurant owners, self-employed rickshaw drivers, and market vendors to try to piece together the invisible web that supports and enables an individual to make a living and maintain a stable lifestyle. During these conversations, I came to recognize that my understanding of development fell embarrassingly short of an accurate description, largely due to my inability to recognize non-monetary development aid. And so I entered this summer with a sensitive eye for this arena.

When I contacted Northfield HCI about an internship, I had done so after a thorough survey of the NGOs in our small college town. I was looking for an organization that looks beyond the economy to engage with the more subtle day-to-day turmoil that can be just as, if not more, paralyzing to a family than poverty. After a summer working closely with the organization, I am grateful for the experience and have a much better understanding of how and why NGOs facilitate programs to help the community.

My two main projects for the summer were both related to facilitating coronavirus relief. For several weeks I worked with the other intern to

put together activity bags for more than 300 children who have been stuck at home for months and who, in these unprecedented times, were unable to receive summer childcare. We were tasked with reimagining the school system's summer camp program, and we worked tirelessly to research and design activities that would give students a chance to be creative and imaginative.

The other main project that I worked on was assisting in Faribault with an expanded food delivery program for families facing food insecurity. During my time working on this project, the pandemic that we have all been living through was no longer able to sit in the background. It was instead a pressing and urgent crisis that was causing immense harm to the community. I spoke with families who had lost all of their sources of income, all of their childcare, all of their healthcare, and who had family members that had fallen sick. Needless to say, the food assistance program was received with immense gratitude.

Both of these projects were not about making a monetary investment in the community, but rather about providing services that reduce strain, no matter the price. I am grateful for my summer working with Northfield HCI. While I do not intend to pursue a career in nonprofit work, working with the organization has nonetheless provided me with valuable on-the-ground skills in coordinating services with the community. As I look to my future after Carleton, I know that this will be valuable as I continue my studies in the field of political economics, hopefully leading to a job working on policy reform.

How an Internship with Laura Baker Services Confirmed Interest, Built Skills, and Supported Fundraising

Alexis Shuck '21
Political Science

Laura Baker
Services Association
NORTHFIELD, MINNESOTA

**Jean Phillips Memorial
Internship Fund**

This summer, I had the chance to intern at Laura Baker Services Association. Laura Baker is a disability services provider located in Northfield, Minnesota. It provides a spectrum of services, including housing facilities, education services, creative arts programs, and so much more. Laura Baker was established in Northfield over 100 years ago as a school and has expanded its services substantially since then. This summer, I worked as a public policy and communications intern. I worked directly with the executive director of Laura Baker as well as the head of marketing. I met with both of my advisors once a week separately to go over the week's work and discuss any upcoming projects over zoom.

During my time at Laura Baker, I gained invaluable skills and knowledge about disability services, social injustice, affordable housing, and various initiatives that are being taken to improve the lives of people living with intellectual development disorder (IDD). My internship last summer was also a non-profit that dealt with affordable housing. I was lucky enough to use the knowledge I learned last summer and carry it over to my internship this summer. I worked on a variety of advocacy projects and my background knowledge of public policy surrounding affordable housing was very helpful. I was also in charge of most of Laura Baker's social media sites which taught me how to utilize these platforms to promote advocacy and education.

My position this summer taught me three very important skills; how to effectively communicate over zoom and remotely, taking initiative, and

organizing advocacy efforts. A lot of my work involved creating posts and stories that would hopefully produce a message to a broad audience to take action. I had to learn how to condense my posts and pick out the most important words and messages. I learned that shorter was better.

Similar to last summer, I did not have much supervision at my internship site. For this reason, I increased my efforts in taking initiative on my projects as it was up to me to make myself useful to them. My supervisors were very open to my ideas which was something I appreciated and made me feel productive. This, in turn, boosted my self-confidence and motivation as I gradually watched my ideas evolve.

This was my second internship at a non-profit. It helped me understand that non-profit work is something I hope to pursue in the future, specifically working with affordable housing efforts. Every day at my internship was a new learning experience as I was constantly being challenged and surprised. For instance, one thing that surprised me was how much COVID-19 had affected my organization and the people who work there. The ongoing pandemic has disproportionately affected people living with IDD and the people who work with them. A lot of the work I was assigned dealt with creating informational letters and posts about COVID-19 and its effect on Laura Baker. They are in dire need of increased funding right now and helping them was the most important aspect of my work this summer.

Supporting Participatory Democracy, One Phone Call at a Time

Maya Stovall '23

Todd Lippert
for the Minnesota State House
NORTHFIELD, MINNESOTA

Jean Phillips Memorial Internship Fund

The first three hours on the phone were unpleasant. I was calling voters—"Hi, my name is Maya and I'm calling to talk about Todd Lippert's Campaign for State Representative. How are you?" They would grumble, "good," or "fine," or the nice folks would say "good, how about yourself?" or hang up on me or not pick up in the first place. I called from my childhood bedroom, bored, swiveling around on my orange chair, dreaming of the internship I thought I had signed up for in the winter, the one where there wasn't a pandemic and we talked to voters door to door instead of on the phone. I made calls for about eight hours a week—hours that at first stretched on too long—but by the end of the summer, those hours of phone banking became almost pleasurable. I accepted my task, shook off the refusals, persevered through long strings of "not homes," enjoyed conversations with liberal supporters and conservative opponents alike, and got to know my team over Zoom.

Traditionally, political campaigns rely on in-person events. Candidates and volunteers canvass the district, host fundraisers, march in parades, and show up to events. Our campaign would be part of a nationwide political experiment: how does one win an election in a pandemic? The Minnesota Democratic-Farmer-Labor party told us not to go door-to-door and to let them know if we find a virtual strategy that seems to work. We sat down and called with the phones, upped our social media game, called previous donors asking for money, and then sat down again and made

more calls to voters. Not going to lie, phone banking is undesirable. Who wants to sit down and get hung up on by disinterested voters for hours in a row?

However, within those hang-ups, there were stories and struggles. People with whom I could connect. People who remind me why I intern with Rep. Lippert and fight for a better future: the frontline healthcare worker who had to take a retirement cut because the hospital didn't have enough money, Northfield seniors who can't walk to the polls but let me talk them through requesting an absentee ballot, friends and neighbors of Rep. Lippert who loved him when he was their pastor at the first UCC, folks who are so excited to put up a Todd Lippert yard sign.

After every hour of calling, the campaign does a check-in. We exchange stories from calls. We talk about the news and our own lives. Over the summer, I got to know my team over zoom. We laughed at our computer screens and got to know each other as friends. We accepted the rhythm of phone banking and appreciated it more. None of us got to experience the campaign we expected, but we got something else instead: the opportunity to experiment and notice our own and others' grit when it comes to persevering for our democracy and advocating for Rep. Lippert's leadership. I am proud to know that Todd Lippert's State House campaign is stronger than a pandemic. I appreciate the campaign, and unlike the beginning of the summer, I now feel oddly compelled to continue phone banking until the election.

Learning about Alternatives to Prison through a Virtual Internship in Paris

Samantha Vera Leyva '22
Sociology and Anthropology

Fédération des Associations
Réflexion-Action
PARIS, FRANCE

RESCALED is an international organization that advocates for detaining offenders in small detention houses instead of prisons. These detention houses provide offenders with humane living conditions and enable their successful reintegration into society. RESCALED successfully advocated for the creation of the first detention houses in Belgium by creating platforms for discussion, building support networks, sharing knowledge, influencing policy, and supporting change.

As an intern, my duties were to translate mission statements and website layouts from English to French and do research on small scale detention, security differentiation, the transition from prison to society, and penal architecture. I then compiled a master list with sources in English, Spanish, and French to assist the architects that were working on the development of a detention house model for Paris, France. In the initial stages of my internship, I also assisted my supervisor by keeping track of the policy changes that occurred in the penal field due to COVID-19.

Every week, my supervisor and I would meet to discuss my findings and talk about my work. She would explain any nuances about the criminal justice system in France that were unclear to me in a kind and clear manner. She was very encouraging and patient. She also allowed me to pursue my interests. This internship experience was different from what I originally envisioned because of its online format. It was not as helpful to my French-speaking skills as I would have liked, but I can say confidently that my reading and writing skills improved significantly.

Overall, working with RESCALED was an amazing experience that allowed me to gain an insight into the criminal justice system of France and international advocacy on the field while allowing me to practice my French. I would say that working for RESCALED increased my desire to learn more about the criminal justice system, criminology, and advocacy, and I would love to work in this field after graduating from Carleton. I would recommend this internship to other French students interested in advocacy, non-profit work, criminal justice, and alternative forms of detention.

**Jean Phillips Memorial
Internship Fund**

Fighting for a More Just Society, One Day at a Time

Maya Rogers '22

Psychology

TakeAction MN

ST. PAUL, MINNESOTA

**John '55 and Bonnie Raines
Endowed Internship Fund**

This past summer I had the pleasure of interning at TakeAction MN, a political organizing nonprofit based in the Twin Cities, through Carleton's Social Justice Internship Program in partnership with the Chapel. During my internship, I was able to learn a lot about both the nonprofit and political worlds of Minnesota, both through multiple analyses of TAMN's over 100,000-person database as well as talking with many of the employees one-on-one.

My goals going into this internship were pretty open. I was eager to learn about TAMN and what social justice work looked like at the organization. Through the eight informational interviews I conducted with employees, I learned about politics, organizing, fundraising, social media, and more. These conversations opened my eyes to the myriad ways in which people are involved in social justice, both in the Twin Cities and more broadly. I came in at a time of great change for the organization when they had rapidly shifted from a campaign focused on solidarity through times of COVID to work that focused on anti-racist organizing and education. For me, it was a privilege to be part of the conversations about more equitable workloads, how to energize people and keep them engaged, and how TAMN as a nonprofit could and does support other nonprofits, especially in a time of rapid growth for them.

My favorite experience in this internship, and what was most surprising to me, was seeing how different all the people who work at TAMN are, but how they are still united under a common

goal of trying to make a change and fight for a more just society. The people I spoke with had backgrounds in political science, union organizing, growing up as an immigrant, and working with TAMN for as long as ten years or as little as two months. Yet all of them had this drive to contribute to the greater purpose not just of TAMN, but of social justice work as a whole. The people at TAMN, myself included, could feel and see how what they were doing contributed to the greater mission of the organization, and they were driven to do their best work to fight for the best possible outcomes. The fighting spirit was alive, and I felt it rise in me during my time with TakeAction as well.

Through my experience with TAMN, I strengthened my data analysis and presentation skills as well as developed my skills in WordPress and digital communication. And while this experience showed me how rewarding and fulfilling nonprofit work can be, I have found that I believe I would do best in another sphere. Working with TAMN and three other nonprofits in my two years at Carleton showed me a lot about the industry, and while I love it, my other experiences through Carleton have taught me that I want to pursue academia as a career. It takes a lot of heart to fight for systemic change as a day-to-day effort, and I believe that I can best serve the cause by helping raise others to join that fight, instead of fighting daily myself. TakeAction and its peers are wonderful institutions, and I am honored to have worked for them and had my work influence their steps moving forward.

Community Organizing Builds Essential Skills for any Career

Chloe Truebenbach '22
Environmental Studies

Isaiah

ST. PAUL, MINNESOTA

John '55 and Bonnie Raines
Endowed Internship Fund

Throughout the internship, my supervisor and her coworkers at Isaiah emphasized the importance of just trying to get involved in the community organizing process, even if you do not have any experience. I found that, as my first internship, this was exactly the kind of environment I needed to excel.

I was encouraged to lead and take charge in many different ways. Isaiah was very good at training and preparing me for working as an organizer. I learned so much in this internship. Looking at my learning goals, I realized that they were very vague in comparison to the in-depth level of comprehension and experience I accomplished. I did so much more than develop community organizing skills and a professional demeanor. I grew in my ability to hold meaningful conversations with people from the community. I participated in training that gave me the skills necessary to articulate clearly on social media and in person. I had on the ground experience for myself and through watching my supervisors. The field itself is intrinsically volunteer-based, so the folks working at Isaiah were very good at communicating with people of different backgrounds and qualifications. My supervisor told me during the application process, they look for people who enjoy building relationships, have grit and determination, and can learn and relearn throughout the process.

This internship has been especially rewarding and helpful in building interpersonal skills. I became more confident in my relational and leadership skills. I learned how to hold conversations and ask good questions. I became more mindful and appreciative of different viewpoints and leadership skills. I got the opportunity to work extensively with two different communities. The St. Cloud and Willmar areas are very different, and these communities experience different issues and problems, especially as we move into the upcoming election season. I also had the chance to glimpse into other sectors of this Minnesotan organization. I sat in on meetings within the Metro and Southern areas of Minnesota. Even though each area had its specific methods and issues, I could tell that the skills I was learning would transfer to any of these branches and that I have grown in my ability to be a community organizer since the beginning of the internship. I hope to carry these skills, values, and experiences into my next career opportunity.

How an Internship in the Food Industry Helped to Bring Economic Principles to Life

Beck Page '23

Furmano Foods
NORTHUMBERLAND,
PENNSYLVANIA

My internship this summer has taught me many different things and overall has helped me grow vastly as a person. Many of them were key in building up skills. The refinement of different skills made up the various goals of mine coming in and was slowly accomplished throughout the process of completing my internship. For example one of the goals I had going in was to improve my ability to communicate professionally in an office setting. During this internship, I was one of the main contacts with suppliers and also had many communications with people inside the company. By sending out various emails and allowing my advisor to look over and revise some of them I was able to get a lot of practice in professional language.

Another goal of mine was to improve my technology skills and due to the nature of this internship and it being completely online I was working completely with different technology. Over time I was able to see great improvements in my skills with office technologies like Microsoft Excel which is one of the most widely used applications in the workplace. After this internship, I feel very confident in my ability to

use Excel and adapt to different technologies as well. Another one of my goals coming in was to learn about different markets. I was on calls with several vendors and through this process was able to get a strong understanding of markets in a broad sense as well as a more specific understanding of the food market. Being a prospective Economics Major it is very useful to be able to have this in-depth knowledge of markets and the supplier to producer interaction. Additionally, the food industry is one of the largest in the world and is something that we will forever be in constant need of even more so as the world population continues to grow.

Going in with these goals helped motivate me to be the best intern I could be and be as productive as possible and all in all helped create a more successful internship.

Kathryn Christen
Ramstad '79
Endowed Internship Fund

Interdisciplinary Research on Atmospheric Science

Henry Bowman '23

National Oceanic and Atmospheric Administration (NOAA)

BOULDER, COLORADO

Littell Internship Fund

I am glad to say that my summer internship ended up being more helpful and engaging than I ever could have imagined. It was an incredible learning experience and I was able to make a significant scientific contribution on behalf of NOAA (the organization that hosted my internship). I worked for the entirety of the summer—from the first day after finals to the week I left for my fall semester abroad in Copenhagen—and my internship isn't done yet: I'm presenting some of my research at the 2020 meeting of the American Geophysical Union remotely in December. In that sense, my internship was a fantastic success. In June, I had never studied atmospheric chemistry, nor had I used the scientific analysis software (IGOR Pro) that ended up being my main analytical tool throughout the summer. However, given a few months of mentorship and guidance, I was able to grow my skills significantly and put them to good use in my research project. It is significant to mention that my internship was conducted completely remotely, which brought its host of challenges. Still, I can comfortably say that I made very good use of the summer funding Carleton provided.

My formal title this summer was "Physical Science Intern" in the Tropospheric Chemistry Group of NOAA's Chemical Sciences Laboratory. The research project I worked on with my supervisor was an analysis of ozone concentrations in the lower atmosphere as predicted by a type of model called Earth System Models. The objective of our research changed as we made progress; we ultimately ended up studying how the seasonal ozone cycle has changed in the last

century, and what has caused those changes. (In terms of the nitty-gritty atmospheric science, we determined that the seasonal tropospheric ozone cycle is linked with anthropogenic ozone precursor emissions in such a way that increased emissions correspond to a seasonal ozone cycle that is larger and later in the year. In Western Europe and North America, the seasonal cycle started changing in about 1950 until reaching its most severe state in about 1985 and is now changing back to its original state. This is significant because of my supervisor's knowledge, the change in the seasonal ozone cycle and its connection to human activity has never before been studied.)

I worked most closely with the Tropospheric Chemistry group, whose members included about 30 people with backgrounds and research interests mostly limited to air quality research. This group met nearly every week, and I had close correspondence with multiple scientists in the group. Of all the group members, I had the most involved relationship with my internship supervisor, who worked as a research chemist for around 40 years before retiring (somewhat) to a part-time schedule. In terms of day-to-day activities, my summer was centered around data analysis. My supervisor (and occasionally, another atmospheric scientist based in the UK) provided me with data from ozone models, which I analyzed to look for common trends from which I tried to decipher a physical interpretation. I found my research especially interesting because it worked at the intersection of chemistry, physics, math, and coding—all with the environment in mind. It was very interdisciplinary, ►

Interdisciplinary Research on Atmospheric Science

Continued

and involved creativity as well: I was often initially given a spreadsheet full of data and expected to analyze the data mathematically to determine how best to describe its changes over time, and then to explain the mathematical behavior with geophysical reasoning, and finally to effectively communicate the results of the mathematical and geophysical analysis through figures and written text. Although this process was often complicated and challenging, it was gratifying to be able to create presentations, figures, and written information out of nothing more than columns of numbers.

A highlight from my internship was a series of seminars with the other summer interns and rotating scientist presenters, mostly from the Tropospheric Chemistry group. In these seminars, the scientists would give us interns a presentation about their research interests and educational background, which was very helpful for learning about the possible paths I could take to become a career scientist. We also got a chance to ask questions to the scientists, so I was able to get a lot of advice on the experience of undergraduate- and graduate-level education and build up a foundation of knowledge about atmospheric chemistry. During a summer defined by analyzing data sets on computer programs and virtual meetings, this added a very welcome “human aspect” to my internship.

Throughout my internship, I learned something important about the nature of scientific research: a certain level of creativity is necessary for success. Creativity was key in every step of my analysis approach: I often had to think creatively to spot mathematical trends in the data, and to

figure out how to explain them. And the more creativity I channeled into communicating my results, the more successful I would be. This was a significant epiphany for me because thus far in my education, my experience with science had been very “cut and dry” with little room for creativity. Before this summer, I had figured that that was how science was—it was rigorous and interesting, but more or less set in stone. Previously, the science I had done left no room for creativity, and thus, my summer internship presented a significant change of direction.

Not only did my internship experience surpass my expectations educationally, but it also did so on a personal level as well. Between the camaraderie of small-group seminars and my epiphany about the importance of creativity, my internship showed me the value of collaborating with others and reinvigorated my curiosity and passion for science. I was excited before my internship, and I expected to learn about atmospheric science, but I thought the overall experience of working on data analysis remotely would be somewhat boring and impersonal. This expectation couldn't have been further from the truth, as my internship was a great learning experience and a great personal experience as well.

Finally, I would like to say that I am very grateful to Carleton for providing me with financial support. There are government regulations that would have prevented me from taking an unpaid internship, so this experience was completely enabled by Carleton funding. For me, the funding program was very impactful!

Helping Northfield Residents Learn to Make More Sustainable Energy Decisions

Andrew Farias '21
*Environmental Studies
and Political Science*

City of Northfield
NORTHFIELD, MINNESOTA

Littell Internship Fund

Throughout my remote internship as an Electrification Sustainability Assistant with the Center for Community and Civic Engagement (CCCE) and the City of Northfield in Northfield, Minnesota, I learned a great deal about the inner workings of the City's Climate Action Plan and its efforts to conserve the environment. I was most surprised by the wide array of electrical equipment that is available on the market and their sustainability, which offers a unique solution to traditionally gas-powered devices. For example, the emissions from one four-stroke lawnmower operating for one hour is equivalent to an average vehicle traveling five-hundred miles. Likewise, using a gas-powered mower for one hour produces the same amount of emissions as eleven new cars also running for an hour.

From this, I learned that it is important to consider how tools like these can be advertised more broadly to the general public. This encouraged me to create posters that can be used for a public audience to better understand the importance of making small changes in converting to electric-powered equipment, which then allows them to make a difference in the local environment and contribute to the goals of the Northfield Climate Action Plan.

At the beginning of my internship, I spent much of my time reading documents, taking notes, and writing questions about electrification that I didn't know the answer to. These documents included the City of Northfield Climate Action Plan, the City's Energy Subcommittee Electrification Report, and other related documents from providers and organizations like Xcel Energy

and Fresh Energy. In taking notes, questions would come to mind about the energy power grid, how our provider compares to others, and what advancements the City has made thus far. As I tracked this progress, I found that grants have been instrumental in achieving these goals. My summer project mentor, Eric Johnson, was incredibly helpful in answering so many of the questions I had about these processes. His knowledge of the subject stemmed from his experience in the education field, and he was able to serve as a great mentor in the process. Furthermore, I was allowed to interview a user of energy-saving equipment in Northfield. Timothy Vick answered several questions I had, ranging from whether his electric bill changed substantially if he had a previous electric heater and whether he had any resistance to using the incentives if switching from gas to electric. His responses were useful to my research as it provided a real, substantive example of how significant an impact converting to more sustainable energy had on their bill, the environment, and how it impacted their growth-mindset as well.

Ultimately, I achieved all three of the goals I set going into my experience with the CCCE and the City of Northfield. I gained experience in how the grant process works for large-scale, community projects, I identified and researched current environmental issues related to electrification, and I learned about the marketing materials process for the City of Northfield. I look forward to applying what I learned at my internship to future endeavors in the environmental and political fields at Carleton and beyond.

Making an Impact in Support of the Cannon River Watershed Partnership

Maya Hilty '21

Environmental Studies

Cannon River
Watershed Partnership
NORTHFIELD, MINNESOTA

Littell Internship Fund

 decidedly grounding experience amid the frustration and uncertainty of “COVID-summer” 2020, my internship with the Cannon River Watershed Partnership (CRWP) was both intellectually and professionally rewarding.

One of my two major projects as a remote research intern with the CRWP was the creation of a database of case studies that detailed how communities across the U.S. have cleaned up polluted waterways. My research felt original because my online search for case studies began near Northfield, Minnesota, before expanding to the rest of Minnesota, the Midwest, and a few other notable case studies around the country. The most rewarding moment of the project was writing a database “Best Uses” guide after completing the input of information. I truly felt brimming with ideas of how the CRWP could sort and filter the database to serve specific purposes: not only could users sort the data to find case studies closest to Northfield, but the combination of two categorical columns also allowed users to filter data for case studies specific to lakes, case studies involving things like regulations or agricultural best management practices (BMP) incentive programs, case studies in which city governments were heavily involved in restoration, or case studies in which a restoration project spearheaded by one landowner improved water quality—and much more.

Also, my internship challenged me to innovate and set and push expectations. Working remotely was difficult because it decreased my interactions with other staff and sometimes made me feel that I was working independently. Therefore, one of my learning goals at the start of the summer was to manage my time effectively and work productively from home. At the end of my internship, it was clear that this goal had been achieved because of the gratitude and positive feedback I received from the CRWP staff. While I thanked my supervisor for my flexible hours which had allowed me to work only four-day weeks, my supervisor, in turn, congratulated me on the extensiveness of my database projects and emphasized my ability to continue developing projects as I worked on them more. Now, the CRWP is hoping to share my second database project with a city working group to expand its use.

I am very grateful to the staff at the CRWP for directing me in varied and engaging research projects, encouraging my learning and development, and making lasting connections with me even from a distance this summer!

Interning in Ecology, at the Intersection of Science and the Humanities

Sydney Marie Jones '22

Biology

United States Forest Service

ASHEVILLE, NORTH CAROLINA

Littell Internship Fund

At the end of May, a 10-week internship seemed highly unlikely. My summer opportunities were slowly dissipating, COVID-19 numbers were steadily rising, and any prospects of professional development seemed to be at a standstill. Then I reached out to Susie Adams, a Carleton alumnus and an aquatic ecologist in Oxford, Mississippi. Many phone calls and conversations later, she connected me with the science communications team at the Southern Research Station in Asheville, North Carolina. This was a sudden, unexpected internship. For ten weeks, I worked virtually with five wonderful writers to translate complex research into short articles for policymakers. Throughout my time at the Station, I wrote news releases, articles, and 200-word science “shorts,” as well as facilitated staff meetings and a new SRS webinar series.

For the past few years, I have pursued biology and English separately—I am majoring in one and minoring in the other, I work on campus as a writing consultant and as a naturalist. This internship was the first time I was able to merge my two greatest interests. The work was equal parts understanding fascinating research on Southeastern ecology and communicating this research in a plain, accessible manner.

I loved living at this intersection between science and the humanities. For maybe the first time in my work life, I was eager to do more, to contribute more, when the workday ended. There were always more articles to write and more scientists to contact. I was fascinated by each new paper published: the effect of headwater streams on fish assemblages, the relationship between wood-boring beetles

and sugarberry mortality, and the consequences of clearcutting on stream health. In just one region of the United States, there seemed to be an endless amount of new, fascinating research. And I had access to it. My very first assignment was to write on the discovery of two new crayfish species in southern Alabama and Mississippi. Discovering new species seemed like something reserved for deep in the Amazon, and yet there I was, writing about two new creatures that can be found in the backyards of rural Alabama. Right out of the gate, I was mesmerized. Beyond introducing me to a swath of new information, this experience allowed me to communicate with a wide range of scientists. I learned how to navigate these relationships with curiosity, how to ask the best questions, and how to turn an interview into a fluid conversation. I am leaving as a more compassionate, inquisitive person because of my hour-long conversations with passionate scientists.

Compassion and collaboration were also central to my relationship with the science communications team. Writing may seem like an individual craft, but it takes a team effort to get it done. I met with my two supervisors and two fellow interns each week. Whatever the issue-- if a paper was just a little complex if a scientist wasn't responding if a paper needed peer review-- the team was an immense help. For me, this was a lesson in teamwork. Even if something can get done by an individual, a team can make it better. Having two sets of eyes on an article is seldom harmful. Writing for a diverse group of people requires editing from diverse perspectives. I am grateful for the help and guidance of the entire team. ►

Interning in Ecology, at the Intersection of Science and the Humanities

Continued

I am still unsure about my path after Carleton. I am eager to explore ecological research as a field technician. Before this internship, I was worried that pursuing a career as a researcher would pigeon-hole me into a strictly “scientist” role. I thought that taking this route would require sacrificing my passion for creativity and written expression. I now know that this isn’t true. There is a substantial demand for people to translate technical work, and many science writers have a strong early background in science.

I am thankful to everyone who helped me in the internship process: to Susie Adams, who made it all happen, to Carleton for funding the experience, and to the wonderful team of science writers at the Southern Research Station who welcomed me with open arms.

A Biogeochemistry Internship Taught Basic Skills and Insights about Work Environments

Oren Lieber-Kotz '21
Geology

University of Maryland, College Park
COLLEGE PARK, MARYLAND

Littell Internship Fund

I spent the summer working as an intern in the Kaushal Biogeochemistry Lab at the University of Maryland in College Park. As one of a team of undergraduate interns, a couple of graduate students, a lab manager, and an intermittently present professor, I spent each weekday of the summer collecting water samples from local streams, processing them through a variety of chemical instruments, analyzing the resultant data to study water quality changes, and keeping the lab operational amid a pandemic.

I gained familiarity and comfort with the technical skills required of my job early on. These included taking water samples, filtering and acidifying them, running them through a fluorometer, TOC, and ICP-OES, and storing the leftover sample and resulting data in an accessible, organized way. While these duties comprised my primary responsibilities to the lab, I was most interested in learning about the science that was the reason for my labor. However, my coworkers, who were very few (most of the time I worked with one other person, the lab manager) and were mostly consumed by their daily tasks, did not seem to have the enthusiasm I did for discussing the science. To get myself more engaged with the work, I talked to another intern and discovered that much of the data collected over the last few years had never been analyzed. I saw this as an opportunity, and I asked the professor how I could start a project analyzing this data. He gave me a general framework, for analyzing changes in water quality related to changes in concrete land cover, and I took the rest of the project from there. I figured out what I needed to do to process the data into a usable form, and wrote a Python script

to do so. I figured out how to calculate concrete cover in QGIS, and did so. I wrote a short write-up for my findings and submitted it to myself.

This was the first time where I had entered an entirely unstructured, self-created position, and advocated and worked to give myself a purpose that felt meaningful. However, the experience would have been more enjoyable, I think, if I had been surrounded by colleagues who were more engaged and enthusiastic about the work we were doing. The lack of dynamism I experienced may be a function of the pandemic that greatly restricted our work and space, but I also think that the lab culture and structure played a large role. In the future, if I keep looking for positions in science, I think I would want to make sure to find a lab where researchers are engaged with the students and lab workers, rather than just coming in once every two weeks. Additionally, I would want to find a lab where workers see futures for themselves, rather than working simply to build their resumes.

I think I may still be interested in biogeochemistry as a field. The reasons it attracted me in the first place, (its importance to human society, its interdisciplinary nature, its tie-ins to important issues from climate change to geopolitics,) still, intrigue me. I am taking a course in Geochemistry of Natural Water this term, and hope working with more dynamic and enthusiastic professors and peers will not only illuminate the work I did over the summer but show me the more attractive side of a field that still fits everything I'm interested in on paper.

Contributing to Northfield's Zero Waste Plan for a More Sustainable Future

Anna Roberts '21

Biology

City of Northfield

NORTHFIELD, MINNESOTA

Littell Internship Fund

My internship as a sustainability assistant with the city of Northfield has probably been the most skill-building and eye-opening professional experience I have had so far. While circumstances were far from ideal due to Covid-19 and the online nature of the internship, I feel that I pushed myself to develop new skills and began to change my mindset around networking. In terms of skills, what I worked on the most was expanding my research and outreach capabilities. While working on the Zero Waste Plan, I not only drew on other cities' waste plans and written documents but on the knowledge that exists within the Northfield community. I had to email and call people to conduct interviews, which was new to me.

My experiences this summer have helped shape my professional aspirations for the future. I enjoyed the work I was doing because I had a specific project that felt meaningful and important to me, and something well-suited for my skills and strengths. I feel excited that my work will hopefully become a published document that is part of Northfield's climate action strategy. However, I am unsure whether the government is the avenue through which I want to be a change-maker. On the one hand, I am still very much interested in policy because I think it holds the potential to create widespread change and can cement values into law. On the other hand, I am aware that there are many ways to make an impact, and I am not sure what I will find the most personally fulfilling; I think I may be interested in something where I am helping to implement policies or working more directly with people. For example, I would like to gain

more experience working at non-profits, since I think that may be the sector that I am more interested in working in. I found the bureaucracy of working in government frustrating since it felt like there were so many steps to go through before anything could be enacted. I spent the majority of my time at this internship working on writing the Zero Waste Plan, which still needs to be approved by the Environmental Quality Commission, followed by the City Council before it can be approved or adopted. Even once it is adopted, there is little way to ensure that any of the recommendations get passed into ordinances, since it relies on the city government taking action on it. Because of this, I feel like I may want to pursue opportunities in a different sector.

Lastly, this internship made me consider what issue I want to focus my work on. By this I mean, whether I want to continue to work in the environmental policy/sustainability field or whether I want to pivot to something else. I am hopeful that I will not be set in stone in any field for the beginning of my career, and that I will be able to switch around if I desire to do so. However, I want to clarify my goals for myself so that I can focus my energy on finding jobs and internships in the future that best fit my interests. While I do think that climate change is perhaps the most pressing global challenge, I would like to do something that feels more people-oriented, something that has more direct impacts on quality of life and reducing inequality. As of now, I am still unsure whether this means I want to focus on a different topic area, or whether I would like to find some way to link climate change with social justice in my work in the future.

Mycology and Coding: a Worthwhile Summer of Biology Research

Ben Schnieders '21

Biology

University of Wisconsin-
La Crosse, Biology Department
LA CROSSE, WISCONSIN

One of the new skills that I learned during my internship with Todd Osmundson in the University of Wisconsin La Crosse biology department was using command line coding. The projects that we were working on used very large data sets that were thousands and thousands of lines long, and there were often repetitive procedures that needed to be done to prepare the genetic data for the next round of analysis. Initially, I had to do some of these processes manually, and it would take a full day to process a large data set, but throughout my internship I was able to learn some rudimentary command-line coding skills that allowed me to work much more efficiently and get results much more quickly. I am proud of how much of these skills I learned during the summer, but I know that those skills and techniques are just the tip of the iceberg, and if I want to pursue a career in biology, these will be very important skills to develop and maintain.

I think that learning the basics of this useful tool is reflective of my overall internship experience because I had worked with this professor before through an externship experience, so I had some basic familiarity with the subject matter and the techniques, but I learned about the subject in much greater depth through my longer summer experience. Although, the more I learned, the more it was apparent that I was only scratching the surface of the field. It was amazing how much interesting work is being done in mycology, and it was very rewarding to get to be a part of it. I don't think that I will pursue mycology as a field, but I know that I have learned important genetics and coding skills that I can take into any field of biology or medicine and, and I will benefit mightily from them. I am very grateful for this experience, and I would like to thank Dr. Todd Osmundson for all of his time and the Carleton Career Center for funding my internship to make this experience possible.

Littell Internship Fund

Focusing on the Achievement Gap Among Homeless and Highly-Mobile Youth

Nell Schafer '23

Community Education Partnerships

OAKLAND, CALIFORNIA

Marrella Endowed Internship Fund

During the summer of 2020, I interned virtually for an amazing non-profit organization called Community Education Partnerships (CEP). This organization provides educational support for homeless and highly mobile children in the Bay Area. While I originally thought my internship would be a mix of in-person and virtual work, I quickly learned to be flexible in this strange new time. My internship ended up being fully virtual and was made up of a variety of different tasks. These tasks included managing the organization's social media, auditing and updating their website, and putting together tutorials for the volunteers and families that the organization worked with to help them get used to this new virtual world.

When I put together my learning goals for my internship, I was still thinking that I would be able to work directly with homeless children. However, I never ended up being able to work with these children because of different set-backs due to COVID-19, so not all of my goals were fully achieved. One of my learning goals was to learn effective tutoring skills and how to adapt to children of different ages and backgrounds. While I was never able to gain experience in tutoring to achieve this goal, I did learn a lot in my training to become a tutor at the beginning of my internship. This training included teaching me how to foster a love of learning through encouragement and realistic goals for the students and to never pass judgment or probe into a student's personal life and history, which is especially important for homeless children who have often had very difficult lives.

My second goal was to understand how homelessness affects the educational achievements of children and how to counter these issues. As I said, I did not learn about this through experience with homeless students, but I did gain some insight into this issue through the work I did in my internship. A lot of the obstacles that I learned that homeless and highly mobile children face were centered on access to food, internet, technology, and quiet places to learn, which all have become even more heightened issues during the pandemic. In my internship, I created a "family resources" page on the CEP website to help families to access resources that can help battle these obstacles facing homeless students. Also, I was never able to become a tutor because CEP had to work to provide the students with Wi-Fi and a computer, and the students were often already exhausted from online learning, showing these obstacles to learning. Therefore, I learned that while the achievement gap was already a huge problem, the pandemic has further worsened this problem, so a lot more time and money needs to be put into resources that help combat obstacles that low-income students face, just as CEP has already been doing for years.

My third learning goal was to learn to take initiative and be independent in my work. As my internship was all remote, I had no choice but to achieve this learning goal. Every Monday, I would have a call with my supervisor to discuss tasks from the week before and the new tasks that she had for me for the coming week. Because these meetings were so routine, I became very good at being prepared for those meetings so that ►

Focusing on the Achievement Gap Among Homeless and Highly-Mobile Youth

Continued

I did not waste the time of my supervisor and I could have all my questions answered. This meant that during the week, I was mostly independent and my supervisor would send me tasks and I would have a lot of freedom to complete them how I thought best. I think I grew a lot in this way because I started the internship by feeling like I needed to check with my supervisor on how every social media post looked, but by the end, I felt confident in my abilities to do it how I thought best.

I also learned some other important skills in this internship that will be useful for the future. First of all, I learned a lot about managing the social media accounts of an organization and how to maintain branding standards, such as color schemes. Furthermore, I learned how to audit a website, including updating it to include relevant and important resources for the tutors and families that CEP works with. Finally, I gained customer service experience, as I emailed potential volunteers and gave them guidance on how to become a CEP volunteer, giving them an important initial impression of the organization.

While my internship was not what I expected or planned, I am very happy with this experience because I know the work of CEP is really important, and I gained a lot of useful skills and experience for future employment.

Researching Decision-Making Processes and Finding Confidence through Critical Thinking

Yiqing Yu '21

Psychology

Yale University

NEW HAVEN, CONNECTICUT

**Multicultural Alumni
Network Fellows
Program**

I feel very lucky to have had the opportunity to work in a lab at Yale University. Our lab was affiliated with the school of medicine, studying decision-making processes, and neural circuits underlying this behavior. My supervisor was a postdoc researcher and she was starting a new project at the beginning of this summer.

Early in April, I started to join their lab meetings to experience what the life of a grad student in a big university would be like. On Mondays, there was a big lab meeting for all the lab members. Some people presented their recent work or analyzed some journal articles.

Our team had one first-year graduate student and two undergraduate students besides my supervisor. We reviewed a lot of journal articles related to decision-making under uncertainty and then tried to come up with our specific direction, aiming to design an ecologically valid task to improve the limitations of previous studies. Finally, we decided to learn about decision-making processes in the social domain.

We spent a lot of time designing the task. We referred back to similar studies, adapting them to our expectations. We also came up with brand new ideas. Each of us wrote several proposals and we tried to incorporate them together in group meetings.

The first idea I proposed was very detailed and I thought it could help us reach the goal nicely. However, it was rejected in the discussion, and I felt quite upset at that time. My second idea was used by the group, and we started to build things upon that idea. Nevertheless, during our progress-check-meeting with the lab PI (principal

investigator, aka. the boss of the lab), she proposed another idea, which was quite different from what we were designing. My supervisor and another intern leaned toward the PI's idea. I did not fully agree but I did not have a clear reason.

We presented our progress to the whole lab a week after the meeting with the PI and tried to get more advice from other researchers in the lab. During the preparation for the presentation, I thought more deeply about my proposal, including its pros and cons. Also, I figured out my reason for disagreeing with our PI's idea. I was quite nervous to publicly disagree with our PI in the meeting, but I still did so in a very kind way. Unexpectedly, several lab mates preferred my proposal over the PI's idea. After more research and discussion, our group decided to generally stick with my original idea, with some minor changes.

This process of "fighting against my boss" is more about critical thinking, which I have developed in the past three years at Carleton. Critical thinking is important during the learning process, but I absorbed knowledge from the professor, from the textbook, from the journal articles most of the time, instead of generating something.

Sometimes we make critiques of the articles, but I never had a chance to do something "against" a professor like what I've experienced this summer. I truly appreciate the open and supportive environment at Yale. The lab PI and my supervisor carefully listened to my ideas and reasons. They did not ignore my thoughts even though People staying in the field for a long time may have more insights into one aspect, but people new to the field may also have some novel ideas.

Writing for an International Development Organization in Japan

Hana Mensendiek '22
Political Science

PADECO Co. Ltd
TOKYO, JAPAN

**Neil Isaacs and Frank
Wright '50 Fellowship**
in Investigative Journalism

My internship experience this summer was an unexpected one - it happened neither at the company I expected nor in the form I expected. However, I am glad to say now that my unexpected internship was overall very enriching precisely because the unexpectedness of it all drove me to think in new ways, forced me to be open to novel ways of working, and introduced me to people and a field I would otherwise not have interacted with in such depth. This internship has influenced the way I think about my academic interests and my future, and I am very thankful for the opportunity to have had this experience.

A goal I had going into this internship was to learn “real-world” skills that are practical and applicable to future jobs. I would say I achieved this goal, having gained new skills in researching, website editing, project design, translation, etc. Gaining practice using Japanese in a professional setting was one of these skills, which I see as a strong asset going forward looking for jobs both in the US and in Japan. A particularly proud moment for me was when I was entrusted to proofread and edit the writing of JICA (the Japanese government’s international development branch) officials and received good feedback for my editing. Seeing the work uploaded on their website was rewarding, and I felt that I would not have been trusted with this if my use of professional Japanese in emails and meetings were not satisfactory. I gained and received good feedback on other skills such as Microsoft Excel and website editing as well, and was pleased to hear at the end of the internship period that I was very work-ready and a valuable resource for the

company to have during this difficult time. That being said, the most prominent takeaway from this internship was not the skills.

I learned but how interacting with the projects, people, and work environment in general influenced the way I imagine my future and the world beyond classrooms. First, the experience changed my outlook on remote work. In March, I would have never imagined myself working remotely at all, whereas now I see it as a viable option depending on what I want to prioritize. I think that remote work certainly is more difficult for me personally, but I have come to greatly appreciate the flexibility of movement that comes with it. I also see that forms of working are not as clear-cut as “in-person” and “remote” - my colleagues at PADECO told me that they normally work half of the year abroad, and for the time they are in Japan, some work in the Tokyo office while some choose to work from their homes in prefectures far away from Tokyo. I did not know of such ways of working, and I can surely say that my framework of thinking about different forms of work has expanded.

Second, doing actual work in the field of international development influenced my outlook on the academic study of it. In the classroom, I tend to be very skeptical of the concept of “help” in the international context, and the wish to critically think about this kind of literary skepticism from a different standpoint was part of the reason why I wanted to gain first-hand experience in a company revolving around help, in a time of crisis when it is especially needed, and in a field, I wished to improve and provide

Writing for an International Development Organization in Japan

Continued

my help. During the internship I often found myself going back to my introduction to the International Relations textbook and reviewing it all from the perspective of my work. The ethical debates in IR and development acquired a new dimension and became so much more personally meaningful. I still have not settled on where I stand in terms of some debates on development (developing skepticism of skepticism and other confusing processes took place) but have certainly progressed in my thoughts and have been motivated to take further classes on the subject.

Lastly, the internship had a large influence on my plans right after college. I had vaguely imagined myself after Carleton to attend grad school until I knew what I wanted to work in, but after this internship, I think that working - anywhere, somewhere, even if I was not committed to work for them my whole life - can teach me so much that I cannot learn in a classroom and probably would also end up providing me with something I am passionate to study more. Asking my supervisor about how she went from Carleton to volunteer work to grad school to her current company also showed me that there is so much flexibility to life after college than I had given it in my imagination.

My first ever internship, though it did not happen in the way I had imagined, provided me with new skills and rather forcefully opened me up in different ways to the world beyond Carleton and my usual outlook on work. I appreciate the experience and cannot wait to visit the Tokyo office or the project sites once the COVID-19 situation improves.

Supporting At-Risk Youth in a Safe Space During COVID

Erin Dyke '21

Geology

Face to Face

ST. PAUL, MINNESOTA

Project '60 Endowed Internship Fund

My internship this summer was as a Youth Advocate Intern at Face to Face SafeZone. This job, outside of a pandemic, would have required much interaction with unsheltered youth, coworkers, and supervisors. Due to COVID-19, however, my internship was very different. The pandemic had forced Face to Face to make adjustments that were almost antithetical to the purpose of SafeZone: to provide a space in which young, unsheltered, and/or at-risk youth could access resources, meet with case managers, have hot meals, and be able to relax in a safe place. These changes were at first meant to be temporary, however much of my work this summer involved reimagining what SafeZone would look like in a long-term situation and thinking of sustainable alternatives. Before SafeZone, most of my youth work consisted of tutoring, working at summer camp, mentoring, and learning how to teach. At SafeZone, I worked in a drastically different position than what I was used to. That being said, there was a steep learning curve for me in this new environment.

Working at SafeZone was emotional, exciting, frustrating, inspiring, and, overall, incredibly meaningful. In my front desk position, I was able to create and maintain relationships with young people who came in multiple times a week. I learned how important it was to hold a space where young people felt comfortable to talk to me if they wanted and also to ask for the things they needed.

Additionally, while it was important that young people felt comfortable with me, I also quickly learned how important it was to set clear boundaries. I often was asked for a larger quantity of things, such as shampoo, t-shirts, or bottles of Gatorade, than I was supposed to give out. This, of course, was to ensure that every young person who came in could also receive these resources, but it was oftentimes very difficult to say no. Being able to set effective and clear boundaries will be integral in creating sustainable relationships in the youth work I do in the future and just a good life skill in general. From my coworkers, I learned the importance of taking time to care for yourself. It seems simple, but many people in non-profit and youth work are so invested in their jobs and the people they serve, that it is easy to put too much of yourself into the job. There is a prevalent “superhero” trope in non-profit work; if you go above and beyond for a young person, you can solve all of their problems and help guide them to a prosperous and safe future. Attitudes such as this lead to burnout and not being an effective advocate for youth. This type of lesson will be one that I’ll likely have to relearn and practice since it will be essential for me to be fully present during my future youth work. Working at SafeZone allowed me to expand my understanding of what different ways I can work with youth.

Creating Connections with Middle Schoolers over Pokemon

Jeremy Soehnlín '21

Psychology

Northfield Summer Blast
NORTHFIELD, MINNESOTA

Project '60 Endowed Internship Fund

Working at the Northfield School District was an interesting experience. Very different from the internship that I had worked the previous summer in Faribault. In Faribault, I worked a more regular schedule and also got to make stronger connections in more of a school environment, whereas this past summer I worked in more of a daycare setting with little to no structure. This being said though I still gained valuable experience. During the summer I made some great connections with the kids at the Northfield Blast program.

I quickly found out that some of the kids at the school enjoyed playing Pokémon. I played Pokémon when I was their age so I decided I would use this to strike up a conversation with them. Asking them about their favorite Pokémon or their favorite move for that Pokémon. We quickly created quite the rapport. This conversation changed when they found that I had Pokémon go which is an app on my phone. They became ecstatic when they found out about this. They immediately asked me which Pokémon I had caught and what my favorite was. I started to let them catch Pokémon using my phone.

Unfortunately, this was against the rules there apparently, which I was unaware of so that had to stop. Fortunately, while Pokémon Go had to stop the discussion of Pokémon did not. This also turned into us talking about other video games I played when I was their age and even some that I had still played. Through this experience, I learned a lot about how to communicate with younger middle school kids. This experience will be very valuable for my work as a future school psychologist, where communication is key to being able to help a child who is struggling. I hope to further this kind of work, as I am already looking at jobs in group homes, or schools again for when I graduate.

Closing the Achievement Gaps in Schools, One Student at a Time

Maxwell Vale '22

Political Science

LearningWorks at Blake:
A Breakthrough Program

MINNEAPOLIS, MINNESOTA

**Project '60 Endowed
Internship Fund**

Before the summer began, I was very unsure of how my internship with LearningWorks at Blake would go and how I would perform as a teacher in an online setting. My experiences as a remote student were negative overall, and I knew that I would need to work incredibly hard to ensure that my students would not experience a virtual classroom like what they had had in the spring. To do this, I worked with my supervisor in the beginning stages of the program to develop clear and concise goals for myself in the organization. During my summer on screen, I wanted to learn about the teaching profession, close the opportunity gap in public schools, and build connections with students and fellow teachers. In the end, I exceeded all of the expectations I set for myself and became a true leader within the community at LearningWorks at Blake.

One of the main reasons why I took part in this internship this past summer was because of my deep-rooted interest in the teaching profession. I had been thinking about being a teacher since I was in high school and had been looking forward to having a professional teaching experience to see if it was for me. My internship with LearningWorks at Blake provided me with hundreds of hours of direct classroom teaching experience, which I am incredibly grateful for. Also, I received multiple hours of professional development training in the teaching field, with information and skills that apply to teachers and professionals in numerous other fields, allowing me to be a more versatile professional. The direct teaching experience was very helpful in my learning about the teaching profession.

I joined the LearningWorks community because of their commitment to closing the opportunity gap in Minneapolis Public Schools. I had learned a lot about the opportunity gap in public education, and I knew that working to close it and put more students from under-resourced and underrepresented communities on the pathway towards college would be both rewarding and fulfilling. I learned useful information about the public education system, and I am thankful for everything that my internship taught me about this issue.

I knew before my summer began that I would have to build strong relationships with my students if I wanted to connect with them in an online space. I had to be very intentional about making connections, but the hard work and time that I put into it resulted in me fostering great relationships with the other members of our community. It also helped me in my teaching, as the students that I was able to connect with showed incredible growth and learning. I firmly believe now, after completing my internship, that the relationships you build determine how well you can teach your students.

My summer internship with LearningWorks at Blake was anything but normal. There were a plethora of things that our community missed out on this summer due to the ongoing pandemic. But, my summer on screen was something that I will never forget, and the things I learned from my summer internship will stay with me in whatever profession I go to.

A Summer at the German Stock Exchange

Marcel Morris '23

Deutsche Börse AG
ESCHBORN, GERMANY

Richard T. Newman
Family Endowed Fund
for Language Study
Internships

completed my internship at Deutsche Börse AG in my hometown Frankfurt am Main, Germany. Deutsche Börse maintains two cash markets (exchanges): Börse Frankfurt and Xetra. Its business areas include pre-trading, i.e. the provision of indices and the dissemination of market data, services for trading and clearing (settlement) of investment instruments, and post-trading, i.e. custody of securities and other financial instruments, as well as services for collateral management and liquidity management. I worked in Cash Markets Operations as a Market Supervision Intern.

I have come across many stereotypes about the work environment at exchanges. To be honest, Hollywood movies and YouTube coined most of them but I was eager to fact check on my first day. In the operations team, my colleagues supervised the market opening/closing, changed trading phases of individual securities, and handled client requests as their key tasks. During volatile markets, especially when a major company publishes important disclosures that heavily influence its stock, there is a lot of organized chaos in the office and we were in close contact with market makers, issuers, and partner exchanges over the phone, email, and even fax. In some cases, we suspended the security upon request by the issuer. Other times, the price fluctuation is big enough to cause a so-called volatility interruption, which means that the order book was frozen and we called single

market participants to verify whether they want to keep their orders in the order book. These time-sensitive processes and communication lines created a somewhat chaotic impression of how we work.

I enjoyed the work environment in cash markets operations because it kept me busy until markets closed and I was always up to date about new IPOs, market trends, or any major announcements by top companies. It is not *The Wolf of Wall Street* after all but it is not a typical office job either. So what did my actual workday look like when I got to the office at 8:00 a.m.? First thing of the day, I prepared the morning briefing. Since we have colleagues in home office, I gave a quick presentation on Microsoft Teams. The briefing includes daily top news that could influence markets, the shift plan, and a status report on our IT systems besides other stuff. Usually I supported my colleagues on different projects that they assigned to me or I helped with tasks in day-to-day business. An example of a project that I worked on is creating a more efficient internal emergency communication structure. Next to our real exchange trading system, called the production, we have a simulation running. The simulation's purpose is to test new releases before they go live and to offer support for clients who want to test their features. My task in daily business was to manage the simulation of our trading system. It is an exact copy of the real one, without any real effects. Many institutional ►

A Summer at the German Stock Exchange

Continued

investors do not manually enter every order. They have complex algorithms that put in orders automatically. If they now change something on their side and want to make sure that it works, they call us and ask for an execution in the simulation first. This way they do not lose real money if there are flaws. I dealt with these kinds of client requests. Throughout the day, I had team meetings with my division, meetings that only concerned single projects and one-on-one meetups with my supervisor.

On a personal note, I learned a lot about how discipline and dedication transfers to an office job. I once had a meeting with the Head of Section at his desk where he briefed me on a task. I noticed a Post-it on his screen that read: "Will your upper- or lower-self win today?" I thought about it and I found it motivating how he and others approach work. Of course, there are people that already think about the weekend on Mondays but this mindset also translates to their position in the company. I had coworkers that are about to enter retirement working together with me. Then there were managers with several teams

underneath them and they were in their mid-thirties. As far as I noticed, it shows in the mindset and work ethic. I realized that since I want/have to work in some way or another anyways after college, I might as well give it my best every day, to have fun and try to earn as much as possible. Thinking about the weekend or the evening at work will not make it arrive anytime sooner - quite the contrary.

All in all, I had an exciting time and I really want to encourage every fellow Carl to apply for internships during the summer. Whatever your field of interest may be, there is no comparison to having hands-on experience. Writing applications can be tedious but it is worth it in the end. A major shout-out and thanks to the Career Center for supporting me with the costs and preparation!

A Virtual Immersion into a Parisian Marketing Firm Boosted Communication Skills

Aubrey Thurman '22
Economics

Infopro Digital
PARIS, FRANCE

Richard T. Newman
Family Endowed Fund for Language Study Internships

This summer, I worked with Infopro Digital as a marketing intern. Infopro Digital is a French company that specializes in business to business information and services. Companies work with Infopro Digital to reach a larger audience. For example, Infopro Digital can create advertisements, emailings, newsletters, web pages, webinars, conferences, other events, and companies can be featured in Infopro Digital's media brand magazines.

At the beginning of my internship, I set three goals for myself. These goals were to develop my translation skills and improve my French vocabulary, improve the quality of my work throughout the internship, and improve my communication skills and communicate well with my supervisor. I believe I accomplished all of these goals during my internship.

A big part of my job was translation. Infopro Digital had recently introduced the webinar as a way to gain skills during the pandemic and they had created Powerpoint presentations about the webinars for each media brand. My first task was to translate these presentations into English. After I translated the webinar presentations, I translated some white papers from French into English. I completed several translations per week, so my translation skills improved quickly. Some of the presentations were more technical and I had to ask my supervisor about some words and acronyms, but I ended up learning a lot of new French words that are more technical or marketing-oriented. Some white papers I translated were about how Covid-19 has affected business practices, so I also learned a lot of

pandemic-related words, which will probably come in handy in any French class I take at Carleton in the near future.

Although I began with shorter webinar presentations, I continued to do a lot of translation throughout the internship. Some of the first presentations I was given had fifteen to seventeen slides, but the length of the presentations soon increased and I translated presentations that were twenty-five to fifty pages in length. I felt confident that I could handle the heavier workload and still produce high-quality translations. My supervisor gave me feedback after each task I completed and I listened to all of her suggestions.

Towards the end of my internship, my supervisor gave me a research project. My job was to research French institutions that have international students and offer business, marketing, or economics as a major. I conducted a lot of research to make my findings as detailed as possible to ensure that I gave my supervisor and the rest of the sales team all of the information they needed.

I was working remotely and with a seven-hour time difference because Infopro Digital is located in Paris, so I sent daily update emails to my supervisor to explain my progress and what tasks I would be working on next, along with any questions I had. These updates were a great way for me to practice writing more formal business emails and my supervisor appreciated them, as well. I feel a lot more confident about my communication skills after having finished my internship.

An Internship in Public Health Campaigns to Promote Safer Sex

Emma Dubinsky '21

Sociology and Anthropology

The SPOT Youth Center

ST. LOUIS, MISSOURI

Rob White '85

Endowed Internship Fund

I had an amazing experience at my internship this summer. In fact, I am going to continue to work for them this fall! One of the best things I got out of this summer was a much clearer path for what I want to do after school. For a while, I have been struggling with deciding what to do after school. I know I want to work to help expand access to healthcare in the US, but I was having a lot of trouble deciding if I wanted to pursue a public health route or get my masters in social work. I had talked to a lot of people who had both public health jobs and social work jobs, and I could not figure out which path I would like to take. However, this summer, I worked directly with a grad student who is in the dual degree program at Wash U. I talked to her at length about her classes and interests and realized doing a joint program, which a couple of schools offer, seems like it would be a good fit for me. Katie, the student I have been working with, described the program as getting to work on the larger, systems level in public health while also getting the more one on one interactions that come with social work. I really liked her explanation, and after doing some research, I realized I don't actually have to choose what I want to do yet.

Besides what I discovered about my future, I also learned a lot of really fascinating and impactful things through my research. One of the big projects I have been working on this summer is trying to recruit more young Black women to take PrEP. PrEP, or pre-exposure prophylaxis, is a type

of drug that can be taken that can prevent the spread of a disease into a non-infected person. It is commonly used to describe antiviral drugs used in the case of HIV. This type of drug has a large number of advantages- it gives the taker more agency over their safety, as it does not require a conversation with your sexual partner to take the drug like it might for a condom. It can also be used to help someone with an HIV positive partner get pregnant, as it can prevent transmission when the pair stops using condoms. However, this drug has been mainly marketed towards men who have sex with men (MSM) while avoiding marketing to young women, a group who tends to be just as much at risk for catching HIV than MSM. One of the things I have been working on over the summer is creating a program for the SPOT, the clinic I have been working for, to get more women enrolled in their PrEP clinic. While combing through the current research on the topic, I was surprised at just how much more advertising needs to be done- most women who may be at risk for contracting HIV do not know about PrEP because of the way it has been advertised by drug companies and doctors, but once they learn about it, generally that population tends to become very interested.

This really made me think about the ways that drug companies and doctors can control who gets access to medication by the ways they present it. There is no reason cisgender women cannot take PrEP, but most of the advertising ►

An Internship in Public Health Campaigns to Promote Safer Sex

Continued

focuses mostly on MSM. Another really interesting fact I learned about HIV this summer is that once someone's viral load is undetectable, they are unable to transmit the virus. This fact, often called U=U in ad campaigns, has been recently corroborated by scientists. The idea that once someone has been able to suppress their HIV viral load, they are no longer contagious, can go a long way in reducing the stigma associated with HIV, especially in sero-discordant relationships. This means the conversation surrounding PrEP might get more complicated: if you recommend PrEP to someone whose partner is HIV positive but untransmittable, are you contributing to the stigma that the HIV positive partner might face? These nuances in deciding the safer sex plan for any given person are complicated, but all of this was so interesting to learn about.

Another big thing I have worked on this summer is a study that required IRB approval. It has been really interesting and informative to go through the IRB approval process. I have started one for my comps, but we have recently finished our application for this project (and been approved).

The Wash U medical school IRB application was much more complicated than the Carleton one, likely because many of the studies that this IRB approves involve possible drug trials or tissue collection. Our study just involves collecting interviews from young Black adults in the St. Louis area affected by COVID, so our process was much simpler. We have recently started interviewing, and I am excited to spend the fall working on this project. This part of my summer work has really made me realize that I like the academic stuff such as research and interviews, and I hope to work in a position that allows me to work directly with people but also conduct some research. Overall, this summer has been an incredibly positive experience. I love the work I have been doing and I am so lucky to have gotten to work with an amazing mentor who has really gone out of her way to help me this summer.

Immersed in Policy and Research to Improve Cooperation in the Middle East

Ishmael Maxwell '21

*Political Science
and International Relations*

Near East South Asia Center
for Strategic Studies

WASHINGTON,
DISTRICT OF COLUMBIA

Rob White '85
Endowed Internship Fund

My internship at the Near East South Asia Center for Strategic Studies, the preeminent Department of Defense institution for promoting security cooperation with NESAs region countries, proved to be the perfect fit for me. Currently, my professional goal is to work against violent extremism and ethno religious divisions in South Asia. The more I research career paths, the more government has emerged as the best sector to address these issues systemically and directly. However, I've often been concerned that, working in government, I would no longer have my own voice or agency. Instead, I would be an instrument of the current administration's policies. My experience at the NESAs Center alleviated these fears: the practitioners and scholars who comprise NESAs faculty are independent in their writing and opinions yet still influential and respected in policy circles.

Many of these professors were kind enough to include me in support of their work and research. Some of their projects were directly related to my interests. For instance, with Professor Hassan Abbas, with whom I developed a strong relationship, I assisted in the drafting of a US policy paper in South Asia as well as a biography on Ali ibn Abi Talib, a contested Islamic figure and the son-in-law of the Prophet Muhammad. The book seeks to reduce sectarianism through acknowledging the deeply held grievances of both Sunnis and Shias from early Islamic history. I also had the opportunity to expand beyond my

field in my work with Former Interior Minister of Afghanistan Ali Jalali on his piece about Iran-Afghanistan relations as well as with Anne Mosian for whom I drafted a matrix on the international players involved in the Libya Conflict. Apart from research, I also helped run multiple seminars that brought policymakers from various countries together in dialogue, one way of reducing the division I seek to address.

Through these endeavors, I believe I successfully achieved my goals for the internship. Professors commended my efficiency, enthusiasm, and quality of work product. I experienced government work and spoke with many NESAs coworkers, which has made me even more confident that the public sector is the right path for me. Finally, I developed strong relationships with a number of NESAs faculty, who I hope can be resources as I move forward. I will always fondly remember long phone conversations with Professor Abbas, discussing the minutiae of early contested events in Islamic history whose interpretation has profound ramifications for the unity of Islam to this day. As we navigated and debated phrasing and methodology, I felt, for the first time, recognized as knowledgeable in a professional setting; that my perspective had real value. Even so, my internship at the NESAs Center also revealed the complexity of security and diplomacy in South Asia and the Middle East and I am beyond excited to pursue similar opportunities in the future, further developing my expertise.

Diving into Workplace Discrimination on the Journey to a Legal Career

Rayna Phelps '21
Economics

U.S. Equal Employment
Opportunity Commission
(EEOC) Cleveland Field Office
CLEVELAND, OHIO

Rob White '85
Endowed Internship Fund

Going into my internship at the Equal Employment Opportunity Commission (EEOC), I was excited to have the opportunity to be a part of an impactful federal agency. Because most legal internships are typically not available to undergrads, this internship was as close to an exploration of federal sector public interest law that I could get. While I did not work directly with the legal team, I was intimately involved with the enforcement procedures leading up to litigation at the EEOC. This experience informed my career goals, as well as my personal perspective on equity in the workplace.

Most of my internship experience centered around the intake process. I interviewed over 75 individuals who claimed to have been discriminated by their employer, drafted charges of discrimination for each individual, and made assessments recommending either further investigation or dismissal. Each one of those people had been impacted by actual or perceived workplace discrimination in different ways. I asked questions to learn what discrimination the charging parties had allegedly experienced and whether further investigation would likely result in a cause finding. Some came to the EEOC looking for a mediation opportunity, while others wished to pursue litigation. Because of strict confidentiality regulations, I cannot describe any of the cases I was involved with at the EEOC. However, I can say that many of the people I interviewed had experienced severe and pervasive discriminatory harassment at the hands of their employer.

The EEOC investigates charges of workplace discrimination on the basis of race, color, religion, sex, age (over 40), national origin, disability, genetic information and retaliation. Recently, there have been a large influx of inquiries from people who believe they have been denied reasonable accommodations or have been wrongly terminated during the COVID-19 pandemic. All of the issues the EEOC deals with are sensitive and require great care.

One of the more challenging aspects of my internship was telling charging parties that the EEOC did not find probable cause that they had been discriminated against. There is no easy way to tell a person that we have reached this conclusion. In these conversations, I tended to focus on telling charging parties that although the available evidence may not prove discrimination, this does not mean that I did not believe their claims.

As may be clear, I was given a lot of autonomy in this internship. This helped me increase my confidence and professionalism in a workplace setting. I plan on applying to work at the EEOC full-time this upcoming year, if there are any openings on the east coast. I also plan to apply for similar jobs related to federal sector public interest law at the Department of Justice and Department of Labor. My ultimate plan is to attend law school. After this internship, I am now planning to take an employment law elective in law school and see where that takes me. I am very thankful for this wonderful internship opportunity. I cannot imagine a better internship experience, let alone a better remote internship, than the Enforcement internship at the EEOC.

Growing Immensely While Organizing a March Celebrating Martin Luther King Jr.'s Legacy

Marlena Resnick '21
American Studies

National Action Network
WASHINGTON,
DISTRICT OF COLUMBIA

Rob White '85
Endowed Internship Fund

By the end of the summer, I came to the conclusion that my summer internship at National Action Network (NAN) was an unbelievably formative experience and allowed me to step far out of my comfort zone in an exciting way. I arrived (virtually) to my first day of work with no idea what I was going to be doing and little confidence in my ability to contribute meaningfully to such a huge event. I had externed with NAN during winter break of my sophomore year at their NY headquarters. It was exciting to be in New York and meet important people—including Reverend Al Sharpton, whose office was three doors down from mine—but the daily tasks were somewhat monotonous, and it was hard to see my impact.

At the beginning of the summer, once I realized my initial summer plans were canceled due to COVID, I reached out to the executive VP of the organization, who also happened to be a Carleton alum. I asked if I could be helpful to them in any way, and he connected me with their DC office, who he said needed a lot of help. They were planning a march that would honor Dr. Martin Luther King Jr.'s legacy, 57 years (to the day) later, and I would get to participate in the organizing process in various ways. The beginning of the summer, similar to the externship, made me feel like I wasn't contributing much. I felt like I couldn't look at a spreadsheet again. I felt nervous every time I had to send an unscripted email or make a phone call when I hadn't been briefed about what

exactly I should say. It seemed like the stakes were incredibly high, and though I wanted to be given more interesting tasks, I was scared to do them each time I had to. However, the head of the DC office told me, on our first and only office staff phone call, that grassroots organizing meant being thrown into the deep end and having to figure things out on your own. And the more tasks I was assigned, the more exciting it was when I figured them out and did them satisfactorily.

My supervisor asked me to draft three proposals requesting access to physical spaces that NAN wanted to be their march headquarters, and without much guidance, I figured out how to write them. This, along with many of my tasks this summer, required me to ask questions over and over again, despite my constant worry that I would be annoying her or should already know the answer. Instead of expressing annoyance, my supervisor praised me for asking questions and knew that I wouldn't (and shouldn't) know how to write a proposal like that. The same thing happened when she asked me to handle the catering for the VIP tent, essentially single handedly, when I had never spoken to a caterer before in my life. I reached out to eight different caterers, answered all their questions (which was incredibly nerve-racking the first few times and became comfortable the subsequent times), encouraged them to stay under NAN's budget, received estimates and proposals from each of them, most of which

Growing Immensely While Organizing a March Celebrating Martin Luther King Jr.'s Legacy

Continued

were addressed to me, personally, sent all my notes and recommendations to my supervisor, and then they wound up choosing my number one recommendation to be the caterer.

As the march approached, I reached out to the offices of members of Congress, spoke with prominent activists and leaders of major organizations, drafted the emails that gave participants and speakers important information about march logistics, and even got to help edit Rev. Al Sharpton's remarks that he gave at the end of the speaking program. Not only did I learn to trust myself and my instincts, but I learned concrete organizing skills and made lasting connections at a major civil rights organization. And the day after the march, I got a voicemail and email from a reporter at the Washington Post, asking for information about the mothers of people murdered by police in the DMV area, because I had sent the email invites to these mothers who were honored at the march, and she had my name, email, and phone number from this email. She asked me to give a comment (to the Washington Post!) about this march that I helped organize. This was one of the indications that I poured my heart and soul into an event that truly had a significant impact, which made me feel so proud of the work I did this summer and eager to do similar work in the future.

Exploring Social Work in a Virtual Internship in Cape Town

Katherine Babbit '21
Sociology and Anthropology

Khulisa Social Solutions
JOHANNESBURG,
SOUTH AFRICA

Robert E. Will '50
Endowed Internship Fund in Social Entrepreneurship

This summer, I interned for eight weeks with Khulisa Social Solutions, a non-profit based in Cape Town, South Africa. This organization works with over 400 communities throughout the country to address social vulnerabilities and inequalities through restorative processes and capacity building. Their different programs range from teaching teenagers about sexual health to helping those incarcerated for interpersonal abuse to break the cycle of violence.

My supervisor, who is the founder and leader of Khulisa, was an extremely kind and open person who welcomed my voice and inputs on Khulisa's programming. Throughout the summer, I was tasked with many different projects that I felt were actually meaningful and valued by the organization. I mostly conducted a lot of research on gender-based violence in order to figure out how to incorporate existing models and successful programs around the world to best address the issue of gender-based violence within environmental sectors in South Africa. My largest project involved helping to develop a grant application for a USAID-funding opportunity. This project led me to lead a meeting with the leadership team at Khulisa, meet independently with analytic researchers who were identifying issues in local communities, develop summaries and a framework for the application, and identify potential NGOs that could partner with Khulisa. I think these assignments definitely forced me to become more self-sufficient and confident in completing work on my own.

Like many others this summer, my initial plans for this internship were disrupted by COVID-19. I was initially supposed to travel to South Africa through Carleton's Global Edge program in order to work with Khulisa Social Solutions and the local communities in person. However, the pandemic forced us to move to a virtual platform. While I was deeply disappointed that I could not experience the culture of South Africa and form connections with people in person, I was pleasantly surprised that this internship still led to a mostly meaningful experience. I think this pandemic has forced me, like many others, to improve my online communication skills and technological literacy. The most challenging aspect of this internship definitely involved trying to communicate virtually with people I have never met across time zones and cultural differences. This summer experience allowed me to strengthen my cultural competencies and learn how to advocate for myself and for my time in an era where the divide between work and home life has dramatically blurred.

Overall, I really enjoyed the close relationship I was able to form with my supervisor at Khulisa Social Solutions, and I was glad that I felt so valued and welcomed at the organization. While I did not get to work with the local communities in South Africa like I had initially planned and hoped, I did still appreciate the chance to further explore the field of social work. But I hope to make it to South Africa one day soon!

Using a Summer Internship to Confirm an Interest in Environmental Mediation

Alexandra Brown-Law '21
Environmental Studies

Consensus Building Institute (CBI) and Responsible Offshore Development Alliance (RODA)
CAMBRIDGE, MASSACHUSETTS

Robert E. Will '50
Endowed Internship Fund in Social Entrepreneurship

While the year 2020 has brought continued uncertainty and change, spending the summer as an intern for both the Consensus Building Institute (CBI) and the Responsible Offshore Development Alliance (RODA) was a grounding and rewarding experience. By splitting my time between the two organizations, I had the opportunity to engage with multiple, diverse projects, do research of my own, attend meetings and webinars, and hone my professional writing skills. I concluded my summer experience feeling more certain that environmental mediation—the practice that most closely defines CBI as an organization—was an area of environmental work that I want to explore after graduating from Carleton and invigorates my feelings about the future.

I first had the opportunity to work with the Consensus Building Institute through a Carleton externship in December 2019. During the externship, I shadowed Patrick Field '86 and learned about environmental mediation, facilitation, and consultancy. It was the first time I found an organization and job that so closely fit my interests. I couldn't get enough of it—I soaked up every meeting! As an extern, I researched and wrote a 32 page annotated bibliography for RODA, one of CBI's clients. This winter after my externship, I reached out to both CBI and RODA and asked if I could work with them again this summer. To my excitement and surprise, they hired me as a shared intern and my summer experience began.

I worked on several projects over the course of my internship that deepened my understanding

of environmental mediation, and strengthened skills I will need to enter this field. First, I worked with a mediator in Colorado on a river management plan that she was advising. Together we brainstormed and designed a new methodology for the river management team to sort through and incorporate stakeholder interviews into their finalized plan. I had never worked on a water management plan before, and it was fascinating to read through the interviews and think about how to best include these important responses. From my work with the Yampa River, I developed my understanding of the project management process. I learned about the longevity of environmental projects—how many years it can take to find an agreed upon solution—and the necessity of well-documented information and resources so the team can work together over time.

Secondly, I spent most of the summer researching and writing fact sheets about different aspects of an offshore wind farm for RODA. They asked me to write with the idea that fishermen would read them; thus, I needed to make the information understandable and approachable. While researching and designing the sheets, I thought deeply about how to make this complicated information more accessible, and lessen the disconnect between wind developers and fishermen. Accessibility is another key lesson I will be taking with me from this summer. Especially because I want to be a mediator and facilitator, I will be advising diverse groups of people, especially people of differing expertise. Knowing how to speak and write in ways that connect these groups rather than further their distance is critical to being a stronger leader. ►

Using a Summer Internship to Confirm an Interest in Environmental Mediation

Continued

Clarity and accessibility also relates to my final project, in which I reviewed, edited, and helped write around 30 case studies about some of the current projects at CBI. Each mediator wrote up descriptions of their projects or programs, and which then I edited multiple times. Writing has been a lifelong passion of mine, and I also love to proofread. This task was therefore very intriguing to me because I had the opportunity to learn about each of the current projects at CBI, and gain a deeper understanding of what their work looks like in the field. By reviewing each mediator's writing, I learned about what professional writing looks like within an environmentally-focused organization, what CBI's expectations were, and, because it was my responsibility to ask each mediator for their writing, how to navigate asking for assignments within an office setting. While these lessons are more focused on hands-on skill, I appreciated how my internships with CBI and RODA brought both day-to-day professional training and big-picture lessons for my career.

I feel immensely grateful that I had the opportunity to extend my three-week externship experience with CBI and RODA into an eleven-week summer internship, which meant that I had almost 15 weeks of experience with two organizations that I deeply admire. Having so much extended time with these companies allowed me to build meaningful relationships with mentors whose advice, conversation, and guidance has continued to be helpful to me as I look towards the future. I gained insight into the wide variety of work that both organizations do, although I know I was only scratching the

surface. I had the chance to work on different projects that helped me see how different areas of mediation look and feel—from renewable energy to water management, from national park sites to breast cancer research. My internship solidified my interest in environmental mediation, which is now helping guide my job search. Because I am a senior, I am constantly thinking about what next year will look like, and it is exciting to feel like I have a sense of direction after this internship experience. Before working for CBI, I felt like I had a very fuzzy picture of what I wanted to do: I had a lot of things I knew I loved, but no idea how to bring them together, nor what kind of job would include all those things. After being an intern at CBI, I can say with confidence that being a mediator or consultant on environmental projects truly does bring my passions together. Thus, without this joint internship/externship experience, I would have never known this field existed.

I feel so thankful for the Carleton Career Center and the many donors that ensure students like me can have internship experiences which broaden their horizons within the industry they are interested in, and develop their skills and experience. Although COVID-19 disrupted some plans, including my ability to be at this internship in person, the Career Center's internship program allowed me to be supported while working remotely. Thus, participating in this internship with Carleton's help has immeasurably shaped my path forward and specified my professional focus. Thank you so much.

A Summer Spent Immersed in Legal Advocacy

Leander Cohen '22

*Political Science
and International Relations*

Good Counsel Inc.

NEW YORK, NEW YORK

Robert E. Will '50
Endowed Internship
Fund in Social
Entrepreneurship

I really enjoyed my time as a legal intern at Good Counsel Inc., a New York-based legal non-profit. I was originally drawn to the organization due to its involvement in a number of legal fields and its commitment to helping interns learn. Based on these two aspects of the organization, at the start of my internship, I set several goals that I hoped to achieve this summer: 1) To develop my research, writing, and analytical skills, 2) To learn about various fields of law, including asylum law, civil rights law, and corporate law, and 3) To forge connections with diverse groups.

For the first goal, my writing skills improved in a way I was not expecting: I learned to write more quickly, more succinctly, and under pressure. Unlike writing papers for school, I was tasked with writing quick, informative briefs and affidavits with tight deadlines. My research and analytical skills also improved by doing legal research needed to consult with clients and reading contracts, policy manuals, and other materials to better understand certain laws and policies. I'm thrilled to have sharpened these skills this summer and could see them being super helpful in future positions.

For the second goal, I learned a lot about asylum and immigration law and the processes involved with asylum and immigration in general. I worked directly with clients to refine their evidence

lists and contact US Customs and Immigration Services (USCIS), and reviewed changes to the USCIS policy manual and other materials with fellow interns. I also learned about several areas of corporate law, reviewing company by-laws, purchase agreements, and white papers. Finally, I served on a newly created civil rights team of interns but was not able to learn a ton about the field, mainly because none of our clients required legal assistance related to civil rights.

For the third and final goal, I was surprised by how easy it was to make strong connections considering the internship was remote. Someone who I made a particularly strong connection with was my supervisor on the immigration and asylum team, who is a college student from Taiwan. I learned a ton from her about immigration and asylum work, but also about her own background and experience growing up in Taiwan and attending college in the US. Overall, the internship was a hugely positive experience, and while I'm not 100% certain I will pursue a career in law, there are many skills I feel I can bring to future positions.

Sustainable Tourism with Native Tours

Babi de Melo Lemos '21
*Environmental Studies
and Political Science*

Native Tours.

AMAZON BASIN, PERU

Robert E. Will '50
**Endowed Internship
Fund in Social
Entrepreneurship**

My summer internship at Native Tours was my golden ticket to a delightful experience and to the chance of meeting people with whom I plan on building a professional future. Working with sustainable tourism in Peru felt like a gift after coming back from a Carleton-sponsored opportunity to study sustainability and social justice in Aotearoa, New Zealand. I felt geared up and fortunate to have my hands on actual services that people could consume for the benefit of the land and the local people. The only thing I could wish happened differently was working remotely as opposed to in-person, which would have put me in direct contact with our partners in Native communities. But the remote version of this internship was surprisingly rewarding and full of mentorship, some of which I ended up employing in my Fall classes at Carleton. In particular, the course HIST 116 Introduction to Indigenous Histories since 1887 reminded me of simple roles that everyone, especially allies, can take to support historically oppressed groups in their efforts to take space in society, improve their livelihoods and participate in a global system while protecting their right to traditional practices. The roles I have taken on during my internship and for the Academic Civic Engagement (ACE) component of HIST 116 were similar in terms of doing work behind the scenes and distributing work efficiently so that everyone used their individual skills to contribute to a collective goal.

At Native Tours, our collective goal was to connect people around the world who shared the values and interest in meaningful encounters through a vibrant experience while praising the host environment and getting to know Peru as a cultural landmark. In my remote position, I worked on registering our tour adventures in online platforms where the target audience could learn about our services without mainstreaming it. A second part of my job was getting international certifications and verified by worldly recognized ecological organizations such as WWF (World Wide Fund for Nature), Rainforest Alliance, GSTC (United Nations' Global Sustainable Tourism Community). You are probably thinking that the work I just listed does not sound as fun as guiding nature trails with our local partners, or learning Quechua from direct interactions. I agree. But our remote work was still a fundamental step toward solidifying our community values, reaching out to the right public and business partners and guaranteeing that this encounter between visitors and hosts will be worthwhile to both parties.

Similarly, for my History class, we allocated 5-hours worth of work on translating, transcribing, archiving and properly storing historical documentation that keeps important Indigenous records which were either erased or altered by historians in the process of narrating the most-known version of American history. Our behind-the-scenes work as allies was not as performative when thinking about social justice efforts as

Sustainable Tourism with Native Tours

Continued

protesting, making donations, voting. However, it was doubtlessly a necessary work that was delegated to us so that Indigenous people could reallocate that time into other endeavors in which they can exercise leadership and protagonism.

Ultimately, the sequence of opportunities I had since studying abroad in New Zealand, then working for Native Tours (Peru) in the Summer and most recently dividing my academic time between learning and bringing my lessons to the real world feels like the universe (or Carleton) parting the seas and showing me the path to a socially meaningful and engaging career that sits very close to my heart.

Life Lessons from a Virtual Marketing Internship

Diaraye Diallo '23

The Justice Desk
CAPE TOWN, SOUTH AFRICA

Robert E. Will '50 Endowed Internship Fund in Social Entrepreneurship

My main goals for my internships were personal autonomy and advocacy paired with an enriching learning experience that allowed me to display quality characteristics. In essence, I did achieve my goals. My supervisor was impressed with my work ethic, critical thinking, and self-exploration in a task that I didn't have much guidance and clarification on. Additionally, as I was battling a lot of personal challenges, I was able to advocate for myself and articulate what was going on.

But I do believe that was my biggest challenge with the internship. Initially, I was worried I would be treated differently due to my disability. But soon after I realized this is something that I have no control over. Therefore, I need to be clear and concise about what I need, and I need to be accommodated moving forward.

Although, I believe that marketing may not be completely my niche, it is crucial in anything I want to do as we progress in a technological world. Regardless of what I pursue, having an audience that supports your work is critical for what you do. It increases clientele, connections, and allies in whatever your mission or purpose is.

Another point was the realization of how much I do not like the virtual experience of internships at all. It was very hard to make connections with people who were on-site and even harder with the 9-hour time difference. Additionally, my at-home environment was not accommodating as I had family members pass away, family friends murdered, and health issues. I definitely think this experience would have been of more value if I was able to attend the program in person.

If this experience reflects what our world has come to, I definitely know I need to be in a space that accommodates that and fosters an environment that is conducive to my needs. I also need to become better at managing the chaos of my personal life and minimize how that affects my work. Professionally, I know I want autonomy over my life and my choices. Leaving my fate in the hands of the others causes me to have a lot of discomforts and limits the quality of work I produce.

This experience has reaffirmed my desire to pursue a career that allows me to serve others. As I conducted programming, I just realized that every aspect is crucial and a vital part. Therefore, how I support the disenfranchised can look very different in a variety of ways. I know for sure that school after Carleton is not something that I am interested in pursuing. I would much rather get into a workforce that minimizes my virtual experience while strengthening my interactions and relationships with individuals. Consequently, this is causing me to consider switching major options from Economics to Statistics.

I am ultimately very proud of myself because I was able to adapt to a not-ideal environment and still produce work. The introspection, regardless of location, was crucial and something I would not have received unless I participated in the experience. I am very grateful to Carleton for accommodating all of our needs and still pushing us to have worthwhile, life-changing experiences.

Creativity and Flexibility on Display in an Internship at an Innovation Platform Developer

Sophia Franco '21

Political Science and International Relations

Global Silicon Valley Labs
BOSTON, MASSACHUSETTS

I had a truly rewarding experience at my internship with GSVlabs this summer. Although I'm a political science major, the only internships I've held in college were theater-based. I was feeling anxious about my career search prior to this summer because I didn't feel I could point to much relevant experience when applying for positions more in line with my goals and aspirations. I love theater, and I do feel that many of my skills were transferable, but my attempts to portray my theater internships as valuable, formative experiences didn't seem to resonate with any interviewers. While it's important to properly explain how your unique experiences are relevant, I felt like recruiters were simply more comfortable with candidates who had "standard" work/internship experience. Part of what made my experience with GSVlabs great was knowing that the skills I was practicing and improving were going to be highly applicable in any sort of office environment. I value everything I learned in theater spaces; I just feel more confident now that I have experience that will help me get my foot in the door for opportunities that match my career interests.

One of the aspects of the experience I liked most was the heterogeneity of knowledge and skills the internship drew upon. GSVlabs put on several events in the form of pitch competitions, workshops, and webinars. One task I was often assigned to was coming up with 10-20 questions that our team could have at the ready in order to spur discussions if attendees were shy or less interactive. Questions also helped our guest speakers showcase their expertise and stay engaged throughout the session. Oftentimes, I had to do a fair amount of research to understand the particular area being discussed so that I could ask relevant questions beyond surface level queries. In the case of pitch competitions and asking questions to pitching startups, verticals (industries the startups are operating in) can vary widely. I had to carefully pore over pitch decks and supplement my baseline knowledge in order to develop salient questions. I also knew nothing about search engine optimization (SEO) before we held a workshop on the topic. I ended up reading through a comprehensive internet guide in order to understand what types of questions would be substantive. Knowing a topic well enough to ask "good" questions is a useful analytical skill. I have law school aspirations, and I know that question-asking is central to success. I believe this experience was useful practice for the classroom. ►

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Creativity and Flexibility on Display in an Internship at an Innovation Platform Developer

Continued

My experience with GSVlabs helped me grow my professional skill set, but it also demonstrated to me the value of being creative and ever-innovating. The pandemic presented many challenges to GSVlabs as a company, particularly when it came to hosting events. However, I think the switch to virtual events ended up being a blessing in disguise. It was fascinating to see the team adapt to new circumstances and make lemonade out of lemons. The virtual events had some technical issues in the early months of my internship, but I was amazed by the polish and sophistication of the final virtual event I helped with, a virtual pitch competition specifically for Black founders. I think my biggest takeaway from this internship is that successful people, teams, and companies are always analyzing, planning, and experimenting in order to improve. While it feels great to hit on something that works, it's impossible to stay on top of your game without adapting and trying new things to push yourself even further. I'm excited to carry lessons and skills learned in my internship with me as I begin my career journey after Carleton.

Learning about Tech and Chatbots

Maanya Goenka '22

Computer Science

Girls Who Code

NEW YORK, NEW YORK

Robert E. Will '50
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Entrepreneurship

worked with Rewriting the Code over the summer to create and train a chatbot for the website to automate the process of answering frequent questions raised by students and partners. The internship lasted two months and was a great learning experience since I was introduced to various technologies I hadn't worked with before and was able to work amidst students from different walks of life and learn from their unique perspectives and experiences while also being able to share my knowledge. A chatbot is definitely one of the best examples of the use of Natural Language Processing and even before I started working on the development and writing code, I underwent training to learn about the mechanism behind NLP and about the various categories under which my chatbot could fall—namely rule-based and self-learning bots.

While rule-based bots can process simple queries very well, they usually are unable to process the more complicated ones accurately and hence, we decided to go with the self-learning bots for the website. Our bot had to leverage advanced technologies such as Artificial Intelligence and Machine Learning to train itself and gradually improve its performance. Again, for the project we decided to proceed with a retrieval based chatbot instead of a generative one. Our chatbot primarily functioned on predefined input patterns and set responses. Once the question was entered into the chat-box by the user, the bot used a heuristic approach to deliver the appropriate

response. We also used customized features to set the tone and improve performance of the chatbot in order to improve the overall user experience. In terms of the Tech Stack, I used the ChatterBot Library in Python for the bot to create dependencies and then trained it with the help of various ML algorithms and a big sample data set to help improve its performance.

I was also able to experiment with it using different tools and commands and hope to be able to scale this project further in the future to accommodate Gesture Recognition and further improve performance.

Overall I really enjoyed the relationship I developed with my mentor, manager and cohort during the course of the internship. I grew as both a developer and a team member. I learnt some invaluable lessons on conduct in a professional setting and was exposed to the industry in a manner I had never predicted. The internship taught me that tech is where I see myself in the future - building things that might help ease the tasks of individuals and provide them with resources they didn't know they needed. I am very grateful to the Career Center and everybody that helped make this internship possible. It was a wonderful opportunity and one that I will cherish forever.

Discovering a Passion for Business and Consulting in a Startup

Trung Huynh '21

*Political Science
and International Relations*

George Mason University
Business for a Better
World Center

FAIRFAX, VIRGINIA

One of the defining moments for me during the internship was when we had the chance to talk with a Partner at Bain and Company. Through him, I was able to learn the ins and outs of consulting and sparking my interest in the field. I appreciated the opportunity our supervisors made available to us by inviting weekly speakers to our team meetings, for us to gain more knowledge on the different areas of business and hear from people who have first-hand experience in working within those specific fields.

Overall, I felt that I achieved my goals I set for myself coming into the internship. The goal I placed most emphasis on was learning more about the different facets of business and the potential career opportunities that lie within business. Through my research work, and networking with supervisors and beyond, I now have a much clearer picture of the opportunities available to me in the field of business, and have narrowed down things I am potentially interested in pursuing. I also wanted to make sure I was still productive and delivering high quality work even though it is a virtual internship.

I also thought I completed this goal well. My supervisor commended me on the quality of my work during both of our feedback conversations. The last goal I had was connecting with my supervisors to aid my knowledge of business, as well as strengthen our relationship despite the virtual setting. I was able to set-up individual meetings with my supervisors and learn about their career experiences, as well as their different specializations within business. I also received pointed advice as I begin to think about my own future career.

Before the summer, I was lost on what I wanted to do in the future. Coming out of this internship, I want to pursue something in the business field. I appreciate the problem-solving nature of the jobs available, and the variety of different avenues available for me to contribute to the problem-solving process. Back at Carleton, I greatly enjoy the Political Science classes that allow me to explore data and come to my own conclusions, and business will allow me to apply those skills to immediate problems that need solving.

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Using a Summer Internship in the Music Industry to Tune into Career Priorities

Felipe Jimenez '21

English

Grey Matter

NEW YORK, NEW YORK

Robert E. Will '50
Endowed Internship
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Entrepreneurship

As I sit back several weeks after the end of my internship of this most unusual summer, I begin to see in what exact ways it was beneficial for me. For the summer, I was fortunate enough to intern at Grey Matter, an up and coming start-up based around building community around music sharing. The entire team was motivated by a desire to fix a problem within the current status quo of music streaming that has left an absence of human connection, and so they wanted to create a platform where users could directly share music and personalize their submission with some artistic expression.

By working for a start-up that was just getting its boots off the ground, I was provided with a very unique glimpse into the workings of this industry, one that I was seriously considering prior to the pandemic. I saw directly how difficult it was to organize and compile lists of various external organizations and venture capitalist firms; there is so much research that has to be done on individual groups, to see if they are the right for the company, and it can take a while to sift through so many websites and links. Also, as a part of the marketing push for Grey Matter, I saw how difficult it was to create an online presence around the app that was both informative and authentic. Other assignments included gathering a list of genre-diverse songs to post on online forums in order to increase visibility, researching venture capitalists, reaching out to record labels, cultural publications, and music PR groups, all of

which I had to find myself, and I also contributed some pieces of music journalism to their blog.

To be honest, the work that I found myself doing for the summer I found somewhat meaningless and trivial. I don't mean to take away from my gratitude for the experience; I feel so lucky that I had an opportunity to do something this summer, and my supervisor was really great, and many times I found myself being invested in the supplemental materials I read during my research.

However, while the actual work of the internship wasn't particularly enlightening, I did find it incredibly valuable anyways because it was a way to examine myself and my career interests. For example, before this internship I was a lot more flexible with the kind of career I wanted to pursue, mainly focused on my own happiness and where I lived rather than the actual job itself. Now I realize that I want to have career aims where I contribute something to a community, something where I feel like I'm doing good in my own way. Realizing the vagueness of this term and not denying there is still a long climb ahead of me in terms of realizing what I want, working at Grey Matter was an excellent way to spend my summer because it allowed me to spend time working with one of my central passions (music), learn about the intricacies of embarking on a start up, and really critically think about how I wanted to spend my life. Thank you so much to the Career Center for their guidance and the funding this summer that allowed me to live in Minneapolis.

Creating More Efficient Working Practices in a Startup

Madeline Kyhl '21
Statistics

1871
CHICAGO, ILLINOIS

Robert E. Will '50
Endowed Internship Fund in Social Entrepreneurship

This summer, I interned with the Operations team as a Process Intern for Chicago's technology and entrepreneurship incubator, 1871. I am grateful first for the Career Center for giving us space to outline our thoughts before, during, and after our experience. I think that given the chance to reflect on what I wanted to get out of this experience before I started allowed for me to be very specific when communicating that with my supervisor. Consequently, my supervisor assigned me jobs that she knew would be of interest to me, and when she assigned me the task, she connected it back to how it would support my original goals.

For example, it was important for me to get to know the individuals and organization of 1871 and practice networking professionally. My supervisor, Lindsey, gave me the job of creating a journey map for the kinds of members and stakeholders in 1871. In order to create this journey map, I had to get in front of different internal teams and learn about their responsibilities. I also shadowed several calls with prospective members of 1871 and observed and documented the member journey with 1871 from when they were prospective members to when they decided to move on past 1871. This was helpful to me because I familiarized myself with the organization of 1871 better and had the opportunity to meet many talented entrepreneurs in the Chicagoland area.

I also had the opportunity to venture into the office twice a week during the internship and work the front desk. From there, I learned about the layers of the process of internal teams during

a member's journey: issuing keycards, keeping track of the mail, investigating secure systems to keep track of who was entering and exiting the space (for contact tracing purposes).

My primary job was to find a sequence of actions an individual took to accomplish any given task (whether it was an employee or a member trying to accomplish a task) and streamline it either by cutting down the number of actions one had to take, or by connecting one sequence with another sequence in order to "multi-task." I think that after doing a job for a certain amount of years, the work can become second-nature, even if the systems are not set up logically in the eyes of a newcomer. You learn how to do your job and then excel at it! The Operations team questions how the system was set up in the first place, and proposes alternate solutions to make the experience better for everyone. I have never thought about these systems in the way that I have learned how to this past summer. It was somewhat overwhelming at times: how do you choose which system to prioritize when there is an overabundance of systems that need to be looked at? I did feel rewarded when I did make the experience better for someone, even if it was adding labels to the keys that unlocked the mail drawers. Before, you had to test out all of the keys to find the proper fitting one, but now everything is labelled so one can access the mail drawers quicker. Thank you for allowing me to do this experience! I had a great summer because of it.

Using a Summer Internship in International Development to Focus on the Pursuit of Mathematics

Abigail Loe '21
Mathematics

Wezeshu
DUBLIN, IRELAND

During my most recent internship at Wezeshu NGO in Dublin, my duties included researching women, peace and security, evaluating programs, and communicating with my supervisor. Honestly, while the subject of the work was important, it did not feel that I was making an actual difference. I learned a lot about non-profit funding, and the different types of nonprofits and how important actually having money for a non-profit is. The organization that I worked for had many lofty goals, and there are a lot of problems in the Democratic Republic of the Congo pertaining to sexual violence as a weapon of war, but Wezeshu was constantly hampered by a lack of funding. This experience definitely helped me to clarify my career goals.

Last summer I researched algebraic geometry and number theory, specifically elliptic curves and minimal discriminants. I loved researching, and problem solving, as well as the group atmosphere of so many struggle bus moments. We literally would sometimes just stare at our computer screens and scream in frustration. However, it was so theoretical that it was hard to see any kind of application for the future and how the work that I had so fully dedicated myself to would make any sort of change in a world afflicted by class division, racism, climate change,

and misogyny. I was looking forward to this internship because I hoped to find a new passion of making a difference in the moment, rather than a vague promise of computer security that number theory promised me. At the end of last spring, I was considering working on international development, or going to law school. However, a couple of months where I did nothing but read, rather than work with computation, proof writing, or problem-solving convinced me that I really do love mathematics, and I missed doing math.

I had experienced some doubts about going to graduate school, but after this summer, I know that entering a PhD program is the right path for me. I think that I did achieve my goals within reason. I had hoped that I would work on learning what other career paths were available to me, and then trying them out. After this experience, I learned that I need to have problems that I can solve independently, and not rely on a supervisor to send me documents two weeks late, or be on three different calls at once. I believe that I am a good team player and that I work well with others. I also did take a break and practice mindfulness this summer, which was another goal that I had because this past spring really took a toll on my mental and physical well-being.

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Confirming an Interest in Working in the Social Sector in Latin America

Santiago Rico '21
Economics

Eco House Asociación Civil
BUENOS AIRES, ARGENTINA

Robert E. Will '50
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Over the summer I had the privilege of participating in a summer internship at Eco House Asociación Civil, a large non-profit organization based in the city of Buenos Aires. Unfortunately, due to the COVID-19 pandemic, I was unable to travel to Argentina but nevertheless managed to have a fruitful and rewarding experience. Before I describe my involvement, I would like to acknowledge all those who made this opportunity a reality. I am extremely grateful for the Will Social Entrepreneurship Fund that provided me the crucial financial support necessary for me to undertake this experience. I am also greatly appreciative of Rachel Leatham and Jovan Johnson of the Carleton College Career Center who assisted me in every step along the way. Last but definitely not least, I would like to give the greatest expression of gratitude towards my supervisor, Paola Rodriguez, who serves as the General Coordinator of the Department of Administration and Human Capital at Eco House. I am deeply grateful for the work put in by each of these people that allowed me to represent my school, the United States, and my country in this enriching professional development experience.

Eco House Asociación Civil is an international non-profit organization that aims to promote sustainable development through the implementation of community-wide initiatives focused on education, volunteering, political activism, and environmental certification.

Often comparing themselves to a soccer team or a widely-connected family, Eco House describes itself as a “team of people trying to make a difference in the world, one small multiplying action at a time”. Through local workshops teaching composting and recycling, environmental business consulting, and school and university projects, Eco House does magnificent work in the social sector in Argentina. Mainly composed of volunteers, I was just one more person dedicating their time for a greater cause. I not only learned valuable professional skills but how to become more socially responsible and aware of my community’s social and environmental impact.

I consider myself a determined and self-driven critical thinker passionate about working towards the reduction of poverty, increased access to education, and the promotion of sustainable economic development in least-developed regions of the world. In this role at Eco House, I have deepened my set of administrative skills related to my intended career path. I have also built on my professional experience in the fields of intercultural human development and social advocacy. Through my experience at Eco House independently putting together various research reports about the post-COVID-19 climate of the social sector in Latin America, I gained an in-depth understanding of the power of education and self-empowerment through community engagement. Along with this, ►

Confirming an Interest in Working in the Social Sector in Latin America

Continued

I learned so much about development work in Latin America, virtually representing Eco House at various international conferences, panels, and discussions. I was able to put my networking skills to work and managed to foment valuable partnerships between Eco House and other non-profit organizations in Argentina and Colombia. Furthermore, I led an investigation into a new initiative “Eco House Global” which looks to expand the organization and its activities outside of Argentina and into other countries in the region. I was given complete responsibility and autonomy in dealing with the research of ideas, data, and frameworks that could assist in the implementation of this new initiative. When the internship was coming to a close, I reflected on the fact that I was giving a lot of autonomy throughout, something I am grateful and surprised at, which I feel ultimately was paid off. Some of the challenges I faced were obviously the physical and mental drain of sitting at a laptop for most of the day but also the fact that out of the team of “agents of change” or what Eco House calls volunteers, I was the only one not from Buenos Aires. This often had me feeling left out and excluded from certain jokes, feelings, and notions in conversations and collaborations. I accepted this as a new reality of the virtual

world we were forced to live in and moved forward. Along with other minimal challenges, I managed to make the best out of my virtual internship experience as I will most likely face a similar challenge with internships in the future. This experience gave me the tools needed to more effectively engage in another virtual professional development opportunity with more ease and confidence.

Ultimately, my time at Eco House Asociacion Civil definitely cemented my idea of pursuing a career in the Latin American social sector after graduation. Although virtual, it has definitely shined a light on the type of people and work that happens in this field. I managed to get a solid glimpse into the workspace of an international NGO and even managed to make some valuable connections that could benefit me down the road. I really enjoyed my time at Eco House and feel as though it was a time of personal and professional development. There are no words to describe the immense gratitude that I feel for everyone who helped me accomplish this experience and hope that more situations like these arise in the future.

Promoting Therapy and Service Animals for Veterans

Molly Smith '21

Psychology

Believet Canine Service Partners
NORTHFIELD, MINNESOTA

Robert E. Will '50
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Entrepreneurship

This summer I was an intern at Believet Canine Services here in Northfield, Minnesota. Believet is a non-profit that provides service dogs, free of charge, to disabled military veterans who suffer from PTSD, traumatic brain injuries, anxiety, military sexual trauma, and other disabilities. In 16-20 months, rescue dogs are custom trained to meet each veteran's individual needs. For example, dogs are trained for "nightmare interruption" -- removing bed covers and turning on the light when their handler is tossing around in bed. They can retrieve items like medication, turn on lights so their handler doesn't have to enter a dark space, "cover" their handler to provide space when they are feeling crowded and anxious, and we even have been training a dog to go kayaking (an activity her handler previously enjoyed, but felt uneasy about due to anxiety and PTS).

As an intern, my main job at Believet was to compile and write materials for the organization to become "accredited" by Assistance Dogs International. ADI is really the gold-standard for service dogs and being accredited will help Believet with things like grant applications and just general legitimacy as a non-profit. The application for accreditation is extensive and I was tasked with writing out procedures for things

like selecting dogs, selecting clients, general training timelines, and I've been learning how to compile a Business Plan for a non-profit. These tasks allowed me to use and strengthen my writing and organizational skills, as well as learn how my strengths can specifically apply to subjects I am interested in.

In terms of my future career, I think this internship helped me solidify my thoughts about a field I was already interested in. I went into this fellowship with potential career goals in psychotherapy and counseling. I think this internship has affirmed that I'm truly interested in these areas and I have begun to be specifically interested in animal-assisted therapy and how it can mitigate trauma disorders. During the school year, I work as a research assistant in the Health Psychology Lab. We are conducting a study about trauma and trauma disorders, so it is interesting to see these issues from both an academic perspective in the lab and a social service perspective at my internship. I'd like to thank the Executive Director at Believet Sam Daly and Board Secretary Julia Daly for mentoring me and helping me learn so much about dog training, non-profit management, and daily obstacles related to PTSD.

Improving a Business Education Course and Gaining Professional Skills

Lucklita Theng '23

George Mason University
Business for a Better
World Center

FAIRFAX, VIRGINIA

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I have always been curious and interested in the business sector, start-ups and entrepreneurship. So when the opportunity to intern at Business for a Better World Center at George Mason University came along, I was excited to join in and take a sneak peak into what a business education looks like too, and what business research looks like. I interned as a research and marketing intern. My daily tasks included aiding my supervisors in their respective business research in hopes of deriving an improved business education course for the Business School at George Mason University, and creating a marketing strategy for the center.

I was excited to apply my knowledge in marketing and working previously in the start-up industry in my gap year to help the center advanced! Immediately into my internship, I felt like I was able to take lead in a lot of projects that were offered, and that I was very comfortable and familiar with working ethics and protocols whether that be facilitating a meeting, taking notes, and creating an effective remote communication channel. For this internship, my goal wasn't to try and secure a job. Sometimes, an internship can simply be an opportunity for you to hone your soft skills and discover more about what kind of career you want and what kind of work environment you like. That's exactly what I did for this internship, I was focused on maintaining relationships with my supervisors and my colleagues as well as applying my organizational skills and work on my collaborative skills.

I was able to do that and more in this internship as I learnt to navigate the dynamics in a workplace, speaking up and suggesting improvements when needed, guiding the conversation during meetings and especially, I learnt how to lead from the back too. I realized during the internship that I faced the challenge of making space for other team members to also take lead. That was when I realized my next growth step would be to learn how to sit back, speak less and listen more, and passively guide the conversation without having to actively participate - in a sense, I felt that I was working towards a more mature role in the team

I felt that I really matured as a person and a work colleague during this internship as I feel myself working towards a more mature role in the workplace. I also learnt that I would thrive better in an environment where everyone was excited about new ideas, more inclined to work with technology, and where everyone jumps in when they have something to share, without the bureaucratic process that exists in big corporations. I was also able to make important connections and potential career mentors too.

I think this internship is a good start if you wanted something to do during a summer, while having the freedom to work on yourself, learn more about the big business world and discover your work ethics and workplace preferences.

Community Building through Environmental Sustainability in Northfield

Izzy Quattrucci '22
Environmental Studies

City of Northfield

NORTHFIELD, MINNESOTA

Rosenheim Environmental Internship Fund

This summer I worked with Beth Kallestad, the City of Northfield's Program Coordinator, to create a podcast series focused on making sustainability education more accessible and interesting. The series is titled Sustainable Northfield and is focused on stories originating in Northfield, MN. The currently published episodes range from topics focused on energy usage to the conservation of native plants and animal species. We hope to continue producing episodes throughout 2021 and will continue releasing a new episode at the beginning of each month. The podcast can be found on most major listening platforms, including Spotify and Apple Podcasts. I encourage all to take a listen and learn about the amazing conservation and sustainability efforts taking place in our own community.

My summer internship experience provided me with a vast array of new skills and helped strengthen my confidence in my ability to work within the field of environmental policy and education. My internship allowed me to simultaneously learn about the history of environmentalism in Northfield through interviews with community members while also learning the technical skills necessary to produce a high-quality podcast. I learned about different audio software and audio editing, gaining technological skills I would have most likely not encountered without my summer internship. I was also given control for episode topics which allowed me to

investigate my personal environmental interests while producing content for the podcast series. My internship provided me with useful insight into the field of environmental policy and education and although I am still unsure about my personal plans after Carleton, my internship helped me better understand what a career within the field could entail.

I would like to encourage my peers to look into summer internships in Northfield and in their home communities. These types of opportunities are too often overlooked or ignored for internships at flashier organizations or locations but they offer a unique experience to work in collaboration with community members to serve the identified needs of your own community. My summer internship experience was enriched because I was not just gaining work experience, I was actively participating in our own Northfield community, as well as learning about the wonderful place I get to call home while I attend Carleton.

Finally, I would like to graciously thank the CCCE, Career Center, and the Rosenheim family for their financial and other forms of support for my summer internship. I would also like to thank the City of Northfield and Beth Kallestad for offering the Sustainability Assistant position and providing such a supportive and encouraging work environment during my internship.

Analyzing Social Media Threads to Gain Insights about Domestic Abuse

Madison Smith '22

Psychology

Traumatic Stress Studies
University of Denver
DENVER, COLORADO

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My internship took place in University of Denver's psychology department. The specific research lab I worked in was the Traumatic Stress Study.

Over the course of this lab my main role was to characterize/code previously selected tweets that mentioned domestic abuse. Additionally, I had occasional meetings with Adi Rosenthal, my supervisor, where I would check in on work and tweets that I did not know how to code. I also participated in weekly discussions with fellow research assistants about orientation articles.

Over the course of this internship, I noticed between all the tweets I coded that domestic violence was openly talked about. In other words, social media provides a platform to openly talk about anything. In my experience, I have not engaged in conversations surrounding domestic violence. Originally, that was what drew me into this research. Meanwhile, social media platforms provide easier access to information. It also provides many opinions, which are somewhat anonymous and vast. Thus, through coding tweets I saw an explosion of the conversation of domestic abuse and violence.

I thought it was also interesting because of the numerous tweets about domestic violence, there seemed to be a learning curve for myself. From the tweets about personal experience of victims and family members to tweets about public education on how marijuana usage can lead to partner violence. While I was coding tweets, I was understanding more about domestic violence. One specific tweet I found significant was a

tweet from a male victim's story over a video. Normally when talking about partner abuse, my first thought goes to women being abused. Yet, this tweet showed me how men can go through it too. Also, it showed me how coercive control is a huge role in maintaining victims to stay in abusive relationships. My eyes were now opened to more discussion on domestic abuse. More specifically, how victims include males who often suffer the same abuse and control as female victims.

One big take away from what I noticed and learned over the course of the internship was that community engagement plays a huge role in domestic violence. More specifically, in order to understand the extent of domestic violence within the Denver metro area or around the world it works best by gathering opinions and spoken language. Over the course of the internship we discussed the articles pertaining to the orientation part of being a research assistant. One major relationship that came from all the literature was that community-based research significantly impacts the way domestic violence is talked about. It is pretty obvious that different areas may talk about different aspects of domestic violence, however, the more important part of this factor is that understanding lineage between community members whose experiences are researched, actually helps navigate change. Rather than being able to say something more general like "more shelters are needed" researchers in this field are able to say, "women in Denver need better help when it comes to the law and earning full custody of children." ►

Analyzing Social Media Threads to Gain Insights about Domestic Abuse

Continued

With regard to my individual role within the lab, community engagement was also seen in the twitter study. First, as I went through each weeks' worth of tweets, I noticed that people from similar areas would have similar opinions about domestic violence. For example, in Melbourne, Australia many people would tweet about the father who killed children in a car accident and say that it was not a tragedy but rather a sign of domestic/child abuse. The community became engaged through social media to correct the mistakes that many news articles had made about the so called "accident." Community engagement was also visible through the advocacy side of tweets. One tweet, I believe from week 1, claimed that they were so happy to have a government official side with those on a potential law to protect domestic violence victims.

In relation to the male victim observance over the course of the twitter study, there was a lot of community engagement when it came to Johnny Depp. Especially within the US borders, many people tweeted about how Johnny was the victim of Amber (his partner). The media, similar to the cases in Melbourne, had twisted the story to place Amber as the victim. Perhaps it was because it is more likely and stereotypical for females to be victims. But through the use of social media, people were able to engage in the conversation and bring more information of their abusive relationship to the light- making Johnny the real victim in some circumstances.

I have previously talked to Anne and Adi about the idea of expanding the twitter study. I liked how the twitter study was able to group many topics and subjects of domestic violence and how that was able to shift over the pandemic. Thus, I think it would be beneficial to expand the social media looked at. It may be difficult to code and collect data, but I would like to see how domestic violence is talked about on social media that younger generations use. For example, Instagram and TikTok. Personally, I do not use twitter, and many people that I know are not as active on it as older generations. So, I think it would be interesting to code other forms of social media to see a different age engagement on the discussion of domestic violence.

One of the interesting things I found about the twitter study was how dramatically the specific areas of domestic violence changed throughout the pandemic. Something I would like to see is an extension of this study to be more year-round. Additionally, we are living in times that have become more inclusive and understanding of each situation. Therefore, stereotypes are shifting and changing. I would like to see how male victims are talked about on twitter and how that shifts over this year and many more. I think there is a lot of learning to come about male victims of domestic abuse. Like I said earlier, I did not know much about male victims and their abuse. So, seeing that change over social media as more victims come forward, more public education and more opinions would be very interesting to see. Additionally, in combination with my previous idea, it would be interesting to see how male victims are talked about on multiple platforms of social media.

Developing a Better Understanding of Local History and Discovering a Family Connection to Cold Springs, New York

Ryan Flanagan '22

*Political Science
and International Relations*

Putnam County Historical Society
and Foundry School Museum

COLD SPRING, NEW YORK

For as long as I can remember, I have enjoyed a profound appreciation for history. As an intern at the Putnam History Museum in Cold Spring, New York, I gained valuable research experience by delving into primary source documents and secondary source literature, ultimately communicating my findings in the form of concise exhibit blurbs and artifact descriptions. Although working at a history museum was not what I initially had in mind for this summer, I appreciated the opportunity to develop a better understanding of local history in my area and to build on an ability to convey information to a public audience.

While researching historic sites in the town of Cold Spring, I learned how strategic the Hudson Highlands (a small elevated portion of New York's Hudson Valley) were to the Continental Army's cause in the American Revolutionary War, and how important the region was in the development of environmental advocacy and protective legislation regulating point source pollution in the Hudson River and other American waterways. My final project at the museum was to create a guidebook for the Cold Spring Chamber of Commerce detailing sites including revolutionary war redoubts and the Beverly Robinson House: the location of perhaps one of the most renowned revolutionary war tales, the treason of Benedict Arnold. After work each day, I visited sites such as these along with my new colleagues.

In addition to developing my writing skills and learning how to present historic information to a public audience, I had the opportunity to use the museum's card catalog collection and conduct research on my own family lineage. Prior to taking the internship, I understood my family had ties in the village of Cold Spring, but not to what extent. I discovered evidence revealing that my ancestors migrated to Cold Spring directly from Ireland in pursuit of employment in the West Point Foundry, a factory for prodigious amounts of Union artillery during the American Civil War. It was an extremely unique experience to develop a personal relationship with the town's history by conducting this type of genealogical research, which utilized census records and the newspaper clippings available in the museum's archive. Most important, however, were the relationships I built with my coworkers- most notably Cassie, the museum's Executive Director. Cassie turned out to be a great mentor, and she was more than willing to share her experience as an historian and insight on how to break into the field of public history.

As I return to Carleton this fall, I am eager to apply the knowledge I gained as an intern to my Environmental History and Constitutional Law courses, which will undoubtedly make reference to historical sites, figures and court cases that I studied this summer.

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Researching Phylogenetic Trees and Confirming a Passion for Intellectual Pursuits

Qianzi Li '21

Mathematics

Memorial Kettering Sloan
Cancer Center

NEW YORK, NEW YORK

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During this summer, I applied for the Computation Biology Summer Program at Memorial Sloan Kettering Cancer Center and Weill Cornell, and joined Dr.

Sohrab Shah's lab as a summer student to work on a project developing evaluation methods to assess the phylogenetic trees generated by the lab and looking for potential improvement. In this project, I developed an evaluation method based on Sankoff's Parsimony Algorithm, while modifying it to account for the bias of whole genome duplications happening in the tree. I also reconstructed and visualized the copy number profile of internal nodes of the tree and conducted a holistic analysis of the tree properties. Using these tools together, I found that the inference framework that the lab developed tends to infer local (as compared to ancestral) whole genome duplications, which provides a direction for future improvement of our phylogenetic inference pipeline.

I learned to improve my communication skills, such as presenting results, discussing research ideas, and learning from other scientists about how to efficiently solve problems in research. One of the key lessons I have learned about myself in this experience is never be afraid to ask for help when feeling stuck at work. In the beginning of this internship I was unsure about the goal of my project and how to conceptually approach the problem, even after extensive background research. I was initially hesitating to ask my supervisor about this since I was worried about looking "stupid." I finally realized that the most efficient way is to just ask the supervisor straight out for an explanation. I believe this will be a really important lesson for me in the future research projects.

While participating in this experience, I realized I have a passion for the intellectual challenges of computational biology and making contributions to research that benefits the greater good. Pursuing a PhD degree will offer me greater freedom to explore my interests and prepare me to become a more mature independent research scientist. Thus, I am determined to pursue a PhD after graduation. One thing I learned that surprised me in this research is how motivating the in-person working environment can be. During my time in New York, I was working remotely with my host lab, while working together with two other CBSP on-site interns in the office of MSK. It is indeed motivating to have people to work around. I am more efficient when working in the office than working at home.

I am grateful to my mentors in this experience for their patient guidance. I also want to thank the Career Center Internship Fellowship committee for granting the funding to me, and the donors for their generous support of students' career exploration.

I would advise other Carleton interns to start early in the application process, this will not only allow more opportunities to get into programs and internships but also allow a longer time for preparation. The other advice, as I mentioned earlier, is that do not hesitate to ask because you are worried about "looking stupid." When you tried your best in solving the problem but still made little progress, the most efficient way is to ask someone with more experience for help.

Reading Film Scripts and Producing Narratives for Public Consumption

Apoorba Misra '22

Cinema and Media Studies

di Bonaventura Pictures
(Subset of Paramount Pictures)

LOS ANGELES, CALIFORNIA

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January 2020. I had just found out that I would be working part-time at a production company and part-time at an interior designing firm. I was going to live in West Hollywood and my job was going to connect me with big time directors and actors. Within a month, those plans took a very different turn. Not only did I lose my interior designing internship but my producing internship turned remote. I went from working at the headquarters of Paramount Pictures in West Hollywood to working from my bedroom in India. It is hard to let go of the expectations you have for something you've wanted for years. I was imagining meeting filmmakers and producers who had worked on projects that have inspired me but now I was stuck reading film scripts for a whole summer.

What started as a list of complaints in my head turned into an exceptionally rewarding experience. I not only got to understand the style of writing that production companies accept and favor but also gain valuable insights into the workings of the industry. Due to the pandemic, pre-production became basically the most important part of the process. With production in pause, producers buckled down on preparing as many scripts as possible so that when production does resume, we would be ready with projects.

My fellow interns and I would be reading screenplays after screenplays to assist the executive producers to the best of our ability. After reading each script we had to write up

a coverage which basically entails writing a commentary on the script aside from a synopsis. At times, it became difficult to stay motivated for the coverage write ups as it often feels monotonous. However, I was able to have a talk with some of the producers and I realized even the smallest of jobs, which may even feel mundane, can be of such importance. Due to production in halt, none of the producers were getting paid and therefore, these scripts were the preparation many production companies need to start producing as soon as possible. Based on coverage write ups, we would also discuss logistics of shooting based on what the script demands. In fact, when I presented a coverage to my supervisor that could be shot on a set in limited space, he fast tracked the script to start production. These experiences and insights made me realize a crucial side of the industry that often artists and filmmakers forget to notice. Each production company is in fact a commercial business that supplies us narratives to consume. Being able to communicate my opinions on such narratives to people responsible for delivering them to the public, really made me critically analyze what I was reading. Though there were shifts in plans that no one anticipated leaving me often frustrated over my limited exposure, I believe I was able to gain something unique and necessary.

A Summer Spent Rehabilitating Wildlife

Anwasha Mukherji '23

Peninsula Humane Society
BURLINGAME, CALIFORNIA

It was morning at the wildlife center and I was preparing to put food bowls into the mammal enclosures when I heard a sudden burst of loud chattering from the raccoon enclosure next to me. I peeked in and found that three raccoons had stuck their little paws through a gap in the door in an attempt to slip out. I chased them inside just in time to prevent “the great escape” but each time I shut the door, six paws would reappear to undo the latch and push it open. In the midst of this chaos, I heard an alarming “KRRRRRRRRR” followed by the splash of an unlucky body falling into water. The smallest raccoon of the bunch had shoved a larger individual into the tub. Just the previous week, the little one was bullied by the older raccoons after being introduced to them. This was payback.

There was never a dull moment at the Peninsula Humane Society & SPCA Wildlife Care Center where I spent twelve weeks as a summer intern. I had been volunteering at the Wildlife Care Center for several years. However, my internship introduced me to animal clinical procedures that were off limits to volunteers. The experience gave me a chance to treat injured and ill animals, analyze data, and learn about the specific rehabilitation needs of each species brought into the center. More importantly, my internship reminded me why we should value our local wildlife beyond their role in the natural ecosystem, even when protecting and caring for them does not directly benefit humans.

During my internship, I had the pleasure of working with various types of animals. All were treated with equal care: the magnificent raptors we usually see or hear from a distance, the seabirds and marsh birds we admire on the bayside trails and at the beach, the songbirds that share our gardens or inhabit wooded areas, and the small mammals that sneak into our homes and campsites in search of food and shelter. As I watched the animals up close, it became more apparent that they are not so different from us. After all, humans are also animals. Therefore, our wild bird and mammal neighbors share our needs for affection, safety, survival, and freedom. And just like us, each individual has unique traits that shine through to create some memorable moments for us.

One time, an injured California towhee fledgling was added to an incubator where an eager and assertive nestling already resided. The nestling decided that the bigger bird would be a good source of food and proceeded to gape at the fledgling while the latter looked bewildered. Then there were the two baby murrelets that would waddle over to me at feeding time like awkward penguins, squawking at their food as if to scold us for offering them dead fish.

We felt mixed emotions interacting with the patients: humor when we see their strange antics, concern for their survival prospects, and sorrow for their suffering. Furthermore, when we study their expressions, we realize they experience a ►

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A Summer Spent Rehabilitating Wildlife

Continued

similar range of emotions. The beauty of rescuing, rehabilitating, and releasing wildlife is that it allows us to witness their lives up close without taming them like we tame animals in captivity. We can only understand the creatures we share the earth with when we let them be free with minimal human influence. At the same time, we can improve ourselves by examining their behaviors and social structures. Having fostered eight orphaned squirrels for the center, for example, I can confidently say that females are neither less intelligent nor naturally submissive to males. As I pursue my interests in veterinary science, I want to encourage people to give other species the same respect we expect for ourselves. We should give the “pests” that steal from our trash cans and tents the same consideration we give the animals we seek out on nature hikes and fight to preserve through activism. We must remember that we encroach on and often destroy the habitats of our wild neighbors, intentionally or unintentionally. We help spread invasive species, overhunt, overfish, and displace animals

to adversely affect the ecological balance around the world. And given our anthropocentric nature as a species, we often decide that we cannot share our space with other creatures. Yet, animals are individuals with feelings and needs, just like us, and should be treated as such. So when I educate people about wildlife, I remind them that next time they smell a skunk in their yard or see little wood rats pop out from the bushes to raid the bird feeder, they should remember that these busy creatures have tiny, helpless babies at home that they lick and cuddle with every night in a continuous struggle for the survival of their species. We should wish these animals all the luck in the world as they fight for their families and colonies, much as people in our lives have done for us.

Learning about Monarch Butterflies to Educate the Public

Grace Pearson '21
Environmental Studies

Monarch Joint Venture
ST. PAUL, MINNESOTA

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What most defined my internship experience was the size of the office. With twelve paid staff, eight of which lived in the Twin Cities Metropolitan Area, it was a rather small crew. Despite this, they accomplish large scale conservation projects and outreach through coordinating partnerships with over 80 other national and international organizations. Not only that, they are the leading authority in monarch butterfly conservation in North America. Their character as a small but powerful organization was really interesting to me, and it allowed me to gain experience working on substantial projects in all sectors of their office.

I had the chance to work on non-profit development, searching for and applying to grant funding. I was a content creator for their social media, and a science communications contributor. I worked in education through assisting in workshops for teachers. Data analytics and geospatial information systems were part of my job too, reviewing fieldwork from the summer season. One of the most exciting experiences was on a field day, when we were using drone technology to map habitat distribution and density. That day, the blackberries were in season. We got to snack on wild berries all day, and I was lucky enough to fly the drone.

What I learned about myself through this internship was how challenging an office job is for me, especially when it was taking place remotely. Not having little interactions with coworkers to break up the day, or a space to physically separate work from outside life was difficult. Working 8:00 a.m. - 5:00 p.m. in my own house was an experience I would not be eager to repeat, and at times the hours from 1:00 - 3:00 p.m. felt like they would never end. At the same time, I found out how adaptable and flexible I had the capacity to be. This year's internship experience was quite different than years past at MJV, and I had to work more independently than usual. Still, I was able to make connections with my coworkers and enjoy the experience of working at Monarch Joint Venture. I'm very thankful for this opportunity, especially since so many entry level jobs in the natural resources and conservation areas were eliminated because of COVID-19.

Researching Remote Servers During a Pandemic

Logan Peters '21

*Cognitive Science
and Computer Science*

University of Rochester
ROCHESTER, NEW YORK

Like a lot of students, my internship this summer was very different from a typical summer internship. Due to the pandemic, a lot of things I had taken for granted about summer internships were no longer feasible. Whether it was living in a new place or simply doing activities with other interns, this summer's internship lacked a lot of the things I normally associated with a normal summer internship. However, I had to make the best of it, and I think the experience taught me a lot about what parts of summer internships I valued and which parts maybe weren't as essential.

This is my third summer doing research at a large university and in many ways, it was similar to the other summers. The formal structure was very similar, working closely with one or two graduate students and other undergraduate interns on a project with the professor in charge of the lab checking in on us once or twice a week. And the research itself was fairly similar, since the project's experiments were conducted on remote servers. But I found despite the project not really being directly affected by everyone working remotely, was less productive and didn't enjoy the project nearly as much as I expected. Much of the lab experienced this, and we discussed various reasons why it might be occurring.

The key difference, for me at least, wasn't that we were working remotely or really anything directly related to the research itself. Rather it came from what I was able to do outside of work. In previous summers of research there had been plenty of things to do outside of the research, whether it was playing intramural sports, hanging out with the other undergraduates or just exploring wherever I happened to be over the summer. This summer though, the internship experience began every morning when I started work and ended when I was done each evening. Though the professor did their best to encourage the undergraduates in the lab to get to know each other, there was ultimately very little meaningful interaction available because we were pretty much limited to just talking to each other. The lack of shared experiences really made it hard to get to know the other students and while I still enjoyed and learned a lot this summer, perhaps the most important thing I realized was how much the experiences outside of the internship itself shape the whole summer.

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Building Essential Teaching Skills at Northfield's KidVentures Summer Program

Dani Rader '21

Religion

KidVentures

NORTHFIELD, MINNESOTA

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When I found out that I would be doing in person work with young children this summer, I was hesitant to accept the position at first due to the obvious safety risks that this posed. After spending months in quarantine, it would be an adjustment to be suddenly surrounded by people again. When I spoke to my supervisor over zoom before our job began, she said that despite her nerves about COVID-19, she had found that as she worked with children, she felt totally present and was able to forget her nerves and reclaim a temporary sense of normal amidst the chaos of coronavirus. After a summer-long internship teaching English at the primary school level, I knew that I had enjoyed working in an educational setting, but I was surprised to realize how deeply my supervisors' words resonated with me.

When I arrived at Bridgewater Elementary School each day this summer, I was instantly absorbed in my relationships with campers and the activities we did together. As an activity coordinator at KidVentures, I had the opportunity to do fun crafts with the campers throughout the day while also learning more about the interpersonal and emotional dynamics between students.

I gained critical skills in conflict resolution and de-escalating emotional outbursts with children which will serve me in a future teaching career after Carleton. I also feel like I was able to concretely work towards the goal of improving my confidence and organization surrounding classroom leadership that I had sent out to achieve this summer by developing a routine and strong work ethic around activity prep and by getting to know the needs of specific campers.

Doing in-person work with Northfield teachers, special needs educators, and administrators gave me new insight into the impact of COVID-19 on both students and educators. For example, I was able to witness the social and emotional disruption children are experiencing as their routines, extracurriculars, and friendships have been altered by COVID-19. Much of my internship was also spent doing the less glamorous work of sanitizing surfaces, reinforcing social distancing and face covering regulations, and helping teachers prepare their supplies for the upcoming school year. For the tier one workers who do not have the privilege of remote work, daycare services remain critical. KidVentures staff helped lighten the load for families that require childcare, and it was meaningful to give back to the community and support the staff at KidVentures this summer.

Coming Full Circle from Being a Research Participant to a Researcher of Heart Conditions

Thomas Rubino '21

Biology

University of Pennsylvania
Medical Center, Children's Hospital
PITTSBURGH, PENNSYLVANIA

Sam '75 and Meg Woodside Endowed Fund for Career Exploration

 n August 7th, 2015, just over five years ago, I waited patiently for the anesthesiologist to walk through the examination room doors and announce that it was time for my procedure. A full year-and-a-half has passed since my first stroke, and six months from the one that prompted the doctors at UPMC Children's Hospital of Pittsburgh to discover that I would need open heart surgery. Naturally, I was scared —terrified, even. Yet, a strange easiness overcame me as I accepted that I was in good hands and that if this were my last day on earth, I was prepared for the life to follow. Yet, it was not the anesthesiologist that walked in next, but rather Dr. Omar Khalifa, PhD, a scientist who studies pediatric congenital heart disease.

Dr. Khalifa began by asking my family history. To my knowledge, I am the only person in my family (at least in recent history) with any sort of heart condition. He then collected samples that he said would be involved in a project that studies the genetic component of congenital heart disease (specifically, bicuspid aortic valve). After this, I asked for his business card and I gladly placed it to the front of my wallet. As an overzealous 16-year-old with early-onset medical school aspirations, this was a huge accomplishment for me. The surgery proved to be successful. I not only walked away from the hospital with a fixed heart, but also a goal to become involved in Dr. Khalifa's work.

Four years would pass, and Dr. Khalifa's card would sadly be lost in an unfortunate swimming accident involving a drenched wallet. In between experiments at the Mayo Clinic, I found myself reaching out to Dr. Cecilia Lo, the chair of

developmental biology at the University of Pittsburgh School of Biomedical Science. An impromptu email with a simple request to chat about her work in pediatric congenital heart disease led to an offer to work in her lab the following summer. After some time deliberating between her offer and another at the University of Pennsylvania, I stumbled upon something that surprised me while looking at Dr. Lo's laboratory page. Among the lab members was none other than Dr. Omar Khalifa! It turned out that he was a postdoc in Dr. Lo's lab. At that moment, I knew I was going to fulfill my former dream that was all but forgotten.

Upon visiting the lab the following winter, I had the opportunity to reintroduce myself to Dr. Khalifa. He showed me my results among dozens of other congenital heart patients and explained what they meant. Essentially, the study is longitudinal, and more work needs to be done to validate all their findings. It was surreal knowing that somewhere, in one of the many freezers that lined the hallways were my cells they extracted more than four years ago.

I came into this internship hoping that I would have the opportunity to work with my own cells. Unfortunately, due to COVID-19, I was never able to do any bench work because the University of Pittsburgh made the decision to not allow any undergraduates into laboratories. Therefore, I was given two computational biology projects that I was able to make significant contributions to remotely. After all was said and done, this summer ended up working out much better than I could have hoped. ►

Coming Full Circle from Being a Research Participant to a Researcher of Heart Conditions

Continued

The two projects that I worked on, one for Dr. Yijen Wu, the director of animal radiology at UPMC Children's Hospital, and the other with my host, Dr. Cecilia Lo, were both incredibly interesting. The former, an automatic murine segmentation project used a program called ITK-SNAP to "segment" different organs. Essentially, I colored in MRI scans of the brains, hearts, lungs, livers, and kidneys for twenty-two mice embryos. Because MRI captures images in "slices," where each picture is another layer of the mouse, I was able to create a 3D model of each embryo. From these twenty-two 3D models that we segmented manually, we created an "average" embryonic day 18.5 wild type mouse embryo model that accounts for normal anatomic variation. This model will serve as a wild type atlas, and the automatic segmentation technology will allow future researchers in our lab, and others around the world, to increase productivity substantially when studying the structure and function of mouse embryos using MRI.

The other project that I worked on this summer also used ITK-SNAP, except this time I was not segmenting embryos outside of the womb, but rather images taken of a living, pregnant mouse with the embryos still inside her. This in-vivo MRI method is novel, so it was exciting to work with the data produced by Dr. Wu's lab on the transgenic mouse line created by Dr. Lo and her lab. It was previously known that congenital heart defect had a strong influence on neurodevelopmental impairment, but its cause is usually suspected to be from hemodynamic inefficiency, surgery, or other external factors. However, Dr. Wu and Dr. Lo suspect this connection stems from the same genes

that caused congenital heart defects, meaning there may be a stronger genetic component than the scientific community previously realized.

In a preliminary study, when two embryos in the same litter both had the same genetic predisposition for heart defect, but whose substrate supply came from different placentas, the size and function of the normal placenta was able to recover some of the embryo's heart and brain function. Therefore, if validated with a larger data set, the placenta may be a potential target for therapy when the defect of the embryo is known. To confirm these findings, I was tasked with segmenting the brains of the embryos and their corresponding placentas. A mouse model is perfect for this because although a litter may have anywhere from 8 to 12 pups, each pup has its own placenta, and they all share the same mother. Once the brains and placentas are segmented, the lab can study both their structure and function and hopefully confirm the findings from the preliminary data.

The best part about working in this lab was the autonomy. I was trusted with the work that I was assigned, and since I was able to deliver quality work, I left with a potential opportunity to come back and work there again, as well as a chance of being published in their upcoming papers. I wish I could have had the opportunity to work in person. I also wish I were able to work on the project that I am a research subject in. Nonetheless, given the circumstances, I made the most of the experience and really enjoyed working at UPMC Children's Hospital of Pittsburgh. It would not have been possible without the support of the Carleton Career Center who funded this opportunity for me.

Concussion Research Leads to Desire to Learn More about the Brain

Caroline Saksena '23

Concussion Alliance
SEATTLE, WASHINGTON

Through a gentle reminder from a guest speaker, I realized that it's okay for me not to go into the field of concussion research. Learning how the brain works is my current driving goal, and after my experiences with concussions, I felt strongly inclined to pursue concussion advocacy work. My aspiration to use my experiences to help others brought me to apply for and take on my internship with Concussion Alliance. This mission in my life stands. I plan to continue work as a concussion advocate for the rest of my life.

Through my experience this summer I learned more about concussions than I'd previously dreamed of: I'd had a persistent hum of curiosity about concussions for the last four years because of how personally the brain injury has affected me. My summer internship has nursed me through personal reflection and emotional recovery. This newfound peace with my well-being is the greatest gift from my experience with Concussion Alliance. CA opened my eyes and granted me access to knowledge and a vocabulary that have helped me articulate and unpack my experiences to myself and others. I've gained the ability to speak about my past from a place of careful

confidence and trust in myself rather than from a place of terrified pain. In the beginning of the 10-week program, I felt traumatized. Mandatory training about what should be done after someone sustains a concussion became daily reminders of everything that I'd done wrong. I couldn't stop reliving the biting inflection points. Memories from four years ago began to haunt me, and I seriously questioned whether I would be able to continue my internship, let alone my speculative dreams of becoming a doctor who can support concussion patients better than today's can. I shared about reliving my trauma during my internship team's biweekly Rose Bud Thorn check-in, and I feel grateful for the supportive environment that my supervisors, Conor and Eloise, and my fellow interns had built and protected.

Near the end of my internship, I felt empowered enough to speak up. I proposed to my supervisor that I do a presentation to my peers on my experiences. I planned it, and I presented, and it felt like the capstone of my experience.

Sam '75 and Meg Woodside Endowed Fund for Career Exploration

Summer Programming with the Northfield Public Schools

Miriam Schwartz '22
American Studies

KidVentures
NORTHFIELD, MINNESOTA

Sam '75 and Meg Woodside
Endowed Fund
for Career Exploration

This summer I worked as an activity intern at KidVentures in Northfield, Minnesota. The opportunity to get to work in a school environment with young kids gave me the chance to put into practice some of the things I had just learned about in my "Introduction to Education Studies" course. After spending the last few months at home I really appreciated that KidVentures had created a summer camp that would safely allow young children to interact with their peers. Helping to facilitate a safe welcoming environment for young children was really gratifying.

There were a lot of unique challenges that came from working at the summer camp. Oddly one of the biggest challenges of the job was cleaning the tables in the cafeteria that was used as a multipurpose room. While normally I wouldn't find the task so daunting but wiping down 13 chairs and around a 100 seats while wearing a thick construction worker mask left me out of breath and a little worn out. On a typical day I would wipe down the tables 3-4 times. I say this not to try and draw pity, but as a way to illustrate that I was learning to put the task first. The rest of the staff was really appreciative which helped me realize that they really valued my help because when I did my part it helped make the whole operation run smoother.

Another challenge was figuring out the best way to draw in and then teach a craft activity. My first day I attempted to teach them how to make pop-up cards. However without an example card it was hard to get them to come over to the table and try. It was also challenging because I didn't have a

set order of operations to hold their attention. As a result many of the kids defaulted to going back to the classroom and the few kids that did try the project were frustrated and gave up. The next day I came prepared. After wiping down the tables for lunch, I went and made an example cardboard tube space rocket. I walked around to the different classrooms and showed off my example which resulted in a much more enthusiastic and satisfying response from the students.

I think the most rewarding experience for me was getting to tutor a student in reading. The young boy I was working with was new to the program and his dad wanted him to have someone to help him with his reading. Three times a week we would go pick out some books and sit together as he slowly worked through the words on the page. I remember one day I noticed while he was taking a long pause while reading that he wasn't even looking at the page, his eyes were just trailing around at the pictures. When I gently told him to keep going he began reading with ease. I understood that the problem was staying focused not that he didn't know any of the words. I really empathize with him because I remembered when I was his age having to practice reading at home and giving up because I got distracted or bored. I tried my best to encourage him to keep practicing and that when he got stuck it wasn't because he didn't know what to do he just needed to focus and work through the few words he'd get stuck on. I only worked with him for a couple weeks but it was really gratifying to see his attitude change and to see him feel proud of himself.

Spending a Summer with Kids Confirmed an Interest in School Psychology

Nariah-Belle Sims '21

Psychology

Apex Summer Camp

SEATTLE, WASHINGTON

**Sam '75 and Meg Woodside
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for Career Exploration**

I knew that I wanted to major in and attend graduate school for psychology since I was in high school, but I was not expecting to pick up a minor in educational studies too. I guess that kind of thing is expected when going to a liberal arts college. In preparation to apply for graduate school I knew that I needed to widen my experiences. My previous summers have been spent coaching kids ultimate Frisbee either in a summer camp or on a team where they compete for the youth club national champions title. During the school year I have the privilege to work underneath one of my psychology professors in one of the Carleton's psychology labs as a senior lab assistant and help develop research questions, protocols, training new lab assistants, etc. but I knew from talking to peers that have pursued psychology in graduate school that I needed some more clinical work directly with people—and that is exactly what I did this summer.

This summer I worked in person with the University of Washington Autism Center in a summer treatment program that they run for children with autism, ADHD, and/or other behavioral issues called Apex Summer Camp. The counselors that worked alongside me ranged from undergraduate students, graduate students, practicing psychologists, teachers, school psychologists, behavioral analyst psychologists, and so many more. It was clear that everyone that worked there wanted to be there for the children, but also their colleagues.

When I began my internship, I was still trying to narrow down the psychology graduate programs I wanted to apply to. I had undergone two weeks of intensive training learning a new protocol for

this summer camp, listening to lectures that were provided to us, etc. and then I was finally working with the kids. I was nervous at first what it would be like to have the same kids five times a week for an entire month since I usually work with kids for one week straight or two times a week for about three months. I should not have been worried; the time flew by working with these kids. It was amazing to see these children persevere from their struggles and achieve their goals, learn and apply the social skills we were teaching them, and seeing them gain new connections and friendships. I enjoyed getting to know each of the children and seeing what they bring to camp individually.

By the end of camp, I had learned more about graduate school, the different paths I could take, but the biggest thing I took away was that I love working with kids. I find them interesting, funny, and I learn something from them every day I am with them. Children are so resilient and impressionable, but they do not always get the support they need to succeed. My experience at my internship showed me that more than anything. I know that I want to be a part of that change for a child, I want to see them grow and change their perspective on something, I want to help them grow into the person they want to be.

Thanks to the experience I had at my internship, by the end of it I had a list of school psychology graduate programs that I will be applying for this upcoming fall for the 2021-2022 cycle. I am thankful to Apex Summer Camp for providing me with this experience to help get me onto the path I am on today, and I look forward to the possibility of working with them again!

Middle School Revisited Through a Summer Activity Program Internship

Michael Walsh '22

Religion

Northfield Middle School Summer BLAST

NORTHFIELD, MINNESOTA

Sam '75 and Meg Woodside Endowed Fund for Career Exploration

Walking into my first day of Middle School for the second time was an interesting experience. Many things were the same, the smell, remarkably, was identical. The lockers, chairs, bathrooms, and library all looked the same. However instead of a frightened 12-year-old hiding under his hoodie, I was a confident 20-year-old intern who was very self-assured that he had nothing he really needed to learn in order to contribute to Northfield Public Schools Summer Programs. Boy was I wrong, and that became apparent on my very first day.

When I initially applied to work as an Intern and Coordinator for Northfield Summer BLAST and PLUS (supplemental programs for students in need of more structure and support during the summer) it was out of an interest to get an inside look into education administration, and gain some more experience and skills that would be applicable in the professional world. My previous internship experiences had been enjoyable and interesting, but had all proceeded at a relatively slow pace. My first day in middle school couldn't have been more different and it set the tone for the whole internship. We were moving at breakneck speed, and we never slowed down.

As a result, the first thing and perhaps most important thing I learned about in this internship was that in order to work in education you have to be efficient. This is true of many fields, and being an efficient worker is something most organizations are hoping for, but in education efficiency really matters. When you have 200+ kids who are depending on you for activity bags

you really don't want to waste any time. As a result, I got very good at trying something out. If it didn't work as well as we hoped, I would have to put it in the workshop and develop new strategies. This experience taught me that it can be a luxury to have a substantial amount of time to develop a perfect strategy. Sometimes you just have to do something, and work on perfecting it later.

The second most important thing I learned from this experience was that communication in the professional world is very different, particularly in education. The casual communication approach that I typically take was not going to work in this environment. It was a relatively steep learning curve, but after a couple instances where a delayed response derailed the progress of a project, I figured it out. Keeping in close contact with my co-workers in order to ask for and provide support, and responding quickly to parent concerns, became second nature. Ultimately this experience proved critical in improving my organizational and communication skills.

My main duty in this internship was creating and distributing activity bags and class supplies to around 200 kids throughout the Northfield School District. There were many logistical hurdles, and difficult and frustrating moments. The internship was fairly overwhelming at first, but my confidence continued to grow throughout, and nothing could possibly be more rewarding than seeing the smiles on the faces of the kids when they received their new materials. Particularly on the day we distributed soccer balls.

Creating Community Arts Programming Focused on Black and Mexican Communities in Northfield

Octavia Washington '22
English

Community Action Center
NORTHFIELD, MINNESOTA

worked at the Community Action Center in Northfield this summer and met some of the most dedicated, kind, and knowledgeable workers over some very difficult, virtual circumstances. During this internship, I practiced advocating for myself in a professional setting and reaching out for my own opportunities—in other words, talk to the people I wanna talk to!

My goal was to continue a project, a community arts programming guide, I started in the spring with the CCCE. While I don't consider the project to be finished, I do get to continue thinking and working on it in the fall with IDSC 285, as well as figuring how to pass on the current iteration to another CCCE worker, which is great, because it means the opportunities for growth are boundless. To work on this project, I would reach out to CAC staff.

My goal was to hold a series of interviews, asking them to review the programming guide and discuss where they thought this project could go. My supervisor and I were thinking of it as a way to gather a sort of community arts committee. As a result, I received a number of helpful suggestions and inspirations on how to go forward. My favorite interview was with Amy Tudor, the Client Services Manager. Amy described to me what was happening in the CAC building with a group of Black women, who were being displaced in Northfield. I began to conceive how I could pivot my art-based project to reflect the current racial justice reckoning. Through these interviews, I was also introduced to other people in the Northfield community. I feel a little more connected to Northfield through this experience, especially its Mexican and Black community.

Sam '75 and Meg Woodside
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Discovering a Career Path in Interfaith Social Justice

Ella Boyer '21

Religion

Beacon Interfaith
Housing Collaborative
ST. PAUL, MINNESOTA

Social Justice Internships

I really enjoyed my internship with Beacon Interfaith Housing Initiative. I found the work to be both instructional and rewarding, and I feel as though I have learned a lot about community organizing. One of the most memorable things I learned from this internship was to facilitate and participate in one-on-one meetings. One-on-one meetings are a crucial part of community organizing, which is an essential role the congregational organizers partake in. The meetings are designed to build a relationship between the organizer and individuals, without following an agenda but rather the individual's own self-interest. When the self-interest is understood between both the organizer and the community, the relationship between the two rests on a solid foundation. Additionally, when social justice work is connected to one's own self-interest, it is much more likely that the necessary work will be done and the community will follow through. In giving one-on-ones to my supervisors, I felt I was able to connect with them and understand why they were doing the work they were doing, and during this process I was able to learn about and understand myself and my own self-interest. When I was the participant of the one-on-ones, I felt like the organizers were invested in me as a person, not just in the context of what I as an intern could accomplish for the organization.

I therefore felt this part of the internship to be meaningful for me personally and I feel better equipped to use this tool professionally in the future. I also feel as though I made really strong connections to the organizers, and am certainly interested in pursuing a career path with organizations like Beacon. Interfaith social justice work is really important to me, and I felt I was able to easily connect my academic studies with the work I did for the organization. I hope to keep in touch with the folks I met and worked with at Beacon, and use this experience to further pursue opportunities with this kind of work in the future.

Organizing for Better Schools

Ricardo Garcia '21
Sociology and Anthropology

Action in Montgomery
Metro IAF

TUKWILA, WASHINGTON

Social Justice Internships

“ If people don’t think they have the power to solve their problems, they won’t even think about how to solve them.” This was one of the strongest quotes that I read this summer, which was written by Saul D. Alinsky, founder of the Industrial Areas Foundation (IAF). IAF is a community organizing organization that has branches and sister-organizations all over the country. Action in Montgomery (AIM) happens to be one of these sister-organizations, and it is based in Montgomery County, Maryland—it also happens to be the organization where I interned as a social justice intern, this past summer. I was able to secure this internship through the Chaplain’s Office and Carleton’s generous partners. Although I had no major idea what interning at AIM would look like, I applied because of the different objectives and job descriptions stated on The Tunnel. AIM was looking for interns who would be interested in community organizing and were willing to interact with different people throughout the county. Though I did not have any community organizing experience, I was willing to learn and apply different sociological and anthropological expertise into the job. Once I got the email that I was being offered the intern position from Tanushree, Associate Organizer for AIM, I was so excited to fly out to Maryland and spend my summer there.

That, however, did not happen due to COVID-19. Yet, after a lot of communication between me and the organization, I was able to secure a virtual internship. I was scared though. How was I going to be able to organize community events and members in the middle of a global pandemic? How was I going to help AIM educate low-

income communities on how to use Zoom and other platforms to organize? These were early thoughts before the internship began, but with the assistance of my team, I was able to figure everything out. Through the assistance of Tanushree, who I communicated directly with, and Cynthia Marshall '97 (Lead Organizer for AIM), I was able to get involved in multiple working groups that focused on securing COVID-19 testing for marginalized communities, working on eviction moratoriums, and securing funding for a school that has been denied funding and has multiple public health issues. Though each of these projects was important, I became so passionate about organizing for better schools in the county and the state.

Throughout my organizing work for a better South Lake Elementary, I kept thinking of how this is exactly the work that I want to do post-Carleton. Before the internship, I knew that I wanted to go into educational policy, and this experience just confirmed my goals as an educator. I want to continue advocating for marginalized communities, especially since I have come from these communities. I want to be a leader that shapes communities, with the assistance of community members. Lastly, I am grateful that I was able to have this opportunity, even if it was virtually. I was able to learn a lot about my leadership and communication skills, but also able to network with community members, government elected officials, and more importantly —multiple Carleton alumni. I know who I can reach out to if I need assistance in organizing or creating communities within interfaith organizations.

Supporting Social Justice Through Community Organizing

Anna Grove '21

Linguistics

IAF Northwest

TUKWILA, WASHINGTON

Social Justice Internships

This summer's experience has exceeded my expectations in every way. I recently shifted my career goals and focus from academia to social justice through law.

This was my first work experience in social justice, and the internship confirmed my strong interest in the field. I feel fortunate to have had an internship with one of the most accomplished community organizing organizations in the world, Industrial Areas Foundation–Northwest (IAF NW). The internship was originally set to take place in Seattle, Washington. Due to COVID-19, I did the internship virtually from my home in rural Minnesota. I learned a lot about professional adaptability by observing how IAF NW developed virtual alternatives to their work. In the first weeks of the internship, I attended a Leadership Training hosted by IAF NW that included over 100 people from four different countries.

As an intern, I was invited to observe some of the planning meetings for the training, as well as the evaluation meetings after the training. The training itself taught me how community organizing works in theory, then the pre- and post-meetings showed me how community organizing works. It was an ideal start to the internship, and my knowledge and experience only grew from there. I learned an amazing amount from Joe Chrastil, the Regional Organizer of IAF NW and Carleton alumnus. I learned that relationship-building and listening are the keys to success in community organizing; one must listen to the community members to learn what actionable and achievable goals are fitting for the time and place. I learned that the best relationship-building takes place through one-on-one meetings in which both people practice

empathy and respect. I learned how to recognize Power Over organization structure, and how to convert it to Power With structure.

I learned that it is important to practice mindfulness in my personal life, and that it will translate into my professional life. Finally, I learned that mentorship fuels growth - growth for the mentee, the mentor, and the organization as a whole. Also because of the virtual setting, I was able to also work for one of IAF NW's member organizations: the Metropolitan Alliance for the Common Good (MACG) of Portland, Oregon. Their lead organizer, Mary Nemmers, is my mentor. Right away, Mary invited me to nearly every one of her Zoom meetings, and I felt honored to be able to take in every aspect of the job. In fact, I have stayed on as a volunteer for MACG. I am still participating in the Climate Research Action Team and in the Antiracism Research Action Team as a member of the Learning Resources subcommittee. I feel honored and privileged to have this extra time under Mary's mentorship.

Overall, this was a profoundly formative experience. I learned that social justice is absolutely in my future, and I know that the connections I made this summer at IAF NW will be beneficial for me in ultimately building my career. I appreciate the financial support Carleton's Social Justice Internships were able to provide me through this summer. Working in social justice organizations made me realize the profound impact of community work on improving social justice and general quality of life, and taught me skills I will bring into my future career.

Learning How Effective Community Organizing Happens from a Distance

Anika Jones '23

Action in Montgomery
Metro IAF

TUKWILA, WASHINGTON

This summer, I interned at Action in Montgomery (AIM), a community organizing institution affiliated with the Industrial Areas Foundation (IAF). AIM helps people in Montgomery County, Maryland to organize in order to fight for issues important to their community. These issues range from campaigning for the passage of the Maryland DREAM Act to establishing an afterschool program in certain schools. While interning, I wrote profiles of AIM leaders for a fundraising campaign, sat in on meetings between AIM leaders and county council members, and did research for one of their campaigns.

Through these experiences, I saw how important community organizing is and the effect and power that comes with it. AIM showed me a couple of other things too. Firstly, a campaign needs community leaders. However, most people think of themselves as unqualified to be a leader and to meet with politicians. People often need to be agitated and realize that they have the power and the right to represent themselves and their community. You also need a group that can inspire each other and generate energy. When campaigns seem to be failing, you need people who will continue to work and try to find

alternatives. AIM only focuses on issues that communities themselves bring up and are willing to organize for. This helps keep people dedicated. Lastly, accountability is extremely important. AIM asks its member institutions to inform it how many people they will bring to an action. Then, at the action, the institutions must go up and say how many people they actually brought. This maintains accountability within AIM and also often demonstrates to people in power present at actions that AIM holds people accountable and will keep them accountable as well.

For me, interning at AIM was an interesting look into community organizing. However, due to COVID-19, the major part of organizing, relationship building, was made more difficult. I was not able to meet with community members in person or experience the thrill of an action with hundreds of people present campaigning for their issue. In the future, I would be willing to intern at a community organizing institution again to get those experiences. However, other than joining WHOA and perhaps being more on the lookout for talks about community organizing, I do not think this intern experience has greatly changed my future plans.

Social Justice Internships

Community Organizing and Building Connections

Rebecca Margolis '21
History

IAF Northwest
TUKWILA, WASHINGTON

Social Justice Internships

My experience working with IAF Northwest proved interesting, thought-provoking, and informative. Going into it, I was unsure what doing a virtual community organizing internship would look like, given that in-person work often revolves around developing relationships with people face-to-face. To my surprise, I was still able to participate in a variety of meetings and projects and make connections with organizers across the pacific-northwest and even in Canada.

One of the unexpected benefits to working remotely was being able to partner with two affiliates of IAF Northwest in Calgary and Edmonton (Alberta, Canada). It was interesting to observe firsthand the similarities and differences in organizing between the US and Canada, and I even had the opportunity to sit-in on a meeting with an Alberta health official, which provided an insight into the short-comings of the Alberta government that looked a lot like ones we experience across the United States.

The project I found myself most passionate about was the work the other three interns and I did on developing a workshop on settler-colonialism. After taking several indigenous history classes last year and deciding to comps on a topic on Indigenous educational history, I was excited to put some of my knowledge to use. Our supervisor gave us a basic outline of how each session would run and left it up to us to design and find the materials for each session. In the process of working on the workshop, I was able to utilize my historical research skills, my basic knowledge

of Indigenous history, and new knowledge of community organizing skills. On the last day of the internship, we presented what we had developed to the committee of organizers (from across Australia, New Zealand, Canada, and the Pacific Northwest) working on running the workshop; it was great to take a step back and see how much we had actually accomplished and helpful to hear both praise and critique. That whole project also provided a lesson in stepping back and handing over projects, since we could only be there to help jump-start the project and not to see it through in its entirety.

While I do not plan to pursue community organizing as a career, something I knew going into the internship, the skills I learned about how to have one-on-one relational meetings with individuals from a wide variety of backgrounds, how to help build coalitions of people with different interests, and how to effectively reflect on both wins and losses, will be immensely beneficial to my future classroom (I am pursuing a teaching license in secondary social studies education). I know that I will be teaching in communities that I do not come from, so coming in with the mindset of building strong, lasting relationships with community members is essential, and I feel much more comfortable in my ability to do that after this internship. Overall, I am glad I participated in this internship and I look forward to utilizing my new organizing skills on campus this year as a disability services peer leader and in my future as a teacher!

Community Organizing and Running an Effective Public Campaign

Kristin Miyagi '22

*Political Science
and International Relations*

IAF Northwest

TUKWILA, WASHINGTON

Social Justice Internships

My remote summer internship at the IAF Northwest and the Spokane Alliance was an invaluable experience. I spent half my time working with my supervisor Joe and the Carleton interns at the IAF Northwest and the other half of my time working with my supervisor Katie at the Spokane Alliance. I enjoyed learning the basics of community organizing and the process of running effective campaigns. Professional community organizers shared their stories about leadership and their experiences working with different groups of people.

The IAF Northwest and the Spokane Alliance also emphasize the Organizing Cycle which includes listening/relating, discerning/planning, acting/negotiating, and evaluating/celebrating. It is important to accomplish every step in this cycle and to spend an appropriate amount of time on each step. Unfortunately, many people skip the first step of the process and fail to listen and relate. Some organizers think they know what the community needs, and they go straight into discerning and planning. However, sometimes they face challenges and do not know how to proceed. They would not have struggled as much or done as much harm if they consulted with the people in the community. In a virtual Leadership Institute, organizers from a program called Welcome Back in Missoula made themselves vulnerable by telling stories about the challenges of returning to society after going to prison. They were good leaders because they were not afraid of sharing personal stories and they also related well with others. With an open mind, I learned

about the struggles of finding a job and renting an apartment when people have felonies as well as the restrictions on their freedom in life after prison due to parole officers monitoring them.

Despite the challenges of community organizing in a virtual setting, I developed critical skills including video editing, working with Canva, making address labels, researching and analyzing recommendations for diversifying building trades apprenticeship programs, delivering effective presentations, writing campaign content for the official website, conducting relational meetings with people via Zoom, evaluating training sessions, and collaborating with others on decolonization workshop material. I appreciated the opportunity to take on projects relating to social justice and leadership. Since I liked the Spokane Alliance campaigns and the volunteers in the organization, I dedicated a considerable amount of time to my work and felt invested in this internship. I enjoyed attending the Housing Equity Action Research Team (HEART) and Jobs Team meetings and understanding what the members care about, which issues they are trying to resolve, and how they are going to take action. The Community Organizing Foundations Training further strengthened my grasp on core teams and the Organizing Cycle. I learned a lot from this process because I had a role in preparing the presentation slides which also helped to deepen my understanding of the content compared to just being a participant at a previous leadership training. I am looking forward to organizing at Carleton and staying in touch with the other interns to work on local issues.

Supporting Pro-bono Legal Advocacy for Immigrants in Minnesota

Hodan Mohamed '22
*Political Science
and International Relations*

The Immigrant Law Center
of Minnesotat

ST. PAUL, MINNESOTA

Social Justice Internships

This past summer, I worked as a legal intern at the Immigrant Law Center of Minnesota, a pro bono immigration nonprofit that represents low-income immigrants and refugees detained or residing in Minnesota.

As a member of the Community Defense Team, I served clients who were facing deportation proceedings or detained individuals in removal proceedings, seeking a Cancellation of Removal or other types of relief, through brief service as well as full representation. Due to COVID-19, the brief services our team could provide decreased leaving only the participation in the Detention Project of Minnesota in which other interns and I answered calls and communicated with detainees in ICE custody before determining what information would assist them before assembling the appropriate materials to send out.

The rest of the internship work I did varied day-to-day, for example, on some days we took on a case in which we need to research and investigate conditions in the country by finding news articles that corroborate our client's story. Meanwhile, on other days we did client intake interviews and provided help to attorneys' as they completed paperwork for their cases.

In particular, I worked closely with one of the attorneys on my team who was an Equal Justice Works Fellow, who focused on representing detained Somalis appearing before Minnesota's immigration court, especially those with deportation orders on her cases. Therefore, I spent a good chunk of time putting my Somali

skills to use by translating legal documents and infographics, detention calls, and working on creating a questionnaire for Somali detainees and their families to see the effects of detention on the Somali community in Minnesota.

The work dynamic at my internship was very welcoming, so while I felt like I needed to put work into building relationships due to it being remote, I found myself at ease. My workplace used Microsoft Teams which I thought made it easier to chat, ask for advice, or even get on a video call (if needed) then emailing, which I only did occasionally to turn in work. My supervisors were supportive and accommodating, and I have become close enough to exchange numbers with them and other interns. For future interns, I would say that Immigrant Law Center of Minnesota is a great place to get hands-on experience with immigration and work for those interested in social justice work or immigration, plus the staff, volunteers, and interns are very welcoming and accessible as they truly want to see you succeed in your endeavors while you are at ILCM.

I definitely think that my internship has convinced me that immigration law might be a very plausible career for me in the future. I got a lot of great advice on fellowships and jobs I can apply for and people I can contact if I end up pursuing law in the future, so I think that my experience this summer was valuable and rewarding. One thing I'll take away from this experience this summer is that my work can directly impact a person's life which motivated me to work harder and take more initiative when it came to taking on projects.

Supporting Immigration Advocates and Learning More about Citizenship

Valerie Salazar '21
American Studies

The Immigrant Law Center
of Minnesota
ST. PAUL, MINNESOTA

Social Justice Internships

In the beginning of the internship, I was unsure what to expect. I just knew that I would be interning in an immigration law firm. When applying for this internship, I had not even considered doing it remotely in Houston. I was planning on a summer in the Twin Cities. As the pandemic hit, the firm informed me that I would be doing this internship online which I was super grateful for because it was a great opportunity that I did not want to miss out on.

Once the summer internship began, I will admit I was a bit scattered on how to navigate Microsoft Teams, which was one of the apps that the firm mainly used to communicate with one another. Thankfully I had a great supervisor and two coworkers that helped me and guided me this summer. The Immigrant Law Center of Minnesota Internship is what I was up to this summer. I was interning in their Pro Bono Program which means that I got to work with potential citizenship applicants very closely. I quickly learned that I had to take this internship super seriously because any mistake would mean potential deportation for our clients. It was a refreshing experience from mainly working on campus the previous summer.

When working at the firm, I was given various tasks to complete to help with the Pro Bono Program. I was given the task of emailing attorneys across Minnesota to check in with their citizenship application cases that were given to them through the Pro Bono Program. With these check ins, I also had to ask them if they needed

further assistance or had any questions. If they did have further questions or needed assistance I contacted my supervisor by letting her know what the attorneys needed help with. Apart from this, I was also given the opportunity to do various intakes. These intakes took about an hour each to complete. I would ask potential clients very personal questions about their past to assess if they would get accepted for citizenship and would then pass on those notes to my supervisor. She would then look at my detailed notes and if she was still unsure if we were going to take in a client she would check with other attorneys working at the firm. Once the decision was made of whether we were going to accept helping the client, I would fill out transfer letters for both the client and future attorney to give each of them the information of how to contact each other. Apart from the transfer letter, I also had to fill out a memo for the future attorney explaining the situation of the client. In this memo, I had to be very detailed on the case so that they would not have to do another intake of their own. Prior to doing intakes, I would have to run a MNCIS check on each potential client to see what type of traffic tickets they have received in case they did not remember our intake. In all, interning at the Immigrant Law Center of MN taught me the process of intaking clients who were interested in applying for citizenship. I am glad I got to intern with them because it taught me how to be more responsible for my actions.

Exploring How Public Health Organizing Happens During a Pandemic

Anna Schumacher '21
Psychology

IAF Northwest
TUKWILA, WASHINGTON

Social Justice Internships

My summer at the Industrial Areas Foundation Northwest was supposed to be another step on my way towards a future in public health.

Having checked the boxes of an internship at a community clinic, experience as a direct care provider at a nursing home, and studying public health systems abroad, working a position with the title “Health Equity Organizing Intern” really felt like the right move. I had talked to former interns and heard powerful stories about the organizing they had done in clinic settings like the one I have volunteered with for the past 3 years. Everything seemed to be clicking together around February for me as two close friends secured jobs in Seattle and we started dreaming up weekends hiking in the mountains and evenings exploring the city together. Around that time, I started thinking more about organizing as a discipline and got even more excited to head out west for the summer. Then, COVID cases began popping up across the country and colleges, including Carleton, sent students home to finish out the school year. At first, we all hoped life would go back to normal, and we kept plans for the summer intact. But life did not go back to normal, and we all had to let go of things and learn to live with a lot of questions.

Although my summer with IAF was nothing like I expected to be, it was still an incredibly valuable experience not only for what I learned about organizing itself, but for what I learned about my own values and work ethic. I learned that it is impossible to do relational organizing if you are running on empty, and that resting and filling up your emotional bucket is critical to doing the work, especially during a pandemic. I learned that my imposter syndrome issues can pop up at very silly moments and make it tough to feel like I am contributing but I took solace in the saying “organizing is a practice”. And while generational differences in approaches to organizing frustrated me at times, their presence also made me stop and think about all the different places knowledge can come from and how important it is to me that my workplace values what people at every rung of the ladder have to say. And although I hate the COVID world with every fiber of my being, it reminded me how vital groups like IAF are to the health and vitality of our communities. I am grateful to have learned how to build relationships, reflect, and celebrate from everyone at IAFNW and its affiliates and I hope to work with them again someday!

How a Great Supervisor and Team Helped to Create a Worthwhile Summer Internship in the Northfield Community

Sally Sirothphiphat '21
Asian Studies

Pine Ridge Lakota Language
Immersion internship

EAST SHANNON,
SOUTH DAKOTA

I learned that my living environment has a huge impact on my work. I rented the cheapest house in Northfield with other Carleton students I didn't know. They brought people home a lot and had parties. I was very stressed because of these things going on around me and didn't have the best mental capacity to put effort into the internship. I mostly stayed in my small bedroom, tried to not touch anything downstairs, and took melatonin and went to bed very early when people had gatherings and parties. I got a big lesson that I should find a good place that will support my working ability.

After my internship, I realized that I should never say "I cannot do it," or "I am bad at this." I was able to use a new computer program and learn it by myself from scratch. I used to think that I was bad at technology. Then, I did so many interactive worksheets with Adobe Captivate which was unknown to me just three months ago. I don't think I'm bad at technology anymore. I just did not have time, energy, and opportunity to explore and familiar myself with it previously, because I was more interested in something else. I learned that people are just interested in different things and put different levels of effort into them. If a person has to do something, a person can do it.

I also learned that colleagues are so important. Having a healthy relationship with supportive colleagues makes life so much better. When I didn't know something, and my colleague also didn't know it, we tried to work it out together. This made me keep going on with the project without feeling too depressed, lonely, or incompetent.

I also learned from my supervisor that if they do not know their team's capabilities, they will let them explore themselves, and will not assign work and expect too much from them. I was very lucky to have a very understanding supervisor who let me explore and design the work in a way I wanted to. I felt enthusiastic to do more work and be productive, more than being forced to do this and that. Finally, I learn that although I think I'm an introvert, I might actually be an extrovert. I longed to see people and not just focus on the work itself. I wanted to interact with children at my internship place but sadly it was not possible this summer.

Social Justice Internships

Expanding CS Skills Through Designing Math Worksheets

Taylor Yeracaris '20
Mathematics

Pine Ridge Lakota Language
Immersion internship

EAST SHANNON,
SOUTH DAKOTA

Social Justice Internships

I learned several lessons from my internship this summer. My work was with a Lakota language immersion program on Pine Ridge Reservation (SD), creating interactive math worksheets in Adobe Captivate. My task, in particular, was to create daily math worksheets for Kindergarten math, which meant creating new problems for each week of the school year, and then creating five variations on each week's set of problems in order to cover each day. Aside from giving me a great appreciation for the amount of effort that goes into creating worksheets and learning materials, this work—which I was only able to complete a small portion of this summer—taught me much, both about myself and my working style, and about the relationship between work in school and work in the outside world.

Doing my internship from home was definitely the greatest challenge I faced this summer. I had just graduated from Carleton, and was at home with my family. My sister arrived home, after months away, the day before my internship started. These facts meant that my motivation was low, and the lack of a clear work space and rigid work schedule—as well as the presence of plenty of distractions—meant that my productivity was low. Additionally, while some of the work was really intriguing in a way that I will discuss more below, much of it was fairly monotonous. All of this, although unfortunate, has taught me the importance of having a schedule and a work space. In the end, as much as I attempted to practice self-discipline, my attempts seemed doomed to fail, and only led to stress leaking into the parts of my life that should

have been time off. I have often idealized the idea of working from home, but this experience has taught me a serious lesson in that area.

The work itself, though, was interesting in other ways, especially after having spent four years doing academic work at Carleton. In particular, it was intriguing to see how some skills I learned at Carleton applied in new ways. For example, much of my work involved what was, in essence, coding, but on an entirely new platform, and in a guise very different from anything taught in a CS class at Carleton. It was also much “easier” than work I did at Carleton, but had a whole host of other elements that were largely foreign to my CS classes, such as pedagogical and aesthetic considerations for how a worksheet should be designed. On top of this, the entire pace of work was different. There was far more busywork—little more than copying, pasting, and inserting downloaded images—than I was used to in my Carleton coursework. These experiences did a lot both to show me what sort of work really needs to be done in order to create products like these, and also made clear some of the ways a Carleton education can apply in the workplace. The most advanced academic exercises may not appear on the job, but many of those skills still apply, in different, varied, and combined forms.

All in all, I learned many things from this experience. It was a great pleasure working with my supervisor and my fellow intern, and I am proud of my progress on the project and very grateful to have had the opportunity to work for this organization. It was a wonderful experience with which to end my Carleton career and begin the next chapter of my life.

Researching the Worldwide Response to the Coronavirus

Aaron Forman '21

History

CoronaNet Research Project
LOS ANGELES, CALIFORNIA

**Student Internships
Endowed Fund**

My 2020 summer internship was with the CoronaNet Research Project, an international effort to accumulate data on government response policies to coronavirus around the world. I was originally assigned to Israel, where I coded many policies and helped build a community teamwork dynamic that included all Research Assistants (RAs) working on Middle Eastern countries. When the project approached a research deadline for a paper on Western European countries' responses to coronavirus, I was assigned to work on Spain, specifically the Autonomous Community of Madrid, temporarily. The assignment became permanent after the deadline and I served as an RA for both Israel and Spain for several weeks. When the Spain country manager became inactive, I was promoted to the task of supervising the RAs of Spain and checking their work. As a more experienced intern, I also worked on special assignments and authored a country report for Israel in the final weeks of the summer.

I believe that I was successful in achieving my internship goals this summer. On my Internship Learning Plan, I stated that my goals were to "Demonstrate Independence and initiative, engagement, and quality of work," "Forge Connections with Diverse Groups," and "Improve modern Hebrew reading ability." Nearly every aspect of working on CoronaNet helped me achieve these goals. Working from home on my own, I was very responsible in

staying up to date on policies and coding policies under the appropriate categories to ensure quality of data. The friends I made on the project came from countries as widespread as the United Arab Emirates, Peru, Denmark, Egypt, Germany, and Greece. I became especially good friends with my regional manager, who was from the UAE, and we had lots of conversations about the Middle East, politics, culture, and our lives. I am sure that we will remain friends long after the project. In terms of practicing Hebrew, many of the sources I used were in Hebrew and I worked hard to read them in the original language and only translate the words I needed. The newspaper articles were definitely more advanced than other readings I had done, but I was able to work with them and successfully incorporate them into my coding. Through the internship, I not only improved my Hebrew skills, but I also developed my Spanish ability as an RA and Country Manager for Spain.

I found some of the policies interesting on their own, but it was very rewarding for me to look back at the policies as a collective unit, observe patterns, and write my country report. Through the country report, I saw Israel's policies not just as individual measures addressing specific problems, but as an overarching strategy to overcome the coronavirus. I also noticed that many of the policies had been updated, with policies that had ended in May revived in order to combat the second wave of cases in June. My country report explains the trajectory of

Researching the Worldwide Response to the Corona Virus

Continued

these policies and also highlights some policies that are reflective of Israel's demographic and political context.

My career outlook and academic plans remain largely the same as they were before I began the internship. I would like to continue to be a scholar and attend graduate school, but not to be an academic political scientist. I could see myself studying political science in order to work as a diplomat, however. Working on CoronaNet made me more eager to be involved in international relations, but not necessarily as my primary career.

Because the entire project was remote, I did not get to have experiences or create memories in the way that I would have if the internship were in person. However, I had lots of Zoom calls that allowed me to get to know others working on the project. I learned all about daily life in the United Arab Emirates from Maryam, and talked to Manuel about soccer in Europe and South America. These conversations enabled me to form lasting connections, and I will be sure to get in touch with my CoronaNet friends when I visit

their countries in the future. I was both surprised and not surprised at how easy these connections were. After all, nearly everyone working on the project was an isolated young adult eager to socialize and return to a normal life. But it can also be difficult to make new friends in a project full of strangers with no physical contact and I am happy that I took the initiative to do so.

I am extremely grateful that the Career Center provided me with the means to perform this internship. I gained valuable experience working on a research project, taking on management responsibilities, and improving my language skills. CoronaNet taught me that even during the most extreme global conditions, I can still find a way to make my skills useful to a meaningful project that will benefit humanity.

Gaining Real-World Experience in Financial and Market Analysis

Mitchell Wang '22
Statistics

Yavrucu Capital Management
NEW YORK, NEW YORK

**Student Internships
Endowed Fund**

My internship organization is Yavrucu Capital, which is a small hedge fund located in New York. At Yavrucu, I worked as a Summer Analyst, conducting a variety of duties ranging from: conducting general purpose research, due diligence, daily market update, financial modeling, etc.

What surprised me was the significant amount of communication that happened between my superior and I. Specifically, I was very excited to closely interact with my supervisor on a daily basis and learn so much from our conversations.

Additionally, the technical side of the internship really intrigues me. As an enthusiastic problem solver, I love finance and the numbers behind it. Doing financial analysis in Yavrucu enabled me to closely interact with the most critical problems on the globe while demanding that I make important choices with calmness and rationality. I've also gained a lot of experience in using Excel to build comprehensive financial models like DCF and COMPS. Furthermore, I kept really up to date with the market and learned how to present my work in a concise and professional way. As a student in a liberal arts college, I did not get a lot of chances in working in the finance industry. Hence,

I sincerely appreciate this opportunity as it broadened my horizon in the finance world. All those experiences are especially valuable to me, someone who is eager to go in the banking industry.

As a Statistics and potentially Economics major, the work that I did in Yavrucu Capital enabled me to apply what I learned in Carleton to real life. I built different financial models on Excel and conducted research on how one variable relates to the other on R, using my Statistical knowledge. I used what I learned in Economics classes to make judgements and choices. Through this experience, I consolidated my understanding of the two subjects and continue my academic pursuits in those areas with real life experience. In sum, this experience not only allowed me to acquire the necessary skills but also helped me in my future job applications.

In conclusion, I sincerely appreciate the opportunity to work as an intern in Yavrucu Capital. The experience undoubtedly benefited me in a variety of ways.

A Formative Internship at a Low-Waste, Lifestyle Startup

Carol Flaksberg '22
Economics

DOHM Cosmetics
BROOKLYN, NEW YORK

Student Internships Endowed Fund

This summer, I had the immense privilege of working as the marketing analyst at DOHM. DOHM is a low-waste lifestyle startup that produces naturally effective personal and home care goods to help people live a clean and waste-free lifestyle. Their products are minimalist and aim to simplify and improve the environment and human health. The company was co-founded by Dominique, a low-waste design thinker and urban sustainability hacker, and Alexandre, a Kellogg MBA and entrepreneur, in July of 2019. Throughout the summer, I worked with Alex, Domi and a team of 6 interns. Working closely with the team gave me an amazing chance to develop professionally and personally.

I joined the company because I was deeply inspired by their commitment to take care of our planet and humanity at the same time. I came in hoping that the organization would help me have a more organic and mindful relationship with our planet. The brand was newly founded, so working closely with Dominique and Alex taught me the small things one can do to live a mindful lifestyle. Part of the marketing job was to do market research. To do so, I joined a few low-waste and sustainability Facebook groups, which taught me even more about intentional living. I am still a part of them, which helps me continue the sustainable habits I developed while at DOHM. Another positive of interning at a newly founded company, was the opportunity to work closer to the heart

of the company, wearing many hats. I was given responsibilities that go beyond what a marketing analyst would do at a bigger firm. In addition to analyzing our marketing campaign, I had the chance of developing it from scratch.

When I first joined, my boss mentioned that we were having a returning rate problem. We were spending more to acquire new customers than we were profiting. To solve the problem I worked on the proposed DTC (Direct-to-Consumer) subscription model. I also suggested that we create an email marketing campaign, which I ended up developing on my own. Having suggested something to the company owners that was carried out felt like an immense responsibility, but it taught me new skills, such as how to be strategic about decision making and entrepreneurial struggles.

Coming in as the marketing analyst, I believed it would allow me to intentionally explore an area that has always interested me. Studying economics and cognitive science at Carleton has made me realize that I am passionate about behavioral economics. DOHM let me learn in depth about consumer behavior. By using Google Analytics, I was able to learn where our customer acquisition was coming from, and which sources were resulting in bigger conversions. Alex's insights taught me how to use the concepts I learned in class to thrive in a work environment. ►

A Formative Internship at a Low-Waste, Lifestyle Startup

Continued

Working for DOHM helped me understand more in depth where my academic interest lies, and working with an MBA candidate helped me intentionally explore how to apply what I had learned in class to the real world.

The skills I have developed at DOHM will help me flourish professionally. Every week I had two one-on-one meetings with my supervisor. He required that I scheduled, conducted it, and followed in the same style he learned while getting his MBA. Aligning him via updates on progress, challenges, and my next steps taught me how to communicate effectively, and how to be an approachable leader. These qualities will help me articulate when I am applying for jobs and Business school. My experience with DOHM and the team was extremely impactful. Learning how to do marketing for a new business taught me how to apply work from the many different areas I have an understanding of. The small team taught me how to communicate effectively, be proactive, and be mindful. Having a close relationship with the company's co-founder opened many doors and gave me much knowledge about the job market. I have no doubt that this experience has opened my eyes to where I want to move forward, and I am positive that this experience has given me the connections and knowledge I need to get to those places.

Designing a Website and Confirming an Interest in International Human Rights

Isabel Hackett '21

History

FDMC Consulting

ELLENSBURG, WASHINGTON

The Elizabeth and George Frost Internship Fund

Technology is not my specialty. I have a curse when it comes to laptops which always seem to crash when I lay my hands on the keyboard. I'm a history major who feels most comfortable with a well-worn book in front of me and a highlighter in my hand. And yet, my internship for the summer of 2020, a public history project where my main role was to develop a website for showcasing a decade's worth of research on the settlement of the Bahamas, required me to become completely comfortable with a skillset I seemed to be immensely unsuited for on paper. This challenge was entirely a product of my own design; I jumped on the opportunity to propose my own internship position when a local historian expressed her interest in making her work more accessible to the public but wasn't sure how to accomplish such a task. A website seemed like an ideal way to display her research as it could combine historical maps with digital interactive ones and feature scans of 18th Century land grants alongside her analysis of them. My task, as the mastermind behind the project, was to establish the structure for the website and begin the arduous task of populating its many pages.

As a member of a generation that grew up around computers, I do have some innate sense of how to navigate a website and knew that there are plenty of resources out there for learning how to build a website that would make this task manageable for a web development novice like myself. Finding Wix, a website designed to aid in others' building

of websites with a user-friendly interface, was a game-changer that made a challenging project more doable and fun. Additionally, I found that creating this website required that I use my engagement with graphic design, an activity that falls somewhere between "casual interest" and "passion" that I was more than happy to get a chance to apply to the website. As I spent week after week getting familiar with Wix and learning how to maximize its capabilities for the website, I saw myself develop new skills and improve upon the skills I already had. My professional abilities and personal confidence grew immensely as I proved that I could approach a challenging situation and conquer it, coming out on the other side of the experience a more capable person.

Though I don't see this internship as being a jumping stone for a career in public history or digital humanities, instead feeling reaffirmed in my desire to join an established NGO devoted to human rights or international relations, I am immensely grateful for this experience. The summer of 2020 has been scarred by the global pandemic raging around us, but it would have been even less fulfilling had I not had this opportunity to work with my internship supervisor on her project. I was able to develop my independent work skills, display initiative, and produce a website that can speak to my hard work. Now, I have a better sense of what career I want to pursue as I enter my last year at Carleton and begin to prepare for life after college.

Making Concussion Research Accessible to the General Public

Elena Morales-Grahl '23

Concussion Alliance
SEATTLE, WASHINGTON

My interests revolve around animal behavior and neuroscience, and in the future, I would like to become a researcher to try to better understand the animal mind and how animal cognition differs from that of humans. This summer, I was originally supposed to conduct research in primate cognition, but due to the global pandemic, this was canceled. Fortunately, I was able to get my internship at Concussion Alliance. Because my Concussion Alliance internship was not what I was expecting to do this summer, I was very concerned at the beginning that this internship would not align with my interests and that I would be unable to use my current skills and knowledge in the most productive way. While I still believe that my original research experience was more fitting to my interests, I was happily surprised at how much this internship fit with my skills and interests.

For my main project, I worked on creating a site explaining what happens to the brain when someone gets a brain injury. In order to do this, I had to look through a lot of the literature in this field and figure out what it all meant. I gained a lot of skills in analyzing research papers and translating that information for the general public. I was also happily surprised at how much we got to interact with leading scientists and doctors in the field of brain injury. I learned a lot about what it is like to go through medical and graduate school, and it really helped me solidify that I was interested in research and not in going to medical school.

This internship also made me realize how much animal behavior and human behavior fields are intertwined. It has opened me up to the idea of studying animal behavior in order to help with human medical conditions, such as Alzheimer's and Parkinson's. I am still sure that I want to study animal behavior, but this internship has made me realize that I likely want to do this through a neuroscience perspective. Because of this, I plan on taking a lot more neuroscience courses at school, as I know that I will enjoy them and they will help me with my future career goals.

**The Elizabeth
and George Frost
Internship Fund**

Comparing U.S. and French Responses to the Murder of George Floyd and the Black Lives Matter Movement

Benjamin Willmore '22
French and Francophone Studies

La Ligue des Droits de l'Homme
The League of Human Rights
PARIS, FRANCE

**The Elizabeth
and George Frost
Internship Fund**

I have known for some time that after Carleton I would like to work for an NGO abroad or a U.S. government organization with a foreign mission, such as USAID or the Foreign Service. I have always thought I would find a lot of satisfaction working in a region of the world that is often forgotten about, like Sub-Saharan Africa or parts of Latin America. Interning at La Ligue des droits de l'Homme, a human rights NGO based in Paris, France, I learned that NGOs cover a huge variety of topics and fields. While I previously believed most NGOs were located in underdeveloped countries doing things like providing clean water or increasing access to education, I discovered NGOs exist everywhere, even in countries that we call developed.

My supervisor, Isabelle Denise, worked with low-income immigrants in France to help with the legal side of immigration, primarily working with immigrants from North and Western Africa and from China. My supervisor often talked about how while working on immigration in France is important, ideally, people would have access to more amenities in their mother country and would not feel the need to move to a Western country. She discussed how even wealthy people in Western and Central Africa feel the need to get an education in France because the education in their own countries falls below standards. Thus, while I admit that I still cannot envision myself working at an NGO in Western Europe or North America, human right NGOs do interest me

a lot, and there are plenty of countries we call “developed” that do not offer basic human rights to certain groups of people. Eastern Europe and East Asia, for example, are far behind on offering rights to LGBTQ+ people compared to many countries. Regardless, the idea of working on the root problems in many of these under-developed countries still interests me a lot.

Ultimately, at my internship, I worked on writing a report comparing racial perceptions between the United States and France, as a reaction to the death of George Floyd and the Black Lives Matter movement. I looked at how even though many similar racial issues exist in France as in the US, the idea of the Black Lives Matter movement simply does not function in France in the same manner given that France views the concept of race differently. I also looked at how despite both countries being democratic, the U.S. takes an individualistic approach while France takes a universalistic approach. On one hand, individualism allows individuals and cultures to flourish, but it also encourages and promotes racial hierarchy. On the other hand, a universal approach reduces racism and other forms of discrimination, but also takes away individual identity and culture and reduces multiculturalism. Thus, there are pros and cons to the different manners in which the US and France address race. For example, while Americans often criticize France’s law banning religious symbols in schools, citing the law as islamophobic, and many French ►

Comparing U.S. and French Responses to the Murder of George Floyd and the Black Lives Matter Movement

Continued

might agree with that sentiment, we also must consider that France emphasizes equality more than the US while the US emphasizes liberty more than France.

Ultimately, I learned a lot about how perceptions of race, as well as other dividing factors such as religion, are largely cultural. The United States is truly the only country with a racial system that exists as it does, and so when looking at other countries, we need to consider that they view certain subjects very differently than we do. This ideal applies to almost everything, and for me, this just serves as a reminder that while I want to work abroad, it is also imperative that I take into account the fact that I cannot simply impose my own views on others. I need to consider cultural differences.

My internship served as an opportunity for me to learn more about France, but also my own country. I think taking a comparative approach in my report allowed me to learn more about both countries, and I think this is a skill I will carry with me in the future, being conscious of cultural differences and making sure to consider other perspectives. Everyone views the world differently, and that is something we often forget when addressing others.

Finding Career Direction in a Summer at the Library of Congress

Grace Brindle '21

History

Library of Congress

WASHINGTON,
DISTRICT OF COLUMBIA

The Endowed Internship Fund for Public Service

This summer, I interned with the Library of Congress as a Remote Metadata Intern. I was responsible for identifying metadata for over 2,500 laws passed by Congress as part of the Statutes at Large project. My daily responsibilities included reading historical statutes and entering the appropriate metadata into a spreadsheet, with the goal of integrating this information into the Law Library's database. The purpose of this project is to make the Statutes at Large collection more accessible to the public and easier for researchers to sift through.

Beyond my daily responsibilities, I also had the opportunity to write a blog post for potential publication using the Law Library's collection on a topic of my choice. I explored the history of the Racketeer Influenced and Corrupt Organizations Act and its recent shift from organized crime to business conflicts.

The Library of Congress was a wonderful organization and I really enjoyed working with them. The people were incredibly accommodating and kind, and I appreciated all the career workshops the Library hosted for its interns. During my internship, I was able to meet Library leadership, including the Librarian of Congress, and ask them questions. I felt very supported by my supervisor and the Library as a whole, and was grateful for all the resources the Library provided.

However, I didn't really enjoy my work and didn't feel like I learned a significant amount. The data entry was quite tedious and repetitive, and barely involved any creative thinking or problem-solving skills. Additionally, I felt very isolated from the other interns as part of the nature of being a remote asynchronous internship. I didn't feel like I built any meaningful connections or learned how to work as part of a team.

While I am still interested in attending Information School, I think this internship has taught me that I would not like being a traditional librarian. Rather than work at the Law Library, I think I would have been better suited in a more innovative division that utilized emerging technology.

Refining Writing and Communication Skills with Concussion Alliance

Cassidy Bins '22

English

Concussion Alliance
SEATTLE, WASHINGTON

This summer, I interned remotely with Concussion Alliance, a Seattle-based nonprofit dedicated to making recent concussion research accessible to patients and their families. Our supervisors encouraged us to pursue projects that aligned with our interests and goals, so I got to try my hand at designing Concussion Alliance's first-ever media kit (a must-have when you're trying to get journalists to write about you). Their "Overview of Self-Care" webpage also saw a spike in visits since COVID-19 descended on the US, so I rewrote the "Emotional Wellness" section to include additional information on meditation, virtual support groups, and cognitive behavioral therapy.

In addition to my projects, I had several chances to write for the Concussion Update newsletter, which is oriented more toward medical professionals. Not only did I become more adept at parsing scientific literature, but I got to practice science writing for different audiences. As someone who wants to write for a living, these skills are invaluable, especially if I work in technical communications post-Carleton. My supervisors were always willing to provide feedback on my newsletter synopses, which I found exceedingly helpful -- sometimes a fresh set of eyes on your work can do wonders.

Throughout my time at Concussion Alliance, I've realized how important it is to aggregate information on concussion symptoms, treatments, and emerging knowledge, especially for those who can't afford to visit doctor after doctor. The resources on Concussion Alliance's website aren't meant to stand in for advice from a medical professional, but they enable patients to learn about their condition at no cost and empower them to advocate for themselves when it comes to diagnosis and treatment. I definitely want to continue working with a nonprofit in the future, either as an employee or as a volunteer. From the beginning, I felt appreciated by my supervisors, who sought input from each of us on what projects we'd like to take on. I'm thankful for their guidance and encouragement. I'm also thankful for my fellow interns (all Carls!), who made the experience such an enjoyable one.

**Trace McCreary '89
and Alissa Reiner**
Endowed Internship Fund

Researching Intimate Partner Violence and Concussions

Trevor Hughes '21
Cognitive Science

Concussion Alliance
SEATTLE, WASHINGTON

This summer was certainly not what I expected it to be. However, given the fact that 99% of people likely share this sentiment, this idea alone does not set me apart. What does set me apart, perhaps, is the fact that I had a great summer. I learned, created, laughed, explored, and grew both academically and professionally—and this is in large part due to the funding program from the Career Center.

When I left Carleton at the end of winter term, I was under the impression that I would be working at the University of Utah Medical School on a biochemical virology project; it was safe to say I was pretty stoked. Thus, one can imagine my chagrin when I received the email two weeks into spring term informing me that my program had been cancelled. I was stressed because not only had I lost my productive activity for the summer, but I lost the opportunity to explore a whole new city and culture. As someone who loves traveling, the idea of spending my junior summer at home with my parents was certainly not an “dream come true” scenario. At this point in time, the summer was not looking bright. However, I fueled this determination into an intensive search for other opportunities, and with some luck, I managed to find an opportunity at Concussion Alliance, a non-profit started by a Carleton parent that aims to increase awareness about research and treatment opportunities for concussions. I applied, interviewed, and was accepted all over the course of a few days. In this same period,

some friends and I hatched a plot to live in our off-campus house and do remote internships during the summer. It was great to finally see some light at the end of the tunnel, but there was no way I had enough money to make it to the end of that tunnel. Fortunately, the Career Center was still supplying internship funding in COVID and I was able to receive enough money to fund the experience.

As I'm writing this now, I can confidently say that was the right decision. I was able to live with friends, see other people in our quarantine “bubble,” escape the woes of social isolation, and engage in productive work that could really make a difference in the lives of others. My internship at Concussion Alliance consisted of a mix of weekly activities and larger projects. Routine activities were attending the guest speaker series, writing reflections, listening to and attending podcast discussions, and researching/writing articles for the weekly newsletter. The larger projects varied by intern, but mine involved researching, writing, and designing a web-page on partner-inflicted brain injuries. By partner-inflicted brain injuries, I focused on the injuries women sustain for current or former romantic/sexual partners. Some quick stats: 1 in 3 women experience intimate-partner violence (IPV), 92% of IPV survivors may also suffer a concussion, and for every 1 NFL player that experiences a concussion, 13,000+ American women are estimated to suffer the same injury. This is perhaps the strangest ►

Trace McCreary '89
and Alissa Reiner
Endowed Internship Fund

Researching Intimate Partner Violence and Concussions

Continued

bit: I had no idea this was even an issue prior to my time at Concussion Alliance. In fact, if it wasn't for Dr. Eve Valera (a leader in the field of partner-inflicted brain injuries and our first guest speaker), I would not have even proposed the project, but I am so glad that I did.

Collectively, I would say that I honed three main skills during my experience. Firstly, I vastly improved my technical writing skills. Through both the newsletter and website, I got ample opportunity practicing writing about complex scientific information for lay audiences. To this end, I also got to familiarize myself with Javascript, Squarespace, and designing a website, which is much harder than it looks. I worked through countless drafts before arriving at my final product. Lastly, I learned that it's impossible to satisfy every last person. In crafting the webpage, I consulted with several experts about their research and they all had different elements they wanted to see on the page, and these often conflicted with each other. In order to make tangible progress, I had to compromise, taking and leaving different pieces of advice to form a cohesive final product. All in all, this experience really taught me to have confidence in myself.

Before arriving at Concussion Alliance, I had never studied concussions, had no web-design experience, and had never worked with several experts on a common objective. My supervisor very much believed in "trial by fire" and through me into the project with training that was only

absolutely necessary. While I certainly wasn't thrilled by my sixth day on the job, I am really grateful looking back. Though overwhelming, this experience gave me a lot of confidence in myself to navigate new and stressful situations and that if I am given enough time, I can problem-solve around the obstacles in my way—and that is something I will always remember. In terms of charting my future path in the world, I feel reaffirmed in my commitment to work in the healthcare industry. That being said, I am definitely more open to working in roles that do not involve patient interaction. I believe there are plenty of opportunities that work equally as hard to ensure positive patient outcomes aside from physicians. As a result, I am now seeking employment opportunities that are geared towards the business end of the healthcare industry upon graduation.

With this in mind, my advice to future students who pursue internships is to remain resilient. Even in the face of tremendous adversity, if you keep looking and applying for opportunities, you will find one. At the end of the day, you only need one anyway—and I couldn't be happier with the "one" that I got.

Creating Social Networking Platforms to Build Community Among Incarcerated Families

Sophie Schafer '21
Mathematics

Children of Incarcerated
Caregivers

MINNEAPOLIS, MINNESOTA

**Trace McCreary '89
and Alissa Reiner**
Endowed Internship Fund

My first day working remotely for Children of Incarcerated Caregivers (CIC), I was on a zoom call with my boss, coworkers, and a mother of a family in our network. We were discussing the plans I was originally hired to work on: the family camp, virtual summer camps, and family support. The mother then spoke up, asking for some sort of resource that we could provide for parents on teaching their children about the incarceration cycle, police brutality and institutional racism as George Floyd was so present in everyone's mind and lives. I took notes on what she said as it was so sharply put. She'd wanted to teach her kids, but the current speech wasn't working for her. She gave the example of having a conversation with her children, teaching them "you are just as good as everyone else and equal in worth except," she trailed off, "with police." I was incredibly moved, but I also sat there thinking "how am I, a white math major, going to help this woman, let alone this organization?"

Getting started was slow, but as I got to know CIC I started to see where I thought their strengths and weaknesses lied. Most importantly, they wanted to expand their network. From that first conversation with the mother my first day, they'd decided to start a podcast with a mental health professional with experience in creating culturally responsive practice. I and one other intern voiced our opinions one day in a zoom meeting, offering that they could expand their network and advertise the podcast by using social media. The two of us then spent the next two months starting

a twitter, Instagram and Facebook account for CIC. I learned a lot more than I expected, both how to build a base and how to make visually appealing artwork on Canva. Once those accounts were up and running, I moved on to my next self-assigned project with the organization: building a partnership with the YMCA in Minneapolis. I spent weeks calling each branch leader and head of department to build a resource guide for CIC. The idea was one of two outcomes: the CIC network would have a more clear understanding of what the YMCA offered and could more easily assist their families by having connections within the branches, or the YMCA could adopt CIC and use it as a template across the country. My boss really appreciated the resource guide, which I was pleased with, and I hope they can keep the ball rolling with both the guide and the social media accounts.

By the end of my internship, I had accomplished a couple concrete things I was proud of. While they were not remotely what I had planned on working on when I was hired, I felt that they made very important contributions to the organization and families, and I liked the self-starter skills they encouraged me to use. I think the work the CIC does is incredibly important, but I would like to see what is out there for someone with a math background going forward. My hope is that I can make an impact while using these unique skills, as I think it's rarer in the nonprofit sector, and I'd feel more confident about my actions. I greatly appreciate CIC and the Career Center for this opportunity.

An Introduction to Civil Engineering, One Bridge at a Time

Drew Thompson '23

Clay County Engineer's Office
SPENCER, IOWA

Trace McCreary '89 and Alissa Reiner Endowed Internship Fund

My internship with the Clay County Engineer's office was nothing short of a phenomenal experience. I was able to work with real experts in the field of civil engineering on a variety of projects and plans. I not only learned the basics of Civil Engineering, but also learned underlying principles of Engineering as a whole. I was also able to gain experience working in a professional environment with a diverse group of co-workers. The personal, mathematical, and conceptual skills I obtained make me truly grateful for the opportunity.

Learning the basic duties and types of work civil engineer's perform was the first thing I was taught this summer. The county's responsibilities primarily consist of working with drainage, roadways, surveys, and necessary structures. In my time working with Clay County, I assisted with the creation of two bridges and plans for another. This allowed me to essentially see the entire process from start to finish. Throughout the various steps I helped with tasks ranging from testing the air and water concentration in concrete to calculating whether or not steel piling had enough bearing to support a 130-foot concrete slab. In addition to the bridge projects I assisted planning culvert replacements, calculating drainage areas for ditches susceptible to floods, and surveying road overlays. These duties showed me what a day in the life looks like for a civil engineer. This will be critical to helping me make an informed decision about which field is best suited to my personal interests and strengths.

In addition to skills specific to civil engineering, I found principles that arc over and between multiple engineering disciplines. A great example of this is application of mathematics and physics. In structural design, this equates to using static mechanics to determine the safety and stability of a real bridge or culvert. In other fields, the application may come from other fields.

Despite the valuable insight I gained into civil engineering, my most profound lesson was more personal than technical. I learned to be a more grateful person for things too many people take for granted. I had never before been really appreciative of a newly seal-coated road or the safety drainage system that stops my yard from flooding every April. This is because I was oblivious to the brainpower and hard work it took to make these civil constructs a part of our everyday lives. It is a reminder to remember that no good things in life come without a cost, and so we should be grateful for the people who worked to create them.

My internship at the Clay County Engineer's office taught me a variety of lessons. While I learned many skills and concepts that pertain to civil engineering specifically, I also learned much broader ones. I began to develop an understanding of what it means to be an engineer, and a grateful person. This makes me evermore grateful to the Carleton Career Center for making this experience possible!

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