

# Pathways Fellowship Reports

Summer 2022



Career Development

ST JOHN'S  
College



# Pathways Fellowship Reports, Summer 2022

<u>Table of Contents</u>	<u>Page</u>
<b>Parth Sarthi Bajaj '24: Harvard Business School Online</b> , Boston, MA Course: Credential of Readiness (CORe) (online)	<b>3</b>
<b>James Bieneman '23: University of North Dakota</b> , Grand Forks, ND Course: Pre-Calculus & Calculus 1 (online)	<b>4</b>
<b>Ann Burke '22: University of Texas</b> , Austin, TX Course: CELTA	<b>5</b>
<b>Ian Howell '24: Jewish Theological Seminary</b> , New York, NY Course: Torah & Jewish Studies	<b>6</b>
<b>Songeun Jang '24: The University of California, Berkeley</b> , Berkeley, CA Course: Neuroscience (online)	<b>7</b>
<b>Isabella Kiedrowski '23: Northwestern Univ. School of Professional Studies</b> , Evanston, IL; Course: Museum Studies (online)	<b>8</b>
<b>Hyojeong Lee '23: University of California, Berkeley</b> , Berkeley, CA Course: Human Happiness	<b>9</b>
<b>Jungeun Lee '22: Anne Arundel Community College</b> , Arnold, MD Course: Statistics (online)	<b>10</b>
<b>Jacob Lees '23: Worcester Polytechnic Institute</b> , Worcester, MA Course: Modern Physics	<b>11</b>
<b>Elizabeth Mueller '23: British American Dramatic Academy</b> , London, UK Course: Greek Theatre: From the Ancient World to the Modern, Through Theory & Performance	<b>12</b>
<b>Joseph Padgett '23: Indiana University Jacobs School of Music</b> , Bloomington, IN, Course: Composition Academy (online) and <b>The Peabody Preparatory</b> , Baltimore, MD; Course: Private Piano lessons	<b>13</b>
<b>Dolan Polglaze '24: University of Vienna</b> , Vienna, Austria Course: Deutsch/Englisch Intenivkurse fur Beruf und Alltag	<b>15</b>
<b>James Siranovich '22: European-American Musical Alliance</b> , Paris, France; Course: Conducting Program in Harmony, Counterpoint & Analysis	<b>16</b>

<b>Lirian Spolaore '23: Coursera; Google UX Design Certificate (online)</b>	<b>17</b>
<b>Honor Stanton '23: Cornell University, Ithaca, NY</b> Course: The American Legal System	<b>18</b>
<b>Jessie Tagliani '22: Marchutz School of Art at IAU, Aix-en-Provence, France</b> Course: Marchutz Core Art Program	<b>19</b>
<b>Joshua Tague '24: The Catholic University of America, Washington, DC</b> Course: Summer Greek, Elementary-level (online)	<b>20</b>
<b>Madeleine Weaver '22: Marchutz School of Art at IAU, Aix-en-Provence, France</b> Course: Marchutz Core Art Program	<b>21</b>
<b>Spencer Wollerton '24: Virginia Commonwealth University, Richmond, VA</b> Course: Intro to Mathematical Reasoning & Multivariate Calculus (online)	<b>23</b>
<b>Meien Zhang '23: UCLA Extension, Los Angeles, CA</b> Course: Python Programming (online)	<b>25</b>

**Parth Sarthi Bajaj '24**  
**Harvard Business School Online**

Course: CORE: Business Analytics, Economics for Managers, and Financial Accounting

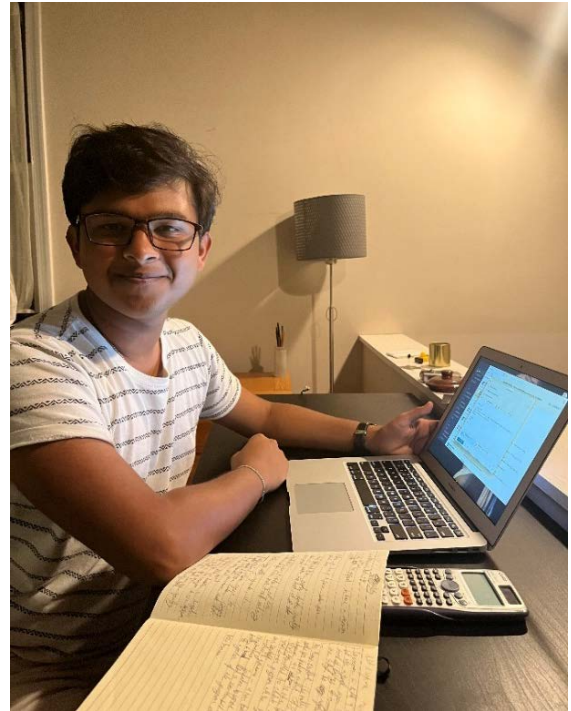
Instructor: Prof. Jan Hammond, Prof. Bharat Anand, and Prof. V. G. Narayan

Duration: May 24-August 23, 2022

Certificate of Completion

Harvard Business School offers various courses to people around the world through their online platform. These courses revolve around and encompass various business disciplines such as finance, economics, marketing, etc. HBX CORE is an intensive certificate program that comprised of three courses—Introduction to Business Analytics, Introduction to Financial Accounting, and Introduction to Economics for Managers—that offers a well-rounded toolset to its students, so that they may look thoughtfully and understand the relationships and structures among and between the corporate realm and rest of the of the society.

I pursued HBX CORE due to its emphasis on bringing out the business concepts from textbooks into the real world. The course is designed such that students can start recognizing business concepts around them and think clearly about them. This was accomplished through various case studies that served as the primary pedagogical force. I was asked to approach each case with much thought: in order to recognize the forces that drive the case, think critically about the concepts learned in the course, and find the intersection among them.



The course is divided in various modules, and each week two or three modules are meant to be finished. At the end of each module, there was a quiz to determine the eligibility for the certificate. Having such a structure in place kept me on track throughout the course, and was largely welcomed because of the courses' relative length and breadth.

I have always been interested in business and really enjoyed the material, but the experience was intense nonetheless. The course takes about 150 hours to finish. And given its nature in which new material builds over material learned before, it is essential to have a clear grasp of each concept before moving forward.

As it would be expected, CORE had very little to do with what we read at St John's. However, skills developed at St. John's over the last two years were crucial in my enjoyment and engagement with the course. I found myself thinking about the fundamental forces that drive human behavior when learning microeconomics; this would never have happened a couple years ago.

I would highly encourage CORE to anyone who wishes to dip their toes in the business realm. The breadth of the course really fortifies itself and brings a sense of cohesion to the pursuit of understanding our corporate world. However, I would like to state that CORE was largely introductory in nature, and thus perfect for me. For someone with prior knowledge, or with a wish to grasp greater depths of either Accounting, Data Analytics, or Economics, there definitely exist courses that will bring more value and learning.

**James Bieneman '23**  
**Arizona State University**

Online and self-paced

Course: MAT 170 Precalculus & MAT 265 Calculus for Engineers I

Instructor: (170) Fabio Milner, Sue McClure / (265) Fabio Milner, Rochus Boerner

Credits: 3 each, total 6



The calculus classes I took this summer were, for me, a practical necessity, and to that end they served me well. My goal was to take the foundation in calculus I had acquired in Junior year at St. John's and extend it into something I can use as I move forward. That being the case, what I learned at St. John's was helpful in entering the classes this summer, and the foundation I had allowed me to better understand what I was learning.

For more background: I took this course because, as I mentioned, I wanted to solidify what I had learned at St. John's. In addition to that, as I plan for after St. John's, it seems very likely that I will need the basic calculus that I acquired this summer. It was useful, then, first to be able to find a program such as the one at Arizona State which allowed me to take these courses, and second to use the Pathways program to make the courses available to me.

Having done this, I now not only have what I keep referring to as the basic background in calculus which I lacked, but also a better understanding of how I can transition from St. John's to other things. The mathematics at St. John's are brilliant but unique, and this was a good opportunity to readjust to much of what will be required as I move forward. If somebody else were in the same position—needing this basic education, and unable to find it at St. John's—online courses such as the ones I took would be a good choice. The specific courses I took had the weaknesses that are inherent to any online courses, but I was still able to succeed with them, and they would be similarly useful to anybody else with that same necessity.

## **Ann Burke '22**

**University of Texas in Austin, Austin, TX**

Course: Certification of English Language Teaching to Adults (CELTA)

Instructor: Margaret Blanchard

Duration: June 20-July 15, 2022

Certificate program

This summer I attended and successfully earned my CELTA certification under the guidance of Margaret Blanchard and her co-tutor Colleen Kalchik at UT Austin. As my time at St. John's drew to a close, I sought a way to support myself while traveling outside of the country. Teaching English abroad was immediately appealing to me, it became my goal to join the English Program in Korea. It is necessary to obtain a teaching certificate prior to beginning to teach abroad in most countries and EPIK recommends in-person, rather than purely virtual, programs. I chose the CELTA due to its rigorous standards of completion and impressive reputation. The Cambridge accredited course requires weekly written assignments as well as the successful instruction of three ESOL lessons per week.

The course was intense. My schedule typically consisted of waking at 7:00 am to complete my lesson plan and finish the design of materials, arriving at the UT campus by 9:00 am to discuss my next lesson with Margaret or Colleen, then classes until 5:00 pm, after which we would observe our peer's lessons and conduct our own until 8:30 pm. My time over the weekend was dedicated to essays and material development. I came out of the course exhausted. All the time spent practicing new instructional techniques, learning pedagogical philosophies, and the endless language analysis made it difficult to think creatively, a vital skill in teaching. For that reason, I feel incredibly grateful for the support from my fellow trainees and the course's tutors. Both Colleen and Margaret are perceptive and effective tutors, their advice and mentorship was invaluable.

At UT I had the opportunity to teach ESOL classes to members of the UT community. This served as the perfect playground for a burgeoning teacher. The chance to put the course's theory into action was always constructive to my learning. As my tools for instruction grew, so did my relationship to the students. That is what benefited me the most. I owe so much to the respect, patience, and dedication of my students. As CELTA is beginning another course, I am receiving messages from my former students who have advanced a class. It is incredible to feel the impact of my teaching on them.

While the course was difficult and teaching is challenging, my experience at UT Austin made me confident in my future as an English language teacher. The course provided me with all the tools and resources to be successful in my application to EPIK and a plethora of teaching samples to include in my application.



## **Ian Howell '24**

**Jewish Theological Seminary of America, New York, NY**

Nishma with Hebrew

Course: TAL 6621 Talmud Text Level A: Taking Hold of Talmud II, HEB 5001: Alef 1

Instructors: Luciana Lederman, Nina Nesher

Duration: June 1-August 5, 2022

Certificate for Audit



Talmudic thinking is a world unto itself. It is not quite philosophy, it is not quite law. This summer I immersed myself in another way of thinking. A simple way of understanding Talmud is as a clarifying text. Rabbis are concerned with where in the Torah the source is for a law established by the Mishna, or what exactly are the cases in which the law applies. But to define it in this way is to limit it. In the act of clarifying and defining there is judgment. The questions that the Talmud tackles are of a banal nature, how should one recite the schma, what language should the tefillin be written in, but behind these legalistic exercises, where one finds precedent in the canon for the way one does something, there are judgments about the importance of language, tradition, holiness and routine in one's life.

This is a new kind of thinking that St. Johns has prepared me for because we are asked to do so many different things here, I feel at home when I am changing the way I'm thinking and doing something so radically different from my previous experience. I believe that my career

goals/graduate school goals have changed. I have realized over the summer just how much I enjoy reading and thinking about these things, but also the cost of doing so. Talmud and Hebrew enveloped my life this summer which was truly amazing, but at the same time I felt the loss of other things which I value. If I were to pursue this at a higher level, some things will be lost.

While this is a resume builder, it does not meet any specific requirements for a graduate school program or career. I learned so much about myself this summer.



**Songeun Jang '24****University of California, Berkeley (online)**

Course: Neuroscience MCELLBIX108-021

Instructor: Sylcie Poluch, PhD

Duration: 180 days

Credits: 3

I decided to take this course because I wanted to test whether neuroscience is what I want to study in the future or not. Throughout the course, I did not know if my St. John's College's education helped me carry out the requirements or not, but I did feel like I was searching for something different from other people that were taking the online course. I was constantly wondering about two questions that Mr. Tipton brought up in one of the tutorials: What can I know, and how can I live? I do not think the course really provided me with much content to think about how can I live, but it showed me the beauty of the St. John's education where I am provided with the perfect environment and community to look into every type of study and find out how I should carry out my life and be a part of the community. St. John's had and is continually cultivating my desire for knowledge of human beings and the world we live in.



After finishing all the lectures and readings, I concluded that I do want to study something related to medicine and neuroscience. It is the closest subject that can help me understand the relationship between the human body and its soul. The human brain seems to operate almost like a machine, but it is also the source of non-machine-like things such as emotion and morality. I had grown more and more curious, as the course progressed, about the relationship between our rationality and feeling. It is an attractive subject to me because it lies between philosophy and science. Even though what we have in this field is mostly technical observation at this point, I believe this observation can help me to proceed and dig into my question if I can keep up with curiosity and passion.

I have to admit that taking this course as a Johnnie was not easy. After accustoming myself to the way of education at St. John's, going back to the conventional way of learning was challenging. I had a hard time trying to memorize a lot of facts to take quizzes and tests. However, it was a great reminder for me about the world I will be going into after St. John's, and I have to wrestle with the questions and desire for certain knowledge myself without a community like St. John's. I would recommend this course to any student who is interested in neuroscience and to those who want to get a taste of the world outside our St. John's bubble.



**Isabella Kiedrowski '23**  
**Northwestern University School of Professional Studies**, Evanston, IL  
Course: Museum Studies (online)  
Instructor: Caroline Goldthorpe  
Duration: June-August 2022  
Certificate of Completion

This summer, I completed an important step towards my chosen career. I've wanted to work as a museum curator—specifically in Dress and Textiles—since I was sixteen. Early in my Junior year, I started looking around at museum job openings, just to see what the requirements were. All of them required some degree of formal training, which despite the archival and museum work I've done to date, I did not have.

Having grown up down the road from Northwestern, I knew that their School of Professional Studies offered a Museum Studies Certificate, specifically geared towards individuals looking to start careers in the museum industry. A major draw for me was also that the instructor, Caroline Goldthorpe, is a former

Dress and Textiles Curator at the Victoria and Albert Museum, as well as the Metropolitan Museum of Art. The course itself is in three parts, meant to be taken over the course of eighteen months—I decided that I could probably do it in six. I took my first course—Successful Museum Management—in the spring, and took the two remaining courses—Museum Origins & Issues, and Learning & Museums—over the summer, as part of my Pathways fellowship.

Taking this certificate course was a wonderful experience, one which I would highly recommend to anyone trying to gain further experience in the museum field. Having wanted to work in museums since I was sixteen, I can't say that my career goals have changed as a result of my fellowship, but they have certainly solidified. Taking this course gave me the confidence to apply for—and to get!—my first museum job this summer; my museum director turned out to be a graduate of the same program.

I entered this program rather unsure of how being a Johnnie would impact my learning experience. It was the first time in several years that I'd cracked open a textbook, but I found that approaching the readings the way I might a Program book made me think more deeply about the subject than I might have otherwise. Since one of the courses centered around the idea of learning and museums, I got to think about the difference between learning and education, and which one is more appropriate in a museum context. Coming from the St. John's background, I think I was uniquely prepared to contemplate the subject of learning, and to put some of my philosophically grounded notions into practice.

The highlight for me this summer was probably the fieldwork associated with the courses. Every week, I was assigned a type of museum to visit—art, living history, science (just to name a few)—and write a report on the experience. I started looking at museum visits from more than just a visitor's perspective, and I think I can say quite confidently that I will never look at museums the same way again. Every visit solidified my desire to work in museums, and to continue my mission towards eventually becoming a Dress and Textiles Curator.

**Hyojeong Lee '23**  
**University of California, Berkeley**  
Berkeley, CA  
Course: Human Happiness  
Instructor: Eugene Hightower  
Duration: July 5-August 12, 2022 (6 weeks)  
Credits: 3

From the week of July 5 until August 11, 2022, I was enrolled in a psychology class at UC Berkeley. The course took an interdisciplinary approach to an understanding of happiness. The course first reviewed different treatments of happiness. The course covered the concepts of the good life in ancient Greek, a view of Christianity, the East Asian philosophies, and the ideas about happiness that emerged in the age of Enlightenment. With these different perspectives, the class learned treatments of happiness in the behavioral sciences, evolutionary scholarship, and neuroscience.

The program was different from St. John's in a way in that it was textbook-based lecture style. It was interesting to have such a different style of learning experience, having a professor lecturing in a big classroom. My learning at St. John's College helped me to engage in class regularly by asking questions and answering questions that were being discussed. As the class dealt with both west and east philosophy, my background knowledge of western philosophy I received from St. John's helped me to have a better understanding of both as I was able to compare and contrast differences and similarities between them.

My goal stays the same, pursuing a career in psychology. Even though I was always interested in psychology, this was my first time taking a formal class. As it was a beginner's course, it will not meet a requirement for a future grad school program, however, this was a good opportunity for me to explore the field of psychology.

It was fascinating to learn about the human mind through scientifically proven theories and different psychological approaches of the same matter. Studying about the human mind helped me with my personal growth as I was able to apply the theories I learned in class into my life. I would recommend this program to those who are interested in psychology. It was a good class for beginners, and a good time to think about what happiness is, which we all are pursuing.



**Jungeun Lee '22**  
**Anne Arundel Community College**  
Arnold, MD  
Course: Statistics (MAT 135)  
Instructor: Jennifer Birdsell  
Duration: 10 weeks, June 15-August 16, 2022  
Credits: 3



I spent 10 weeks taking a basic Statistics course at Anne Arundel Community College located in Arnold, Annapolis. The course was a 100% online and asynchronous class. I could decide when to study the assignments and when to take the tests within certain deadlines. I studied the materials including quizzes through AACC online self-paced learning modules, Pearson Canvas. Sometimes the modules do not give you a satisfying explanation for the question. But you can always visit the professor's virtual office or send an email about your questions. Other tutors are available to help you as well—like a math assistant at SJC. The midterm and the final require in-person tests. If you have a legitimate reason, you can have one remote test proctored by the professor. AACC is one of the most affordable colleges around the Maryland area, even though there are no tuition discounts for international students.

During my senior year, I started to consider psychology as one of my 'viable' career paths. When I was searching for grad schools, I realized that it is important to know if I feel comfortable about using basic statistics skills for my psychology research. You don't have to be a statistics expert, but basic statistics courses are a prerequisite for some schools. I decided to take the 101 course to figure out if I could learn the basic concepts.

The course did not have an emphasis on specific areas such as business or research. It was definitely helpful to see a bigger picture of how statistics are being involved in our daily lives. When I was reading business related or research-based articles, some of the technical terms sounded familiar to me after taking this course. However, it did not teach me how I can actually use statistics when I conduct a survey.

I recommend Statistics (MAT 135) to students who are planning to apply for grad schools which require basic stat skills, not limited to psychology. I do not recommend this course if you want to or have to conduct your own research for your internship or job. If you are somehow familiar with the basic terms or concepts, you might be disappointed about the practicality of the course. The content will be mathematically easy for all Johnnies and professors highly recommend students use technology.

**Jake Lees '23****Worcester Polytechnic Institute**, Worcester, MA

Course: Modern Physics

Instructor: Professor Raisa Trubko

Duration: 5 weeks

(July 11-August 12, 2022)

Credits: 3



My course this summer met four days per week, with lecture/discussion classes on Mondays, Wednesdays, and Fridays, and a laboratory class on Thursdays. I enrolled in this course for two primary reasons; both stemming from my aspiration to eventually work in a physics

laboratory after graduating from St. John's College. The first reason was to become more familiar with the equipment, software, and practices of a modern laboratory. Having been a laboratory assistant at St. John's for two years, I had some experience in this already, and by the end of this year I will have been a laboratory assistant for three years, but the St. John's laboratory program fundamentally lacks many aspects of modern research laboratories, especially regarding the use of computer software. The second reason was to become familiar with how modern physics material is taught at a more traditional, science-driven institution, as well as how students in this kind of program think. This was because I wanted an idea of where other college graduates interested in physics careers are coming from. I did not take this class for the credits, nor is there any graduate school or occupational requirement I hoped to meet by taking this course.

Both of my goals were met somewhat, but not to my complete satisfaction. There were four labs throughout the five-week course, including identifying the analog of the photoelectric effect in LEDs and measuring the spectral lines of gasses to calculate Rydberg's constant. I became familiar with the use of the equipment for these labs, but I was disappointed with the sparse use of modern software programs. In addition, while the students I met gave me some idea of the kind of person who's interested in the same fields of science as me, the class was small, so I did not get to know as many students as I would have liked to. I learned a lot about the world of modern physics – special relativity, blackbody radiation, Compton scattering, the photoelectric effect, wave-particle duality, the Heisenberg uncertainty principle, etc.—but this material is mostly covered in the Senior Laboratory at St. John's.

I am glad I took this course because it gave me much knowledge of the equations in modern physics, which I'll come to understand more deeply through Senior Laboratory, and because this course reinvigorated my passion for science. Surprisingly, the most substantial benefit I got from this course was in how to write an official lab report. While I've written lab reports for many years and I have a good sense for what content is required, I learned through this course how to lay out that content in an accessible and proper way, using online tools that were new to me such as overleaf.com. To a student whose goals are the same as mine were, I would not recommend taking this course. However, if one wishes to participate in interesting laboratory experiments, or supplement their learning in Senior Laboratory, or simply learn the vernacular and propriety of modern science, then this course may interest them.

## Elizabeth Mueller '23

British American Dramatic Academy, London, UK

Course: Greek Theatre: From the Ancient World to the Modern, Through Theory and Performance

Instructor: Paul O'Mahoney

Duration: 4 weeks

77 hours of contact work with 90 hours of individual work (proof of attendance provided)



While St. John's has turned out to be the perfect college for me, it surprised many people in my life that I had not gone to an acting or music conservatory. I am known in my community as a performer and a lover of the arts, so when I chose to spend these four years in an intellectual environment, many were concerned that I wouldn't be happy. A Johnnie's workload is heavy, so I can only devote myself to intense musical and theatrical pursuits during the annual summer break. While this arrangement has been alright, I have sometimes worried that because I can never pursue both interests simultaneously, my artistic and intellectual sides must be incompatible. I worried that any career I pursued would only satisfy one part of me.

With the help of the Pathways Fellowship, I traveled this past summer to Greece and England to partake in a month-long program for the analysis and performance of Aeschylus, Euripides, and Sophocles. As a Freshman reading the *Oresteia*, I never would have imagined that I'd have the opportunity to visit Clytemnestra's tomb in person, see the ancient theatre at Epidaurus, or wander around the

same Delphi I'd read about. I got to discuss these texts while sitting in the very places the plays were set, or theatres where they would originally have been performed. But beyond this work, which is not unlike what I do at St. John's, I learned to read the text as an intellectual for the sake of its artistic value. I acted every day and worked with fabulous coaches to bring out layers in the text I could never have found except through performance.

I see now, because of this program, that trying to put my artistic intuitions aside in the St. John's classroom will not only limit me but will limit the discussion. To think of a play as just words on a page, we discard much of the truth of the thing and ignore the tools that the playwright, as well as its original performers, make available to us through movement and sound. A play cannot be truly investigated, I believe, from either the performative or the intellectual standpoints, but it is through both, together, that we may approach a play in its wholeness. I don't worry anymore about my interests being divided, for it is the text I care about, and it is *in the text* that they unite. Thank you.

## Joseph Padgett '23

**Peabody Institute**, Baltimore, MD  
**Jacobs School of Composition, Indiana University** (online)

Courses: Private Voice Lessons / Composition Academy

Instructors: Christopher Corelli / Benjamin Taylor and Corey Chang

Duration: 8 weeks / 8 weeks

Through the Pathways Program, I took a singing and composition course over the summer, which together were revelatory in my understanding of music. The Composition Academy was aimed at the composition and performance of a new and original piece of music, with the masterclasses covering various aspects of composition, and the private lessons aimed at editing the piece we were working on. The lessons included tips for getting past writer's block, copyrighting scores, one lecture on a musical theory (the tone spectrum theory), and one lesson dedicated to workshopping our piece with the performers.

These were very helpful, and my only grievance with the program was its limited nature; the time we worked was short, and we had only one chance to work with the performers before the performance. From these little vignettes, and from other masterclasses, I discovered that for myself, composition must be a project or profession aimed at learning about music with other people—the most brilliant moments of my time in the masterclass were moments like these: one of my classmates (a 15-year-old no less) would say simply the most remarkably insightful things, on one occasion about how to succeed at any work; another was a long call I had with Dr. Taylor about his life as a freelance composer, married and with many children; and an email correspondence with Dr. Freund after the program finished. In these moments I learned what a composer must do, and what I must do to be a composer; if I elect to pursue that profession, I will need to write more music and more about music (every day), and to continue to learn how music can be arranged and made, since it is under the conditions of learning about music that I am best able to write.

The voice lessons I took at the Peabody Institute showed me different things, and they too were helpful, albeit differently. The purpose I had in taking these lessons was twofold—firstly, I was under the impression I would need to audition for a composition program, and secondly, it seems proper to me that a composer should have a good command of the instruments he composes for and with. As a side note, I also thoroughly enjoy using my voice, and have sung enough at St. John's to know that I did not have the confidence or projection to sing loudly, which my teacher made the starting place of singing well. For example, since I sang softly, it was difficult to hear my inaccuracy, or to discover precisely how bad I am at breathing. Our first lesson involved a lot of shouting on my part, so that I would learn to open up and release my voice, and I found this difficult and a good exercise. These first lessons were very difficult for me, since I do not like loud noises, so making a loud noise with my body was uncomfortable, and since I was so focused on making an accurate pitch with my voice, I was neglectful of the other parts of singing. By the end of the eight lessons, I could sing both of these songs reasonably well.



Listening to Mr. Corelli telling me not to hold myself back during our lessons brought to mind a thought Pascal expressed, “Respect means, putting yourself out there.” This has provoked me to consider what I want my relation to music to be as a thing which is performed, since I see that I could, now, become a performer as well as a composer, and I see that this might even be good practice for me, as I “respect” myself more, and learn better exactly what it is I am meant to do with my life, as I surely am meant to make music and write it down. To do that, I will want to learn more music—probably at a school—and to make more music (with musicians). For now both the singing and composition are bearing rich fruit as a music assistant for the College, and in the longer term they have provided me with better questions to interrogate the present with.



**Dolan Christopher Polglaze '24**  
**University of Vienna (Universität Wien)**  
Vienna, Austria  
Course: Intensive German  
Instructor: Jose Mertola  
Duration: July 5-29, 2022  
Credits: 4 ECTS (European Credit Transfer System)

As I reflect on my summer spent learning the German language in Vienna, I realize that the experience has both strengthened and clarified my desires for my future. I set out on the course of study with the understanding that knowing German would serve me well since I plan to dedicate my future to environmental law or international policy work, since Germany has recently emerged as a world-model for environmental policy. Over the course of the summer, however, my love of the German language itself blossomed in a way that I could not entirely have expected. I became enamored with the linguistic structures and mode of expression that the German language embodies.

I found myself sitting in various cafes translating German poetry as best I could, and eagerly trying to express myself in German whenever I had the opportunity. I am grateful that I have begun this journey not only for the sake of my future career, but also for the sake of the language itself. Leaving Austria, I was filled with an eager desire to return and continue to deepen my relationship with the German language. I feel my life will be infinitely enriched by the experience that I began this summer.

The language program itself was phenomenal. Even though I was spending four hours a day in class, I always felt motivated by the progress I was making, and the teacher was both entertaining and serious in perfect proportion. The language center (Sprachzentrum) at the University of Vienna is an established and well-run institution, and I would highly recommend their courses to any students considering a German language course.

My St. John's education improved my experience in a few notable ways. I think that St. John's always asks us not to simply take each reading as it is, but to always go deeper and to ask ourselves how the work relates to our own being. I quickly followed that same wisdom as I began to learn German: I practiced speaking and translation constantly, even though the process was often difficult and certainly humbling. The conviction that St. John's has built in me helped me to be a better, more interested student even outside the context of the St John's classroom.



## **James Siranovich '22**

**European-American Musical Alliance (EAMA), Paris, France**

Course: Orchestral and Operatic Conducting Program

Instructor: Dr. Mark Shapiro, conductor and teacher

Certificate



For the second summer in a row, I had the privilege of working with EAMA faculty on conducting, harmony, counterpoint, analysis, and general musicianship. EAMA was started 27 years ago by Dr. Philip Lasser, longtime Professor at the Juilliard School, and is very much committed to teaching in the tradition of the late Nadia Boulanger (1887-1979), one of the finest musicians and teachers of the 20<sup>th</sup> century. Mlle. Boulanger took a “Johnnie” approach to music, whether she was aware of our College or not. Harmony, counterpoint, analysis, conducting, and composition were all integrated, such that all aspects of her program reinforced one another. She firmly believed that every musician, whether professional or amateur, should have the same rigorous training that a composer receives, and should learn to think as a composer thought. Above all, the teaching of music was never to be divorced from sound; Boulanger had little interest in purely academic writings on music, although she was a brilliant scholar herself.

As at our College, all students at EAMA are required to sing in Chorale. Our unofficial theme song, “Sicut cervus”, was included in the long and diverse repertoire list. Chorale met twice a week for four weeks, and we gave a good concert on the penultimate night of the program. Composers, conductors, teachers, and chamber musicians all had masterclasses specific to their disciplines, but otherwise we were all enrolled in the same harmony and counterpoint classes, and attended the same analysis lectures, although there were different levels of classes according to ability.

My career goals remain the same—to make music at the highest possible level, and to join the faculty of our College. The teachers were so extraordinary, and often operated more in ‘tutor’ than ‘professor’ mode, that I feel the EAMA studies have helped me come closer to both my career goals.

I heartily recommend EAMA—the Summer Institute, the online Academy, or both—to any Johnnie of a musical bent who wishes to learn craft, to go deeper into what we explore in Freshman Chorus and the Sophomore Music tutorial. Even after years as a professional musician, I found that my mental hearing and general musicianship improved exponentially, and in fact I am enrolled in some Academy classes now, and plan to go back to Paris next summer to continue. Please feel free to reach out!

## **Lirian Selene Spolaore '23**

### **Coursera, California**

Mountain View, California (online)

Course: Foundations of User Experience (UX) Design

Instructor: Google

Duration: Self-paced

Certification of Completion

Thanks to the Pathways Fellowship, I had the opportunity of taking a course on User Experience Design through the Stanford-founded website—Coursera. I recommend the course to whoever is interested in dipping their toes in the field. The classes are self-paced and easy to follow. This is very convenient for students who have other duties to attend but are still willing and eager to learn more. However, this course also has peer-reviewed assignments, so even if it is self-paced you can still get feedback from students and feel like they are not on this alone.

I am extremely thankful to the Pathways Fellowship for allowing me to take this course. I had done a bit of research on User Experience Design, but there is nothing better than an “on-the-field” experience to properly learn how a day in the life of a User Experience Designer goes. Although I did not work in an office or in a start-up company, I still got a feel of what it means to work in the field. Many UX Designers work from home, and many have to set their schedules based on the amount of work they have to do; while taking into account that burnout can happen and then they work accordingly. Through this course, I was not only working from home in a similar environment, but I also completed some projects that I could then input into a portfolio.

Despite my inexperience at the beginning of this course, by watching the pre-recorded videos, reading articles, and also taking advantage of the many resources that Google offered, I was able to enrich my knowledge of the job and also do projects that improved my ability to talk about UX Design, as well as doing some actual design. I had to do a project in which I interviewed people through a survey to discover what the target audience of a pre-order album app would be and what their needs and struggles would be so that I could create their *personas*—fictional characters that have characteristics of the main target audience of a product.

Additionally, I got to learn how to distinguish what good and bad UX design is and how crucial it can be to daily life. Have you ever pushed a door that you were supposed to pull or tried buying things online, but the website is so confusing that you have gotten frustrated? All of that is just a product of bad User Experience Design because UX Design is supposed to help the users to have the best experience by making it more accessible, user friendly, and considering any difficulties and struggles that users might face.

I feel like St. John’s has helped me in taking this course by fostering clear thinking and communication skills, which are most definitely needed in a career like this, since most UX Designers need to collaborate with multiple people and teams—such as software developers, stakeholders, product managers, etc. People desperately need assistance in structuring their work tasks, data, and thinking. I am positive that St. John’s has prepared me well on all the parts that matter most and are needed in this career.



## **Honor Stanton '23**

**Cornell University**, Ithaca, New York

Course: Introduction to the American Legal System

Instructor: Professor C. Evan Stewart

Duration: Three-week course and three-week internship

Credits: 4



I first heard of the Cornell Pre-law program and Internship through the Career Development Office. I was very interested as I was considering going into law in the future, something which I am now more certain about due to the Cornell course. I was also curious about what a law course would be like and if I would be able to adjust from the St. John's program to a law school style class. There were some initial problems, mainly me hearing that the class would be taught in Socratic method and assuming it would be analogous to a St. John's seminar, rather than each student being quizzed by the professor on the content of the readings. Though it was a difficult adjustment from a discussion-based curriculum to the course's method of teaching, St. John's did prepare me well for reading cases and parsing through them for relevant information, something that became easier and more intuitive as the course went on. As difficult as it was to take my first pen and paper exam in four years, St. John's papers did prepare me well for the essay portion of the American Legal System exam, and it was a good

experience of more conventional teaching that showed me that I could, in the future, use what I learned at St. John's College in further education. Crucially, the class gave me the chance to see the bones of cases, what materials lawyers needed to gather, how interviews with witnesses functioned, and insights into how judges made their decisions. When the course ended and the internship stage of the program began, I also had the opportunity to ask other lawyers involved about the law school application process and ask how they had achieved their bar licenses, as well as see how they operated on a day to day basis. Overall, from the Cornell Pre-law and Internship program I learned that not only was law something I was interested in, but that it was something I actively wanted to pursue in the future, and what aspects of law had the most appeal for me.

I would recommend the program for other students. I found it a valuable experience not only in the subject matter, but as a way to experience a more conventional college experience within a shorter time frame, which could be useful for anyone looking at pursuing a further degree. The program itself, with its combined course and internship, gave me both theoretical knowledge of law and the chance to see it implemented. For anyone looking into law, this could be an invaluable experience.

## **Jessie Tagliani (A22)**

### **Marchutz School of Fine Arts**

Institute for American Universities & the  
American College of the Mediterranean  
Aix-en-Provence, France

Course: Painting 101 and Art Criticism  
and Aesthetics

Instructors: O'Neill Cushman and  
Pauline Betrancourt

Duration: 6 weeks

Credits: 6



For the last half of this year, I eagerly awaited the start of summer: I had decided to enroll in the Marchutz School of Fine Arts in Aix-en-Provence so that I could master the basics of oil painting. I had never seriously painted with oil in my life before, and I wanted to try something new—and perhaps gain a new skill out of it!

In hindsight, however, learning to paint was just one component of an experience that was broader, richer, and more exciting than I ever could have anticipated. It turns out that the Marchutz experience was also one of immersion into the French culture, and an introduction to a manner of art criticism that will surely serve me for the rest of my life.

With regards to the art course itself, the first two weeks were spent learning how to draw and copy from the sketches done by the great masters of art—such as Rembrandt, Van Gogh and Delacroix to name but a few. In doing so, we learned how to correctly place shadows in relation to the contour lines of the figures and landscapes. Moreover, these exercises meant that we also got to experience a broad range of styles and manners with which to represent human figures and landscapes.

All of these practical drawing exercises were getting us ready to take the next step: oil painting in the landscape itself. At the start of the third week, we received a set of oil paints, an easel, a palette, several cardboard canvases, two brushes and a backpack to put them all in. For the next few weeks, we would collect these items at the start of each day and take a 20-minute bus ride out to the foot of the nearby mountain called Sainte Victoire. There, we proceeded to paint the surrounding landscape for about 3-4 hours, each day focusing on different motifs or trying out new techniques.

Over time, I was able to discover my personal style of representing the world around me. In doing so, this has given me a newfound confidence in myself: I feel like I have discovered a new tool with which to describe my lived experience (in addition to writing poetry, for instance). It is a powerful feeling to know that I can share my understanding and insights with other people in this way, and perhaps help them in as yet unforeseen ways.

The other major component of the Marchutz art course was the introduction to art criticism and aesthetics: every week, we would read a short text pertaining to the interpretation of art. These texts were from extremely diverse backgrounds and fields: for instance, we read an essay by Flannery O'Connor (a famous novelist from the 20<sup>th</sup> century) as well as an excerpt from Dante's *Paradiso* (the third book in a 15<sup>th</sup> century Italian poem). However, I came to greatly appreciate the range of subject material, because it caused me to think much more about art as a broad, overarching concept instead of being just relegated to a visual format.

**Joshua L Tague '24**  
**Catholic University of America**  
Washington, DC (online)  
Course: Intensive Elementary Greek  
Instructor: Luke Maschue  
Duration: Six Weeks  
Credits: 6



During the summer course, it was clear that the grounding principles I had acquired in the first two years of St. John's Greek set me apart. As this Greek course will likely fill requirements in my graduate studies, success was quite important. I believed St. John's enabled me to reach top marks in the summer program.

After the Greek course, my goals for the future remain relatively similar. I still plan on attending an intensive Greek course again next summer, since many of the graduate programs I am considering require it, but I will also be implementing further study of a modern language as well (a common requirement in graduate programs). I hope to study a modern language at Middlebury's summer program.

In review, I would recommend both the Pathways Fellowship and Intensive Greek at Catholic University, but with one warning, be prepared. The Catholic University program is a challenging program with large readings and an onslaught of content to attempt to master. With that said, it is quite rewarding.

The Pathways Fellowship allowed me to test the waters for my future. During the summer "break" I started a six-credit course as the school year ended. My studies continued and to a certain extent intensified. This challenge allowed me to push myself and test my ability to remain focused on my academic pursuits. I am most grateful for the opportunities the Pathways Fellowship has provided me.

## **Madeleine Weaver '22**

**Marchutz School of Art**, Institute for American Universities & the American College of the Mediterranean

Aix-en-Provence, France

Course: Painting and Drawing 1 Foundation 107 and Art Criticism and Aesthetics 311

Instructors: O'Neill Cushman and Pauline Betrancourt

Duration: six weeks

Credits: 6

When I first applied to the Pathways Fellowship I was beginning to feel that “what’s next” dread that comes with graduating college. I knew for certain I wanted to point my compass towards a career in art; my time at St. John’s only encouraged my passion for fine arts in the last few years. However, “art” encompasses a broad range of skills and professions and it is clear in my application essay to this fellowship that I wasn’t sure what specifically I wanted to specialize in. I waffled between curation and creation, education or restoration.



It wasn’t all uncertainty. I knew what kind of art I liked, I knew I liked to talk about works of art like we talk about the Great Books, and I knew if I wanted to obtain any kind of degree in fine arts I would need a certain amount of experience and work for a portfolio. The summer course offered at Marchutz was the perfect program for what I was certain of. The intensive six-week class in the south of France explored the masterworks of mainly impressionist painters, held seminars on works of art and writings on technique, and encouraged and facilitated its students to practice their own art every single day.

The weekly seminars were always fascinating as the art class ended up being predominantly people from St. John’s. I feel like this elevated the conversations we would have in class. I felt particularly confident when I signed up to ask the leading question because I feel my degree from St. John’s has taught me to read more critically. I felt equipped to unpack questions like “what makes a work of art?” When reading the letters of Vincent Van Gogh and discussing them in class, I felt like I could connect with his art on a deeper level. Whatever first drew me to St. John’s is the same desire I have to stand in front of one painting for hours just talking about it with others.

Something new that I learned during this course was how to silence that inner critic we all have to push forward and complete my art. For a couple weeks, we hiked four days a week to Beaurecueil to paint the landscape (sometimes twice a day to paint the sunset). Our instructors had us sketch in whatever free time we had. In the silencing of the critic and the new motivation to make art every single day, I have enough pieces to begin a portfolio, which I had most hoped to achieve on this trip.

Over these six weeks I found myself mainly drawn to the field trips dedicated to painters who were known to have been inspired by southern France. As a class we practically traced the footsteps of Paul Cézanne and had seminars at his old atelier discussing where he could have

stood to paint all his iconic Sainte Victoires. We read the letters of Vincent Van Gogh to his brother during his years living in Paris, Arles, and Saint Rémy, and then took trips to the latter two places to discuss the progression of his work. These trips quickly began to pique my interest in art history. I struggled with history in high school, and though reading the classics helped me get better acquainted with the subject, I've never felt so connected to history than when it is specifically about art. On the field trip to Arles, following a fascinating conversation wherein the class had to speculate in what order three of Van Gogh's "Reaper" were painted, my instructor, Mr. Cushman mentioned that one of the three paintings was in a small gallery in the middle of a national park just south of Amsterdam called the Kröller Müller museum.

When planning my trip to France for the Marchutz class I gave myself ten days after the program to backpack around Europe and ruminate on all that I would learn. As the end of the program neared and I began planning the rest of my trip, all my desired destinations were museums around the world. It started with frequenting the Musée Granet in Aix-en-Provence, and then it was hearing about the Kröller Müller museum, which holds the second largest collection of Van Gogh works, behind the Van Gogh museum itself. I booked a stay in Velp, Netherlands and took a bus to Otterlo where the national park is. I then had the opportunity to take an enchanting bike ride through the woods to find one of the most beautiful galleries I've ever seen. I ached to see the Rijksmuseum in Amsterdam for a deep fondness of Rembrandt and did so the following day. I mentioned in my application essay having a transcendent experience in an art seminar in front of Rembrandt's Bathsheba so I made a stop in Paris for a day and a half just to go back to the Louvre. I even found the time to stop by the Musée Marmottan Monet, which is where I truly fell in love with impressionism and specifically Berthe Morisot, the first female impressionist. On top of those museums I also visited the Arnhem Museum in Arnhem, Netherlands and the Musée des Beaux Arts and MuCEM (Museum of Civilizations of Europe and the Mediterranean) in Marseille, France. As I touched back down in America, I realized why I was drawn to the arts, why I didn't give up on history, and why I have such reverence for the classics; I think I have a thing for museums.

Ideally my dream would be to talk about paintings, to lead the tours; a docent. Yet the more I think about it I would do *anything* to be a part of a museum. I'd train to work security, sit at the front desk all day, I'd even mop the floors. Of course, I also learned that my educational career is not going to end with St. John's. With this newfound fascination with museum curation I want to pursue a graduate degree in either Art History or Museum Studies. Now that I have completed this program I now have credits in art centered classes and a burgeoning portfolio that I am eager to fill should they be requirements. Marchutz, the art school hosting the program I attended this summer offers an MFA in Art and Art History which includes a work study semester as a docent. If I can't find an art school I like in America, I know I can always go back to France.

Accepting this fellowship allowed me to take a step away from all that post-graduation dread and really immerse myself in what I truly enjoy doing. It was the perfect opportunity to develop my independence, and I got the chance to discover what it means to live for my craft, an experience I can't recommend enough. Making art, reading about the painters and discussing their greatest works became a source of clarity for me. I still have a lot of planning to do, but at least I now know what comes next.



## **Spencer Wollerton '24**

**Virginia Commonwealth University**, Richmond, VA

Course 1: Intro to Mathematical Reasoning

Instructor: Ghidewon Abay-Asmerom

Duration: May 23-June 23, 2022

Credits: 3

I took this course to begin completing prerequisites for a graduate school degree in Mathematics. The course material for the class was primarily focused on methods and subjects of mathematical proofs; for example, the class covered direct proofs, proofs by contrapositive, and proofs by contradiction, and then applied them to problems in algebra, combinatorics, and set theory. The types of proofs were immediately familiar from the mathematics course of study at St. John's. Proof by Contradiction is, in essence, just another name for Euclid's *reductio ad absurdum*, wherein the method of proof involves assuming an alternate to the given statement and showing its impossibility. Naturally, the St. John's curriculum helped massively in proof structure since Proof by Contrapositive and Direct Proof are so familiar from Euclid. The other half of the curriculum was certainly less familiar to the first two years of our curriculum as a natural result of the highly geometrical focus, though even this early into my Junior year I can recognize some other familiar concepts from the class, and I expect it shall help me more throughout the rest of my time at SJC.



It should also be remembered that this course was taken synchronously online. Since it started so soon after the end of the spring semester here at SJC, I had to keep up the work quite well with the extremely accelerated pace of the class, since I learned in five weeks what usually gets a whole semester to sink in. Despite the brutally fast nature of this course, however, it was definitely very helpful to gain a more complete and varied understanding of proof, and I do recommend a course of this nature to anyone interested in proofs or sharpening their general logic, since that is often a natural result of this sort of mathematics.

## **Course 2: Multivariate Calculus**

Instructor: Mark Schwitzerlett

Duration: June 13-August 4, 2022

Credits: 4

Multivariate Calculus is another course I took as a common requirement for higher-level mathematics, since most senior-year level or higher mathematics courses require extensive calculus knowledge. This course's subject matter was wholly focused on vectors and calculus operations in three-dimensional space, expanding the understanding of calculus from its 2D groundwork. With differentials and derivatives, the course showed how to do operations with them in functions with multiple variables, along with some multivariable functions wherein the

variables are themselves defined by other functions. As a result of this, defining functions implicitly and writing out all the symbols for change in variables, such as  $dx$ ,  $dy$ , and  $dz$ , was very crucial to keeping up with what was going on in a given problem. With integration, on the other hand, the focus was largely upon using multiple sets of bounds to identify areas, volumes, and that sort using two or three integrals at a time. The course also encouraged taking other classes such as Linear Algebra or Differential Equations to get further into some of the concepts that were necessary for this course, such as functions which were defined using vectors rather than simply  $x$  and  $y$  variables of the traditional Cartesian function.

Since this course was longer and required me to be on campus, I got a full experience of VCU as a student living in a dorm there for the program's eight-week duration. This also required me to remain heavily focused on academics throughout the summer, as I was so immersed in the campus, instead of the traditional summer job or camp. As a result, however, I found myself somehow less burned out than I expected, since I had to focus myself on a solid routine, which helped me keep up schedules despite my classes being late on weekday evenings. Though the schedule itself was certainly difficult at first, this is another course I recommend, for a few other reasons beyond the simple effect of improving one's own routine. The aforementioned focus on implicitly defined differential equations has so far already carried forth well into my Junior Math course here at SJC with the Leibniz readings, and I suspect it will also help me immensely in my lab class along with future parts of the math tutorial, just as the set theory from the other course likely will. I thoroughly enjoyed both of these courses, and feel all the more excited to focus more on mathematics after I graduate from SJC.

## **Rose Meien Zhang '23**

**UCLA Extension, Los Angeles, CA (online)**

Course: Python Programming

Instructor: Bianca Cung

Duration: June 25-September 3, 2022

Credits: 4

I think my work at St. John's at first glance seemed very irrelevant to the course because it offered a very systematic way of learning computer programming. But I found that when trying to solve problems or write codes it was a similar process of trying to solve problems in mathematics tutorial, and also learning different commands felt a little like learning Greek or French so it came rather naturally.

When I was taking this course, I wanted to go into astrophysics, trying to help with Mr. Beall with the astronomy. But now my career goal has steered towards medicine and psychiatry after the summer working and taking this course. However, it has helped me tremendously as I think it's a good skill to have in my back pocket.

Taking this course broadened my career options after graduating, I can apply for jobs that need Python skills.

The course helped me learn that I need better time management skills. I'm good at time management, but I realized there are places to improve upon especially through this course. As I was working for two departments on campus this summer, I found it hard to keep up with the course at times. I've also learned that I'm not completely lost in learning computer science as I often dismissed myself as not being mathematical or scientific. I've learned that if I give myself a chance, there's really nothing I cannot learn.

I think it's a great program, it's very straightforward, no discussion, which might be different to the typical St. John's experience. But it definitely gave me a good insight into what traditional college classes are like.

