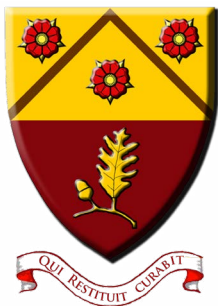


The Franklin Delano Roosevelt Foundation

@ Adams House, Harvard College

Roosevelt Scholars Program
Summer 2021 Final Report



THE FRANKLIN DELANO ROOSEVELT FOUNDATION

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October 10, 2021

Dear Friends,

It is with great pride I submit to you the final report for the 2021 Roosevelt Scholars program.

Thanks to an extremely generous alumni donation, we were able to increase our cohort this year from six scholars to ten, and despite the demands of yet another remote summer, we've expanded and enhanced the academic practicum, "*Framing the American Experience*" to a such point that in a few years, it might be possible to use it as a model at other universities to help create the "informed citizenry" Franklin and Eleanor Roosevelt believed so essential to the survival of our democracy. Certainly, in reading our scholars' experiences, one is struck by their admission of how little they knew (or in some cases, cared) about the history and workings of our nation before joining the program. It's truly gratifying then to hear their surprise and pleasure at their new-found knowledge of how our past informs our present, and how they can help shape our future.

Equally important, especially in this remote year, was the one-to-one relationships many of the scholars developed with their project leads. If truth be told, the academic and professional demands of their new roles were something of a surprise for many of the scholars—rather like being thrown into the deep end of the pool and told to swim—but the kindness and consideration of the project leads made sure that their wards not only made it back to the edge, but actually thrived in their new setting. As you'll read, the scholars have gained skills and established work patterns that will benefit them throughout their remaining Harvard years and well into their working lives.

Next summer, *deo volente*, we will be back live in Cambridge with a new group of ten scholars, and the adventure will begin anew.

I can't wait... And I hope you feel the same!

My sincerest thanks to all of our supporters who make this endeavor possible.

Michael Weishan '86
Founding Executive Director

Mireya Sanchez-Maes: *Classics, Race and Power*

I am David F. Elmer, Eliot Professor of Greek Literature and Chair of the Department of the Classics. This summer I have been fortunate to have the assistance of Mireya Sanchez-Maes, a Roosevelt Scholar, who joined a team I assembled to help me develop a new course for the spring semester, entitled, “Classics, Race, and Power.” Through study and discussion of the classical world and its later reception, the course aims to examine various ways in which classical antiquity has intersected with structures and ideologies of oppression—and has also animated acts of liberation and resistance. The course aims to do more than simply provide an overview of the current state of the subject; it aspires to undertake important, original work in response to the current reckoning over racial injustice in America, a reckoning that has been echoed by a corresponding crisis within the discipline of Classics.



The work Mireya has done this summer has been essential to the progress our group as a whole has made. At the beginning of the summer, I laid out a range of possible topics for members of the research group to pursue. Mireya chose to focus on the so-called “Greek trilogy” of Los Angeles playwright Luis Alfaro. After reading all three plays and a good portion of the available secondary literature, Mireya was able to make excellent suggestions about which play should be included in the course, how it should be framed, and what kinds of writing assignments could be designed in conjunction with it. She then moved on to one of the fundamental studies of Black classicism, Patrice Rankine’s *Ulysses in Black*, distilling from that text suggestions for other works and topics to be included on the syllabus.

Mireya had no prior exposure to the discipline of Classics, apart from reading selections from the *Odyssey* in high school. Nevertheless, her contributions were just as valuable as those of the two other members of our team, who were graduate students in classical archaeology and history, respectively. Mireya is an outstanding scholar: overflowing with curiosity and energy, she has an extraordinarily keen intelligence and a natural inclination to question assumptions and to ask big questions. I was so impressed by her work that I asked her to continue working as my RA. I have told her that I will be happy to continue to provide mentorship throughout her time at Harvard. I look forward to seeing where she decides to go with her remarkable talents!



Mireya writes: “Coming into college, I knew very little about American History. Lack of textbooks and resources at my high school meant that the majority of what I did know was self-taught and incomplete. After completing a full year in college, I knew I had to fill in the gaps. Participating in the Roosevelt Scholars program helped me immensely. Through discussions, lectures, books, and virtual field trips, I learned more about United States history than I could have possibly imagined. But more importantly, I’ve discovered a passion for history I never knew I had.

Getting to conduct research with a Harvard professor was amazing! I had a lot of control over the direction of the project and received tremendous amounts of support from both my project lead and the Roosevelt Scholars Program. Now, I feel I’ve gained valuable mentors within the Harvard community that I can learn from throughout my academic career.

Perhaps most valuable, are the friendships I formed with the other Roosevelt scholars. The small class size meant I got to know each person closely, and I learned just as much from the students as I did from the teachers. It felt good to learn alongside other passionate low-income students, and I’m excited to have these friends throughout my time at Harvard.”

Luciana Soria-Robles: *Women of Color and Firearm Violence*



I'm Caroline Light, Senior Lecturer and Director of Undergraduate Studies in Women, Gender, and Sexuality Studies at Harvard. I study firearm and related violence from an interdisciplinary perspective focused on the ways gender, race, and sexuality influence firearm use and misuse in the U.S. This summer I assembled a team of scholars to investigate how women, and specifically women of color, acquire and use firearms. We gained access to the Restricted Access Data in the CDC's National Violent Death Reporting System (NVDRS) and mined that large data set for answers to our questions about gender, race, and self-defensive gun use. Over the course of the summer, Luciana contributed to multiple facets of our project:

- Helped code Law Enforcement and Coroner reports to determine the validity of self-defense claims in female perpetrated gun homicides deemed justifiable
- Conducted research on Stand Your Ground pre-trial hearings, to determine the prevalence of such hearings across the states that have SYG laws. She also helped

gather cases (mining digital media and newspapers) of women who denied access to exoneration via SYG or justifiable homicide after shooting their abusive partners or ex-partners.

- Searched legal databases for primary and secondary materials on the exclusion of felons from self-defensive gun possession and use
- Performed research to find relevant/up to date links to go in a blog post on women's self-defensive gun use
- Attended a meeting and strategizing session with partners at the Texas Criminal Justice Coalition (TCJC) to discuss the process of drafting model legislation about amending SYG laws to address the needs of Intimate Partner Violence (IPV) survivors who defend themselves with violence.

It was a pleasure working with Luciana and we wish her all the best.



Luciana writes: "This summer I learned a lot not only from the research and class aspect of the internship, but also from the overall experience. This was the first time I've ever worked directly with a professor on any project. A virtual freshman year for me meant that I was not able to get as close to my professors as I would've liked. There weren't as many opportunities where I could talk to them one-on-one as I assume there would've been in a regular school year. Because of this, I was initially really nervous to begin this close relationship with Professor Light. To my luck, she was really welcoming and open to ideas from the first meeting we had.

In general, I learned how important it is to efficiently and effectively communicate with everyone you're working with. Working alongside a professor or within a team requires that everyone is on the same page. Although that seems like a simple lesson, in practice there was still a lot for me to learn. In the future I know that I will be able to contribute more and work better with others because of this experience.

My other amazing takeaway from this summer is that I discovered an interest in law. A few of my assignments required reading and looking for different laws and cases for our data base. This was something I had never done—or even thought of doing—in the past. I was very surprised when I realized how much I enjoyed reading the cases and going from law to law in different states and also seeing their effects in our society. This autumn I decided to look into courses that fall within this academic interest to see if it's something I want to pursue in the future!

Overall, I'm really grateful to have had this opportunity this summer."

Melanie Armella: *Anti-Bias Training for Novice Teachers*



I am Virginia Lovison, an advanced doctoral candidate at the Harvard Graduate School of Education, and had the privilege of working with Melanie this summer as part of the FDR Foundation Fellowship program. Melanie served as an outstanding assistant on our research looking to understand the effect of anti-bias training on novice teachers. I think the key benefit of this role for Melanie was exposure to all stages of the research process from project planning and team management to data cleaning and analysis. In terms of concrete takeaways, she learned effective memo writing skills, how to “manage up” her supervisors, and how to navigate common challenges that arise in cross-disciplinary teams. Perhaps most importantly, she developed a strong professional voice throughout the course of the summer, and by the end of our time together, she was speaking up confidently at meetings and trusting her contributions as an emerging scholar. It would be an absolute pleasure to work with Melanie in the future, and I can’t wait to see what she goes on to do next.



Melanie writes: “Under Virginia’s guidance, I was able to broaden my understanding of the research process and PhD programs. She took me under her wing and really became a mentor to me. I did not have much prior experience in research and had little knowledge of what a PhD program entails. Virginia was always willing to answer any of my questions and patiently taught me how to use many of the computer programs that are commonly used in economic research. Her support and belief in me has made me feel much more confident in my abilities, and this experience has made me feel more prepared and excited about writing a senior thesis. I am incredibly grateful for the opportunity to work with Virginia and learn from her experiences.

I was also fortunate enough to work with the rest of the talented team of researchers. I was able to learn from all of the scholars involved and see how they all brought their expertise together to contribute to this important project. I learned a lot about how team dynamics work in the professional world, as well as how to most effectively communicate within a group to reach our goals. My experience working with Virginia and her team this summer has been incredibly important to my growth as a student and as an individual. I am eternally grateful for this amazing opportunity.”

Lucas Walsh: *Policy, Diplomacy and 21st Century Communication*



I'm Finn Gundersen, Senior Associate at the Global Situation Room, a communications consultancy. In my role I serve as the junior lead on client accounts and supervise our interns and fellows. It was my great pleasure to work with Lucas Walsh this summer. During his internship, Lucas was integral in launching an international relations podcast and delivering results for an innovative tech company. For the podcast, Lucas conducted in-depth research briefs on guests and potential topics, while engaging with journalists to secure media coverage. Lucas also collaborated with the tech company to monitor the media daily for the competitive landscape and emerging trends.

In a fast-paced work environment, I personally knew I could rely on Lucas to independently carry out projects which met the exacting standards of our clients. Without supervision, Lucas researched, pitched, and landed opportunities. Perhaps most importantly, Lucas approached every day with a positive attitude and infectious creativity. Though I don't know exactly which career path Lucas chooses, I (and the team) would be more than happy to offer our full recommendation.

Lucas writes: "This summer, I've learned all sorts of things that I didn't even realize I had yet to learn. I went to a public school prior to attending Harvard, and I received a moderately decent education, but I feel that the historical education I was offered was underwhelming. The FDR Scholars' Program has made that especially clear to me as Michael and Cynthia (and Jed near the end) brought my attention to a nuanced sort of history common textbooks often don't deal with. For instance, I never learned much about the fascinating engagements and conflicts between the Pilgrims and the Wompanoag tribe. Getting a better idea of how Massasoit strategized his relationships with the rival tribes and the strange new colonists was incredible —as was learning about the religious developments of the Pilgrims and the Puritans as they formed



their colonial settlements. Some of the most valuable lessons of the program came as we went along, such as the roles of black Americans in the American Revolution, the nuances of Reconstruction, the danger and power of demagoguery, and the great global initiatives toward universal ethics started by those like Eleanor Roosevelt. I enjoyed the many lessons of the FDR program, and I think it is a great way to counteract somewhat inadequate history education some students (such as myself) may have gotten.

I learned more than just history, however. Through the internship which Michael and Jed helped me obtain, I was fortunate enough to learn a great deal about politics, communications, and professional spaces all while obtaining valuable connections. Michael and I found that the Harvard internships which were available to us weren't quite fitting my interests and skills, so Jed kindly got me in contact with the Global Situation Room. They took me on after an interview process and I worked on a multitude of tasks for the company. I carried out media monitoring for clientele, conducted a significant amount of outreach via email, learned to research for quick turnarounds, picked up skills in finding large numbers of contact information quickly, and pitched ideas in business development. Aside from learning a panoply of general professional skills, I was able to feed my interest in modern politics, diplomacy, and global challenges during my time at GSR. Just listening to Johanna Maska and Brett Bruen (my bosses) discuss the work we would do and current affairs introduced me to the on-the-spot thinking those in leadership have to excel at. Their example has been fascinating and educational to see."

Grace O'Sullivan: *Party Creation and the Evolution of European Politics*



My name is Alex Mierke-Zatwarnicki and I'm a PhD student in the Government Department at Harvard. My dissertation is focused on waves of party creation in European politics -- what has influenced the political rhetoric and strategies adopted by challenger parties across the 20th century? Part of my dissertation centers around an in-depth study of early 20th century British politics, and I was very lucky this year to have support from a bright and enterprising FDR undergraduate fellow, Grace, in my work on Great Britain. Grace helped me scan thousands of pages of historical British election addresses, and process these scans into a dataset of election speeches in the interwar period. Her work was diligent and skilled, and I was struck by interesting patterns she would observe in the speeches and report to me at our weekly meetings. Grace was an efficient worker with a keen eye for interesting political developments, and it was wonderful to benefit from her skills and watch her confidence in them grow throughout the summer. This is my second

time working with an RA sponsored by the FDR Foundation, and I have nothing but great things to say about the program and its effect on the students who participate as well as those lucky enough to work with them!



Grace writes: "The Roosevelt Scholars Program was a really great experience, educationally and personally. I enjoyed the classes, especially when we focused on the parts of American history that we often glazed over in high school. I was particularly interested in the New Deal legislation that helped promote the arts, as well as the field trip to the Tenement Museum. Driven by my interest in art, this was especially interesting to me because I had imagined the tenement to be much less ornate. Yet, I learned a lot about how they managed to make the tenements look quite nice despite a lack of funds. For example, they used piping to directly pipe plaster onto the walls, instead of achieving a similar look through woodwork. The paintings on the walls also interested me, especially since they were generic paintings of fields, which I was intrigued to learn were aimed to be reminiscent of many of the homes of the immigrants living in tenements like this.

Though we were online, I was able to make connections through the program with my peers through different projects. I especially enjoyed working one-on-one with people in the final projects. Since I was on campus, I was able to meet with my peers who were also here in person, which allowed me to discuss many of the topics in a non-class setting, which was helpful to me.

Overall, my summer was very engaging and worthwhile. I learned a considerable amount about my project and I was given the opportunity to have a new perspective on American history. The final articles we read for class about historians and shaping history is something that I will now think about every time I consider history and the way a narrative is presented. I am very grateful for this experience. "

Daniella Saforo: *Nigerian Women's Empowerment in Business*



My name is Pamela Nwakanma and I am a PhD Candidate in the Government department with a secondary field in the African and African American Studies department. My research investigates African women's empowerment in business and politics. More specifically, I look at the variety of ways in which social power moderates the relationship between economic and political power amongst people working in different sectors of the Nigerian economy with an emphasis on women entrepreneurs. This summer, I had the privilege of having Daniella Saforo, one of the Roosevelt Scholars, as my research assistant. As I launched an original, nationally representative survey in Nigeria this summer, Daniella helped me review the recordings of different enumerators that were hired for the survey. She also helped me clean up the pilot and main datasets and create summary tables of descriptive statistics. Per my guidance, Daniella was very self-motivated in completing tasks and was assertive about seeking help when needed from both me and the Institute for Quantitative Social Science. She

exemplified diligence, maturity, and integrity throughout our collaboration. I am indeed grateful to have benefited from the assistance provided by the Roosevelt Scholars program.

Daniella writes: "This summer, I assisted Pamela Nwakanma, a Ph.D. candidate in the Harvard University Department of Government, on her project titled: "The Gendered [Socio-]Economic Determinants of Political Behavior: Evidence from Nigeria." This project investigates the Nigerian gender gap in political engagement by analyzing the relationship between women's economic empowerment and political behavior. As a research assistant, my primary role was to create different data visualizations and quantitative analyses in R programming to illustrate the project's findings. I also listened to survey audios to see how survey research is implemented and how questions could be misconstrued.



This summer, my goal as a research assistant was to better understand R programming and solidify my basic data analysis and research skills. I only took Gov 50 (a data analysis course) in the spring and wanted to use my knowledge from that class in real life. Whenever I faced obstacles, Pamela was patient enough to help me understand my tasks and introduced me to the IQSS data consulting resource. As a result, I was able to reach out to IQSS to help me understand the problems with my code and new lines of quantitative analysis. I had never heard of this before, and I know it will be a wonderful resource for a thesis involving data. Additionally, my team lead has shown me what a pre-analysis plan for research looks like. Since I intend to write a thesis combining government and African studies, I feel comfortable with the structure and research questions needed for a research plan.

Lastly, my goal as a Roosevelt Scholar was to learn more about American History, which I have not explored in-depth. In our seminar, I loved the debates, the thoughtful discussions of other scholars, and the presentations at the end which helped us be more creative. For example, choosing which historical events we would like to teach and leave out in classrooms was a daunting but rewarding task. Through the FDR Foundation and private donors, I had an enjoyable experience this past summer. This opportunity introduced me to academic research, honed my quantitative analysis skills, and gave me more insight into how historical events impact the present. "

Lorelei Wolf: *Ecological Studies in the Congo Basin*



I'm Evan Hockridge, a PhD student in the department of Organismic and Evolutionary Biology and study the ecology of large animals that inhabit the forests of Central Africa. Lorelei was working on a few tasks this summer in the beginning, such as creating a map of different habitats of the region I work in with satellite imagery. It became clear fairly early on, however, that Lorelei has the drive and skill set to work long term on my projects past the scope of this summer. Thus, because she is early on in her undergrad career and I work with a skill-set that is not typically taught to undergrads (especially first years), we shifted to focusing on teaching techniques she could use long term in the lab I work in. This includes programming skills, as well as various techniques in the field of remote sensing, and reading materials pertaining to the type of ecology she will get the chance to interact with. She took to the materials quickly, and I have seen significant growth and maturity in how she thinks about science. I am excited to have the opportunity to continue to work with Lorelei going forward.

Lorelei writes: "I decided to switch from an anthropology track to an environmental science track late into my freshman year, and this decision set me at a bit of a disadvantage with my peers. Suddenly I was two semesters behind in math and science, and I was discouraged, to say the least. However, through the Roosevelt Scholars Program, I believe I successfully assuaged my anxieties. I was able to pursue an internship in the Davies Lab, an ecosystem ecology lab that uses remote sensing to study everything from large herbivores like forest elephants to small insects like termites. While the focus area itself was fascinating to me, it was the community of the lab that truly drew me to it. My mentor ensured that I had meetings with every lab member, whether they be other undergraduates or post-docs. These meetings helped me develop an idea of what it is to be a scientist, of what it means to devote your career to exploring the world around you. They erased my doubts surrounding my own participation in the field, replacing those anxieties with excitement and renewed passion. I learned so much, gaining hard skills like R as well as friendly advice like things to keep in mind when applying for grants and grad school. My role in the lab was not just as an intern but as a student, with every senior member a professor willing to help me in whatever way they could. Because of the Roosevelt Scholars Program and its support, I was able to have this amazing experience, and I am happy to say that I will be continuing my work with the lab into the fall and spring semesters! If I enjoy the work then as much as I do now, I will have the opportunity to perform fieldwork with the lab in Odzala National Park in the Republic of Congo next summer. I am so grateful to have had this opportunity, and am excited to catch up with my STEM classes in the fall!



My work and experiences in the Roosevelt Scholars class were equally as gratifying. One of my anxieties about leaving the humanities for STEM was that I would be denying myself the education that I so enjoyed in the past. I have always gravitated towards history and government, so the thought of completely straying from that path was disappointing to me. This program allowed me to pursue both of my interests fully, and to keep history close to me. I loved reading books like "The Gilded Age" by Mark Twain and thought-provoking articles about the effects of the Civil War and Reconstruction on the world today. Such literature is unlike what I read for my lab, and I was grateful to have had such a diverse curriculum set out for myself. This class, and the people in it, showed me a whole new side of history and a new way to engage with it, and I look forward to continuing my education in this field in the future.

This summer showed me that I can pursue both of my fields of interest, that I do not have to give up one in favor of the other, that I can and will succeed at both. I am beyond grateful for the opportunity to learn more about the world and myself, and I am excited to enter my sophomore year with mind and passion renewed."

May Soshi: *Implications of Organized Crime for Women*

Thank you so much for the opportunity to hire an undergraduate RA through the FDR Foundation. My name is Jessie Bullock and I am in my final year of my PhD in the Government Department. My dissertation research focuses on the electoral implications of organized crime for politics. This summer, my research assistant provided valuable assistance in a new project I am starting about women that join organized criminal groups — focusing on the risk factors for joining as well as how they interact with the state after leaving jail. As I am wrapping up my dissertation, I intend for this to be a related project that looks at inequalities in the implications of crime and violence, possibly for my second book.



My research assistant helped code several large databases linking survey data on women's experiences being incarcerated across several Latin American countries. It was a mutually beneficial experience -- she honed her coding skills and learned about hypothesis development in the social sciences, and I was able to see some preliminary trends in incarcerated women's experiences from the analyses she conducted. Initially, she seemed a little green in terms of professionalization, i.e., she showed up a few minutes late to our check-ins, didn't seem confident to ask for help right away when she needed it, etc. But I saw her becoming more confident and assertive throughout the summer, and feel confident that she not only developed her technical skills, but also took a big leap forward in terms of professional development. We enjoyed getting to know each other and I hope to stay in touch with this motivated, bright student. Again, thanks so much for the opportunity to connect and receive so much high-quality help on this.



May writes: "The Roosevelt Scholars Program was a great opportunity for me to learn more about American History and explore my interests in statistics and the social sciences. When I first applied to the program, I was very insecure about my general worldly knowledge when it came to the humanities and the social sciences. But through this program, I was able to educate myself about American history and become more aware of what is happening around me politically. I really enjoyed all the debates we had in the class; it allowed us to see the two sides of the different arguments and I learned about many different points that I had never thought of before. The class was very rewarding for me and I learned a lot. Cynthia was a great lecturer and she just knows so much! It was delightful going to class everyday and learning something new.

The program also allowed me to do social science research and see what that's like. As I said earlier, I didn't have much experience with social sciences or the humanities, much less social science research, so this summer was a very different and interesting experience. I was tasked to clean and analyze a dataset that included information about crime in Latin America. Cleaning and analyzing the dataset required me to use R coding so I was able to see the intersection of statistics and the social sciences this summer. I also had to formulate hypotheses and explanations for some of the trends I saw which forced me to think outside of the box and analyze the trends in terms of societal, familial, and other factors. All in all, the research aspect was also super rewarding as I am super fluent in R right now and have a general idea of what social science research is all about.

I learned a great amount from this program this summer and I am so glad I was a part of it!"

Jesus Gomez: *Getting Unstuck: Conceptual Fluency for 4th-6th Graders*



I'm Paulina Haduong, a doctoral candidate in Human Development, Learning, and Teaching and a research associate with the Creative Computing Lab at the Harvard Graduate School of Education. My dissertation work is situated in the context of *Getting Unstuck*, a project focused on designing curriculum to support 4th-6th grade students and teachers to develop creative and conceptual fluency. Over the past year, we piloted the curriculum with six teachers across the U.S., collecting data via teachers' reflective journals, classroom observations, and interviews with students and teachers. Jesus Gomez has been invaluable to our data analysis efforts, downloading and organizing student work, editing and cleaning transcripts of interviews with students, and coding interviews and observations. He also presented his work to the lab at several points during the summer, preparing comprehensive summaries of his work and responding to questions from other research team members. Even though this was Jesus's first experience working on qualitative research, he was extremely responsive, thoughtful and methodical, and I am excited for how he will develop as a scholar in the future.

Jesus Writes: "As a result of my summer research, I have gained a newfound understanding of qualitative research and experience working with the research software Dedoose. Before this summer, I only had a vague idea of what qualitative research was. Still, after spending ten weeks cleaning, organizing, and interpreting non-numerical data, I can confidently say I understand it much better. My biggest takeaway was that qualitative research relies on a naturalistic, interpretive approach, as you have to analyze sentences and search for meaning based on logical reasoning and understanding of the project as a whole. An example of this was when I was doing open-coding on the student interview transcripts and noticed an over-arching theme of collaboration. However, interestingly enough, two types of collaboration were seen: one where the student is shown how to resolve their problem, and the other where the student is asked for help completely takes over and does it themselves without actually helping. At first glance, students collaborating seems like a positive thing, but because I read through all the documents, there was something else going on entirely. There were many moments where I had to try to dig deeper and not take everything at face value. Furthermore, I learned the basics of using Dedoose, which opens the door for future opportunities and, overall, expands my skill set.



Regarding *Framing the American Experience*, the way the material was taught gave me a new perspective of history. From my previous experience, the history was not taught with the same amount of passion and genuine interest as this class did. For the most part, in the past, they just put a lot of emphasis on remembering trivial dates for exams. They also summarized events without actually delving in deeper and analyzing all the nuances and information there is to know. I also appreciated that we went over events that are either overlooked or simply not gone over in history classes, such as the reconstruction period and the involvement and impact that slaves had in winning the civil war.

Likewise, I experienced something similar to how I think about politics, which made me rethink my amount of interaction. Previously, I gave no regard to politics as I found it overwhelming and thought it was enough to check the news occasionally.

Still, as cliché as it may sound, I now know the degree to which it impacts our lives directly and in the future. I can not pinpoint an exact moment where this changed occurred over the summer. Still, because of our discussions and all the new information I learned, I realized that even decisions made a century or two ago still affect us. That was all due to this class—everyone's interest in the material was infectious! Thanks to this program, I also plan to get more involved in advocacy: the sidelines aren't really an option."