



Department of Sociology, Anthropology and Criminal Justice

Rockville and Takoma Park/Silver Spring Campuses

Shinta Hernandez, Editor and Katie Torkashvan, Layout

June 2020

Greetings, Colleagues! I hope the start of the summer is going well. I trust that you are staying safe and healthy during these very challenging and uncertain times. When Montgomery College embarked on remote work in mid-March due to the global public health crisis, faculty and staff in the Department of Sociology, Anthropology, and Criminal Justice quickly engaged in conversations that helped us develop an action plan. We engaged in operations that minimized disruptions in our lives as well as those of our students, all the while ensuring that the safety and well-being of everyone was paramount.

During emergency remote teaching and learning, our Department continued to deliver high quality instruction to our students. We engaged in proactive virtual advising with our students. We provided our students a platform for their accomplishments to be showcased. We exercised empathy and flexibility with our students. By doing all of this, we showed our students what resilience and recovery from a pandemic look like. We showed our students the importance of community support and humanity.

More recently, the nation has been experiencing an unrest that has been seemingly more difficult to swallow than in the past. We are seeing the building blocks of communities break down right before our very eyes, all in the midst of a dangerous pandemic. We are seeing community members become more anxious, more frightened, and more uncertain as the days pass.

As social scientists, we know one thing is certain... We need to challenge our students now more than ever to find their voice, to be heard, and to take action. It is no longer enough to simply listen to what is going on around us. It is imperative for our overall well-being that we move toward a more just and safer future. Through our three disciplines, we empower our students to be change makers. In our classrooms, we embrace the innovation and foster the courage that our students need to be agents of change. Through our teaching and leadership, we exercise empathy and inclusivity. In this newsletter, we highlight just some of our students' major accomplishments. Our students are here to make a difference... Let's all make a difference with them!

All the best,

Shinta Hernandez, Department Chair



Dr. Dorworth



Dr. Mori-Saunders



Prof. Grubb

"Time to say goodbye..."

The Department is saying its final farewell and congratulations to **Dr. Vicky Dorworth** (criminal justice) and **Dr. Takiko Mori-Saunders** (sociology), both of whom are retiring. Both instructors have contributed in countless ways to the College that cannot be fully described here. The humor, professionalism, and intelligence that they brought to the table day in and day out have been invaluable.

The Department is also saying goodbye to **Professor Debbie Grubb** (criminal justice). Luckily, she is not leaving the institution but is now working in the Office of Assessment under the direction of **Dr. Cassandra Jones**. Having been a member of the Collegewide Assessment Team (CAT) for a number of years, Ms. Grubb's new position as the Assessment and Program Review Specialist offers her greater opportunity to continue working in this space.

The Department congratulates Dr. Dorworth, Dr. Mori-Saunders, and Ms. Grubb on the next chapter of their lives... We will miss you!

Student Highlight: A Research Study on Kurdish Consciousness

The recipient of this year's Outstanding Anthropology Student Award was **Ms. Abigail Turner**. She completed an Independent Study through an Anthropology Rookie Research Endowed Scholarship. Ms. Turner conducted primary research on Kurdish identity in the context of migration to the Washington, D.C. Metropolitan Area. She transcribed interviews with lawyers, artists, and community organizers, and she analyzed them using qualitative software. To learn more about Ms. Turner's research, read her abstract below, and click on this link to her YouTube presentation: <https://youtu.be/GxSAu-EQN60>.

"Kurdish Consciousness: Social and Cultural Identities in the Kurdish Diaspora"

By Abigail Turner

I chose to do my independent study in anthropology about how immigrant ethnic groups maintain their cultural identity within a globalized environment. I decided to focus on the Kurds as this ethnic group is relevant to me because I lived in Turkey for three years, from 2013 to 2016, while I was in middle school. I was too young at the time to understand the political landscape, much less the historic conflict of the Kurds in Turkey. After moving back to the U.S. and starting college, I was able to reflect on my time in Turkey and begin to understand the political climate back then and now. My best friend of 12 years is half-Iranian Kurdish, and I learned a little bit about the Kurds and their struggle from her mother. Due to her stories and my interest in the treatment of Kurds in Turkey, I chose Kurds as my topic for this paper to better understand how they maintain their social and cultural identities in the midst of geopolitical turmoil and continued persecution.

My professor, **Dr. Amy Carattini**, and I came up with the question, "How do Kurds maintain their culture within a history of continued persecution and in the context of migration?" After doing some initial research, I was curious to find out how Kurds are able to sustain their culture despite the hardships they experience. To find the answer to my question, I did participant observations and interviews. I then transcribed my interviews and analyzed them using ATLAS.ti qualitative software to develop a list of 14 codes or topics that repeatedly appeared across my interviews. My resulting interpretation was developed from an understanding of how these codes/topics are connected using anthropological concepts about the performance of identity: *Community of Practice* (CoP) and *Communitas*. A final step was to collect feedback from my interviewees on the first draft of my paper to better understand if I had accurately captured how Kurds maintain their social and cultural identities within their diaspora.

High-Impact Practices in Our Virtual Courses during COVID-19 Times

"Theory, Practice, and Perseverance"

By Professor Ginger Robinson

Each summer, criminal justice students enroll in CCJS 242: Theory and Practice, which requires them to complete 100 hours in the field with a criminal justice agency. This is frequently the final course students need to earn the AAS Degree in Criminal Justice, and they often opt to take the course during the summer after careful consultation with their program advisors. Unfortunately, concerns related to COVID-19 prompted many police departments and other employers to suspend their internship offerings this summer, and the Department feared that CCJS 242 was not a viable offering during Summer 2020.

Because discipline faculty, program advisors, and department leadership recognized that suspending the course would result in delayed graduation, employment, and transfer for many students, they mobilized and they innovated. They conducted extensive student outreach to determine demand for the course, and they began developing virtual and remote experiential learning opportunities for students unable to locate traditional internships. Faculty have also expanded the scope of their community partnerships to include new law firms, advocacy organizations, and nontraditional service providers throughout the state Maryland--and even in other parts of the country. For example, the program is currently cultivating a relationship with a mitigation specialist in Michigan who advocates for reduced sentences for juveniles facing life without the possibility of parole.

As a result of these efforts, the course is fully enrolled at a seat capacity higher than that of previous summer sessions. The enrollment speaks to the resolve of criminal justice students who are dedicated to serving their communities in times of crisis, and the faculty are immensely proud of their work ethic and determination.



Our Department's Signature Multi-Disciplinary Event

"The Poster Session Goes Virtual"

By Dr. Tracie Witte

Each year, the Department of Sociology, Anthropology, and Criminal Justice and the Graphic Design and Illustration Program in the Media Arts & Technologies Department collaborate to create a poster session that brings together the writing of Social Science students with the artistic abilities of Graphic Design and Illustration students. Faculty choose and submit excellent student papers from Anthropology, Sociology, and Criminal Justice classes for consideration in a competitive selection process. Students in Professor Martha Vaughan's Illustration I class then each choose one of the selected papers to work with and illustrate.

As the global pandemic forced the College to move online around the halfway mark of the Spring 2020 semester, the tradition to celebrate these students and their hard work with an in-person poster session and reception seemed to be yet another casualty of COVID-19. But, with the varied skills of **Web Strategy Manager Sarah Kowalski**, **Professor Martha Vaughan** in Media Arts and Technologies, and **Dr. Tracie Witte**, poster session coordinator for the Department, the Poster Session 2020 went virtual!

This year's exhibition features abstracts from 20 student papers and 20 student illustrations and can be found on the Department pages for both Sociology, Anthropology, and Criminal Justice (Rockville) and Media Arts and Technologies (Rockville). The student work covers a wide range of topics, including the trials of OJ Simpson and the "Night Stalker", analyses of Farmers Markets and the "Rocky Horror Picture Show", discussions of social issues like gentrification and immigration, and much more. Even though our lives may be more virtual, we can still celebrate the excellent, collaborative work of Montgomery College students. Be sure to check out the student illustrations and abstracts for the student papers!

<https://www.montgomerycollege.edu/academics/departments/media-arts-technologies-rockville/annual-poster-session/index.html>

Anthropology Day 2020

Held throughout the week of February 18, Anthropology Day was celebrated across the College. This is typically a day for anthropologists to celebrate and share anthropology with the world, but we simply could not contain all the excitement on just one day. Led by **Dr. Amy Carattini**, the College hosted numerous anthropological events that week. Students had an opportunity to try their skills in prehistoric pottery making, participate in an atlatl spear throwing contest, hear about the early African American communities in Montgomery County, learn how the early Viking settlers transformed the landscape of Iceland, view a documentary on food insecurity in the U.S., and learn about the globalization of the Snickers candy bar. A food drive concluded the week. Many thanks to the anthropology faculty who contributed to this successful event: **Dr. Amy Carattini, Professor Zev Cossin, Professor Kevin Gibbons, Professor Tanya Icaza, Professor Tara Tetrault, Professor Ronald Nunn, Professor Terilee Edwards-Hewitt, and Dr. Barbara Wolff.**



National Spotlight on Open Pedagogy and Community Engagement



Part time faculty member **Zev Cossin** (anthropology) and his student **Eduardo Chaves Serrano** were part of a national webinar sponsored by the Community College Consortium for Open Educational Resources (CCCOER) on Wednesday, April 8. They discussed their work and experience in the United Nations Sustainable Development Goals Open Pedagogy Faculty Fellowship. Their presentation was entitled “Rooting Out Hunger: Weeds, Anthropology, and Student-Centered Learning.” They presented alongside national experts on open education. The webinar can be found here:

<https://www.cccoer.org/webinar/april-8-open-pedagogy-with-faculty-students/#>

In the National News on Policing and the Black Community

On Tuesday, June 2, part time faculty member **Captain Sonia Pruitt** (criminal justice) was interviewed by CNN on the national protests and the use of troops in response to the killing of George Floyd in Minnesota. She was also interviewed by MSNBC on Saturday, June 6 on the very same topic. She has also recently engaged in a “Let’s Talk” panel discussion at the College sponsored by the Office of Equity and Inclusion on the American subjugation of the Black community. In addition to teaching at Montgomery College, she is a Captain with the Montgomery County Police Department and is the Chairwoman of the National Black Police Association. Captain Pruitt starts a full time teaching appointment at the College beginning this Fall 2020. Check out her MSNBC interview here: <https://www.youtube.com/watch?v=Mor8SBtj4hM>.

On Tuesday, June 16, other members from our Department served as speakers on “Let’s Talk Part 2” sponsored by the Office of Equity and Inclusion. These faculty included **Captain Sonia Pruitt** (criminal justice), **Professor Emerald Jones** (sociology), and **Dr. Naliyah Kaya** (sociology).

United Nations Sustainable Development Goals Open Pedagogy Summer Faculty Fellowship

Aligned with the Department’s deep commitment to educational accessibility, equitability, and community engagement, **Department Chair Shinta Hernandez** (sociology) and **Dr. Michael Mills** (Vice President of ELITE) offered the United Nations (UN) Sustainable Development Goals (SDG) Open Pedagogy Faculty Fellowship for a third year. The conceptual framework on which this fellowship is based is the set of 17 UN goals that address a wide range of social issues, such as poverty, inequality, climate change, and peace and justice. These SDGs are designed to achieve and maintain social justice and a sustainable future.

Montgomery College continues to partner with Kwantlen Polytechnic University in Canada, and it has also added the Maricopa Community College system in Arizona and SUNY Delhi in New York to its collaboration network. This cohort of 41 faculty fellows has been meeting in the summer to design renewable assignments aimed at combatting poverty, improving education, reducing inequalities, improving health and well-being, and many more!

Included in this year’s fellowship is a handful of part time faculty from our Department: **Dr. Amy Carattini** (anthropology), **Professor Emerald Jones** (sociology), **Professor Tara Tetrault** (anthropology), and **Dr. Gadis Effendi** (sociology). Details about this cohort, the faculty work, and the student showcase will be included in upcoming newsletters, so please stay tuned...



Anthropology Students in the Digital Spotlight

“Digital Storytelling and Anthropology”

By Dr. Amy Carattini

In my ANTH 201: Introduction to Sociocultural Anthropology, I offered my students an opportunity to use the platform of digital storytelling to translate the principles of anthropology into a language and skill set that are applicable to all majors and careers.

In the first part of the assignment that all ANTH 201 students complete at Montgomery College, students engage in a participant observation project where they analyze a cultural phenomenon at a place of their choosing. This Spring 2020 semester, students explored places such as skateboard parks, engineering clubs, and theatrical performances.

In light of our current pandemic situation, some students took this assignment online to conduct digital ethnography where they explored web forums, blogs, Facebook groups, YouTube videos, and other discussion boards to explain, for example, the cultural impact of social distancing on education or how we circulate our memories with one another.

Through participating, observing, and interviewing, students collected primary research data in the form of field notes, transcriptions, photographs, and audio and video recordings. Students then used this primary data to analyze and interpret their chosen cultural phenomenon through a paper where they referenced anthropological concepts to better articulate their understandings of ideas such as cultural relativism (how people all over the world are doing similar things but differently) or how to avoid ethnocentric thinking (the idea that without critical analysis and reflexivity one can fall into the myth of cultural superiority rather than to acknowledge the complexity and holism inherent in each culture). A third objective is to more fully articulate how cultures are dynamic and are fluid in response to cultural interaction over time--meaning that culture is not a vestige of the past but ever changing in the present.

The second part of the semester was then devoted to turning their analyses into digital stories where they integrated their field data into a visually narrated depiction of what they learned. The goal was to create a video that could be shared with a friend or family member, a future employer, or other audiences where their analyses and interpretations could be understood in a language that is accessible to all and that clearly reflects the skills they have learned.

To this end, students were asked to be reflexive in their storytelling and to include their own lived experiences by identifying their cultural norms and values as well as the commonalities and differences that exist between these experiences and those they participated with and observed. They were also asked to reflect on variables such as socioeconomic class, gender, and country of birth as well as to look more closely at their own cultural interactions.

The resulting stories can be accessed here and are categorically grouped. We hope you enjoy!

Culture & Community Building Cindy Tran: **Vietnamese Student Association: Family Night**

<https://youtu.be/FlxtpExS0Xs>

Oscar Soto: **Engineers Without Borders USA: Montgomery College Chapter**

<https://youtu.be/yqu5uVZPALs>

Changing Cultural Dynamics

Nyrene Monforte: **The Rocky Path to Online Higher Ed: COVID-19 & College Freshman**

<https://youtu.be/S5dwt2pxybQ>

Jose Flores: **When They Decided to Close Schools: COVID-19 & Secondary Education**

<https://youtu.be/AchTuF5VCs8>

Gender & Culture

Elsa Sellmeyer: **Magic Portals to Challenge Gender Norms: The Bearded Lady Project**

<https://youtu.be/wdceXIV00Sc>

Faith Tabora: **Gender Ideology & Drag Queen Story Hour**

<https://youtu.be/W6pl-z0MStw>

Cultural Representations

Eva Tsitohay: **The Gift of Theatre**

<https://youtu.be/BPUnAi3iu6I>

Giselle Sotto: **The Culture of Creating Fiction**

<https://youtu.be/kvK-Wn487Dc>

Audrey Hall: **From the Screen to the Juror Box**

<https://youtu.be/A57cTEUrgy0>

Cultural Activities

Serena Vu: **Volleyball Culture**

<https://youtu.be/00UM5a9eC8U>

Luke Bunke: **Skateboard Culture**

<https://youtu.be/MbET--PvyjQ>

Zangel Villanueva: **Cheerleading Culture**

<https://youtu.be/QLcY8sb2Bps>

William Trang: **What is Gym Culture?**

<https://youtu.be/wqAPu2QhTIU>

Culture & Consumerism

Yasmine Toure: **Let's Study Groceries Together!**

<https://youtu.be/kRpwKXV5LCI>

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A Special Place in Her Heart

Part time faculty member **Professor Tara Tetrault** (anthropology) had the honor of having her paper published on the National Trust for Historic Preservation's *Saving Places* site. This story on Judge Sarah Hughes, who attempted to run for President as well as Vice President in 1952, is especially meaningful because the campaign manager was Professor Tetrault's grandmother, Dorothy Titchener. Below is the abstract of this publication:

"A New Era for Women: Judge Sarah Hughes for President!"

By Professor Tara Tetrault

The National Federation of Business and Professional Women's Club (BPW) made history by creating the first campaign to nominate a woman to the Office of the President. After a long campaign, they won a nomination on the convention floor to run for the Vice-Presidential Office. The original goal of the BPW was to elect a woman as President. However, both the Democratic and Republican parties refused, denying women the opportunity to run for President. Thus, the BPW set their sights on the Vice-Presidential nomination. The Democratic Party permitted a woman to run in the election for the role of Vice President. It would even allow a woman to be nominated on the Convention Floor, as long as in her acknowledgement speech she immediately resigned her position, asking her followers to vote for the favored male Presidential nominee. The Republicans, on the other hand, would not nominate a woman at all. In 1952, this was considered a great step forward. What is interesting about this case is not the fact that women were denied the opportunity to run for office but that they raised public awareness across the country.

At the time, nominations to public office were done behind the scenes and decisions presented to the Convention. Therefore, it may have been easy to control who would and would not have the opportunity to run for office or even speak at the Conventions. The BPW proposed to nominate Democratic candidate, Judge Sarah Hughes, and Republican nominee, Senator Margaret Chase Smith. Dorothy Lampton Titchener eventually became the campaign manager for Judge Hughes. Needless to say, Judge Hughes did not win, but this was considered a monumental moment in U.S. history.



Judge Sarah Hughes, Baltimore, Maryland



Campaign Manager, Dorothy Titchener,
Washington, D.C.

May 2020 Professional Week Kicked Off Just Right

With support from the Office of ELITE, **Department Chair Shinta Hernandez** (sociology) helped the College kick off Professional Week in May. She facilitated four highly relevant and thought-provoking presentations. Speakers from the Kansas State University Global Campus, the University of Maryland Global Campus, and Montgomery College engaged nearly 1,200 participants combined on Zoom about hope, resilience, and recovery in the wake of COVID-19. To view the recordings of these presentations, click here: <http://mcblogs.montgomerycollege.edu/thehub/2020/05/18/summer-professional-week-speaker-series-2020/>.

Department Chair Hernandez was also provided the unique opportunity to interview College President **Dr. DeRionne Pollard** and Senior Vice President for Academic Affairs **Dr. Sanjay Rai**. They discussed how Montgomery College has weathered the pandemic and what employees can expect moving forward, including the newly created Summer Professional Development Institute. To see the interview, click here: <https://youtu.be/QlyvpYpy-Pc>.

To learn more about the Summer Professional Development Institute, please visit its website: <https://www.montgomerycollege.edu/offices/elite/summer-institute.html>

American Alliance of Museums and the LGBTQ+ Community

“AAM’s LGBTQ+ Alliance”

By Professor Terilee Edwards-Hewitt

In addition to teaching anthropology part time at Montgomery College, I also work in a museum, Alexandria Archaeology. Alexandria Archaeology is part of the Office of Historic Alexandria, a department within the City of Alexandria, Virginia. I am the oral history coordinator, in addition to working in collections, education, and public outreach.

One well known professional organization for museums is the AAM, the American Alliance of Museums (AAM). Starting in September, I joined AAM’s steering committee for the LGBTQ+ Alliance, one of the professional networks within AAM. The LGBTQ+ Alliance’s main goal is to advance diversity and inclusion in museums, with a focus on sexual orientation and gender identity. This includes creating dialogue and spaces for LGBTQ+ museum professionals and museum visitors, and amplifying information about LGBTQ+ museum programs, exhibits, and employment issues.

The work of the LGBTQ+ Alliance may be of interest to those teaching about gender and sexuality, as well as being a resource for people wishing to be an ally. The Alliance has produced two great free publications: “Welcoming Guidelines” which discusses best practices for museums when working with LGBTQ professionals, audiences, and communities, and a “Gender Transition and Transgender Inclusion in the Museum Workplace: A Toolkit for Trans Individuals, Institutions, and Coworkers.”

The LGBTQ+ Alliance works closely with other Professional Networks in AAM, including the committees on diversity, education, Latinos, and Indigenous people, as well as the organization as a whole. Along with others, I am working on two different projects for the LGBTQ+ Alliance. One includes outreach to other professional organizations, which are not museum focused, but that have museum professionals as part of their membership. The other is involvement with the Annual Meeting. This includes formal and informal programming. Because of COVID-19, AAM’s annual meeting, including the social events, is being held virtually. I hosted the Alliance’s Networking Social on Thursday, June 4. It is a lot like being the moderator at a panel, except that everyone can potentially talk. The “talking” took place using a text based chat window.

You can sign up for the LGBTQ+ Alliances’ newsletter and access their publications at

www.aam-us.org/professional-networks/lgbtq-alliance/. If you are interested in learning about AAM and its advocacy for museums please visit www.aam-us.org.

Thoughts from a Sociology Part Time Faculty Member

“Still Teaching After All these Years”

By Professor Steven Fink

“You’ve been teaching the same Introduction to Sociology course at Montgomery College for over 25 years? Don’t you get bored?” I am often asked this question from colleagues, friends, and even from my family all the time. The answer is NO. I thoroughly enjoy being an adjunct professor and I look forward to teaching every semester. With class sizes between 20-30 students, I can provide more personalized instruction and students can benefit from interacting and learning from each other.

For the past few years, on the final exam, I have asked my students what they learned in the course and how it applies to their work or personal relationships. I receive a wide range of answers mentioning culture, gender socialization, and religion. Below are just some examples:

- “At work as a medical assistant I have noticed that every culture has a different way of responding to things differently. Having a little bit of knowledge about these different norms helps me understand people’s attitudes and to have an idea of why people may act the way they do.” (Sinia)
- “After learning that gender has nothing to do with biological information, I was able to be more open-minded and even prepared for any debates I may encounter.” (Ana)
- “Now I understand the mechanics and theories as to how religion works and what it means. The theories helped me learn that religion is more focused on solidarity and just helps people try and find meanings in their lives and serves as guidance in troubling times.” (Erick)
- “The course has provided me with new skills and new ways to approach the world around me.” (Walter)

This is just a sample of comments provided from my students describing how sociology helps them understand society and themselves. So, why do I continue teaching sociology? I always remember students’ sense of bewilderment and suspicion when I share the objectives, assignments, readings, and exam schedule during the first day of class. Fifteen weeks later, I read essays on their final exams, sharing how much they learned from just one sociology course. Making a difference in students’ lives is what makes teaching so rewarding, even after 50 semesters of the same course. And while I may be getting older, reading students’ testimonials never gets old.

Special Topics Focus in Anthropology Courses

For Fall 2020, there will be two ANTH 201: Introduction to Sociocultural Anthropology sections that will have a special topics focus. The special topics will enable students to hone in on a specialization area to increase and sharpen their knowledge in that domain. In addition to the high importance and relevance of the material that will be taught, both sections are Z-courses, which means the high quality course materials are available FREE to the students. Read below about the interesting ways that **Professor Tanya Icaza** and **Dr. Barbara Wolff** will tackle anthropology!

“Special Focus on Health and Well-Being”

By Professor Tanya Icaza

2020 was supposed to be a year where we embraced flapper dresses, fancy cocktails, and aspired to a Jetson’s-like society. Not long after the last fireworks went off, we woke up in a new world. A world where walking outside your door could cause you and family severe illness. Mixed messages, conspiracy theories, and fear permeated our lives. It took time, but we began to settle into this new world; however, it didn’t take long for entitlement and individualism to spur protests against lock-down: protests that were mostly met with civility by those in power. And then a black man died in police custody, and our cities rose to protest. And, a very different response came from those in power. This violence and aggression has only made more visible the disparities within communities. The contrasting responses to the protests demonstrate why applied anthropology is so important in modern times. How are we to move forward and, more importantly, move *together* as a community with empathy, resilience and critical thought?

I know for myself I was empowered knowing that my background as a nurse and anthropologist provided me with a strong base from which to draw knowledge and strength. It is this base that we can pass on to our students. My special topics course, ANTH 201 Introduction to Sociocultural Anthropology: Health & Well-Being, allows students to explore the holistic approach afforded by anthropology to situations such as Black Lives Matter and a global pandemic. How have we addressed issues of racism in the past? What went right? What went wrong? Where do we go from here? Why does an understanding of institutional racism matter in healthcare? Why are there disparities in care and illness severity? Why is a thorough understanding of institutional racism important to our students? The skills of critical thinking, cultural relativity, and holistic understanding of a situation are especially vital in these uncertain times. Creating interdisciplinary connections with special focus courses like ours present our students a new lens with which to explore the world around them. Never has there been such a necessity for a holistic approach. Never has an anthropological perspective been so essential to the movement of societal change. We can embrace this void and fill it with students who have a foundation to draw upon for the inevitable changes and challenges to come—the goal being to give our students the skills they need to empower our future.

“Special Focus on Technology”

By Dr. Barbara Wolff

A 2018 report from the National Academies of Sciences, Engineering, and Medicine concludes that integrating arts and humanities with science, technology, engineering, math, and medicine (STEMM) leads to improved written and oral communication, teamwork skills, ethical decision making, critical thinking, content mastery, general enjoyment of learning, empathy, resilience, the ability to apply knowledge in real-world settings, and improved science literacy. Aiming to provide Montgomery College students with the best educational and career opportunities to advance new knowledge that will improve our world, my Z-course section of Introduction to Sociocultural Anthropology will focus on technology. I will specifically teach the technology-oriented section that includes topics such as design anthropology, human-machine communication, and body technology. To read the full 2018 report, click here: <https://www.nap.edu/catalog/24988/the-integration-of-the-humanities-and-arts-with-sciences-engineering-and-medicine-in-higher-education>

Other Professional Engagement and Achievements

Dr. Amy Carattini (anthropology) and **Dr. Katya Salmi** (sociology) organized the Department's "Lunch and Learn" brown bag discussion on Wednesday, April 29 via Zoom. This brown bag focused on the impact of COVID-19 in our work, classrooms, and pedagogy. More specifically, faculty discussed the multilayered influence that the coronavirus has had and will continue to have on our social and cultural realities. This particular discussion stemmed from an article found on the anthropological website *Sapiens* entitled "Why Social Distancing Feels So Strange": <https://www.sapiens.org/evolution/covid-19-social-distancing/>.

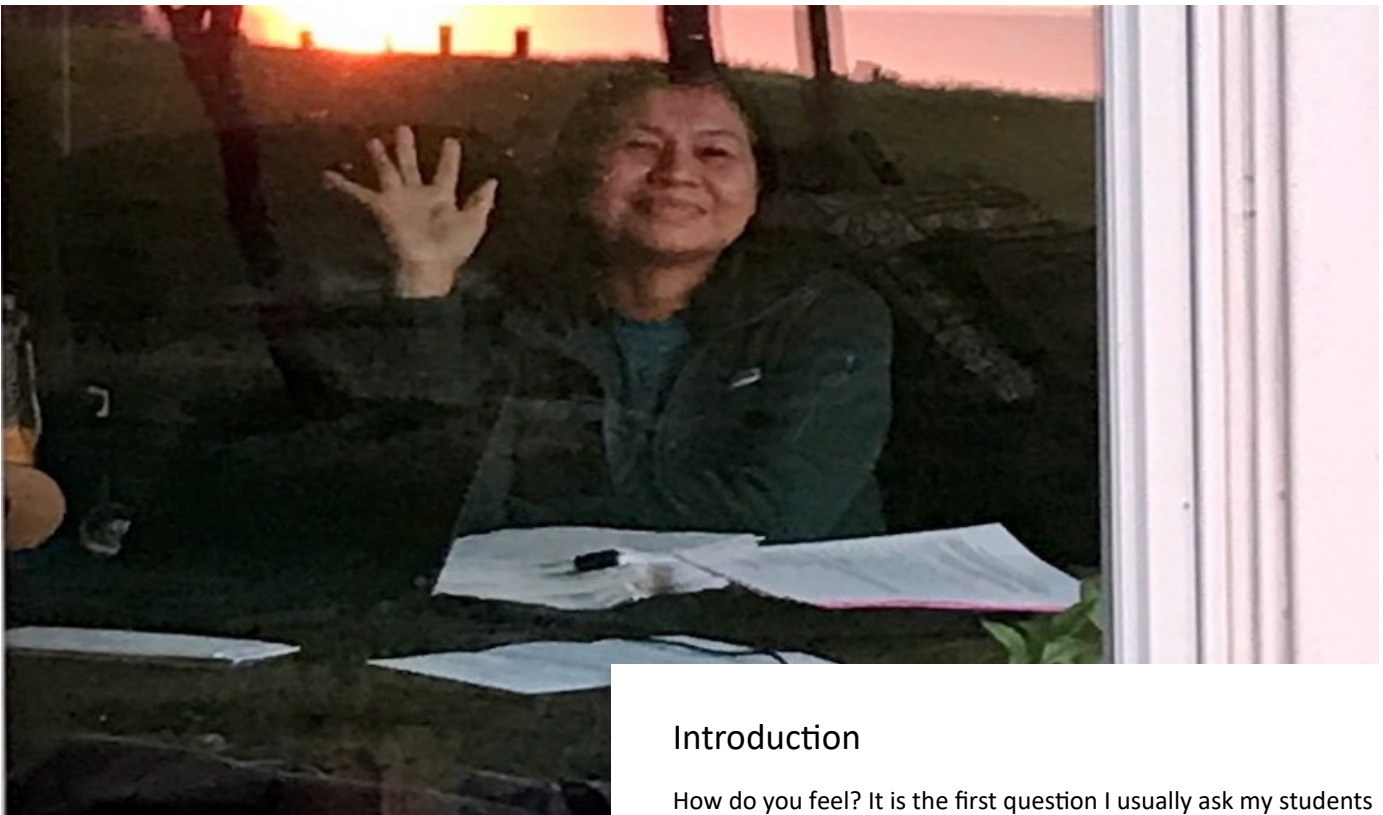
Dr. Katya Salmi (sociology) was recently appointed to the 2020-2025 President's Advisory Committee on Equity and Inclusion (PACEI). As part of PACEI's subcommittee for Goal 1, she will work on Student Equity to "improve persistence, retention, and completion/graduation/transfer of all students, particularly African American male and Latinx students." Dr. Salmi will serve a two-year term on PACEI.

Department Chair Shinta Hernandez (sociology) has been appointed as Chair-Elect on the Maryland Higher Education Commission (MHEC) Faculty Advisory Council (FAC). She has served on the FAC since September 2017 and will continue to represent Montgomery College. In her Chair-Elect role on the FAC, she will represent all faculty in colleges and universities throughout the state of Maryland. As Chair-Elect, she will regularly meet with Assistant Secretary for Academic Affairs Dr. Emily Dow and faculty representatives from Maryland's higher educational institutions. She will make recommendations to MHEC Secretary Dr. James Fielder. This appointment begins September 2020.

Using the Sociological Imagination to Understand COVID-19

As part of a major reflection project in her SOCY 100: Introduction to Sociology class, part time faculty member **Dr. Gadis Arivia Effendi** asked her students to reflect and write about the details in their lives as they live through the coronavirus pandemic. The essence of this assignment was for the students to apply the symbolic interactionism theory to describe their feelings and emotions about how their lives have changed due to the global public health crisis. As you read through this short collection of student thoughts, you will get a sense of what many of our students experience at home, at work, at school, and in other public spaces during these challenging times. I can almost guarantee that your heart may hurt...





**"Life in the Time of Corona"
By Dr. Gadis Arivia Effendi**

Introduction

How do you feel? It is the first question I usually ask my students at the beginning of the weekly Zoom class that instructors are now forced to use as more colleges move to hold remote classes amid the COVID-19 outbreak. "Fine," my students often answer in a somber tone. Emotions and feelings are not usually discussed in sociology. They are regarded as the domain of psychology. However, some sociologists argue that emotions play a significant role in society. They are a part of our social interactions, and some leading scientists believe they are socially constructed (Rohall 2020). According to Peggy (1989), society is involved in the emotional process that individuals feel, and social situations create a response. Feelings of hurt, anger, happiness or sadness are therefore socially constructed.

The sociological theory of emotion has, for the most part, been neglected by mainstream sociologists, and it was also not included in my syllabi. However, I believe emotions and feelings should be addressed during this time of uncertainty, to make some sense of the health and social crisis, how it feels to live under lockdown, and the feeling of helplessness, anxiety, and accepting life to be put on hold.

After several answers of "fine" from my students, I felt compelled to share with them the idea of exploring feelings and emotions in a social context. We altered a few units that we had agreed at the beginning of the semester and replaced them with a new dialogue on feelings and emotions from a sociological perspective. We call this project "Life in the Time of Corona".

We agreed on symbolic interactionism as a theoretical perspective for our studies of emotions. After several discussions, we concluded that emotions are central to everyday interactions. We discussed Blumer (1969), who pointed out that symbolic interactionism pays close attention to everyday reality in order to understand what is going on around us.

We also discussed Mills (1959), who coined the term sociological imagination, which is central to his discussion of the relationship between self and society. For Mills, the central task of sociology is to connect the particular self to wider social issues. In our course we examined critical questions from symbolic interactionist research such as the following, which were raised by Jessica Fields: Who are we (as individuals within a society)? What do we believe? How do we act in our beliefs? What conditions shape our interactions with others? What are the consequences of our interaction for reproducing or challenging inequality in everyday life?

The duration of this project was three weeks, mainly in April, during the deadliest month thus far of the pandemic. To capture what the students have been experiencing in their daily lives under lock-down, they took pictures and wrote paragraphs portraying their feelings and emotions to connect them with broader social issues. Thirty-three students submitted their work, depicting images of what they hold dear to their hearts, expressing anxiety and hopes. Most students are experiencing significant financial hardships, and several went through difficult times with their family because they are essential workers, taking care of sick parents, or the fear of being undocumented. One student lost her grandmother to COVID-19, who had always been the "rock" of her family and one student contracted the virus.

By portraying their everyday lives and using their sociological imaginations, to my delight, this exercise also addressed issues such as social inequity, injustice, and resistance. COVID19 has taught us how fragile our social structure is, how inadequate our social infrastructure and safety net are, how underfunded public colleges are, and yet how strong our students and our academic culture remain.



ROCKVILLE, MD

EDUARDA VOTRI

A view from my balcony. I used to sit there and watch the street full of people from around the world. Since this virus started, everything changed completely. Nowadays, it's sad because I can't see anybody walking their dogs or talking with each other. It was a place that had high energy because we have a lot of places downstairs that people could sit and enjoy the view, and they could have social interactions. From here, I can see the stores are all closed, and a lot of people are losing their jobs.



WASHINGTON, D. C

BULO OSMAN

My mother is a nurse working in the Lisner home. This picture represents the daily duties and responsibilities of the hardworking people in healthcare. It shows us the reality of COVID-19 and how severely we have to take precautions. People, including myself, would define our everyday life as dull, depressing, and inconvenient due to quarantine. Being in quarantine for days at a time or even weeks can have such a negative toll on people physically and mentally. From my own experience, I can say that I do not enjoy staying home.



WHEATON, MD

ROSA HAGOS

On April 11th, I went to Costco with my mother to shop for groceries, and I saw three policemen trying to remind people to keep their social distance. Many people were lining six feet away from each other. The line was also very long. Almost everyone was wearing a face mask and a glove except the police officers. Before this pandemic of Coronavirus has occurred, I used to go to Costco with my mother every two weeks on the weekends. When I went there, people usually came with their kids putting them in the shopping car, and a lot of them were laughing, talking, and kids screaming, which was very typical and happiest moments. However, this time there were no children, no one was talking to each other, and it was quiet. There were only five people at a time who could get inside the store. Before, employees who used to stand there were helping the shoppers to check their receipt with a smile on their face and wish people to have a pleasant day when they say goodbye. This time the employees and the customers' faces looked very stressful. When people should respect the rule of the six feet apart for everyone's safety, that opposes the idea which says humans are a social animal. Finally, I pray to God that everything will get back to normal.

