WHAT ARE SOCIOLOGY MAJORS DOING AFTER GRADUATION?

CLASS OF 2011

**Alyssa A. Wolf** was accepted at the Thomas M Cooley School of Law and the Valparaiso School of Law. She selected to go to Cooley this fall.

**Julie K. Campbell** will be doing graduate work at the University of North Carolina-Charlotte this fall where she will work on a degree in Sociology and Women's Studies.

**Breanne C. Stewart** is entering the graduate program in Sociology at Ohio University in Athens, Ohio where she will focus on qualitative sociology.

**Sarah L. Esterkamp** has been accepted in the Social Work Program at University of North Carolina-Charlotte and will first work one year in the field before attending graduate school.

**Angie Levingston** is going on to get her master's degree in professional counseling at Liberty University Online.

The Sociology Department is proud that fifty percent of its 2011 graduates will be pursuing graduate studies. We have not heard what our other 2011 graduates are doing, but we are confident it will be interesting, exceptional, and sociological.

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JANE LYLE HORD (2009) writes: “I’m about to finish my second year of law school here at University of Kentucky and am currently in the top 20% of my class (although there is more than a slight possibility that may not be true after this semester as I have been too busy to prepare for exams which start next week). I am on the Kentucky Law Journal Volume 100 editorial board as a Special Features Editor. As we are publishing our 100th volume, we are having a huge symposium in September sponsored by the ABA and the National Center for State Courts and will be bringing in at least 16 speakers and will have at least 5 state supreme court justices speaking. We are also hoping to have a US senator and current or former US Supreme Court Justice speak as keynote speakers for our lunch and gala dinner. As you may imagine, that continues to take up just about all of my free time. I am also the newly elected treasurer of the equine law society and as if that was not enough, I was recently elected/appointed vice president of my homeowners association. I also am volunteering for the Bluegrass Rape Crisis as a crisis line and medical advocate. Last summer I interned with Judge Karen Caldwell who is a US District Judge for the Eastern District of Kentucky and, assuming the FBI allows me to after the background check, this summer I will be interning for the Criminal Division of the US District Attorney for the Eastern District of Kentucky in London.”

EMILY ELLIOT (2010) writes: “I am happily involved with the Lutheran Volunteer Corps. I was placed with Georgia Equality which is a political advocacy group for lesbian, gay, bisexual, transgender and allied communities in Georgia. I am specifically working on a safe schools campaign to get strong anti-bullying policies in place in Georgia school districts. I live in intentional community with three roommates, all who are doing their own volunteer placements, and we subsist on only $100 each per month for food. The point is to try and live simply and sustainably and I think we do a pretty good job. Has an LVC representative come by Wittenberg again? I hope so, this program is great! The deadline already passed for this year but you should definitely talk it up to next year's sociology seniors.”

Grace A. Mooney-Melvin (2010), who is attending Loyola University in Chicago working on her masters degree in social work, writes: “I have started my second semester of graduate school and I am really enjoying it. I am doing the Mental Health specialization and am currently in the process of applying for my second level internship. I am applying to two different inpatient mental health wings at two different hospitals.”
**Sarah Larson** (2010) is working with Lutheran Volunteer Corps for a year in Seattle, Washington. Lutheran Volunteer Corps is a year-long national volunteer service program for people seeking to unite faith, social justice, intentional community, and practice simple and sustainable living.

**Andrew Steele** (2010) is the founder and executive director of the non-profit organization, 'BLOOM Africa' that provides resources for orphans in Lesotho. Andrew is serving as a Young Adult in Global Mission service volunteer with the Evangelical Lutheran Church of America. He recently returned from a year in Bloemfontein, South Africa, at the 'Lebone House,' a children's center and orphanage.

**Erin Cruze** (2005) writes: “After graduating from Wittenberg in 2005, I worked as a Case Manager for the Franklin County Department of Job and Family Services in Columbus, Ohio where I determined eligibility for Medicaid, Food Stamps, Cash Assistance, etc. After two years there, I left and became employed at the Franklin County Community Based Correctional Facility. Here I was a Case Facilitator for nearly three years. I worked with both the male and female residents. These residents were all adult felony offenders sent to the facility as a diversion program from prison. I held a caseload of up to 25 residents, and taught "Responsible Adult Culture" which was Cognitive Behavioral Therapy and included Anger Management, Social Skills and Social Decision Making.

I eventually realized that if I was going to go back to grad school, I needed to do it right away. Since I did not have a 3.0 GPA in undergrad, I had to take the GRE prior to being accepted into the program. For two months, I spent evenings, lunch breaks and weekends studying for the test. After realizing that this had turned into a numbers game, and my experience was not taken into consideration, I wrote to the President of the University, Gordon Gee. He connected me with someone in the Graduate School that helped me to be accepted conditionally with the condition that I maintain a 3.0 GPA. In September of 2010 I stopped working at the Franklin County Community Based Correctional Facility and started attending graduate school full time at The Ohio State University in the College of Social Work. I have taken a series of policy classes, statistics classes, human behavior and social environment classes, Psychopathology of Deviance, Women's Issues, and Organizational Behavior. Also during the two year program, students participate in a Field Placement to get social work experience in the real world. I have opted to spend both of my years at the Ohio State University Pain and Palliative Care Clinic. As a result of my experience at the hospital, I have also decided to complete a Thesis which is an exploratory study of the written and unwritten policies regarding positive toxicology screens in pain clinics in the Central Ohio area. At this point, I am beginning the second year of my program and have maintained straight A's through the program. I am set to graduate in June of 2012.
Tori Vogelgesang (2010) writes: “I just wanted to update you all-- I started classes at NKU this summer for a Master of Public Administration AND even better, I just found out today I landed the Graduate Assistant position for my department! That will begin with fall classes--tuition and stipend for two years. I’m thrilled! I’ve also been coaching field hockey at my high school (2010 state champs!) and am a social media intern for the Forest Hills Foundation for Education which supports my neighborhood school district. It's been a rocky first year out, but things are definitely looking up!

Wittenberg Sociology Major Becomes A Sociology Professor!

Toni Ottomanelli (2005) writes: “I just wanted to inform you that directly following my interview for the 'Sociology Instructor' position, the Chair of the Sociology Program at Owens Community College offered me the job on the spot, which I immediately accepted. I am so excited to finally be able to teach collegiate level Sociology courses. Even though my number one goal is to earn a PhD and teach at a 4 year university, this opportunity is a great way to get my foot in the door and ultimately do what I love...gotta start somewhere. I’m so happy and extremely relieved about this.”

Karl Larew and Julie Campbell Winners of the Edwin Boling Award Outstanding Sociology Majors, 2011
Welcome, Professor Nona Moskowitz, East Asian Cultural Anthropologist

The Sociology Department hired a new faculty member in Cultural Anthropology. We are excited to have this new faculty member in the Sociology Department. Professor Moskowitz will teach a wide range of courses in anthropology, gender, East Asian studies, and ethnicity. We asked Dr. Moskowitz to tell us about herself and she writes the following. “My career as an anthropologist began at Cornell University, my undergrad institution. I had always been interested in foreign places and curious about foreign ways, so I took a cultural anthropology course my freshman year. I was sold from the beginning. My professor had done research among the Sherpa in the Himalayan Mountains of Nepal. The course fed my curiosity about the diversity of people and practices in the world and from there it was an easy decision to select anthropology as a major.

After I graduated, I was eager to see the world. I had always also had an interest in education and I applied for a program to teach English in Japan (the Japan Exchange and Teaching Program). Indonesia had most excited my fancy as a student, but I believed (and had learned through my studies) that all cultures are interesting. Japan had come up here and there in my courses, but I knew very little about the place. I had never studied Japanese culture in depth nor had I studied the language. I was sent as an assistant English teacher to rotate within 4 public middle schools in a rural prefecture (state) in the south of Japan. Like an anthropologist, I became immersed in the local life of the middle school. Culture resides everywhere. Yet, I had not expected the school to be so different. School is very intense in Japan—not because their teachers are overly strict or their exams impossibly difficult. Rather, the Japanese schools at which I taught were intense because the school encompassed so much of the intellectual, moral, and personal lives of the people who were in them—both teachers and students. There were many activities—some daily routines others special occasions—that did not fall into a specific academic domain. For instance, teachers and students cleaned the school daily—this included all spaces of the school: the classrooms, the halls, the bathrooms, the library, etc. Additionally, most days students were at school from 8am to 6pm. Students had a lot of school responsibilities outside of academics. Some of these are familiar to Americans: the school newspaper or the broadcasting of announcements. Others, such as watering the plants which decorated the halls or monitoring the books that were checked out of the library (there was no librarian) are often not tasks assigned to students in American schools. Moreover, because all students are assigned these various tasks, student responsibility for and in the
school is quite high. This is an important lesson in Japanese schools.

After three years in Japan, I returned to the U.S. and worked briefly at a Japanese company in New York City before entering a graduate program in anthropology at the University of Virginia. I selected linguistic anthropology as my anthropological subfield because I wanted to study the relation between language and culture that I had found so intriguing while in Japan. I had noticed the way in which cultural values were embedded in the very grammar of the language. For example, there is an intricate system for encoding levels of politeness toward one’s addressee that parallels the cultural value of respect towards elders (etc.) in Japan. I wanted to learn about the way linguistic anthropologists theorize this connection between language and culture.

All anthropologists conduct fieldwork, an extended research project in a particular place. I conducted fieldwork research on Chichijima Island, a small island (21 square miles) in the middle of the Pacific in some proximity to Iwojima. It is 26 hours by boat from Tokyo and because the boat leaves for and departs from the island only once a week, it is not an easy place to reach. For this reason, the Island is somewhat isolated. And like Iwojima, Chichijima was used as a Japanese military base during WWII. At the end of the War, it was administered by the American Navy and only reverted back to Japan in 1968. During this time the post-War generation of children born on the Island went to an “American” school where they received instruction in English and learned American rather than Japanese history. This research brought me back to the middle school because I was interested in learning how the local school fostered a Japanese identity on Chichijima, somewhat of a cultural and physical outlier to mainland Japan. I found that while there were few traces of English left in the speech of the younger generation, there were some cultural differences in the way Islanders interacted with each other and, hence, how they used language. Interactions between people on the Island were much more casual and many polite grammatical forms characteristic of standard Japanese were not used in everyday speech. Therefore, language was not being used to create hierarchies in everyday usage. Interviews with students revealed that while they saw themselves to be and “felt” Japanese, they worried that their linguistic practices would mark them as strange on the mainland.

I conducted 15 months of fieldwork on Chichijima. I finished my dissertation and graduated in 2010. In recent years, I have taught at Kenyon College, Hamilton College and the University of Richmond. I teach courses on Japanese Culture and Society, Anime and Japanese Youth Culture, Gender in Society, and Linguistic and Cultural Anthropology.
Faculty News

Last academic year was very busy for Dr. Jerry Pankhurst, and he anticipates another busy year in 2011-12. Last year began with the celebration of a community Iftar in early September as a function of his class on Islam.

Iftar is the meal in the evening after Sunset during Muslim Holy Month of Ramadan, and it is a very important time for communities to celebrate together the basics of the Muslim faith. Dr. Pankhurst has spearheaded Iftar observances on campus for several years, and they have attracted students, faculty, staff and others from Wittenberg and Springfield. A special invitation goes out to Muslims on campus and in Springfield, but everyone of any faith is welcome. The program includes information about Ramadan and Islam, and tries to provide a meeting ground for Muslims and non-Muslims. This year the Wittenberg Community Iftar will take place on Thursday evening, August 25, and everyone is invited to attend. You can stop in after the Activities Fair that evening – the Iftar will start at about 7:30 p.m. Watch for announcements of the specifics. And if you would like to learn more about Islam, sign up for one of the two fall semester sections of Dr. Pankhurst’s course, Islam and Islamic Societies (SOCl 277).

The Iftar represents the first of next year’s efforts by a committee of students, staff and faculty to develop greater programming and involvement of the community in interfaith activities. This committee is a new pilot group as part of President Obama’s Initiative on Interfaith and Community Service Campus Challenge. We have not completed all our plans, but we look forward to a year of special interfaith service activities. The student leader in the pilot group is Lacey Davidson (‘12), who works in the Community Service Office, and Community Service Director Kristin Collier (Director) and Campus Pastor Rachel Tune will join in leading this effort.

Last year Dr. Pankhurst served as Senior Thesis Advisor and worked with 11 of the graduating seniors as they completed thesis projects. Many sociology students find their thesis projects to be highlights of their activities as majors, and all majors look forward to attending the thesis presentations in late February. Mark that on your calendar now. (Dr. Doubt will be the primary faculty advisor for the upcoming year.)
Besides the other courses he taught in Sociology last year, Dr. Pankhurst chaired the university’s Provost Search Committee. The search committee was reconstituted last year after the person chosen in 2009-2010 (when Dr. Pankhurst also chaired the search committee) was unable to take up the position on account of health problems. Last year, the committee helped choose Dr. Christopher Duncan as Wittenberg’s Provost. You will hear Dr. Duncan in the Opening Convocation on Wednesday, August 31. Don’t miss this important event!

Last October 10, 2010, Dr. Pankhurst became a media star. Well…not exactly. He was interviewed in an online radio program hosted by the Godspeed Institute on his interest and research on the Russian Orthodox Church. You can hear the interview by going to the URL for the Progressive Radio Network at www.progressiveradionetwork.com/godspeed/

In another public presentation, Dr. Pankhurst gave a PowerPoint illustrated lecture last April about modern Russian society and religion for the Global Education and Peace Network, which is a community initiative in Springfield. The Network was created in the aftermath of the September 11th, 2001, attacks as a way for the community to come together and seek mutual understanding. It will have regular programs about a variety of cultures each month during the upcoming year.

The biggest news for Dr. Pankhurst is his selection for a Fulbright Senior Scholar Award to spend spring semester in Estonia at the University of Tartu. The Fulbright program is supported by the Department of State of the U.S. Government. (Dr. Doubt has been a Fulbright scholar on multiple occasions.) Tartu University is one of the oldest in Europe, founded by King Gustavus Adolphus of Sweden in 1632. However, Dr. Pankhurst will be affiliated with one of the newest units of the university, the EuroCollege, and in particular, the Centre for European Union-Russia Studies. Although plans are still in the early stages, Dr. Pankhurst will be teaching on the subject of national identity, religion and politics, and will be carrying out a research project on the activities of the Russian Orthodox Church in European affairs, particularly in the European Parliament. Dr. Pankhurst has traveled to Estonia in the past as part of his specialization in Russian and Central Eurasian Studies. He was last in Estonia, however, before the 1991 collapse of the Soviet Union, of which Estonia was a part. He is very interested to see the changes that have taken place as Estonia has regained its independence and joined the European Union and NATO.

Having been selected for the Fulbright program, Dr. Pankhurst will be taking sabbatical leave for all of spring semester 2012 and will not be on campus during that semester. He will try to keep in touch with students and friends on campus via a blog or other social media, as well as email.
In June Professor David Nibert was the guest of Queen’s University in Belfast, Northern Ireland, where he discussed his article “The Fire Next Time: The Coming Cost of Capitalism, Animal Oppression and Environmental Ruin,” slated to be published in a forthcoming issue of the journal *Human Rights and the Environment*. Nibert also traveled to Ireland and met with animal studies scholars from University College Dublin. In August, Nibert presents a paper entitled *Crime of the Centuries: Conflict and Violence Generated by the Animal Industrial Complex* at the annual meetings of the American Sociological Association (ASA) in Las Vegas. Nibert was recently elected to the Council of the ASA Section on Animals and Society. He also has accepted an invitation to join the Advisory Board of the *Vienna Encyclopedia of Animal Welfare* as well as an invitation to join the Advisory Board of the *Institute for Critical Animal Studies*.

In 2010 Professor Kathy Rowell was President of the North Central Sociological Association and gave the keynote speech in Chicago. She was awarded the 2005 Outstanding Community Colleges Professor of the Year by the Carnegie Foundation and Case Foundation. Professor Rowell returns to Wittenberg this fall to teach our Race and Ethnicity Course. She has been busy this year working on research examining the core sociological curriculum being offered at 1200 community colleges in the United States. As part of her research interest in poverty, she has been coordinating the development of a homeless sensitivity training program for volunteers in Montgomery County. As part of her work with the homeless, she is working with local police agencies to plan a conference on Human Trafficking this fall. Her youngest son leaves for college, and Professor Rowell plans to bike and run more with her free time. As part of her interest in international education, she will be spending some time in Peru late December.
Professor Jeanne Ballantine and her husband indulged their interest in anthropology and visited Easter Island (or Rapa Nui as the native Polynesian population calls it). It is a rather small, isolated island in the middle of the Pacific Ocean, belonging to Chile, of interest because there have been many debates about how the first inhabitants reached the island and structured their society. Most scientists today believe that small rafts or canoes came from Henderson Island FAR away; their navigation skills and understanding of the currents was so sophisticated that they saw evidence of an island and found it. Another fascinating thing that you may have read about or seen pictures of are the huge human-like statues. How did they get there? Again, scientists indicates that the statues were chiseled from the side of a volcano on the island and moved to various parts of the island by logs on which the natives rolled the statues to their locations. They used rather sophisticated pulleys to get them upright. Note that this was ancient history! This experience was like nothing she’d ever seen or done.

One of her favorite experiences is traveling on Semester at Sea, a university ship that travels around the world. The ship spends about 50% of the time in ports and the rest sailing between countries. Many but not all of the countries visited are poor developing countries. Classes are held while at sea, and experiences related to classes offered in ports. The ship holds over 600 students. Please ask her about Semester at Sea. It’s a life-changing experience.

Professor Mike Norris realized he has been adjuncting for Witt since 2007. He continues to enjoy interacting with Witt students, including singing and playing the guitar: “all that practice and I finally made it to Carnegie Hall!” He recently performed for the Parkinson’s disease survivors and support group, which was arranged by Peg Hanna. Academically speaking, he has an article on the Greene County Garden Project for incarcerated youth forthcoming in Journal of Therapeutic Horticulture. The juveniles in the study grew vegetables and helped distribute them to the needy. His coauthors were Sarah Twill and Tara Purvis of Wright State. The Greene County Teen Court evaluation he did with Sarah and Chigon Kim was published in Crime and Delinquency this March, and he had a publication in Spanish on police use of force with Chris Birkbeck of the University of Salford, Manchester, and Luis Gabaldón of Universidad Católica Andres Bello in Caracas, Venezuela. He plans to attend conferences of the American Society of Criminology and the Academy of Criminal Justice Sciences this November and next March.
Professor Keith Doubt continues to edit the quarterly, interdisciplinary, international, bilingual online journal, Duh Bosne / Spirit of Bosnia, at http://www.spiritofbosnia.org, in its sixth year of publication. He believes the last July issue may be one of the best ones so far.

August 2, 2011 he presented a paper titled “On the Lure of the Pariah’s Logic” at the Sixth International Conference on Unity and Plurality in Europe in the panel, “Europe’s Internal and External Others,” in Mostar, Bosnia-Herzegovinia. At the conference he moderated a panel session and spoke in the closing session. He met scholars doing “political theology” from Sweden, Denmark, France, Turkey, Israel, United States, Serbia, Croatia, Macedonia, Montenegro, and, of course, Bosnia. The conversations between meals and in the evenings near to the Old Bridge (Stari Most) in Mostar were inspiring.

While in Bosnia, he also did interviews on the marriage practices of rural Bosnians, visiting Eastern Sarajevo, Visegrad, and Foca in Republica Srpska, working with “Women to Women,” Žena Ženama. After interviewing in Eastern Sarajevo next to a Serbian Orthodox Church, they sang traditional songs acappella for him.

Professor Doubt looks forward to working step by step with this year’s senior thesis students. He recently submitted his own research proposal to the National Science Foundation, a long shot but he is hopeful. Here is the proposal abstract.

This proposed study will investigate the social organization, cultural character, and boundary maintenance of Bosniaks, who are South Slav Muslims in Bosnia-Herzegovinia, and the resilience of their socio-cultural system after a genocidal war from 1992 to 1995. The study will focus on elopements as a rite of passage and subsequent affinal visitations as a confirmatory ceremony. The question to be investigated is how these practices mark not only the collective identity of an ethnic group but also a larger national, cultural unity called Bosnia. The study will employ a mixed methodology: a quantitative survey given to a stratified, random sample of fifteen hundred subjects drawn from the country’s census and a qualitative study involving focus groups organized by the non-governmental agency Women to Women (Žena Ženama) as well as in-depth interviews conducted with graduate students at University of Sarajevo. The ethnographic findings of William G. Lockwood and Tone Bringa of Bosniaks in rural Bosnia will be revisited and employed to assess the degree to which the recent war weakened a cultural heritage that held Bosniaks together as an ethnic community. Are the culturally prescribed marriage customs that Lockwood and Bringa observed before the war still being preserved fifteen years later? After the Dayton Peace Accord, it is difficult to establish in Bosnia-Herzegovina trans-ethnic institutions and governmental structures for progressive political initiatives. Neither the international community nor Bosnians have much confidence today in the viability of an inclusive Bosnian culture that carries sufficient weight to initiate and sustain positive change. Cultural anthropology can make an important contribution at this time in the effort to break this impasse. One goal is to construct a reliable knowledge base on marriage customs in Bosnia from which to compare the customs of ethnic groups in Croatia, Kosovo, Montenegro, Macedonia, Serbia, and Turkey.
Fulbright Scholars-in-Residence at Wittenberg University

Two years ago Lin Erikson and I prepared and submitted an application for to the Fulbright Scholar–in–Residence Program for Wittenberg University. Wittenberg has sent many faculty abroad through different Fulbright Programs. Indeed, between Professors Smith, Pankhurst, and Doubt the Sociology Department alone has had four Fulbright awards. What is exciting with this initiative is that the program brings Fulbright scholars from abroad to Wittenberg. The goal of the Fulbright program is to create bridges between people in different countries, bridges built on good will. Scholars and academics in different countries meet, work together, get to know each other, share knowledge, and learn about each other’s cultures. Now the bridge is a two way bridge. Not only are Wittenberg faculty going abroad to other countries but Fulbright Scholars from other countries are coming to Wittenberg. The purpose of this particular program is to shore up our cultural anthropology curriculum at Wittenberg, to offer new courses, to seek advice on program development, and to create new programs in cultural anthropology. These international colleagues serve not only the Sociology Department and its interest in developing a stronger anthropology curriculum, but also Women’s Studies, Urban Studies, Africana Studies, and Russian and Central Eurasia Area Studies. The program supports as well Wittenberg’s Strategic Plan in bringing an authentic and clear international perspective into our curriculum. Two years ago, we had the pleasure and honour of hosting two international scholars, Professor Tseli Mapetla from Lesoto and Professor Nina Vodopivec from Slovenia, one during the fall semester and the other during the spring semester. It was exciting for students and faculty to have these colleagues in Carnegie Hall. Professor Mapeta taught two courses: Gender & AIDS in Global Context and Gender & Urbanization Southern Africa. Professor Vodopivec also taught two courses: Gender and Society and Anthropology in Eastern Europe. Last year, we had a third international scholar to teach in the Sociology Department. Professor Thea de Wet is in the Department of Anthropology and Development Studies at University of Johannesburg in South Africa. Her specialities were race, ethnicity, gender, and health. On the next page is an article about her teaching at Wittenberg.

Professor Keith Doubt
Professor Thea De Wet, Fulbright Scholar in Residence

Dedicated to preparing students for global citizenship, Wittenberg regularly finds ways to bring the world to its campus. That includes inviting international professors into the classroom such as Fulbright Scholar-in-Residence Thea de Wet, a member of the university’s faculty roster this semester.

Currently teaching an urban anthropology class on India, Brazil and South Africa, de Wet wants to give her students a better feel for what these other countries are like. The class discusses the structure of three cities: Mumbai, India, Rio, Brazil, and Johannesburg, South Africa. All three cities share the aspect of a colonial past, which, de Wet explained, affected their organization, separating by race in Johannesburg and by class in Rio and Mumbai. Mumbai, de Wet noted, is home to Asia’s largest economically depressed area, which happens to reside on prime real estate that the government wants back. A “New Mumbai” is growing nearby where the city’s wealthier inhabitants are now moving.

“Students need to know the historical context of a city,” de Wet said. The historical context for Johannesburg, for instance, revolves around gold, and Mumbai’s history centers around cotton and is now centered around Bollywood.

But for people in general, she clarified, “The city’s rhythm is most important. Johannesburg starts earlier than Springfield, where you start about 9 [a.m.]. You need to know when things open and close, where do you find things like fresh vegetables, or if they have public transport.” In one class, she used the online video conferencing service Skype to bring an urban anthropologist from London and a South African sociologist into the class dialogue. For another project, the students were asked to find music representative of the cultures they were studying. The music was then played in class.

“I try to involve the students and get them to interact,” de Wet said.

Presently the head of the University of Johannesburg’s Department of Anthropology and Development Studies, de Wet explained that the university has approximately 50,000 students, and some of the larger classrooms are built to accommodate 1,000 at a time, a far cry from Wittenberg’s classes of roughly 20. More than half of the Johannesburg students are the first generation in their families to go to college. However, if their grades are good enough, they have the advantage of not being required to pay back their student loans.

When asked why she wanted to teach, de Wet echoed the Wittenberg motto, “Having Light, We Pass It On To Others.” “When you’ve studied and have so many things in your head, I think it’s selfish to keep it to yourself,” she said.

Excerpted from “Around the Hollow”
Written By: Sarah Brode ’11
Photo By: Erin Pence
Lutheran Volunteer Corps

Lutheran Volunteer Corps is a year-long national volunteer service program for people seeking to unite faith, social justice, intentional community, and practice simple and sustainable living.

Volunteers are matched with non-profit organizations in ten metropolitan areas across the United States. They work full-time in various positions ranging from direct social services, to political advocacy, community organizing, education, and activism while living in intentional community. LVC is an independent, non-profit organization, a member of Lutheran Services in America, and an affiliated social ministry organization of the Evangelical Lutheran Church in America (ELCA).

http://www.lutheranvolunteercorps.org/

Teach for America

In our country today, a significant achievement gap exists between low-income children and their wealthier peers. It takes committed leaders in our classrooms today who will continue to fight for students tomorrow. Teach For America’s mission is to build the movement to eliminate educational inequity by developing such leaders.

We recruit committed recent college graduates of all backgrounds to teach for two years in urban and rural public schools.

We train and develop these corps members so that they have an immediate positive impact on their students.

We foster the leadership of our alumni as they address this problem from all sectors.

In 2011, our organization was named one of Fortune magazine’s 100 Best Companies to Work For.

http://www.teachforamerica.org/