



Project: Documenting COVID-19: Stony Brook University Experiences

Title: Oral History Interview with Jan Lorey Jandayran - Transcript

Narrator: Jan Lorey Jandayran (JJ)

Interviewer: Chris Kretz (CK)

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Summary: Jan Lorey Jandayran is a senior history major who transferred to Stony Brook in fall 2019. In this interview he describes the days leading up to the closing of campus, including the challenges of communication among students, faculty, and administration. He describes the difficulties of coordinating online learning at home, the impact COVID had on his job, and navigating dating during the pandemic.

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CK: So today is June 21st, 2021. This is Chris Kretz of SBU Libraries interviewing Jan Lorey Jandayran for the Documenting COVID-19: Stony Brook University Experiences project. First of all, Jan, thank you for sharing your experiences with us today over Zencastr.

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JJ: You're welcome. I'm super excited to do this.

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CK: And can you tell us to start, what year you're in now at the university?

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JJ: I am a senior and I'll be graduating in the fall.

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CK: Okay. And so we're going to cast our net further back. So in the spring of 2020, what was your status then at Stony Brook?

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JJ: I was still a senior, just credits-wise. Just trying to finish up all the requirements for my major.

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CK: And we had spoken a little bit previously. You had transferred in?

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JJ: Yeah.

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CK: So when did you first start at Stony Brook?

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JJ: The fall of 2019.

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CK: And what prompted you to transfer there to here?

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JJ: Well, it was—I came from Suffolk Community College so it's only a two-year program. But also at the same time, I already had a bunch of credits coming in, and Stony Brook was one of the potential schools that I was looking into to pursue my major, and it just so happened that it's just the one that I chose because of the circumstances.

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CK: And are you from Long Island?

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JJ: Yes. I'm from Central Islip, actually.

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CK: Okay. So right in the neighborhood. Before we get to COVID, what was occupying your mind at the start of that spring 2020 semester?

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JJ: I was kind of thinking about pursuing my PhD and just trying to figure out what I really wanted to do with history. I already knew that I was super interested in history. I'm a history major so pursuing it was—pursuing something in that field was my primary goal, and I was still trying to work things out. I was looking at programs and stuff.

So as I was going into that semester, that's kind of what was on my mind. That and trying to see where—how I could work my job into school.

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CK: And you working at the time, outside of school?

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JJ: Yes

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CK: Can you tell us just a little bit about—we'll get more into that but—what kind of work were you doing?

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JJ: I was working at a program that supported people with intellectual and developmental disabilities.

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CK: So as we moved into—well, when was the first time you remember hearing about COVID?

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JJ: I think I heard about it back in January, but it wasn't on my radar until March. I think it was March 9th. I remember that day very well. I've been someone who's been looking at pandemic and epidemic diseases for a very long time. It's something that has been a frequent interest, point of interest, of mine since I was thirteen or so.

A lot of diseases come and go, and it wasn't until that particular day when someone said that they were closing the school where that became—that was my a-ha moment of, this is when this particular disease was serious. But, you know, I first about heard it in January, but it wasn't until March where it was finally like, Oh, this is actually a big deal. Not just some random offshoot disease that the news tells us to worry about but ultimately doesn't have any major consequences.

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CK: And could you say a little more? What were you hearing about or talking about in classes and specifically when you heard the—your reaction to hearing that the campus was going to be closing or sending people home, basically?

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JJ: That's actually a really funny story. I love telling this one.

So a friend of mine has a sister who works in Residence and I think the Friday before there was an email that went out to all of the—I think the residence directors. Basically, all the administration in Stony Brook that they might be sending people home. The whole thing was leaked eventually, but this guy comes in and I'm in the library waiting for the elevator to go to my class. And he comes up to me, he goes, "Hey, did you hear? The news?"

And I'm like, "What news?"

And he said that, "Oh, we're closing down the school, but don't tell anybody because we don't want to start a panic."

And I'm going to class now, like, high strung because this is some really big news to sit on. And obviously I don't want to cause a panic because maybe what he heard was something through the grapevine.

So I didn't want to cause any unnecessary problems. And so here I am sitting in class waiting for the professor to walk in, and I feel like I'm sitting on a bomb. And then as soon as my professor walks in, the first thing someone asks is, Is it true that we're closing down the school?

(laughing) Then that—all that tension just went. And I think for the first, I'm going to say third, maybe half of class was just my professor trying to alleviate everyone's worries, everyone's concerns, trying to provide a plan going forward. I think she just came out of a meeting with the head of the history department director. So that's all that we were talking about.

And then for the next two or three days, that's all anyone could really stomach besides trying to get classes done. It also was really stressful because this was right around the time midterms were coming about. So everyone's trying to take midterms, but then all of this stuff was going down. There was so much confusion and for lack of a better word, "chaos" that occurred during that period.

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CK: Do you remember the last day you were physically on campus?

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JJ: I think that was a Thursday. It was the Thursday of that week. I think I had one class because I was off on Fridays so that Thursday was the last day I had in-person classes, and then the next week started spring break. So after I finished my classes on that Thursday, I didn't go back.

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CK: Do you have any particular memories of what it felt like to leave that day, or did it feel like any other day or—

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JJ: I mean, people were already starting to clear out at that point. So as the campus started getting more and more empty, and a lot of my friends were saying that they weren't going to go to classes—I think one or two of my professors already started doing remote at that point. I don't remember being super scared about anything or—just being concerned.

It's one of those unknown things where, at least for me, I was thinking we'll see where it goes. But at this point a lot of the confusion was already gone. A lot of the first couple of days of that week was probably the most terrifying because we didn't—at least everyone on campus had no idea what was going on until Governor Cuomo's announcement on Wednesday.

I remember the protest on that Wednesday because all the schools left and right were closing and ours wasn't—or at least sending people home. And with the government starting to issue social distancing guidelines and all of the sanitation stuff, we just didn't get any word from Stony Brook's administration. So yeah, by that Thursday it wasn't so bad any more.

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CK: We've spoken to [Dean of Students] Rick Gatteau. Were you at that—I don't know if you would call it a protest or the meeting. He was at the fountain, he said, one day trying to explain things to students.

Do you remember being a part of any protests or demonstrations?

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JJ: I caught the tail end of it. I showed up on campus just as everyone was starting to disperse. But I was on the subreddit when the whole thing was organized because, again, the students were scared. They were angry, confused.

And again, administration wasn't giving anyone any straight answers. I mean, our professors were saying that it wasn't any fault of Stony Brook's, it was a SUNY [State University of New York] directive so they weren't supposed to say anything until Governor Cuomo issued a

statement. But while I wasn't there for the protest itself, I was there for the lead up, and I remember the whole thing was ad hoc. I think it was the night before they were saying, Oh, we need to do something about this.

And then I woke up Wednesday morning, I think, at eight o'clock. And that's when everyone on the subreddit was just like, Yeah, we're doing this. If you can come, then come. If not, then we understand. It's midterm season, people want to get out of Dodge with campus sending people home. But if you can do it, you can do it.

Because the sentiment on campus was very much that of confusion and anger.

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CK: That tracks with a lot of what we've heard. So how did the switch to online-only affect you? What was your experience as your classes shifted?

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JJ: It didn't really affect me too much. My way of learning is very much electronic anyway. I take notes on the computer so listening to a lecture in class was almost the same as being in school. I think the biggest change for me during that initial phase was having something to do that wasn't just being in class. Because being at home—if I'm good with what I'm learning and I can understand everything, and I have a good handle on the subject matter, I tend to kind of move towards other things in the interim while my professor is doing, is lecturing.

So that was a pretty big deal. I think another difficulty was having to split space between my family because my dad was working from home. My sister came home from school—you know, at the time she was still in school. So us trying to find space that accommodated all of us and all of our meetings and classes was a difficult prospect.

But that's kind of outside the realm of what Stony Brook academics is—just more of my home situation at the time.

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CK: I was going to ask, if you don't mind, a little more. So what kind of routines did you wind up establishing? Or what can you say about the challenges of home life and adjusting to everyone being home?

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JJ: I have a pretty set-up space here at home. It's my dedicated space. I think that initial first, maybe couple of weeks to a month, my sister would use this area that I'm in right now for her classes. But I guess at some point she decided to move out into the living room which is where my dad is, and she would have her classes there.

I think the difficulty for us was, again, just trying to find a space where we could all—there would be minimum noise because my dad would be in a meeting, and he would need to hear stuff, and he didn't want us to be disrupting his meeting.

My sister didn't want me or my dad to disrupt her classes. I didn't want anyone disrupting my classes. And especially since I live in a pretty small house, sometimes in class there would be people, there'd be traffic, coming in through my room and that would definitely throw off the learning experience and inhibit me from really absorbing the information that I needed to take in for my classes.

But those, I think, were the major concerns, at least, trying to have remote learning online.

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CK: Sure. And outside of the classes, were there any routines or habits or things that you picked up that gave you comfort during all this isolation?

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JJ: The routine that I had after, or once, lockdown started was basically the same routine that I've had forever. I tend not to stay out. I tend not to go outside my house unless I have to although I think the one thing that was disrupted was my exercise routine which that definitely brought me a lot of stability and, I guess, confidence going into, coming into the semester.

But that—staying home disrupted that. And as someone, again, who has had an interest in pandemic history, once the lockdown started, I was very much not wanting to go outside for any reason whatsoever. Even if everyone is social distancing, or it was outdoors, or there wasn't a lot of people, my brain is always like, there's always going to be the one chance that something could happen. And because two thirds of my family are considered at-risk individuals, I didn't want to invite that risk into the home, so, yeah.

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CK: I'm curious, you've mentioned as a history major you had a prior interest to this. Did you take any extra steps to observe, or, as this history was happening, did you have a different way of looking at it than maybe someone else would have?

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JJ: I think so. I actually kept a notebook documenting what was going on, just to have that kind of perspective because as time goes on, things change. And I wanted to remain as objective as possible just for my own research. But also at the same time a lot of people were comparing COVID-19 to the Spanish Flu which, after looking into it myself, was not an apt comparison because the scale of the Spanish Flu was drastically bigger.

For me, I was looking at it from a point of, how is this disease going to impact society as a whole? Disease has been one of the great killers of many civilizations. So with everyone, you know, the news saying, Oh, Detroit might stop all automotive stuff. Manufacturing is going to cease, or the economy is going to crash. Everyone was kind of panicking at that point.

But for me personally, there are particular signs that I was looking for which, at least from my research, kind of indicated what stage we were on. And objectively, from my own research, while things got bad on the ground, it wasn't to the point that the media and everyone else online was kind of sensationalizing it out to be.

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CK: I usually ask people this, but did you notice anything in particular about your immediate neighborhood, any changes, or—you mentioned you didn't go out too much. Any thoughts on what you were seeing just around you out the window?

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JJ: I mean, initially no one was outside. Initially. But then again, it was March, and it's cold. But my neighborhood is a pretty quiet place anyway. So there wasn't really—there's not really a lot of interaction for people out here, but I did notice that whenever people were going outside, they were wearing masks. If I was going to take the odd walk around my neighborhood, people were wearing masks. If we were walking towards each other, we would end up on opposite sides of the street. Personally, I took several steps back. I kept away from people just as a precautionary measure, but other than that, my neighborhood is so quiet that there wasn't really a lot of foot traffic and I didn't really notice much.

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CK: Okay. And how were you able to keep in touch with people outside of your family?

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JJ: Well, the internet's a wonderful thing. Obviously, there's things like Facebook Messenger and texting and stuff like that. I have an app—not an app but a program called Discord—installed on my computer which allows people to sort of video chat. It's just another one of those chatting programs. And also I have this other program called Parsec which is great for video sharing. It allows for people to have control over your computer, so to speak. Might sound a little terrifying, but it's not, really. We only ever used it to play games or if one of us, one of my friends, didn't have it. So we would all just kind of vicariously hop on my computer and then we would all play that way.

So, you know, the internet's a wonderful thing.

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CK: Great. And how did you keep up with news about Stony Brook?

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JJ: The subreddit. (laughing) The subreddit was probably the biggest thing with everything going on. That and the Stony Brook email. It was kind of interesting to see the emails go out and then two minutes later have a post on the subreddit about said email and how people were thinking about it. But also, the great thing about the subreddit was that you also got information from other places since Stony Brook has such a diverse community from all over the world and all over the country.

We were able to compare and contrast what was going on in, say, New Rochelle with stuff that's going down here on the Island or in Pennsylvania or California. So I was able to pool all of that together. And obviously you had your typical news sources, you know, CBS, Fox News, CNN, whatever was going on.

My primary news source, at least for anything outside of Stony Brook, is a YouTube show, but, you know, anything Stony Brook related was from the email or the subreddit.

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CK: And you had mentioned earlier about your work. Anything you want to say about the effect COVID had on that or—

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JJ: Initially, I went back to work, I think, the first day of spring break. It was the Monday after—I wouldn't say lockdown, but quarantine, was issued. We had a full staff, and working with people with intellectual and developmental disabilities, they have physical, medical stuff that needs to be addressed.

And a lot of people at work weren't feeling safe. A lot of the individuals weren't feeling very safe so a lot of them didn't come in. At least for the initial two or three months, at least the full-time staff were still required to come in. I'm per diem so I wasn't required to come in, but a lot of my—I heard a lot from my coworkers, and they were trying to keep themselves busy, but you can only keep yourself busy up to a point.

And because state guidelines at the time were so—they weren't super uniform and they didn't really—they had like broad over strokes, or they have broad strokes into what their pandemic response was.

We fall under, or at least my program falls under, the guidelines of OPWDD [Office for People with Developmental Disabilities]. And OPWDD, at least at the time, listed us as similar to

hospitals which, having a day program and working in a hospital are two very different environments with very different set of staff requirements.

So there was a lot of disgruntled staff. There was a lot of confusion, and my supervisor did a really, really good job trying to keep everyone on board. I don't think any of, at least my coworkers at the time, had any ill will towards the program or my supervisors. A lot of it was just directed at the state for having such a very disjointed response at the very beginning.

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CK: And just to bring it back to Stony Brook, as we moved into the fall of 2020, did your situation change at all in terms of the classes you were taking or your routine coming into last fall?

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JJ: During the fall was actually okay, I suppose. I had a class that was just small enough to house, to properly house, in-person people without having—with the proper social distancing guidelines. So I was able to go back on campus for, I think, a couple of days out of the week. And it was nice to have some sense of normalcy in that regard. It's very difficult for me to pursue any outside academic work here at home. I need to be in a different environment if I'm going to really focus in on my studies.

So having that separation between my home life and school life was really, really nice. And it was also kind of interesting to see how other people also, or how Stony Brook, adapted to the situation. Such as, a lot of the commuter lounges or just the lounges overall—the one at the library, the one in the SAC [Student Activity Center]—those were, the one of the SAC was closed indefinitely.

And the lounge in the library was only open until six o'clock when they're normally open 24/7. Also, the cafeteria in the SAC had periods of cleaning. It was every three hours or something. So while it wasn't normal, per se, it gave me a sense of normalcy. It gave me a routine that prevented burnout that a lot of my other peers were feeling then. It was also just kind of nice to see other people besides my family that—

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CK: Sure. And could you say a little more—so when you were coming on campus last fall, what were those interactions with other people like? Or what did the campus feel like in terms of the density or how many people you were seeing?

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JJ: It was like a ghost town but also reminded me very much of SUNY New Paltz's campus which I spent a little bit of time at, visiting and stuff. Normally Stony Brook is—I wouldn't say "crowded," but it has a lot of people in its property, and to have nothing, or not nothing but to

have a significantly smaller population, gave it an easier, a laid-back feel rather than it being the Stony Brook that everyone knows.

My interactions with people were pretty few and far between. Small talk with the lunch ladies or, maybe, the occasional polite gestures in holding doors open, elevators, and stuff like that. There wasn't really much. I mean, at the time I was dating somebody, and our interactions were kind of the highlight of my social interactions outside of the academic setting where—when I had my in-person classes, that was very much a breath of fresh air. Just to hear other people's perspectives and just to have that kind of group setting, have some group activities. Again, just to have something normal for everything that was going on at the time.

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CK: And if you feel like mentioning it, what did you find were the challenges of dating during COVID?

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JJ: The challenges. I think there was a—initially when I was dating this person, the biggest block, at least for us, was feeling safe enough to have that in-person interaction. I know a lot of people during the pandemic, they were trying to do this virtual stuff, go on virtual dates. I'm a bit of an old soul, but I need to have that in-person interaction if I'm going to pursue a relationship with somebody.

And having us feel safe enough that we could go out and spend time with each other, hold hands, all that physically intimate stuff during a time where you're not supposed to hold hands and be close to someone's face—that was that initial challenge.

But after we got past that block and we started feeling normal around each other, we trusted each other that we weren't going to be doing anything risky like walking around a store, a public place, without a mask on. After that, it became a bit academic: spending time with each other but try not to harm anyone else in that regard.

Dates were pretty much like social-distance stuff. We'd never be in an area—but most of the places were closed anyway—but most of our dates were centered around being outside, going to parks. It wasn't until the fall where we were in an environment with a bunch of people for that. But over the summer, throughout the fall, dating wasn't super hard after you get past that initial, you know, I need to feel that this potential person that I'm interested in is being safe. And I trust this person enough to make sure that they're not going to bring something that I'm going to bring home.

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CK: It's interesting with this project. We started in October of 2020, and now we've gone through so many versions or timeframes of the pandemic. So just to wrap it up or bring it a little closer to now, how was your spring semester this year?

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JJ: My spring semester, I think, was probably one of the roughest this time around. Part of the reason is, I didn't have any in-person classes this time. So it was all at home. But also, I think there was a chronic problem that started in the fall that I think I forgot to mention—that all the professors started thinking, or at least it felt like they were thinking, that because all of their students were home, that they had just that little bit more time to do a little bit more work.

You know, an extra chapter, an extra couple of pages, an extra assignment. It's fine if it's just the one class, but when you are taking—when you're a full-time student, that's twelve or more credits, and every professor thinks the same way, and they all have varying degrees as to what extra work means—it all tends to pile up very quickly. It started in the fall, and it kind of progressively got worse into the spring. I'm not sure—I don't know if my professors consciously thought about it in that way or they were kind of coming at this with, Oh, I have more time to give my students more information—rather than just like, I'm going to dump more work on them.

That was the difficult bit, but I think the saving grace of that semester was a lot of the professors were a lot more accommodating this past semester than they were when things initially started. I mean, things were lax, and there was all that chaos, but in this full-time environment where everyone kind of knows the routine already, when things started going—when the work started piling and the students start to suffer burnout—many of the professors, they were very good at pushing back due dates. They were good at removing assignments or changing the syllabus as needed. Extra credit was always a good thing.

I know a few of them made an effort to reassure their students that they weren't alone in this struggle of online learning. So they told us, It's difficult for us to put everything together. It's difficult for you. So we're trying to do the best out of this situation. If we're feeling bad, we hope that you'll be flexible with us. If you're feeling bad, we'll be flexible with you.

So at least some of my classes, it was a very nice reciprocal relationship. Although at the end, with finals and stuff, it got a little bit hairy when everyone was trying to scramble to put everything together. The last whole semester felt really difficult.

It also didn't help that we didn't have spring break. I understand that SUNY—I think it was a SUNY directive—but SUNY, for safety reasons, they didn't want people going home, potentially with family members that might not adhere to quarantine guidelines, come back to their dorms, their classes, and then another outbreak happens on campus.

And I know Stony Brook tried to issue a “staycation.” That's what they called it, anyway. Where we had a week of optional classes, but because it wasn't mandatory and depending on the class, it was really odd. Some classes had a day, a couple of my classes had a week. One of my classes didn't have it at all.

Without that break in the middle, going into spring—our staycation—students were already feeling burnout. And then having that extra week and potentially more assignments just furthered the burnout for both the students and the professors. So, yeah, that semester was a

really difficult one, at least in the fall. After Thanksgiving everyone went home and there was a little bit of reprieve, but having school for three, three and a half, four months straight was not fun.

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CK: Sort of as a flip question to that in terms of all the—now you've had three semesters of online. Is there anything you can think back to, like a moment or an exchange, that stands out as a positive of online education? Something that happened that you can say, Oh, that was actually an interesting experience in the online world?

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JJ: That's actually kind of funny because I know everyone complains, and they say that they hate it, but there are several instances that I have encountered, I experienced, where people loved the online experience. Before I get into the social aspect of it, the thing that really stood out to me in terms of the benefits of online learning—and it's something that I still champion, and I think that, to some degree, Stony Brook still should implement—was the Zoom recordings. Those were invaluable. I know that when I got sick during the semester or something happened where I couldn't, or I had to miss a class or something, having that recording there to kind of go back on and look so that you didn't miss anything, that was something that was useful.

You didn't have to go up to your classmate and say, Can I see the notes? And you can't read their chicken scratch and depending on what they process through their minds, it might not make sense to you. And having the lecture in its raw format allowed me to jump back into it without missing a beat.

Another thing that I thought was really, really good was just the ability to be comfortable in the learning environment. I consider myself fortunate. I have a pretty good setup, so I'm pretty comfortable with that, but some people were having class in bed which could be a good or bad thing, depending on the day and the circumstance. Just having that was really good.

But I also like—moving on to the social aspects—something that I thought was a really big benefit of the online learning is, as much as online learning kind of distanced people in certain ways, last semester I had a couple of classes where it actually brought people together. That wasn't even just last semester, that was the fall too. The fall was fantastic.

Something, I think, towards the end of last semester that, as Stony Brook issued the announcement that in-person classes were coming back in the fall, a bunch of my classmates were saying that they're going to miss the group chat setting because it's just not the same as it is when you have in-person classes.

When you have a group chat in person, it's kind of just like, Oh, is this for the assignment? Just for clarification. But during this online setting, it was really, really nice to have some—while the lecture was going on—to have some side commentary about other things. There would be jokes posted in group chats. There would be comments on the content of the lecture. Everyone was

able to say what they were really feeling about the class, about the professor, and it was just kind of like—it was, if you've ever experienced live-tweeting, that's basically what it was, you know?

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CK: And just to clarify, this was not within Zoom. Did you have a group chat going outside of Zoom?

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JJ: Yeah. It was outside of Zoom. Anything on Zoom was strictly professional. Maybe it was like a joke, you know, about, say, something funny happened, and someone had a very dry retort or something. It was all very much in—on Zoom was very much professional. Outside, in programs like GroupMe, Discord, it was all fun and games.

And it was also really nice to, while the lecture was going on, to have some clarification as to what was going on without interrupting the professor. So there would be a topic that was going on and someone's like, Oh, I don't really understand this. Someone in the group chat would chime in and then they're like, Oh, now I get it.

That way, again, they're not taking anything away from the class and the professor doesn't skip a beat either because the professors during that whole period was pressed for time. Not saying that a question like that would harm or have a bad impact on the class itself, but it was just nice to have that running commentary so that everyone can get the best learning experience possible.

00:41:49

CK: And Jan, just as a way to sum up or to get to anything I haven't asked you, what would you like people to know about this time in your life and what you experienced?

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JJ: Number one, it's not something that I'm going to forget any time soon. I think this whole period was just something that was really, really unique.

Being in school for so long, you kind of get used to the motions of going to class, going home, going to work, studying, and all of that. And having this unfortunate situation to break up that monotony, to really show where people are when their backs are against the wall, how people adapt—that was really interesting to know.

Hopefully nothing like this will happen anytime soon, but just seeing how people reacted when it first started, when after three months people got bored at home, how they were able to adapt with learning new skills, maybe starting up a hobby that they hadn't picked up in a while and then moving on from that chaotic environment to something a little bit more organized and a

little bit, just progressively got more and more clear in terms of the direction for classes, that was something that I don't think anyone else will have that experience. At least not, hopefully not, for another hundred years.

But I think the main takeaway from this whole experience for me was how fast people can forget about everything. The reason I started taking notes was for a project that I was writing on and going back through it, once I picked up the project again, once school started to relax a little bit, I completely forgot how terrifying the first couple months, the first couple of weeks were and how fast the world changed on its head.

I mentioned this before—from January to March there was nothing on my radar. And then I never—I completely forgot that lockdown, quarantine, all happened within the span of ten days. Everyone's lives were uprooted in ten days. And you know, even now, even though I know that fact, it still feels like the whole COVID thing happened so gradually. When I'm thinking back at that time, it just—everything just happened in slow motion, you know?

And now that we're coming out of the pandemic, so to speak, and everyone's trying to kind of move on with their lives, I think it's important to remember what that time was like. Just so that hopefully it doesn't—we'll be better prepared next time.

Not going to say it's never going to happen again but so we'll be better prepared next time. So that people don't start panic-buying toilet paper and to just remember that, to wait and see how bad things really are before making gigantic conclusions and, again, just to keep everything that we've been through in mind so that we're better—we're ready for it next time.

00:45:51

CK: Well, Jan, we want to thank you for adding your memories to this project and people can, when they want to look back on it, they can look back on what we recorded today. So we thank you for contributing to the project.

00:46:01

JJ: Thank you. It was a great opportunity to put in my two cents for something so unique because this is something that was during the age of the internet. Now there's going to be real-time footage instead of memoirs from months later.

[end of interview]