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Southern Sudan Health Care

A Capstone Project Submitted in Partial Fulfillment of the
Requirements of the Renée Crown University Honors Program at
Syracuse University

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Studies and Renée Crown University Honors

May 2009

Honors Capstone Project in Broadcast Journalism
and Policy Studies

Capstone Project Advisor: _____
Professor Christy Tuohey

Honors Reader: _____
Professor William Coplin

Honors Director: _____
Samuel Gorovitz

Date: _____

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Abstract

Statement of Concept:

The concept of my creative project was use pictures, film, and music, and

to create short yet visually inspiring promotional videos for the John Dau Sudan Foundation (JDSF), a non-profit organization started by former Lost Boy of Sudan, John Bul Dau. These videos were made to serve a variety of purposes for JDSF including: helping John Dau in acquiring speaking engagements, assisting JDSF in raising money for the clinic, raising awareness on the inadequate healthcare and struggles for Southern Sudan, and serving as web content for JDSF's website.

Context of Work:

I have been working with John Bul Dau via my Policy Studies major since sophomore year. It was then, as the Visuals TA for an introductory policy studies class (PAF 101), that I was responsible for putting together a presentation for the class to educate them on John's life story and create a PowerPoint presentation John could use as he spoke. I found that there wasn't much available that was short enough to show audiences that may be unfamiliar with his life story and the problems he tackles. So I decided team up with JDSF to create videos that could be used for similar purposes. In doing this, I was asked to travel with John to film a speaking engagement in New York City and provide JDSF with copies to be sent out.

Medium/Processes:

To create my project I used a combination of pictures, video, and music to create a short video and a recording of a speaking engagement. This included filming my subject with V1U cameras from Newhouse and editing using both Avid and Final Cut. The V1U cameras I used recorded video and interviews onto mini-DV tapes, which I ingested into computers in the non-linear Avid editing suites. I then edited and exported this video from Avid to a Quicktime file that could be burned onto a DVD using Final Cut Pro and iDVD. In my project, I used Quicktime files of video taken and brought back from Sudan by John Dau and jpeg files given to the JDSF by a professional photographer. I edited these together with music to make the multimedia video using Final Cut Express.

Conclusion:

For my creative project, I used pictures, film, and music to create a short emotion-evoking video would be useful to former Lost Boy of Sudan John Bul Dau and the John Dau Sudan Foundation in raising money and awareness in their efforts to transform healthcare in Sudan. I also traveled with John Dau to New York City to film an honorable speaking engagement as a featured storyteller at a club called The Moth and provided JDSF with DVD copies. I used both Avid and Final Cut Express to edit the videos and a variety of sources for background research and specific information.

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Acknowledgements

I would like to thank and acknowledge John Bul Dau for all his hard work and perseverance. He is a great role model and a true inspiration to everyone. His dedication and attention to healthcare issues in Sudan have made the John Dau Sudan Foundation and the medical clinic in Duk County possible. He was a very wonderful and cooperative subject and source for this project and I am honored to be able to assist his efforts in any way possible.

I would also like to thank John's assistant Katelyn Hancock for all the time, effort and attention she put into helping me complete this project. Without her willingness to help and share resources, this wouldn't have been possible.

I would like to acknowledge my advisor, Professor Christy Perry. Without her time and attention to helping me better my project and make sure it was on track I would have been lost.

Lastly, I would like to thank and acknowledge my faculty Reader, Professor Bill Coplin. He was instrumental in encouraging me to do this project and contributed immensely to my academic and personal growth over the past four years at Syracuse University. Without his interest in my academic career I would not be the student or person I am today. He had afforded me many instrumental opportunities both to develop skills in both of my fields of study as well as for this Capstone Project.

Southern Sudan Health Care

1. Reflection

In the Fall of 2007, my junior year, I was afforded the opportunity to serve as an undergraduate TA for an introductory public policy class (PAF 101). It was from there that my idea for my Capstone Project stemmed. As the Visuals TA I was responsible for creating visuals for speakers as well as creating any other material needed to show in lecture like PowerPoints and videos. John Dau was one of the speakers that came to PAF 101 as he does every semester to share his story. He is a former Lost Boy of Sudan, one of the almost 20,000 boys that were forced to flee the country when the Muslim Sudanese government (of the North) attacked the villages of the black Christian South. Villages were burned, women raped, and young boys killed. The civil war in Sudan started in 1983 and John fled (with no knowledge of whether his family had survived) when his village was attacked in 1987 at the age of 13 in what led to a 14-year journey from Sudan to Syracuse, NY. John traveled by foot without food, water, shelter for over a thousand miles, first to Ethiopia, back to Sudan and then into the Kukuma refugee camp in Kenya. It was there he received a basic education and began to learn English from a school set up by the United Nations.

In 2001, John was selected to come to Syracuse, NY with 140 other Lost Boys. He has since received his Associate's Degree from Onondaga Community College and began a BA in Policy Studies at

Syracuse University. He resides in a home he built in Syracuse with his wife, son, and daughter and with the help of Professor Coplin (my reader) he founded and now works for the John Dau Sudan Foundation. John's main responsibility is raising money to support the Foundation and the medical clinic it has built in his home village in Duk County, Southern Sudan.

So as the Visuals TA for this class I had to research and become familiar with John's life story so that I could create something to show the students in the class to educate them on who John is, what a "Lost Boy" means, and the background to his story. I watched the documentary, *God Grew Tired of Us*, which featured John and several other Lost Boys. I also read the book John wrote. I put together a PowerPoint presentation for John to use when he actually spoke but found watching the documentary to be the most effective way of understanding what he had been through. Seeing the video of how bad it was, these starving skeletons of people and how triumphant they became after coming to America was much more emotion evoking than just reading about it in text. So I decided for the class that I would show the documentary so they could see what John would be talking about.

Since it was only an hour class and we wanted to give John time to speak and have questions, I couldn't show the whole thing as it is about a half hour long. So I decided to use short clips of different parts to keep it to about 5 minutes. I was very curious as to how John could travel all over the country speaking to schools, colleges, churches and corporate events

without any short video introduction or preview to give the audiences a visual of the story John tells. When I inquired with John's assistant about the potential of such a video I found out that they actually did want and needed such a video, but that JDSF didn't have disposable money to pay to have one made or have any videos on file that was of professional enough quality to send out or put on the website. Thus, I was encouraged to create videos for the Foundation because it was something they actually needed and were interested in using.

So as I was trying to finalize an idea for my Capstone Project I thought about how I wanted to incorporate the skills I have learned in both of my majors, broadcast journalism and policy studies. I decided it would be most practical to do a creative project that would allow me to make something with video and editing on a subject matter that related to a policy of some sort. And I thought back to that experience as a TA of when I was so inspired by the subject matter and so shocked that a short video visual didn't exist. I was furthermore reminded of this topic after meeting with the same Professor I was a TA for about taking a new course he was teaching called Transforming Healthcare in Sudan. This class would involve getting credit to serve as a think-tank for the John Dau Sudan Foundation.

So all semester long I have gotten to meet with speakers that come to class who volunteer that fly over to Sudan to help at the clinic or serve as board members of the Foundation. This has been tremendously helpful and influential to how the slideshow video turned out. Without studying

both from people that had been to the clinic or helped run it, I would have not had the solid background knowledge to know that the clinic is the ray of hope for these people and therefore an integral part of my creative video in helping me to communicate the message of hope. I also through the class was exposed to helpful online and written resources that furthered my study into the topic of how poor and inaccessible simple healthcare is. And by this I'm talking they don't wipe running noses or have/use use bars of soap to clean wounds and infections instead of dirty water. I also looked very in depth into the topic of security for the clinic, as people and animals from the village just mill and wander around it. This helped me in choosing which pictures to choose. With access to thousands of pictures that have been taken by both John and professional photographers, I found knowing what would be a truthful or accurate portrayal of what the Foundation has done for this village and how the clinic was built made choosing which pictures would be most appropriate to use in the video much easier.

I also at this time started working with John Dau's assistant, who was very enthusiastic about getting me involved in helping the John Dau Foundation out. When John was given the honor of being invited to speak at a storytelling club in New York City, she invited me to come along to film it. The theme for the show was heroes in danger. So at the beginning of this semester, the last weekend in January, I flew to New York City to meet John and his assistant with all the filming equipment. I was given a special set-up and seat at The Moth to film John as he spoke. Each hero

storyteller was introduced by a comedian and then given 12 minutes to tell his or her story. So for this video that I made for the John Dau Sudan Foundation, I used just a few different shots to keep consistency that wouldn't take away from what John was saying. For the most part, I had a medium close shot that was close enough to show his expressions as he spoke. But I also got a variety of wider shots that showed John on the stage and to provide the viewer with a sense of what the atmosphere of this club was like.

After the show, I was able to meet and sit down to dinner with Peter Raymond, a young professional who started Clinics Rising, a very small company that uses multimedia methods to tell stories that advocate for global health care. He had contacted John about doing a story on the clinic that was built in John's home village in Duk County, Sudan. I watched the videos Clinics Rising had done on a health clinic in Rwanda and was convinced that I too wanted to make a difference in the world by creating something similar. When I came back to Syracuse I made it official that making a video for the John Dau Sudan Foundation would now be my Capstone Project, a piece of work that would put attention on global health care problems and how important they are.

So I started acquiring video and pictures from the Foundation that I could use to tell the emotional story about John that would help him attain the goals he has. The videos I then made were to assist the John Dau Sudan Foundation in raising money to support and continue operating the medical clinic it built. The videos may also (when sent out)

help secure speaking engagements for John. This is what the Foundation plans to use the 12-minute storytelling speech for, to distribute to churches, corporate businesses, or schools.

I felt that this method of video, using still pictures mixed with video over a song with no lyrics, would be the most effective in getting the emotional response necessary to motivate people to continue watching or even act on the issue I was trying to communicate. A lot of these choices were made based on the resources and materials that were available for me to use. In my ambition I intended on doing much more, but without the appropriate video the things I wanted to create weren't feasible. I felt that replacing narration (or my voice telling the story) with text would allow my work to have more of an impact on an audience while also demanding more of their attention. Even though the argument could be made that since in any given audience there would be people that learn different ways, I felt that narration underneath video would not be as thought or emotion provoking.

In making this video and coming up with the concept I had a lot of help both from experts on the Foundation and advisors. I used the input of others to try and make this something that was both useful to the John Dau Sudan Foundation and moving enough to have a lasting impression on people that didn't know anything about Sudan. I worked and spent time with John, meeting his family and studying the work of his Foundation in my policy class on Healthcare in Sudan this semester. I was able to get to

experience eating a traditional Sudanese meal. I also spent a lot of time going over this project with his assistant.

2. Influences

My ambitions and artistic choices for these videos were influenced by many different people and sources. Artistically, instead of using a straight broadcast style storytelling method I decided to adopt a style of photojournalism. In doing this, I have to admit that I have not had any formal training nor have I studied how this method should be used correctly. But in trying to decide how I would make something more photojournalistic (since pictures seemed to be the abundance of material I was given) I found myself drawn to musical slideshows that I would find on YouTube that had a serious or effective message. More specifically, there was a specific video I found while studying abroad in London that convinced me that using this style would be very effective. From there, I used YouTube to develop a sort of informal research into what kinds of videos people are more likely to watch. Characteristics often included good music, shorter lengths, humor and messages about unity.

I remember the particular incident I just referred to that inspired me to attempt something of this style happened while I was sitting in my flat in London. I was feeling very out of place and longing to come home and came across a video on supporting the troops. To put this incident into context, while abroad I found it wasn't easy for me to adapt to the obvious dislike British people had for Americans. Despite wanting to fit in and meet new people without them judging me as an American, I could not bring

myself to drop the pride in my culture and my country. While trying to adjust to all these conflicting new challenges, I got a chain email with a link to a YouTube video called “Remember Me.” This video used a similar technique to the one I used for my video on Southern Sudan but the message pertained to supporting the U.S. troops regardless of whether the viewer was for or against the war. It was so emotion-evoking that it brought me to tears. And I have always wanted to make something that would make someone else feel like that.

I found influence in Peter Raymond, another artist that works professionally with the same intentions I had for this project. While traveling in New York City with John and his assistant Katelyn Hancock, I met Peter Raymond, a creative director, communications consultant and inventor. He started a company called Clinics Rising that showcases the efforts of healthcare workers and non-government organizations around the world that provide health care to some of the most destitute places in the world. Clinics Rising makes documentaries and video media to help organizations with advocacy, recruitment and fundraising and to share stories of amazing things people are doing (Raymond, 2009, para. 3). The first project was done on the building of health clinics in Rwanda after the genocide and now a team is in Duk County, Southern Sudan filming the development and work of the Duk Lost Boys Clinic.

To make this project I taught myself how to use Final Cut Express, which is a non-linear editing system for Mac computers. Through past summer internships I did get a little exposure to Final Cut and how to edit

on it but most of it was playing around and using trial and error. I learned to be able to do what I've done mostly from my training in broadcast journalism. For stories in broadcast I learned first to linear edit and then to non-linear edit using Avid. Knowing how to use Avid, even though the two systems are different, I was better able to use similar skills to edit with Final Cut. Even though I am more familiar with Avid, it was more appropriate to use Final Cut for this project because all of the pictures and video were in files and sent over the Internet. Avid also makes inserting text over video and pictures more difficult. With such little video to work with on this video, I didn't really need to use a lot of my knowledge of the rules of editing like jump cuts and variations in shots. However, I did have to pay attention to tempo and the changes in the music. In broadcast, you match video to the voice tracks (what you are saying) but since this was music I had to use fades and insert a new picture to match the changes in tempo or tune. I used an inconsistent time lengths for pictures because at times when the music speeds up I have pictures flashing faster.

3. Meaning of Work

This work means a tremendous amount to me personally, not only because I made it, but because it represents my growth and diverse talents academically and artistically. The past three years I have learned how to create radio and television news packages in broadcast journalism that simplify news stories into a story that would be interesting and understandable to the average viewer. But rarely did these packages allow for extreme originality or creativity, an interest of mine that I always

tried to incorporate but didn't always necessarily work. As a transfer student into both Newhouse and Arts and Sciences, I wasn't able to take some of the electives in Newhouse that I think I really would have loved or benefited from, specifically classes in Photojournalism or Television, Radio, and Film. However, I was able to get into Health Reporting, a class where I learn about how to communicate complicated medical or health developments and news in a way that people will understand. We learn how to interpret the jargon, make it interesting, and put it together into a story for web content and a show called Good Medicine.

In addition to my experience and interest in learning how to do health stories, I also invest a lot of time studying health in various Policy Studies classes. This includes creating and evaluating policies about health insurance and national healthcare costs, and learning about international health through the course on transforming healthcare in Sudan. My dad also works in a health related field, a consulting company that assists healthcare facilities in getting money from the government and negotiating costs for glucose testing.

In light of some personal tragedy, I also have become even more invested in the cause for better healthcare, both in the United States and around the world. I think a lot of people take for granted having good health. It is one of those things you don't really think about until you are sick. And with some of these diseases in Sudan, having simple healthcare like clean water, soap or assistance in childbirth could make all the difference between life and death. I felt that doing this project is something

that would not only help the Foundation but would also be something that could impact policy.

Having the personal tragedy occur this year in the midst of preparing to graduate and working on this project made it very difficult at times to go forward. So for me, this project represents that despite setbacks and interruptions in life, I can still push myself to new heights. I went through with the project despite it being difficult and sad, while also finding time to teach myself how to use a new editing software.

I would hope that my work on these videos and the assistance I could offer the John Dau Sudan Foundation would make a difference. Even if it helps just one more person donate money or if it grabs the attention of one more person that would have otherwise looked the other way on healthcare troubles for Sudan then it was well worth creating it. I want the people that watch this video to feel something. Whether it be sadness, guilt, pity, disbelief or any other range of emotion. I want it to mean something to people. And if it doesn't mean enough to get everyone to want to help the cause or donate money to the Foundation, the fact that they watched it means they are now that much more educated on this really unfortunate foreign issue.

4. Shape of Project, Changes, Obstacles

The first main obstacle I faced in this Capstone Project was dealing with the lack of structure and direction in finding a topic and a project I was passionate about. Even though I have, in some capacity, been familiar and interested in helping John Dau since the Fall of my junior year, the

idea for these videos didn't come to me immediately. It took me awhile toying with ideas. I submitted more than one proposal. But in the end, I'm very glad and grateful I got to pursue the project I wanted. I think the idea of having so little definition and direction of what was expected was daunting because I'm not familiar with having that kind of freedom. I was also found choosing an advisor a difficult because I didn't want them to feel obligated to help me on something they may not have been as passionate about.

Once I put all this into order, making the project was much easier. It left for a little less time than I would have liked but made my focus on what needed to be done when better. It was important for this video to have a clear direction or message I wanted to make and that was all put in line with a clear proposal and consultation with John and his assistant on what specific topics would be most helpful.

But like many creative works or stories that I do, this project changed and morphed several times over the semester. A lot of the changes reflected the wants and needs of the John Dau Sudan Foundation. Last Fall was when this idea became finalized. I resubmitted a proposal but still didn't have an appropriate advisor and reader. By the end of the semester I began working on the project doing research by the way of reading John's book again and watching the documentary. I also did research on what method of video would be most effective with what footage I would be able to use. This ended up being the main reason and roadblock, not having enough video. Originally I was supposed to use

video and sound bites from interviews with John from the documentary (as permission was given to the John Dau Sudan Foundation to use it) but it turned out we were unable to get the right clips in time. So the only video from it I was able to get was included in the beginning part of the creative video. The scenes of the starving skeleton looking children and the boys walking was what was used by a show called The Hour when John was a guest. At the beginning of the semester I traveled to New York City with John and his assistant to film him doing a 12-minute version of his life story at a storytelling club called The Moth. I used Avid to put together that video, just because I had to get it from a mini-DV tape to a QuickTime file. I then used iDVD to add a title screen and print it to a DVD.

For the creative video over the course of the whole semester I was constantly doing research to find the most appropriate and up-to-date statistics. I used a lot of information that was gathered by Katelyn and the Foundation and also published on their website. Most information for the text portions or statistics came from ReliefWeb, Doctors Without Borders, and research done by the John Dau Sudan Foundation. I then put this research into short statistics in the video with white text over black background. I thought that this choice would be most effective because it is so basic that it would not distract the viewer and would make it easier for them to read than if I used colors. When I got the video from The Hour, I also arranged in putting the quick shots together. I thought putting this video in the very beginning would grab the viewer's attention right away. I find that seeing video or something visual helps me understand it better.

This may not be true of everyone (as we all learn differently) but I felt there would be more emotion if it were a visual statement instead of my voice telling someone else's story. I did toy with the idea of having John narrate, but we didn't get the video from Newmarket Films in time, and I thought it would be too similar to the other video where he does tell the whole story with no video. Once I acquired most of the pictures from the Foundation I also began editing that into the video on Final Cut. This resulted in several revisions as new pictures became available and as it was reviewed by Katelyn, my reader and my advisor.

5. Acknowledgement and Thanks

I would like to thank John Dau, former Lost Boy of Sudan, for agreeing to work with me and share his story. His example of bravery and perseverance redefine those words for me. I look up to him as a very inspirational role model to aspire to. His devotion and passion to making a difference in Sudan encourages students like me to take action and believe that I too can help. His story, in addition to his action, puts life and learning into a new light and is motivating beyond belief. I really appreciate John taking the time to consider me as a valuable asset and someone worthy enough to take on communicating his story. I also appreciate him giving me the opportunity to accompany him to New York City, getting to see how he does what he does.

I would like to thank and acknowledge John's assistant, Katelyn Hancock, for all of her help and support. Without her focus and attention, this project would not have taken shape. I am very grateful for Katelyn's

willingness to meet with me regarding this project for updates, materials, information and direction. Those meetings helped make the videos something that would actually be useful for John and the Foundation. She was an invaluable to finding information and resources.

This project would not have been possible without Professor Coplin, my reader. From choosing me to TA to accepting me into the Transforming Healthcare in Sudan class, he was instrumental in exposing me to this topic, John Dau and the John Dau Sudan Foundation. He is the base of my understanding of health policies and the inner-workings of the Foundation I created this for. He has been a guiding light, the kind of Professor that changes your college experience. And for that I am infinitely grateful. All the help, time, attention and opportunities that Professor Coplin gave me led up to my interest and passion for this and the completion of these videos.

I would like to thank and acknowledge my advisor, Professor Perry. I am very grateful for her agreeing to take me and this project on. Without her help, attention, and willingness to meet with me I wouldn't have been able to do this. I really appreciate her guidance in teaching me how to better understand how to communicate stories about health and medicine. It sparked my interest in incorporating both of my fields of study into this project.

I would also like to thank and acknowledge all the people in the Renée Crown Honors College. Their advice and understanding allowed me to go forward when sometimes it seemed easier to give up. I appreciate all

the meetings, time, attention and encouragement they gave me to stay on task.

I would also like to acknowledge and thank all the people that inspired or influenced me in creating these videos the way I did. Thank you to Newmarket Films for creating video and thank you to all of the people that took photos in Duk County.

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Southern Sudan Health Care Summary

My creative Capstone Project includes two short videos regarding healthcare in Southern Sudan and the life story of former Lost Boy John Dau. One video is very short with a more creative style as it was made with the intentions of getting an emotional response from an audience. It is about three minutes long and features a mixture of statistics and text with pictures and short clips of video over a song. The John Dau Sudan Foundation will use this short video to send to schools, corporations, and churches to educate and update them on John's story as a way of promoting him as a speaker and worthy charitable cause. Hopefully, by seeing who John is and what the Foundation is doing, people will extend invitations to have John speak or make donations to the Foundation and the clinic that it built in John's village.

The second video is John telling his story at a speaking engagement in New York City at a storytelling club called The Moth. I traveled with him to film it and then made it into a DVD that the John Dau Sudan Foundation will use either to send out as a source of information on John or to use as reference for people interested in hearing a shorter synopsis of John's story without watching the documentary *God Grew Tired of Us* or reading John's book.

For a background explanation of this project, John Dau was referred to as a Lost Boy because he is from Duk County, Southern Sudan. Lost Boy was the term given to the almost 20,000 boys that were forced to flee the country when the Muslim Sudanese government (of the

North) attacked the villages of the black Christian South. Villages were burned, women raped, and young boys killed. The civil war in Sudan started in 1983 and John fled (with no knowledge of whether his family had survived) when his village was attacked in 1987 at the age of 13 in what led to a 14-year journey from Sudan to Syracuse, New York. John traveled by foot without food, water, shelter for over a thousand miles, first to Ethiopia, back to Sudan and then into the Kukuma refugee camp in Kenya. It was there he received a basic education and began to learn English from a school set up by the United Nations.

In 2001, John was selected to come to Syracuse, New York with 140 other Lost Boys. He has since received his Associate's Degree from Onondaga Community College and began a BA in Policy Studies at Syracuse University. He resides in a home he built in Syracuse with his wife, son, and daughter and with the help of Professor Coplin (my reader) he founded and now works for the John Dau Sudan Foundation. John's main responsibility is raising money to support the Foundation and the medical clinic it has built in his home village in Duk County, Southern Sudan.

The idea for this project was sparked when I served as an undergraduate TA for an introductory policy studies class. I was responsible for providing all the visuals for the lectures. And when John was coming to speak I didn't think a PowerPoint would be effective enough to students unfamiliar with his background. So I showed a series of short clips from the documentary *God Grew Tired of Us* that took up

less than 5 minutes so John would have plenty of time to speak. But I was very curious as to how John could travel all over the country speaking to schools, colleges, churches and corporate events without any short video introduction or preview to give the audiences a visual of the story John tells. When I inquired with John's assistant about the potential of such a video I found out that they actually did want and need a video, but that JDSF didn't have disposable money to pay to have one made or have any videos on file that were of professional enough quality to send out or put on the website. Thus, I was encouraged to create videos for the Foundation because it was something they needed and were interested in using. I felt that this would be a very appropriate Capstone Project for me because I would be able to use skills from both of my majors, broadcast journalism and policy studies, by making videos about healthcare policies.

In my creative video I attempt to show how the clinic that the Foundation built is the ray of hope for these people in Sudan. In addition to the message of hope, this video also serves as a source of information for the inaccessibility of healthcare in Southern Sudan. And by this I mean simple healthcare, like knowing to wipe running noses or have/use use bars of soap to clean wounds and infections instead of dirty water. Working with the John Dau Sudan Foundation, I was given access to thousands of pictures that have been taken by both John and professional photographers. My responsibility was to go through and choose the most appropriate pictures to show a truthful and accurate portrayal of what the Foundation has done for this village and how the clinic was built.

The creative video was made on a Mac computer-editing system called Final Cut Express and then burned it onto a DVD. I felt that this method of video, using still pictures mixed with video over a song with no lyrics, would be the most effective in getting the emotional response necessary to motivate people to continue watching or even act on the issue I was trying to communicate. A lot of these choices were made based on the resources and materials available, but I felt that replacing narration (or my voice telling the story) with text would allow my work to have more of an impact on an audience while also demanding more of their attention.

The video of John telling his story was filmed using mini-DV tapes and a Newhouse camera. I then used editing suites in Newhouse to transfer the tape into the Avid editing system to make it a digital file that I could then make into a DVD.

This project is significant because it draws attention to the cause for better healthcare, both in the United States and around the world. I think a lot of people take for granted having good health. It is one of those things you don't really think about until you are sick. And with some of these diseases in Sudan, having simple healthcare like clean water, soap or assistance in childbirth could make all the difference between life and death. I felt that doing this project is something that would not only help the Foundation but would also be something that could impact policy.

I would hope that my work on these videos and the assistance I could offer the John Dau Sudan Foundation would make a difference.

Even if it helps just one more person donate money or if it grabs the attention of one more person that would have otherwise looked the other way on healthcare troubles for Sudan then it was well worth creating it. I want the people that watch this video to feel something. Whether it be sadness, guilt, pity, disbelief or any other range of emotion. I want it to mean something to people. And if it doesn't mean enough to get everyone to want to help the cause or donate money to the Foundation, the fact that they watched it means they are now that much more educated on this really unfortunate foreign issue.