



## Students Advocate to Brighten a Child's Future, Among elite group to attend Clinton Global Initiative University



*Jerusha Rice and Chloe Vazzana shared their vision to support South Sudanese students with MCC Trustees in April.*

With the spring semester came great news: Holocaust, Genocide, and Human Rights Project President Chloe Vazzana and Vice President Jerusha Rice's proposal to *Brighten a Child's Future in South Sudan* was accepted by the Clinton Global Initiative (CGI)! The two student leaders attended CGI University, hosted by Washington University in St. Louis, Missouri, over spring break and introduced their proposal as part of CGI's Social Ventures Challenge. In doing so, they strengthened the proposal's foundation and created opportunities for future HGHRP officers and members.



"We believe by presenting at Clinton Global Initiative University we are taking the next step for the Holocaust, Genocide, and Human Rights Project," said Vazzana at the April 8 Monroe Community College Board of Trustees meeting. "Water for South Sudan has built 155 wells, affecting the lives of 400,000 people. When one child gains an education, he or she has the opportunity to transform the whole community like Salva Dut has done."

Vazzana and Rice's proposal was one of only 200 selected out of 3,000 submitted from students around the world. The proposal provides access to educational supplies for villages in South Sudan, beginning in the village of Aliek. Their solution aligns with the mission of Water for South Sudan, Inc. (WFSS). Once water is introduced to a village through WFSS, a school is typically built, but supplies are lacking. Students and teachers in Aliek are in desperate need of supplies. The vision is to identify villages that have built a school due to the presence of a WFSS well and provide students with supply kits (textbooks, book bags, notebooks, pens, pencils, uniforms, etc.) to help them attend school and complete their education. The proposal built upon a foundation set last year by HGHRP President Saul B. Schuster.

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## Prendergast Asks Students, "When is your enough moment?"

Best-selling author and human rights activist John Prendergast presented at the Holocaust, Genocide, and Human Rights Project's 7th annual Voices of Vigilance program. Prendergast described his start and shared his experiences as a human rights advocate at both the Brighton and Damon City campuses on March 4. He opened his remarks at DCC by complimenting HGHRP officers saying, "It is just so wonderful to be met and cared for by those who care so deeply."

Prendergast has worked for peace in Africa for more than 25 years and is co-founder of the Enough Project, an initiative to end genocide and crimes against humanity ([www.enoughproject.org](http://www.enoughproject.org)). Founded in 2007 by the Center for American Progress, the



*John Prendergast encouraged students to understand how their consumer choices affect people affect peace in Africa, a major source of materials used in electronics.*

Enough Project focuses on the crises in Sudan, South Sudan, eastern Congo, and areas affected by the Lord's Resistance Army. The Enough Project conducts intensive field research, develops practical policies to address these crises, and shares sensible tools to empower citizens and groups working for change.

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It's been an amazing year for HGHRP President Chloe Vazzana of Webster, New York. In fall 2012, she received the SUNY Emerging Leadership Award, a special honor for SUNY students who have best demonstrated significant leadership within their campus and community based on the six Big Ideas from SUNY's Strategic Plan. In spring 2013 she was invited to participate in the Clinton Global Initiative University with Vice President Jerusha Rice and present to the MCC Board of Trustees. Congratulations, Chloe!

PRESIDENT'S REFLECTION  
BY CHLOE VAZZANA, HGHRP PRESIDENT



By Chloe Vazzana, HGHRP president

The Holocaust, Genocide, and Human Rights Project (HGHRP) has changed my life in ways I could never imagine. This organization has inspired me to find my true calling in life, and that is to continue my work in the human rights field. This project has introduced me to many things that I now cherish in my life. I have met people who have changed the world and inspired me to stand up and be the voice for those who cannot be heard.

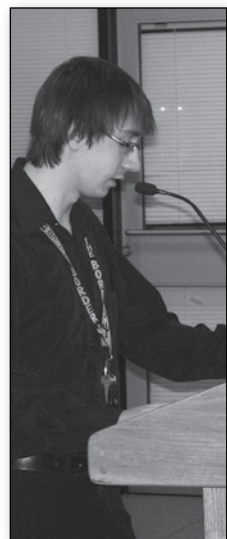
Our goal as members of the HGHRP is to educate, commemorate, and advocate. We educate those in our community who do not know about current issues happening around the world, we commemorate those who have been victims of the Holocaust and other horrific genocides, and we advocate and speak up for those who cannot be heard. I have had many opportunities to make a difference, one being to raise money for Water for South Sudan, a non-profit organization that brings fresh drinking water to the people of South Sudan, Africa. I have learned through the years of being a part of this project that one person can change the lives of many.

There are three people I have met who have truly inspired me to be a better person every day of my life. A woman named Rose Mapendo, who is a survivor of the Congolese war; Salva Dut, founder of Water for South Sudan; and John Prendergast, a human rights activist that works very closely with the issues in Sudan and the Congo. These three outstanding people have taught me life lessons that I will cherish forever. They were three regular people who have overcome many hardships, and continue to forgive and give back to society every day. Through their hard work of advocating and trying to fight for those that cannot be heard, I have found my voice. I will fight for those who have had their rights taken away, I will fight for peace in Africa, and I will fight to make the world a better place one step at a time.

Being a part of HGHRP has changed my life forever and I am truly honored to have been able to be the president of such an amazing organization. HGHRP will stay with me for the rest of my life's journey, and I will always cherish the memories and experiences I have had with this organization. One person can change the lives of many. Make a change. ▲

## Yom HaShoah Commemoration Never Again: Heeding the Warning Signs

Students heard Holocaust survivor testimonies, viewed the local survivor photo essay, and lit candles in remembrance of the 6 million victims of the Holocaust at MCC's 23rd annual Yom HaShoah Commemoration on April 11, 2013. The daylong commemoration, entitled *Never Again: Heeding the Warning Signs*, closed with a showing of the film *Schindler's List*. MCC students, faculty and staff participated throughout the day. Special thanks to Holocaust Survivors Sam Rind, Warren Heilbronner, and Henry Silberstern for sharing their stories. We are also grateful to Rabbi David Abrahams for leading the *Mourner's Kaddish* at the opening ceremony. ▲



## HGHRP: A Product of Witnessing Survivor Testimonies

By Charles Clarke, HGHRP director and professor of psychology

As the director of the Holocaust, Genocide, and Human Rights Project, one of the founders of the HGHRP student organization, and one of its advisors for 22 years, I am struck by the power of the survivor's stories. These stories have often been powerfully told to students by the riveting presence of the actual survivors. I have participated in and watched these entrancing, engaging and often transforming moments. These are moments of belief, presence, empathy, sadness, curiosity, and, most important, a stepping outside of one's own existential concerns.

As a psychologist, I believe we learn most deeply when we invest ourselves in challenging moments. Powerful stories are one of the most potent vehicles for engaging investment. As Robert Coles noted in *The Call of Stories: Teaching and the Moral Imagination* (Boston: Houghton Mifflin, 1989), those narratives help us to reduce dissonance, give meaning, direct action, and sustain the sense of continuity as a person. Witnessing a physically present Holocaust survivor's story is a particularly powerful opportunity to understand the human capacity for diminishing the other.

Yet, the opportunities for such moments are quickly fading. The Holocaust was essentially complete by May 1945 – 68 years ago. A 13 year-old survivor of the 'Bloodlands' in 1942, if still alive, is now

84 years old. If we are going to continue our mission, following the wisdom of Hubert Locke, our programmatic efforts must be an "act of defiance" that attempts to "affirm a better reality about life and the human condition." If we are going to do this, we need to continue the powerful use of testimony by story.

At the Association of Holocaust Organizations' 2013 Winter Seminar, hosted by the University of Southern California's Shoah Foundation in January, I shared the educational and research possibilities of the Living History Project—the conserved, accessible, and indexed 52,000 survivor and righteous 'upstander' testimonies. You can get a powerful sense of the possibilities by visiting the following site at <http://sfi.usc.edu/education/livinghistories/>.

As our regional survivors become our blessed memories, we must use their generous testimonies to engage and inspire new generations of students. The HGHRP is a product of witnessing survivor testimonies. The globalization of this small planet demands that we integrate information from the Holocaust narrative into our personal and shared relationship to the marginalized "other." Continuing this transformative process is central to discovering a path of wisdom, tolerance, empathy, compassion and peace. ▲

*"There is always work to be done in the ways of human rights ... I will try to educate others and bring them into the fold."*

— Sarah, Class of 2014



## What I Learned and Why I Started

By Sean Jopson, HGHRP Member

I figured that if I want to be one of the best lawyers I can be, then maybe I should first study one of the greatest human rights violations in history. Thus began my journey into Holocaust and genocide education.

I took a special interest because long after classes, even if I was at home, I would think about whatever moral or ethical question was discussed. I have always been one that needs instant satisfaction and if I am wrong, I need to know the correct answer. In my Holocaust class (both high school and college) however, the moral questions never had one solid and correct answer; therefore, leaving me so intrigued to find out more and become knowledgeable enough to answer and support, intuitively, any question asked of me.

After gaining a vast interest in the Holocaust and its history in high school, I decided to further these studies at MCC. Here, I was fortunate enough to be able to seize an opportunity and join the HGHRP. Ever since I joined the group, I have done my best to stay active because it is so great and I always feel very accomplished. Participation in the HGHRP has given me new light on many human rights violations such as conflict minerals, things that I probably would not even have known about.

Even while talking about some of the worst situations in our world, and even though we surround ourselves with horrifying news as an attempt to try and end it, I still have such a great time, get so many laughs, and learn so much from the other members of this organization including the officers and the advisors. This group has taught me a lot more than just what else is out there; it is also teaching me various ways to inspire or look at things. If there is one thing that I will use every day in my life from this group then it would be the quote: "Don't be sad that it is over, be happy that it happened." It is because of this quote that I could do an awesome thing, and instead of focusing on it being over, I can focus on everything it has helped change. Making a change has been my goal since the start. ▲



## Language Used in Today's Society

By Sean Jopson, Literature of the Holocaust student

Clarence Darrow once said, "History repeats itself, and that's one of the things that's wrong with history."

Step one, classification. Distinguish people as "us and them" usually by race, religion, or nationality. Step two, symbolization. Give names or symbols to these distinguished people and apply to members of certain groups. Step three, dehumanization. Equate a group of classified people to things like disease, animals, and bugs. These first three stages out of eight are prevalent in the process of any genocide.

Everyday people classify others based on how they dress, how they act, how they talk, and where they come from. The fact you classified a group of people that just so happens to have something in common is simply human fault, but it doesn't mean that a "clever" name to match is necessary. No total group of people will collectively affect how you live your life. Making sure that they are both mentally and morally hurt is not the answer.

Unfortunately, this happens every day and these words and stereotypical comments are more than just feelings, they are fuel. People are verbally attacked every day, even by others that do it unintentionally out of habit because not only are these cruel remarks being said, they are being circulated. They have grown into part of some people's accepted vocabulary and are now used to not only dehumanize a classified group but also "make fun" of people in general. Children developing within such an environment that allows for and exposes them to phrases like "gay," "fag," "jewed," or "gypped," along with many more just as offensive phrases, can lead to a expressing those same beliefs and circulating them as well.

Armed with our vast growth in technology and immense demand for it, communication has become so easy and so obtainable for us that wide circulation of stereotypical phrases has, too. This isn't a "stretch" or a "reach"; it's the truth. Just because you may use certain phrases as slang, doesn't mean someone else isn't using it as justification. Words and beliefs twined with people, a leader, and a voice is what led to the Holocaust. It was the same ideas of "they are just words" and "they can't lead to anything" that continued until one man took them seriously, believed them to be true, gathered and convinced others of that "truth," justified those people in those beliefs, gave them cause, and finally ... gave them a solution. ▲

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*"My experience has made me realize that when people come together and share a common goals or vision, they can definitely make a change or difference, like the HGHP does."*

– Bryan Gleason, HGHRP student leader

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## Book Review: Timothy Snyder Discusses Bloodlands

Robert L. Muhlcnickel, Ph.D., HGHRP Advisory Team member and professor of philosophy



Timothy Snyder

Timothy Snyder, Ph.D., professor of history at Yale University, was our guest for the Holocaust, Genocide, and Human Rights Project's 21st annual Kristallnacht program on November 8, 2012. Snyder spent the afternoon with the HGHRP members discussing his groundbreaking work *Bloodlands: Europe Between Hitler and Stalin*. At his public lecture, he shared his theory that the Holocaust is best understood as part of regional European history rather than as part of German national history. Snyder's innovative historical interpretation is to present a unified explanation of the Holocaust, mass killings of prisoners of war in violation of known laws of war, and the Holodomor, events that occurred within two decades of one another in the same region.

Snyder discussed the methods, skills, and languages needed to be a Holocaust historian with the student group. Chloe Vazzana, HGHRP president, mentioned Voices of Vigilance keynote speaker John Prendergrast and asked Snyder if he had experienced an "enough moment" that led him to write *Bloodlands*. Snyder answered that *Bloodlands* had been on his mind for many years before he wrote it and his book was the product of long reflection. He advised the students to study broad historical patterns shaping history instead of focusing on individual stories. Recently Ms. Vazzana told me she still thinks about the tension between studying broad historical patterns and individual stories. She considers that tension one of the central things she's learned about the past year.

In Snyder's public lecture he urged the audience to view the history of the Holocaust as the central atrocity in a region where many atrocities are explained by long-term historical trends. The region in question is central and eastern Europe between present-day Germany and Russia, where not only the Holocaust but also the Holodomor and widespread violations of rights of prisoners of war occurred. The long-term historical trends include the rise of nation-states, the campaigns of nation-states to conquer colonies for purposes of economic exploitation and national reputation, and political division by ethnic membership.

Snyder closed his talk by referring by name to three victims of the Holocaust, the Holodomor, and a killing of a prisoner of war. Naming the victims suggests a moral ideal that motivates his work. Each victim was an individual whose killing extinguished their lives, loves, and plans. Remembering them by name recognizes their dignity though they died in undignified ways. ▲

continued from page 1 **Brighten a Child's Future**



Rice and Vazzana referred to maps of South Sudan while building their proposal."

As the WFSS founder and an MCC alumnus, (WFSS) founder and an MCC alumnus, Dut and his organization was the inspiration for the proposal. Dut met with the students in March to support their proposal and provide insight into South Sudan as the world's newest nation. Vazzana and Rice's proposal was one of only 200 selected out of 3,000 submitted from students around the world.

According to [www.clintonglobalinitiative.org](http://www.clintonglobalinitiative.org), CGI's mission is to turn ideas into action. Established in 2005 by President Bill Clinton, CGI is an initiative of the Clinton Foundation that convenes global leaders to create and implement innovative solutions to the world's most pressing challenges. CGI University engages the next generation of leaders on college campuses around the world. In early April, CGI University 2013 brought together nearly 1,200 attendees to make a difference in five focus areas: education, environment and climate change, peace and human rights, poverty alleviation, and public health.

Because of their leadership, Vazzana and Rice were invited to the MCC Board of Trustees meeting to share their experiences.

"We are very proud of their accomplishment," said Betty Stewart, director of the Office of Student Life and Leadership Development as she introduced the students at the April board meeting. "Participating in the Clinton Global Initiative University was another first-ever MCC experience for our students." Stewart also acknowledged the support of advisors Jodi Oriell, associate director, Office of Student Life and Leadership Development, and Angelique Stevens, assistant professor, English/Philosophy, who helped the students prepare their presentation.

Following their presentation, and that of Elizabeth Kelly, president of MCC's Alpha Theta Iota Chapter of Phi Theta Kappa Honor Society, Board Chair Kenneth Goode said, "You attest to the fact that you will go on to be our future leaders."

Receiving an invitation to CGI University is a milestone for HGHRP officers and MCC. While their proposal did not advance to the next level of the Social Ventures Challenge and receive CGI funding, Vazzana and Rice plan to raise funds and launch the *Brighten a Child's Future* in South Sudan program. By actually launching the program, the proposal will be strengthened and possibly position future HGHRP officers to receive invitations to participate once again in CGI University and the Social Ventures Challenge. ▲

## Reflection on Steven Pinker's The Better Angels of Our Nature

By William Drumwright, Ph.D., HGHRP Advisory Team member, associate professor of history



William Drumwright

The foundational argument of Steven Pinker's 2011 book, *The Better Angels of Our Nature: The Decline of Violence in History and its Causes*, is best summed up by a headline in the October 20, 2011, issue of *Comment* magazine: "We are getting smarter, and as a result the world is becoming a more peaceful place." Yes, but to paraphrase the literary critic Lionel Trilling, it is more complicated than that.

In his *Comment* article, Pinker maintains that "the components of the human mind that inhibit violence—what Abraham Lincoln called 'the better angels of our nature'—have become increasingly engaged." As such behavioral elements as empathy, moral sense, and reason have become more pronounced, certain types of crime and barbaric behaviors—lynchings, pogroms, rape, spousal abuse, child abuse, spanking, gay bashing, etc.—have decreased. In Pinker's view this means, for example, that the so-called "bloody twentieth century" is more of a myth to be debunked than a reality to be deplored.

This provocative outlook, however, wrongly equates a decline in rates of violence with the implied diminution of humans' capacity to commit such violence. Certain types of crime can decline over time, both in numbers committed and in the extensiveness of harm that is done. Yet, both a decline in types of violent crime and the commission of genocidal-type crimes can occur simultaneously. The Holocaust and other post-1945 genocides demonstrate the ability of certain nation-states to practice the "industrialization of killing," whereby millions of people were slain in brief time spans and in barbaric ways. In Rwanda in 1994, for example, an estimated 500,000 to 1 million people were murdered—many of them hacked to death by machetes made in China—in approximately one hundred days.

It is comforting to realize that, with certain qualifications, it is far better to be living in 2013 in Canada than in 1013 in Europe. Notwithstanding the decline in, say, European homicide rates or the emergence of various rights movements that have helped reduce the frequency of various crimes and corporal punishments, it is too early for homo sapiens to retire the line from the old comic strip "Pogo": "We have met the enemy, and they are us." ▲

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*"I feel like I am not ready to call an end to this experience, so I will be back next semester."*

– Katelynn, Class of 2014

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## Human Rights Education Becomes Priority in College Classrooms

By Regina Fabbro, HGHRP assistant director and instructor of English and participant in the HGHRP's Faculty Human Rights Workshop in January 2013



In 2009, the Holocaust Genocide Studies Project formally amended its name, mission, and logo to better reflect the vast scope of its regular endeavors and officially became the Holocaust, Genocide, and Human Rights Project (HGHRP). At the same time, the first phase of the United

Nation's World Programme for Human Rights Education was entering its final year. Capitalizing on the Decade for Human Rights Education that ended in 2004, the World Programme began by focusing on human rights education at the elementary and secondary levels. When this phase ended in 2009, a second phase began in 2010 that runs through 2014 and centers on human rights education at the post-secondary level.

We find ourselves at an interesting international junction, then; just as the HGHRP continues to formalize and refine its engagement with human rights topics, a worldwide effort to incorporate human rights education in college classrooms is underway. And the international community's ongoing work in this area can greatly benefit our faculty and students as the HGHRP identifies the proper placement of human rights as a secondary but still significant topic in relation to the primacy of the Holocaust.

To this end, in the fall of 2012, the HGHRP funded my participation in a course offered through Human Rights Education Associates (HREA), an international NGO headquartered in Cambridge, Mass. The course *Introduction to Human Rights Education* was taught by Felisa Tibbitts, who founded HREA, has published extensively on human rights topics, and is at the forefront of research, advocacy, and pilot human rights education programs.

For eleven weeks, I was privileged to work alongside fellow students from Brazil, Senegal, Uganda, Bermuda, Morocco, and Sweden. Course content ranged from the history of human

rights advocacy and core learning outcomes to navigating various political climates when engaging in human rights education and best pedagogical practices. For the course's final project, I created a 5th grade English Language Arts unit on access to water as a fundamental human right. At its core is the use of Linda Sue Park's novel about Water for South Sudan (WFSS) founder Salva Dut, *A Long Walk to Water*. Through a series of five lessons, students complete a host of common core requirements while learning about the Lost Boys of Sudan and the current need that still exists in that region. They also create and carry out an awareness-raising or fundraising activity to educate others on WFSS' efforts. It was a pleasure to generate materials that support the organization for which HGHRP students have raised over \$50,000. This final project earned additional commendation and was selected to be shared with the Carr Center for Human Rights Policy at the Harvard Kennedy School.

The goal now is to build on this unit and develop an online course in human rights education that can be offered through MCC to educators across New York state. This offering potentially can assist other teachers in growing human rights education in districts statewide. Additionally, my experience in this HREA course made it possible for me to speak to the current state of human rights education during the HGHRP's faculty human rights workshop in January. Partnering with former HGHRP Assistant Director Angelique Stevens (English/Philosophy), we provided over 40 faculty from disciplines across the college with information on topics related to this year's Voices of Vigilance program and possible methods of incorporating this event into their curricula. These initiatives help to position the HGHRP and MCC at the center of global conversations related to human rights education. As we work to produce internationally savvy and prepared students, the HGHRP's efforts can be part of pioneering work being undertaken worldwide. ▲

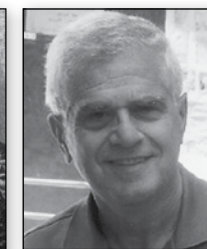
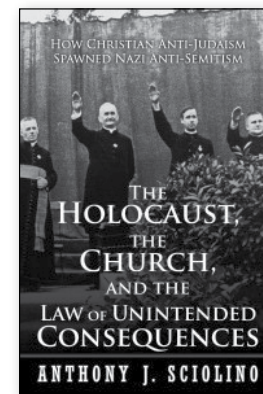
*"I found the [human rights] workshop enormously informative. Not only did I come away with more information—titles of books to read, web sites to visit—I came away with a determination to encourage my students to consider topics of genocide and human trafficking for their research essay. Probably the most helpful insight I got was how much smaller the world is and how personal the suffering. We can all make a difference by just talking about the issues that are invisible in the local papers."*

— Nancy O'Donnell, adjunct assistant professor of English/Philosophy

### Human Rights Documentary Film Festival

During the spring 2013 semester, the HGHRP hosted its first Human Rights Documentary Film Festival. Led by HGHRP Advisory Team member Robert L. Muhlnickel, Ph.D., the festival exposed audience members to many aspects of the struggle to extend human rights to all persons. Films included *Call Me Kuchu*, *The Invisible War* and *Brother Number One*. The films were presented at both the Brighton and Damon City campuses and were open to the public.

## !!CONGRATULATIONS!!



Anthony J. Sciolino

Congratulations to HGHRP Advisory Board member Anthony J. Sciolino on publishing his first book: *The Holocaust, the Church and the Law of Unintended Circumstances* ([www.theholocaustand-church.com](http://www.theholocaustand-church.com)). The book evolved from a scholarly paper Sciolino presented at the Annual Scholars' Conference on the Holocaust and Churches hosted by Monroe Community College in 2012.

## The Holocaust, Genocide, and Human Rights Center

LeRoy V. Good Library ,  
MCC Brighton Campus Room 2-313



The HGHRC can be accessed during regular library hours by visiting the Circulation Desk and asking for the key. For more information, please call Lori Annesi, special collections librarian, at 585.292.2338 or visit [www.monroec.edu/go/hghrc](http://www.monroec.edu/go/hghrc).

### RESOURCES

Read more about *Food for the Poor* and the partnership between the Valle Verde community and the Church of the Transfiguration at: [http://support.foodforthe poor.org/site/TR/Events/Champions?pxfid=3710&fr\\_id=2094&pg=fund](http://support.foodforthe poor.org/site/TR/Events/Champions?pxfid=3710&fr_id=2094&pg=fund)

Scholarly works on poverty, economic development, and human rights: Galston, William and Hoffenber, Peter, eds. (2010). *Poverty and Morality: Religious and Secular Perspectives*. The Ethikon Institute/Cambridge University Press.

Pogge, Thomas, ed. (2007). *Freedom from Poverty as a Human Right: Who Owes What to the Very Poor?* UNESCO/Oxford University Press.

Sen, Amartya. (1999). *Development as Freedom*. Anchor Books.

### Film Review:

## Call Me Kuchu Explores Realities of the LGBT Community in Uganda

By Michelle Parker, HGHRP Advisory Team member and instructor of psychology

Imagine being frightened to act naturally, to love openly. Envision a country where neighbor is pitted against neighbor, hatred and judgment is a recurring message, and governmental decisions fuel prejudice and fear.

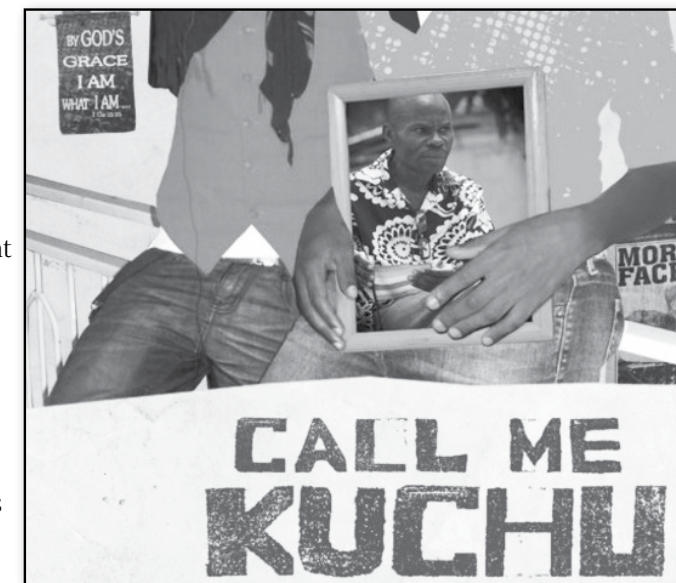
Sadly, there are numerous examples throughout history. But we do not need to search back in

time. Such an environment is a tragic reality, today, for someone from the Lesbian, Gay, Bisexual and Transgender (LGBT) community in Uganda. Fortunately, a compelling documentary can raise awareness to such a pressing human rights issue and the web can provide a platform for voices to be heard.

This is precisely why the HGHRP brought the film *Call Me Kuchu* to Monroe Community College's Brighton and Damon City campuses. *Call Me Kuchu* casts a revealing spotlight on the plight of those Ugandan lesbian, gay, bisexual, and transgender individuals, who are identified in Uganda as "kuchus." The documentary follows Uganda's first openly gay man, David Kato, as he labors tirelessly to secure basic human rights for his fellow kuchus and to protest state-sponsored homophobia. The task before David and his fellow activists is formidable; legislation has been proposed before parliament to make homosexuality punishable by death and failure to turn in a known homosexual punishable by life imprisonment.

Activists work within a context of constant fear of recriminations and the distinct possibility of being "outed" by publications that encourage violence and feed hatred. The documentary chronicles the efforts of the activists within the broader scope of their everyday lives—inclusive of joy, love, pride and sadly fear, anger, and extreme sadness.

David Kato was murdered during the production of the film, several weeks after hearing of a legal victory; we witness as the film concludes the international shock which has propelled a new level of awareness and garnered greater support for David Kato's mission. With each screening, the documentary moved those in the audience to want to speak out and be heard. Information was provided to viewers detailing: where additional information can be obtained on the film, David Kato, and the current status of the pending bill; channels to provide support to the activists in Uganda; and online links where voices calling for basic human rights and protection for all Ugandan citizens can be heard. For further information, please visit: <http://callmekuchu.com/about/> and <https://www.amnesty.org.uk/>. ▲



continued from page 1 **"When is your enough moment?"**

"It's numbing to me that 5.25 million people have perished in the jungles of eastern Congo over the past 15 years and millions more have been displaced," Prendergast said. "It important to understand and confront the greed that is fueling the war."

Prendergast explained how international corporations have taken whatever they want from Africa including ivory, rubber, gold and the "Three Ts" (tin, tungsten and tantalum) that are used to make cell phones and other electronic devices. "In the U.S., slowly and steadily, there is a movement forming to pressure companies and governments to change the status quo," Prendergast said. "Americans, particularly students, have led the movements to change things far away."

Prendergast has worked for the Clinton White House, the National Intelligence Council, UNICEF, Human Rights Watch, the International Crisis Group, and the U.S. Institute of Peace.

The Holocaust, Genocide, and Human Rights Project and the Visiting Scholars Series hosted the event in partnership with the Student Events and Governance Association, the Anthropology/History/Political Science/Sociology Department and Water for South Sudan, Inc. The event also kicked off Monroe Community College's Enough is Enough Campaign—a weeklong event that ran March 4-7—to stem societal violence.

"If we are humble and take a second to understand how we are linked to people half way across the world, we can make a difference," said Prendergast. ▲

John Prendergast's 10 Building Blocks to

## MAKING A DIFFERENCE

1. Build a team
2. Recognize the power of social movements
3. Value and prioritize innovation
4. Invest in the next generation
5. Harness the power of celebrity
6. Build hope
7. Find and connect the right face to your cause
8. Remember that faith is important
9. Invest in your family
10. Dream big dreams and embrace your Don Quixote!



## Holocaust, Genocide, and Human Rights Project

at Monroe Community College

**Educate. Commemorate. Advocate.**

Established in 1991, the Holocaust, Genocide, and Human Rights Project is MCC's unique organization for telling the stories of the Holocaust and other genocides while transforming individuals to become advocates for human rights. Since its inception, the HGHRP has impacted more than 1,600 students and community members through educational, commemorative and advocacy programs.



## Holocaust, Genocide, and Human Rights Project

at Monroe Community College

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Regina Fabbro, Assistant Director  
*Instructor of English, MCC*

Barbara Appelbaum  
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Josephine Braitman  
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Simon Braitman  
*Co-founder, Simcona Electronics Corporation*

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*2000-Year Road to the Holocaust*

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*Special Council, Goldberg Segalla, LLP*

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