

HPR 135: Honors in STEM and Global Responsibilities
"The River Class"

Global Water Justice Presentation (20% of final grade)

Presentations Thursday, November 17 & Tuesday, November 22

Overview:

The point of this project is two-fold:

- 1) to connect the water issues you're learning about at the local scale with wider issues of global water justice, and
- 2) to gain inspiration for a scientifically informed final action project.

This project encourages students to consider power relations as they relate to water: Which communities more often bear the brunt of water quality declines? Who gives up their land and who benefits when, for instance, something like a new hydroelectric dam is built or a new factory pollutes a watershed? What claim do residents downstream have for upstream pollution? Each student will identify a timely, powerful example of a water crisis across the globe, and present the scientific and social aspects of the case, focusing in particular on any of the citizen actions or policy solutions being mobilized to address the problem. Examples of global water justice subjects might include: the Flint Water Crisis, the construction of the Belo Monte Dam, the Dakota Access Pipeline movement.

Specifics:

Each student will:

- Select a contentious water-related issue somewhere in the world that is NOT the Saugatucket watershed.
- Conduct independent research from reputable sources to gather information about the issue from a variety of perspectives.
- Synthesize the most important social, ecological, and discursive information about the issue.
- Use her best critical thinking skills to identify the power relationships at work in the issue. Who bears the brunt of this problem? Who is causing it? Who can solve it?
- Consider how the activism emerging from this issue could serve as a model for our final action projects.
- Prepare a **5-minute** Powerpoint or Prezi presentation to deliver in class.
- **Email that presentation to Dr. Druschke by 5pm on Wednesday, November 16.**
- Be prepared to deliver that presentation in random order on Thursday, November 17 or Tuesday, November 22.
- Offer written feedback to other students on their presentations.

Process:

Tuesday, November 1

Introduce project, consider how you would identify some of these issues on the Saugatucket, brainstorm water issues as a class.

Thursday, November 3

Select a global water issue, consider sources of info, brainstorm about how to synthesize down to major points.

Tuesday, November 8

Screening of *DamNation* (guest instructor: Emma Lundberg)

Email presentation outline to Dr. Druschke by 9:30am

Thursday, November 10

Screening and discussion of *DamNation* – consider this as a model for the global water issue presentation (guest instructor: Emma Lundberg)

Receive email feedback on outline from Dr. Druschke

Tuesday, November 15

Final preparation for presentations, last minute questions for Dr. Druschke

Thursday, November 17

Student presentations!

Tuesday, November 22

Student presentations!

Here is a great example you might want to build from:

<https://nycstandwithstandingrock.wordpress.com/standingrocksyllabus/>

Rubric:

- Student identifies an interesting, relevant, and contentious issue outside of the Saugatucket watershed related to water.
- Student describes the issue at hand, including appropriate context and background, major players, and major arguments.
- Student describes the ecological aspects of the issue.
- Student describes the human (social/cultural/historical/economic) aspects of the issue.
- Student makes connections between the ecological and human aspects of the issue.
- Student identifies the power relations at work in the issue: who suffers and who benefits? and in what ways?
- Student explains what aspects of the issue could serve as an inspiration for her final action project.

Issues to choose from:

- Urban Ponds Procession (Providence, Rhode Island)
- Flint water crisis (Flint, Michigan)
- HidroAysén dam proposals (Rio Baker, Chile)
- #NoDAPL – Dakota Access Pipeline
- Anything you come up with!

Connection to course goals:

- Learn about watersheds, rivers, and dams.
- Engage with the multiple dimensions of our Rhode Island landscape and make connections to broader issues of global significance.
- Integrate ecological and social knowledge.
- Work collaboratively to solve problems here in southern Rhode Island and beyond.
- Attend to issues of environmental and social justice related to water access, quality, and rights.
- Give a shit about something! And act thoughtfully and deliberately on that passion.