

Water Justice: a closer look at the inequities associated with water resources in the U.S.

For this project, you will work in groups of 2 to 4 people on a topic that **links hydrology and environmental justice**. While the U.S. has excellent water systems – the benefits of this infrastructure is unequal. Threats to water supplies include climate change, sources of contamination, lack of acknowledgement of indigenous water rights and norms, dams, etc. Beyond water supply, issues of inequity often surround trade-offs including ecosystem services provided by our lakes and rivers (e.g. fisheries, hydroelectric power, etc.).

As a group, you will create a Water Justice Campaign consisting of a **static ad** (print or billboard) and a **live action** video/presentation with a clear message. **Your group will assume an identity** (e.g. Presidential candidate, local environmental organization, large national advocacy group, etc.) and **identify your audience(s)** (these two audiences should make sense together and with your campaign). **Your campaign must have an ASK**. As a group, you are either advocating for bill passage, the election of a candidate, for folks to take individual action, you are advocating for action. Both pieces need to connect the ASK to ecosystem services and thus the values of your intended audience. The message of your video and print advertisement should be consistent but their intended audiences can vary.

- The print advertisements can be commercials, billboard ads, magazine ads, web ads, newspaper ads, etc. Think about what publication you would be publishing it in. What is the message you want the readers to take away? You do not need to explain the science behind your campaign – do what makes the most sense to include, given your ask and your audience?
- Your video can be live action, graphics based, or a mixture of the two. Similar to your print advertisement only include the information that you believe is the most convincing for your ask.
- Your classmates and I will assess your campaign pieces (see rubric below). Be prepared to answer questions about the strategy you chose and the science, policy, history, the details, behind your campaign.

Individually, you will write a **short paper** (< 5 pages, double spaced, not including references) describing and documenting your topic. Depending on the chosen topic, your papers could take very different approaches. If your group chooses a specific case study, then your paper should document the history of that case and describe the science, specifically the hydrology, involved. Alternatively, if you group chooses to create a campaign around a more general problem, then you should be sure to document said problem at the national/regional scale using government reports and peer reviewed papers. Essentially, your paper is a well-written, concise summary of what you needed to read in order to create a compelling, scientifically and contextually accurate, campaign. The paper is **due 4th Tuesday, 5 PM**.

Assessment categories for Short Paper (specific rubric to follow)

- Hydrology: The paper explicitly connects justice to a change in hydrology OR water resource management, supported with peer reviewed literature.
- Ecosystem Services: The paper identifies the ecosystem service(s) at stake

- Environmental Justice Issue: The paper describes the inequities present and if appropriate a brief history of a specific case study. You must link examples of inequities and injustice to hydrology and ecosystem services.
- Writing & incorporation of sources: grammar, paragraph construction, spelling AND the synthesis of sources (peer reviewed, government documents, newspaper articles).

Please figure out **whom you are working with** and what your **topic** is by **Friday 9 AM** (post to Discussion board on Canvas).

Fourth week, Tuesday: Water Justice Campaign Presentations. **Your entire presentation (print and video) should be no longer than 10 minutes**, this includes a **brief explanation of the science** behind your message as well as who you are (i.e. the voice of the video and advertisement) and **who your audience is**. In addition, this will allow for 5+ minutes of questions for each group.

Assessment categories for both Print Advertisement & Video

All categories will be ranked on a scale from 1-6 by myself and your peers

- [20%] Content: The content must be scientifically accurate
- [50%] Communication Style (Elements listed below)
 - (20%) Clarity: You have crafted a clear message
 - (10%) Context: You put the scientific information in context (with a current event, social justice, etc) that makes sense for your region (think about local economy, politics, in addition to polling results)
 - (10%) Language: Good use of metaphors, analogies or references to everyday situations to describe the “lesson learned”
 - (10%) Audience: consider your audience by relating the information to something they care about – for example something local if you choose to write a letter to editor.
- [20%] Engagement: Be engaging, be creative! PowerPoint can be engaging – you don’t have to do something over the top, just remember you are trying to enact change or action via the content – think about your messaging.
- [10%] Ability to answer questions: All groups will have the opportunity to answer questions after their videos run – demonstrated mastery of subject matter is important.

Suggested timeline for group presentations:

- 3 minutes: Present your print advertisement. Explain, in detail, the choices you made in developing this advertisement. Then, explain how it speaks to the audience. Use relevant research in this discussion, but in plain language.
- 5 minutes: Present your video. Explain, in detail, the choices you made in developing this advertisement. Then, explain how it speaks to the audience. Use relevant research in this discussion, but in plain language.
- 3 minutes: time for Q&A