**Module Title: Exploring EnvironmenATL Justice with Data Analytics and Visualization**

**Module Developed By: Dr. Ethell Vereen, Jr.**

**Module Discussion Board Prompt with Grading Rubric**

From the prompts below, choose ONE topic to discuss. Please be sure to address the prompt and in your SUBJECT HEADING indicate the Number of the prompt you are addressing. ADDITIONALLY, CHOOSE ONE OTHER QUESTION/PROMPT THAT YOU THOUGHT MIGHT HAVE BEEN VERY INTERESTING TO ADDRESS AND INCLUDE THAT NUMBER AND QUESTION/PROMPT BELOW YOUR RESPONSE - DO NOT ANSWER/RESPOND TO THIS SECOND QUESTION ---> I AM ONLY INTERESTED IN HAVING YOU IDENTIFY A 'SECOND INTERESTING PROMPT.'

*Students Must also respond to at least 1 peer comment.*

**Discussion Board Prompt**

1. How are the boundaries of the human (and what it means to be human) being changed and challenged by the introduction of new technologies, and how should we make decisions about when and whether to allow these boundaries to be transgressed?
2. How and why has the human body become a site of environmental struggle, conflict, and management by governments, corporations, and scientific establishment? What are the implications of these dynamics for peoples’ lives and for the future of democratic societies?
3. Discuss how and why “environmental” issues are inseparable from “social” issues and how social justice concerns have been articulated through the environmental justice movement.
4. What lines should not be crossed in the name of environmental protection? Do you believe that our dominant institutions such as the government and corporations can ever be responsible stewards of our environment? Why or why not?
5. How would you communicate the idea and concerns associated with the pervasive presence of climate change, harmful chemical toxins and other global ecological threats in a way that might inspire people to engage in positive social change and/or environmental justice rather than pushing them to despair?
6. Many widely accepted analyses of the causes of and solutions to our environmental challenges are arguably simplistic and overlook the ways in which our ability to enact change as individuals and collectives is often constrained by social structures and by institutional choices that have been made for us that are difficult to reverse or overcome. What are some examples of how existing social structures and institutions affect our ability to make “pro-environmental” choices individually and collectively? How might we address those barriers?
7. To what extent do you think many of us will have to fundamentally change the way we live in order to address our ecological crises? Is greening our lifestyles enough, or, must we pursue deeper societal changes to achieve ecological sustainability and environmental justice? To what degree do you think the global tourism industry (including eco-tourism) can be refashioned so as to have a positive impact on ecosystems and social systems?
8. How does the interdisciplinary constellation of practices referred to as queer ecology draw from traditions as diverse as evolutionary biology, feminist science studies, ecofeminism, LGBTQ+ geography and history, and environmental justice? Why might it be important to disrupt prevailing heterosexist discursive and institutional articulations of sexuality, nature, and culture in light of queer theory? What are some ways that we can use these ideas to promote such disruptions in everyday life?

**Module Discussion Board Grading Rubric**

Your entry must be at least 200 words. No references or citations are necessary. Discussion Board will become visible after you have made your entry.

**Discussion Board Grading Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | **Unacceptable** | **Acceptable** | **Good** | **Excellent** |
|   | **0 – 5 points** | **6 – 10 points** | **7 – 15 points** | **16 – 20 points** |
| **Initial posting** | Posts no assignment.Posts information that is off-topic, incorrect, or irrelevant to discussion. | Posts adequate response with superficial thought and preparation; doesn’t address all aspects of the prompt.Repeats but does not add substantive information to the discussion. | Posts well developed response that addresses all aspects of the task; lacks full development of concepts.Posts information that is factually correct; Contributes valuable information to discussion. | Posts well developed response that fully addresses and develops all aspects of the prompt.Posts factually correct, reflective and substantive contribution;Contributes to discussion with clear, concise comments.Advances discussion. |
| **Follow-up posting** | Posts no follow-up responses to peer's work. | Posts shallow responses to discussion (e.g., agrees or disagrees); does not enrich discussion.  | Elaborates on an existing posting with further comment or observation. | Demonstrates analysis of others’ posts; extends meaningful discussion by building on previous posts. |