Political Science 3480, Environmental Politics Study Guide for Exam 3 (December 16, 2015)

☞Exam 3 Begins at 10:00 am sharp - Please be in class on time

The third exam covers the following material:

- November 4 – December 9
- Rosenbaum, *Environmental Politics and Policy*, pages 241-289, 361-392
- *Taking Sides*, Issue 3, 6, 13, 17, 18, pages 40-63, 110-131, 241-256, 293-342
- (In Blackboard, Doc and Assignments): STL Region grapples with hotter future" * "St. Louis's 2050 forecast calls for rain and rising rivers" * "St. Louis region doing little to prepare for climate change" * Smith, The Environmental Policy Paradox, 288-299, 304-322 * State of the Mediterranean 2012 * "What Does Today Owe Tomorrow?"

The exam includes 20 true/false items worth two (2) points each, two identification items worth ten (10) points each, the essay worth 40 points, and a course summary essay worth 30 points (**note the additional essay on this exam**). The exam counts as **20%** of your final grade.

Part II: Identification (20 points). You will define, illustrate, and explain the political importance of two of the following. You will be able to choose from four on the exam. Each identification item is worth 10 points. (TS=*Taking Sides*)
Mobro (class)
Russell Bliss (class)
Brownfields (class)
IPCC (class)
Clean Power Plan of 2015 (class)
Regional Greenhouse Gas Initiative (class)
South against North: the charges (class)
Demographic transition (class)
Julian Simon (class)
Regional Greenhouse Gas Initiative (class & Rosenbaum)
Stringfellow Canyon trial (Rosenbaum, 241-244)
TRI (Rosenbaum 256)
Superfund controversies (Rosenbaum 263-264)
The Food Quality Protection Act (Rosenbaum 266-267)
NIMBY-ism and toxic waste (Rosenbaum 267-270)
American Clean Energy and Security Act (Rosenbaum 375-376; Waxman-Markey bill in class)
1992 Conference on Environment and Development (Rosenbaum 378-379)
Incentives to [international] cooperation (Rosenbaum 383-385)
Copenhagen Conference, 2009 (Rosenbaum 387-389)
Ecosystem services (TS 3, pp. 44-47)
Origins of the World Wildlife Fund (TS 13, 246-247)
Superfund funding shortfall (TS 18, 331-332)
Monk Seal (Docs & Assignments, State of Mediterranean)
Future summers in St. Louis (Docs & Assignments, Post-Dispatch)
Controlling Oceanic Pollution (Docs & Assignments, Smith 316-317)

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Part III: Essay 1 (40 points). You will write an essay in response to **one** of the following questions. The best answers will blend evidence from lectures and the books; they will be clear, concise, and they will use specific examples.

1. Waste. Relying on Rosenbaum (pages 257-264) and other sources, what is the Resource Conservation and Recovery Act (RCRA) and its amendments? What does RCRA require? What are the obstacles to successful implementation of RCRA? What is Superfund and why is it so controversial? How could U.S. waste disposal laws be improved?

2. Climate Change. Describe the politics of climate change (as covered in class) by discussing (1) polarization in public opinion about climate change; (2) three political problems common in all nations that deal with climate change; (3) Cap and Trade as a policy for controlling greenhouse gas emissions; (4) Command and Control as a policy for controlling greenhouse gas emissions and (5) and the impact of recent elections on the issue. How should the U.S. approach the concern with climate change over the next 10 years? Give clear reasons for your answer.

3. International problems and problem-solving. According to class, what makes international environmental problems so complicated? According to class and Smith (295-297), how does the south-north divide further complicate international environmental issues? According to class, what are the tools for influencing sovereign nations? What are the tools for achieving international agreements? Be sure to give clear descriptions and examples. How did the Mediterranean exercise illustrate these features of international problem-solving? Supplement lecture with information from other readings.

4. Population. Describe the "population problem," according to class. You should describe and explain world growth rates, carrying capacity, demographic transition, the interests of developing nations, and the impact of free trade. How do Julian Simon and Barry Commoner differ on the issue of population increase? How do David Attenborough and Tom Bethell (*Taking Sides* #13) differ on the issue of population? Which is more important to address: the growth of population, or the consumption patterns of the growing population? Explain why you think one is more important than the other.

5. Endocrine disruptors. What are endocrine disruptors, according to Rosenbaum (pages 249-251)? According to Michael Tranika (Taking Sides #17), why are these environmental hazards so serious? According to Rosenbaum and to Michael Gough (Taking Sides #17), what is certain and uncertain about the effects of endocrine disruptors, and the cost of regulating them? Describe how the issue of endocrine disruptors acquired "political clout" (Rosenbaum, page 250)? How did scientific and administrative difficulties frustrate the objectives of endocrine disruptors screening (Rosenbaum, page 251)? What policy changes should be made to deal with endocrine disruptors?

Part 4: Essay 2, Course Summary. (30 points)

Write an answer to the following question that illustrate important concepts in this course, such as standpoints, federalism, incrementalism, the issue-attention cycle, and any other concepts that in your opinion deserve mention. Show off your cumulative knowledge. You should draw material from class session, Rosenbaum's text, *Taking Sides*, and *An Enemy of the People*. Your grade will be based upon your demonstrated command of the course material and your ability to apply that knowledge to this problem.

Answer **each** of the following:

1. List, rank and describe the 2 specific top specific priorities that you believe should be the focus of environmental policy in the US (or a different specific country, if you prefer) in order of importance (for example, reducing auto exhausts, not just reducing carbon emissions). This ranking is based on your now-expert opinion. Explain in two sentences why each is so important.
2. Explain how you can get the public, the press, and policy-makers to pay attention to each of these issues and make them a higher priority on the public agenda.
3. Explain steps government can take to address these problems. Provide a convincing case that these steps (1) can attract enough votes to win approval (2) create a durable institution with adequate funding that can work effectively to achieve the policy goals in the future.