

Environmental Politics, Political Science 3480, Spring 2009  
**May 13, 2007, 10:00-12:00 (Be here at Ten AM)**

**Study Guide for Exam 3**

**Note** that Exam 3 has 4 parts: True/False; Identifications; 1 Conventional Essay; and 1 Course Summary Essay

The third exam covers the following material:

Class, April 8 - May 6

Smith, *The Environmental Policy Paradox*, pages 85-118, 253-270, 275-292, 296-299

*Annual Editions*, Number 1, 3-4, 6, 8-10, 21, 24,

pages xvi-16, 32-44, 60-69, 74-92, 173-181, 199-207

*Taking Sides*, Number 4, 13-15, pages 64-80, 244-288

The exam includes 20 true/false items worth two (2) points each, two identification items worth ten (10) points each, one essay worth 40 points, and a course summary essay worth 30 points. The exam counts as twenty percent of your final grade.

**Part 2: Identification:** 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*; AE=*Annual Editions*)

RFGs (Smith 5)

U.S. Acid Rain program (Smith 5)

Montreal Protocol (Smith 5)

The "Organic Myth" (TS 15)

Transactional transparency (AE 2)

IPAT (AE 6)

The Trans-Amazon Highway (AE 24)

Bjørn Lomborg

*Massachusetts v. EPA* (2007)

The California Global Warming Solutions Act of 2006

International efforts to regulate oceanic pollution (Smith 11)

Environmental problems of Eastern Europe and the former USSR (Smith 11)

National Endangered Species Act Reform Coalition (TS 4)

David Wilson Lord on the appropriate population size of Great Britain (TS 13)

Sean McDonagh on the Green Revolution (TS 14)

Conservation Banking in the United States (AE 21)

Desertification (Smith 10)

Carrying capacity (Smith 10)

CITES (Smith 11)

Positive Globalization (AE 4)

Environmental scarcity and conflict (AE 9)

Schwartz-Randall report (AE 8)

Clean Air Act of 1990

Protocol (International Cooperation)

Tragedy of the Commons

**Part 3: Essay.** 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. Two of these essay questions will appear on the exam. The essay is worth 40 points.

**1. Climate Change.** According to class discussion, what makes climate change a "wicked problem"? Using Smith, class discussion, and *Annual Editions*, describe the development of climate change as a public issue. You should discuss the recognition of human contributions to climate change, the Kyoto protocol, the Bush administration's response to climate change and the Obama administration's response to climate change. How have state governments dealt with climate change? What politically realistic steps could Missouri take to address climate change, in your opinion? Defend your answer.

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**2. Air Pollution.** Using class discussion and Smith, how does the history of American public policy toward air pollution illustrate (1) the movement from the local policy agenda to the state and national governments; and (2) the movement at the national level from information-gathering to grants and then command and control regulation? Explain in detail. According to Smith, what are the regulatory innovations that have been used to implement the Clean Air Act? What are the chief concerns with ERCs? Should emissions trading be implemented to reduce climate change gases? Explain.

**3. Population.** Describe the "population problem," according to lectures, Smith, and Annual Editions 6. What are carrying capacity and IPAT; in what ways does population growth place stress on different kinds of carrying capacity? According to Michael Meyer, what kinds of problems will result from a drop in birthrates for the rest of this century? How does David Nicholson-Lord believe the world can deal with the problems of population decline? Should population management be higher on the world's policy agenda than it is? If so, what kinds of policies should be encouraged?

**4. International problems and problem-solving.** According to lecture, what makes international environmental problems so complicated? According to Smith and lecture, how does the south-north divide further complicate international environmental issues? 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.

**Part 4: Course Summary Essay.** (30 points).

Imagine that you have been hired as an environmental policy consultant to the Democratic and Republican leaders of the 111<sup>th</sup> Congress. You have been asked to brief the leaders of the House and Senate for 1 hour at a special conference in Arlington, Virginia, on July 2, 2009. You have been invited to share your knowledge and your honest opinion. (You should not rant, sermonize or whine).

Write an essay describing what you will say, drawing on everything you've learned in this course. Based on your expertise,

- (1) Identify the 3 most important specific policy problems on the national policy agenda for the next 10 years, and explain why they are the most important.
- (2) What are the 2 most important specific political or government obstacles to moving the process forward on these issues?
- (3) Specifically, how would you go about building a bipartisan coalition strong enough to deal with these problems?
- (4) What 2 specific reforms would you make in the American public policy-making process to enable government to cope more effectively with these problems? NOTE: This answer requires you to list at least two concrete, politically feasible recommendations for improving the policy process with respect to environmental issues.

Show off your cumulative knowledge. Your answer should review major themes and readings of the **entire** course. You should draw material from *An Enemy of the People*, Smith's text, *Annual Editions*, and *Taking Sides*, as well as from class lectures, discussions, and exercises. Your grade will be based upon your demonstrated command of the course material and your ability to apply that knowledge to this problem.