

Package Title: Raven Testbank  
Course Title: Environment 10e WileyPLUS  
Chapter Number: 2

Question Type: Multiple Choice

1. Provisions of the Endangered Species Act

- a) require the timber industry to reforest in areas of logging.
- b) grant the President authority to establish National Parks for endangered species.
- c) provide a spending limit by the federal government in protecting endangered species.
- d) require the government to protect the habitat of endangered species so that their numbers increase.
- e) specify incentive-based regulation for endangered species.

Answer: d

Difficulty: Easy

Bloomcode: Knowledge

Learning Objective 1: LO 2.1 Briefly outline the environmental history of the United States. TERMINAL LO

Learning Objective 2: LO 2.1.1 Describe how attitudes towards the environment have changed over time. ENABLING LO

Section Reference 1: 2.1 A Brief Environmental History of the United States

2. “Multiple individuals receiving the greatest amount of goods and services from a limited set of resources” describes the economic principle (s) of:

- a) externality
- b) efficiency
- c) utility
- d) externality and utility

Answer: b

Difficulty: Easy

Bloomcode: Knowledge

Learning Objective 1: LO 2.3 Describe how economics can be used to address environmental problems. TERMINAL LO

Learning Objective 2: LO 2.3.1 Explain why economists prefer efficient solutions to environmental problems. ENABLING LO

Section Reference 1: 2.3 Economics and the Environment

3. Whose work heightened public awareness and concern about the use of pesticides and ultimately led to restrictions on the use of certain pesticides?

- a) George Perkins Marsh
- b) Henry David Thoreau
- c) Paul Ehrlich
- d) John Muir
- e) Rachel Carson

Answer: e

Difficulty: Easy

Bloomcode: Knowledge

Learning Objective 1: LO 2.1 Briefly outline the environmental history of the United States. TERMINAL LO

Learning Objective 2: LO 2.1.2 Describe the environmental contributions of the following people: George Perkins Marsh, Theodore Roosevelt, Gifford Pinchot, John Muir, Aldo Leopold, Wallace Stegner, Rachel Carson, and Paul Ehrlich. ENABLING LO

Section Reference 1: 2.1 A Brief Environmental History of the United States

4. Which U.S. president was most responsible for setting aside national forests in the late 1800s and early 1900s?

- a) Grover Cleveland
- b) Benjamin Harrison
- c) Abraham Lincoln
- d) Herbert Hoover
- e) Theodore Roosevelt

Answer: e

Difficulty: Easy

Bloomcode: Knowledge

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Section Reference 1: 2.1 A Brief Environmental History of the United States

5. Who was the first head of the U.S. Forest Service?

- a) Gifford Pinchot
- b) George Perkins Marsh
- c) John Muir
- d) Aldo Leopold
- e) Wallace Stegner

Answer: a

Difficulty: Easy

Bloomcode: Knowledge

Learning Objective 1: LO 2.1 Briefly outline the environmental history of the United States. TERMINAL LO

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Section Reference 1: 2.1 A Brief Environmental History of the United States

6. Founder of the Sierra Club, naturalist, and force behind the establishment of Yosemite and Sequoia national parks:

- a) Aldo Leopold.
- b) Henry David Thoreau.
- c) John James Audubon.
- d) John Muir.
- e) Theodore Roosevelt.

Answer: d

Difficulty: Easy

Bloomcode: Knowledge

Learning Objective 1: LO 2.1 Briefly outline the environmental history of the United States. TERMINAL LO

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Section Reference 1: 2.1 A Brief Environmental History of the United States

7. The world's first national park was established in what year?

- a) 1780
- b) 1865

- c) 1872
- d) 1890
- e) 1906

Answer: c

Difficulty: Easy

Bloomcode: Knowledge

Learning Objective 1: LO 2.1 Briefly outline the environmental history of the United States. TERMINAL LO

Learning Objective 2: LO 2.1.1 Describe how attitudes towards the environment have changed over time. ENABLING LO

Section Reference 1: 2.1 A Brief Environmental History of the United States

8. All of the following were authors whose writings influenced the environmental movement except:

- a) Rachel Carson
- b) John James Audubon
- c) Aldo Leopold
- d) Wallace Stegner
- e) George Perkins Marsh

Answer: b

Difficulty: Easy

Bloomcode: Knowledge

Learning Objective 1: LO 2.1 Briefly outline the environmental history of the United States. TERMINAL LO

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Section Reference 1: 2.1 A Brief Environmental History of the United States

9. The legislation that authorizes the president of the United States to set aside national monuments is the:

- a) Antiquities Act.
- b) National Parks and Forest Act.
- c) National Monuments Act.
- d) Wilderness Act.
- e) Endangered Species Act.

Answer: a

Difficulty: Easy

Bloomcode: Knowledge

Learning Objective 1: LO 2.1 Briefly outline the environmental history of the United States. TERMINAL LO

Learning Objective 2: LO 2.1.1 Describe how attitudes towards the environment have changed over time. ENABLING LO

Section Reference 1: 2.1 A Brief Environmental History of the United States

10. Earth Day:

- a) is celebrated exclusively in the U.S.
- b) was initiated by the U.S. Senate in 1970.
- c) has gained support for the environment within one or two major religions.
- d) is largely a government-sponsored event.
- e) focuses on what individuals can do to protect the environment.

Answer: e

Difficulty: Easy

Bloomcode: Knowledge

Learning Objective 1: LO 2.1 Briefly outline the environmental history of the United States. TERMINAL LO

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Section Reference 1: 2.1 A Brief Environmental History of the United States

11. An environmental impact statement must include:

- a) an ethical analysis of the proposed action.
- b) short- and long-term environmental consequences of federally sponsored projects.
- c) solutions to any potentially adverse environmental effects.
- d) documentation of the financial cost-benefit analysis of the proposed action.
- e) a description of the solution to any associated environmental controversy.

Answer: b

Difficulty: Easy

Bloomcode: Knowledge

Learning Objective 1: LO 2,2 Describe the major environmental regulations in the United States. TERMINAL LO

Learning Objective 2: LO 2.2.2 Explain how environmental impact statements provide powerful protection of the environment. ENABLING LO

Section Reference 1: 2.2 U.S. Environmental Legislation

12. The National Environmental Policy Act:

- a) mandates development of an Environmental Impact Statement at the end of any project using federal funds.
- b) provided for the establishment of the Court on Environmental Quality to enforce U.S. environmental law.
- c) requires the evaluation of federal highway construction and military projects.
- d) requires documentation of the financial impact of all projects with potential environmental impact.
- e) was signed into law in 1965.

Answer: c

Difficulty: Easy

Bloomcode: Knowledge

Learning Objective 1: LO 2,2 Describe the major environmental regulations in the United States. TERMINAL LO

Learning Objective 2: LO 2.2.1 Explain why the National Environmental Policy Act is the cornerstone of U.S. environmental law. ENABLING LO

Section Reference 1: 2.2 U.S. Environmental Legislation

13. Environmental Impact Statements:

- a) must be made available to the public.
- b) only address potential impact on endangered or threatened species.
- c) only need to project impact out to two years following the completion of the project.
- d) only affect the 20% of lands owned by the federal government.
- e) are not required for any state-funded projects.

Answer: a

Difficulty: Easy

Bloomcode: Knowledge

Learning Objective 1: LO 2,2 Describe the major environmental regulations in the United States. TERMINAL LO

Learning Objective 2: LO 2.2.2 Explain how environmental impact statements provide powerful protection of the environment. ENABLING LO

Section Reference 1: 2.2 U.S. Environmental Legislation

14. Which of the following is not included in an environmental impact statement?

- a) nature of the proposal

- b) short- and long-term effects of the proposal
- c) why the proposal is needed
- d) alternatives to the proposed course of action
- e) guarantees that no species or habitat will be negatively impacted by the proposal

Answer: e

Difficulty: Easy

Bloomcode: Knowledge

Learning Objective 1: LO 2,2 Describe the major environmental regulations in the United States. TERMINAL LO

Learning Objective 2: LO 2.2.2 Explain how environmental impact statements provide powerful protection of the environment. ENABLING LO

Section Reference 1: 2.2 U.S. Environmental Legislation

15. In the field of economics, the additional cost associated with one more unit of something is called a(n):

- a) marginal cost.
- b) external cost.
- c) direct cost.
- d) fringe cost.
- e) total product cost.

Answer: a

Difficulty: Easy

Bloomcode: Knowledge

Learning Objective 1: LO 2.3 Describe how economics can be used to address environmental problems. TERMINAL LO

Learning Objective 2: LO 2.3.1 Explain why economists prefer efficient solutions to environmental problems. ENABLING LO

Section Reference 1: 2.3 Economics and the Environment

16. When consumption or production of a product has a harmful side effect that is borne by people not directly involved in the market exchange for that product, the side effect is called a(n):

- a) marginal cost.
- b) indirect cost.
- c) additional cost.

- d) intrinsic cost.
- e) external cost.

Answer: e

Difficulty: Easy

Bloomcode: Knowledge

Learning Objective 1: LO 2.3 Describe how economics can be used to address environmental problems. TERMINAL LO

Learning Objective 2: LO 2.3.1 Explain why economists prefer efficient solutions to environmental problems. ENABLING LO

Section Reference 1: 2.3 Economics and the Environment

17. Laws that impose rules and regulations and set limits of pollution are called:

- a) command and control.
- b) environmental impact statements.
- c) legislative documents.
- d) legislative directives.
- e) environmental directives.

Answer: a

Difficulty: Easy

Bloomcode: Knowledge

Learning Objective 1: LO 2.3 Describe how economics can be used to address environmental problems. TERMINAL LO

Learning Objective 2: LO 2.3.2 Describe command and control regulation, incentive-based regulation, and cost-effectiveness analysis. ENABLING LO

Section Reference 1: 2.3 Economics and the Environment

18. You are an environmental ethicist. As such you consider:

- a) what role humans play in determining the fate of Earth's resources
- b) how humans should relate to the natural environment
- c) the moral basis of environmental responsibility
- d) political, economic, societal, and individual tradeoffs
- e) all of these choices are correct

Answer: e

Difficulty: Easy

Bloomcode: Knowledge



Learning Objective 1: LO 2.4 Explain how perspectives on the environment are informed by ethics and worldviews. **TERMINAL LO**

Learning Objective 21: LO 2.4.1 Define environmental ethics 2.4.1 Define environmental ethics, explaining why climate change is an environmental justice issue. **ENABLING LO**  
Section Reference 1: 2.5 Environmental Ethics, Values, and Worldviews

19. The deep ecology worldview is an understanding of our place in the world based on

- a) harmony with nature and a spiritual respect for life
- b) human superiority and dominance over nature
- c) right and wrong environmental behaviors of our government
- d) hidden beliefs about the hierarchy of all species
- e) green politics

Answer: a

Difficulty: Easy

Bloomcode: Knowledge

Learning Objective 1: LO 2.4 Explain how perspectives on the environment are informed by ethics and worldviews. **TERMINAL LO**

Learning Objective 2: LO 2.4.4 Define environmental worldview and discuss distinguishing aspects of the Western and deep ecology worldviews. **ENABLING LO**  
Section Reference 1: 2.5 Environmental Ethics, Values, and Worldviews

20. One approach to pollution control is incentive-based regulation. In this tactic:

- 1) industries adopting specific pollution control methods recommended by the government are rewarded.
- 2) industries are encouraged to emit an amount of pollution that is economically most desirable for that company.
- 3) green taxes are levied on industries that represent an emission charge on polluters.
- 4) pollution control laws establish emission targets and industries are provided enticements to reduce emissions.

- a) 1
- b) 2
- c) 3
- d) 4
- e) 2 and 3

Answer: e

Difficulty: Medium

Bloomcode: Application

Learning Objective 1: LO 2.3 Describe how economics can be used to address environmental problems. TERMINAL LO

Learning Objective 2: LO 2.3.2 Describe command and control regulation, incentive-based regulation, and cost-effectiveness analysis. ENABLING LO

Section Reference 1: 2.3 Economics and the Environment

21. Environmental destruction in formerly communist countries was so extensive because of:

- a) an attitude of high production and economic self-sufficiency, regardless of environmental damages.
- b) an attitude of meeting industrial production quotas taking precedence over environmental concerns.
- c) an attitude of support for heavy industry such as power plants, chemicals, metallurgy, and large machinery.
- d) an attitude of low regard for the economic value of clean air, water, and soil.
- e) all of these choices are correct

Answer: e

Difficulty: Easy

Bloomcode: Knowledge

Learning Objective 1: LO 2.3 Describe how economics can be used to address environmental problems. TERMINAL LO

Learning Objective 2: LO 2.3.2 Describe command and control regulation, incentive-based regulation, and cost-effectiveness analysis. ENABLING LO

Section Reference 1: 2.3 Economics and the Environment

22. A green campus is a(n) \_\_\_\_\_ campus!

- a) discard and go
- b) reuse and recycle
- c) environmentally unfriendly
- d) naïve and unsophisticated
- e) emerald and olive

Answer: b

Difficulty: Easy

Bloomcode: Comprehension

Learning Objective 1: LO 2.3 Describe how economics can be used to address environmental problems. TERMINAL LO

Learning Objective 2: LO 2.3.1 Explain why economists prefer efficient solutions to environmental problems. ENABLING LO

Section Reference 1: 2.3 Economics and the Environment

23. National income accounts are incomplete estimates of national economic performance because national income accounts do not include:

- a) gross domestic product
- b) net domestic product
- c) estimates of imported goods and services
- d) estimates of external costs such as natural resource depletion and the environmental cost of economic activities
- e) estimates of human manufactured material goods

Answer: d

Difficulty: Easy

Bloomcode: Comprehension

Learning Objective 1: LO 2.3 Describe how economics can be used to address environmental problems. TERMINAL LO

Learning Objective 2: LO 2.3.3 Give two reasons why the national income accounts are incomplete estimates of national economic performance. ENABLING LO

Section Reference 1: 2.3 Economics and the Environment

24. Which of the following statements reflects the prevailing Western worldview?

- a) All organisms are interdependent.
- b) Nature should be preserved, not used.
- c) Humans have the right to modify the environment to benefit their wellbeing and high standard of living.
- d) Humans and all other species have an equal worth.
- e) Humans have no right to reduce diversity of life forms except to satisfy vital needs.

Answer: c

Difficulty: Medium

Bloomcode: Application

Learning Objective 1: LO 2.4 Explain how perspectives on the environment are informed by ethics and worldviews. TERMINAL LO

Learning Objective 2: LO 2.4.4 Define environmental worldview and discuss distinguishing aspects of the Western and deep ecology worldviews. ENABLING LO

Section Reference 1: 2.5 Environmental Ethics, Values, and Worldviews

25. According to the EPA's Draft Report on the Environment 2003, levels of wet sulfate, a major component of acid rain, have dropped by 20-30% since 1990. This success may be attributed to:

- a) National Environmental Policy Act (1970)
- b) Clean Air Act (1977)
- c) Clean Water Act
- d) Earth Day 1990 (Think globally, act locally)
- e) Clean Air Act Amendments of 1990

Answer: e

Difficulty: Medium

Bloomcode: Application

Learning Objective 1: LO 2.2 Describe the major environmental regulations in the United States. TERMINAL LO

Learning Objective 2: LO 2.2.1 Explain why the National Environmental Policy Act is the cornerstone of U.S. environmental law. ENABLING LO

Section Reference 1: 2.2 U.S. Environmental Legislation

26. A preservationist is more likely to have a \_\_\_\_\_ worldview, and a conservationist probably has a \_\_\_\_\_ worldview.

- a) biocentric, eccentric
- b) biocentric, utilitarian
- c) anthropocentric, biocentric
- d) universal, rare
- e) self-centered, unselfish

Answer: b

Difficulty: Easy

Bloomcode: Comprehension

Learning Objective 1: LO 2.1 Briefly outline the environmental history of the United States. TERMINAL LO

Learning Objective 2: LO 2.1.3 Distinguish between utilitarian conservationists and biocentric preservationists. ENABLING LO

Section Reference 1: 2.1 A Brief Environmental History of the United States

27. Which of the following people is incorrectly matched with their environmental voice?

- a) John Audubon: On Walden's Pond
- b) Rachel Carson: Silent Spring
- c) Paul Ehrlich: The Population Bomb
- d) Aldo Leopold: A Sand County Almanac
- e) Wallace Stegner: Wilderness Essay

Answer: a

Difficulty: Easy

Bloomcode: Knowledge

Learning Objective 1: LO 2.1 Briefly outline the environmental history of the United States. TERMINAL LO

Learning Objective 2: LO 2.1.2 Describe the environmental contributions of the following people: George Perkins Marsh, Theodore Roosevelt, Gifford Pinchot, John Muir, Aldo Leopold, Wallace Stegner, Rachel Carson, and Paul Ehrlich. ENABLING LO

Section Reference 1: 2.1 A Brief Environmental History of the United States

28. Put the following historical views of the environment in the correct chronological sequence.

- I. Frontier attitude: desire to conquer and exploit nature as quickly as possible.
- II. Biocentric preservationists: belief that all life deserves respect and consideration.
- III. Utilitarian conservationist: view of environment in terms of usefulness for people.
- IV. Earth Day celebrant: demonstrates support of environmental quality by planting trees, cleaning roadsides and rivers and marching in parades.

- a) I – II – III- IV
- b) V – III – II - I
- c) I – III – II - IV
- d) III – IV – I - II
- e) IV – II – I - III

Answer: c

Difficulty: Easy

Bloomcode: Comprehension

Learning Objective 1: LO 2.1 Briefly outline the environmental history of the United States. TERMINAL LO

Learning Objective 2: LO 2.1.1 Describe how attitudes towards the environment have changed over time. ENABLING LO

Section Reference 1: 2.1 A Brief Environmental History of the United States

29. All of the following are successes in pollution control since 1970 except:

- a) improved water quality in rivers and streams.
- b) DDT, asbestos, and dioxins have been banned from use in the U.S.
- c) 75% reduction in sulfur dioxide and resulting acid rain.
- d) 98% reduction in lead levels in the air.
- e) 70% reduction in the use of CFCs and other chemicals that are contributing to the ozone hole.

Answer: c

Difficulty: Medium

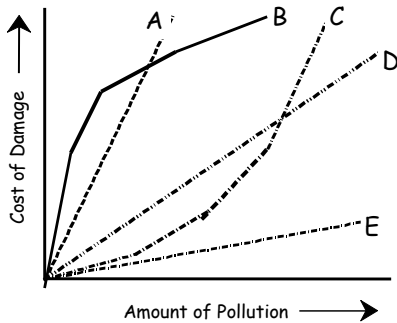
Bloomcode: Application

Learning Objective 1: Describe the major environmental regulations in the United States. **TERMINAL LO**

Learning Objective 2: LO 2.2.1 Explain why the National Environmental Policy Act is the cornerstone of U.S. environmental law. **ENABLING LO**

Section Reference 1: 2.2 U. S. Environmental Legislation

30. The graph below represents the Marginal Cost of Pollution. Which is the correct curve for the marginal cost of pollution?



- a) Curve A
- b) Curve B
- c) Curve C
- d) Curve D
- e) Curve E

Answer: c

Difficulty: Medium

Bloomcode: Application

Learning Objective 1: LO 2.3 Describe how economics can be used to address environmental problems. **TERMINAL LO**

Learning Objective 2: LO 2.3.1 Explain why economists prefer efficient solutions to environmental problems. **ENABLING LO**

Section Reference 1: 2.3 Economics and the Environment

31. All of the following would contribute to natural capital, except:

- a) groundwater.
- b) soil.
- c) clean air.

- d) mineral resources.
- e) None of these choices, all are natural capital

Answer: e

Difficulty: Easy

Bloomcode: Knowledge

Learning Objective 1: LO 2.3 Describe how economics can be used to address environmental problems. TERMINAL LO

Learning Objective 2: LO 2.3.1 Explain why economists prefer efficient solutions to environmental problems. ENABLING LO

Section Reference 1: 2.3 Economics and the Environment

32. The cost, in environmental quality, of a unit of pollution that is emitted into the environment is the:

- a) marginal cost of pollution.
- b) marginal cost of pollution abatement.
- c) optimum amount of pollution.
- d) indirect cost of pollution.
- e) indirect cost of pollution abatement.

Answer: a

Difficulty: Easy

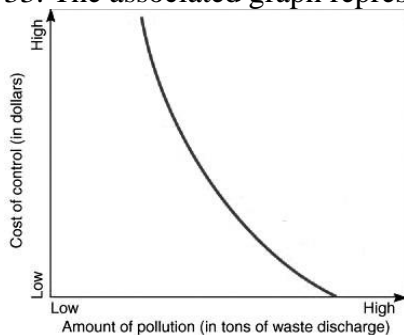
Bloomcode: Knowledge

Learning Objective 1: LO 2.3 Describe how economics can be used to address environmental problems. TERMINAL LO

Learning Objective 2: LO 2.3.1 Explain why economists prefer efficient solutions to environmental problems. ENABLING LO

Section Reference 1: 2.3 Economics and the Environment

33. The associated graph represents the:



- a) marginal cost of pollution.
- b) marginal cost of pollution abatement.

- c) marginal cost of recycling.
- d) marginal cost of waste-charge policy.
- e) marginal cost.

Answer: b

Difficulty: Medium

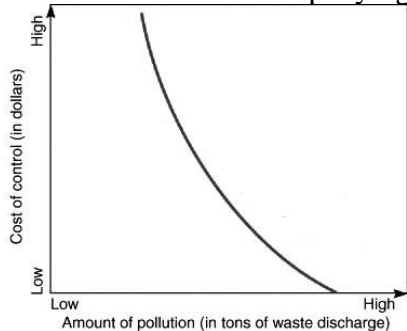
Bloomcode: Application

Learning Objective 1: LO 2.3 Describe how economics can be used to address environmental problems. TERMINAL LO

Learning Objective 2: LO 2.3.1 Explain why economists prefer efficient solutions to environmental problems. ENABLING LO

Section Reference 1: 2.3 Economics and the Environment

34. Based on the accompanying graph, which of the following statements is correct?



- a) As more and more pollution is eliminated from the environment, the cost of removing each additional unit of pollution decreases.
- b) As more and more pollution is eliminated from the environment, the cost of removing each additional unit of pollution stays the same.
- c) As more and more pollution is eliminated from the environment, the cost of removing each additional unit of pollution increases.
- d) As more and more pollution is eliminated from the environment, the cost of removing each additional unit of pollution reaches equilibrium when intersecting the amount of pollution axis.
- e) Nothing can be inferred from the graph.

Answer: c

Difficulty: Medium

Bloomcode: Application

Learning Objective 1: LO 2.3 Describe how economics can be used to address environmental problems. TERMINAL LO

Learning Objective 2: LO 2.3.1 Explain why economists prefer efficient solutions to environmental problems. ENABLING LO

Section Reference 1: 2.3 Economics and the Environment



35. The amount of pollution that is economically most desirable is determined by plotting two curves. The point where the two curves meet is termed the \_\_\_\_\_ from an economic viewpoint.

- a) marginal cost of pollution
- b) marginal cost of pollution abatement
- c) direct cost of pollution
- d) indirect cost of pollution
- e) None of these choices is correct

Answer: e

Difficulty: Medium

Bloomcode: Application

Learning Objective 1: LO 2.3 Describe how economics can be used to address environmental problems. TERMINAL LO

Learning Objective 2: LO 2.3.1 Explain why economists prefer efficient solutions to environmental problems. ENABLING LO

Section Reference 1: 2.3 Economics and the Environment

36. Pollution is considered an external cost because:

- a) it has a harmful effect borne only by people who purchased the product that caused it.
- b) its cost to the environment is not reflected in the price of the product that produces it.
- c) it has a significant impact on the consumer's decision to buy the product that causes it.
- d) it is a hidden cost that would produce increased demand if the consumer were aware of it.
- e) it is an advertised cost that may affect consumer demand for a given product.

Answer: b

Difficulty: Medium

Bloomcode: Application

Learning Objective 1: LO 2.3 Describe how economics can be used to address environmental problems. TERMINAL LO

Learning Objective 2: LO 2.3.1 Explain why economists prefer efficient solutions to environmental problems. ENABLING LO

Section Reference 1: 2.3 Economics and the Environment

37. The marginal cost of pollution abatement:

- a) is the added cost of reducing all types of pollution by one unit.
- b) drops as the level of pollution falls.
- c) increases as the level of pollution falls.

- d) is low at low levels of pollution.
- e) is high at high levels of pollution.

Answer: c

Difficulty: Easy

Bloomcode: Knowledge

Learning Objective 1: LO 2.3 Describe how economics can be used to address environmental problems. TERMINAL LO

Learning Objective 2: LO 2.3.1 Explain why economists prefer efficient solutions to environmental problems. ENABLING LO

Section Reference 1: 2.3 Economics and the Environment

38. Pricing a bottle of freon at \$2,000 in order to pay for the damage it does to the ozone layer when it is eventually released into the environment is an example of adding in:

- a) emission charges.
- b) environmental impact statements.
- c) marginal costs.
- d) external costs.
- e) emission reduction credits.

Answer: d

Difficulty: Easy

Bloomcode: Comprehension

Learning Objective 1: LO 2.3 Describe how economics can be used to address environmental problems. TERMINAL LO

Learning Objective 2: LO 2.3.1 Explain why economists prefer efficient solutions to environmental problems. ENABLING LO

Section Reference 1: 2.3 Economics and the Environment

39. Economic strategies for pollution control include all of the following except:

- a) emission charges.
- b) emission reduction credits.
- c) waste-discharge permits.
- d) complete shutdown of a business that is responsible for excess environmental damage.
- e) None of these choices, all are valid economic strategies

Answer: d

Difficulty: Medium

Bloomcode: Application

Learning Objective 1: LO 2.3 Describe how economics can be used to address environmental problems. TERMINAL LO

Learning Objective 2: LO 2.3.1 Explain why economists prefer efficient solutions to environmental problems. ENABLING LO

Section Reference 1: 2.3 Economics and the Environment

40. When economists adopt a market-oriented strategy to deal with pollution:

- a) they encourage large retailers to pollute more.
- b) they raise the cost of pollution to discourage it.
- c) they lower the cost of pollution to discourage it.
- d) they increase the demand for pollution.
- e) they discourage recycling and encourage the use of virgin materials.

Answer: b

Difficulty: Easy

Bloomcode: Comprehension

Learning Objective 1: LO 2.3 Describe how economics can be used to address environmental problems. TERMINAL LO

Learning Objective 2: LO 2.3.1 Explain why economists prefer efficient solutions to environmental problems. ENABLING LO

Section Reference 1: 2.3 Economics and the Environment

41. Western Xanadu is permitted to place a maximum of 350 tons per day into its landfill but must trade 50 extra tons to a nearby county. This is an example of a(n):

- a) command and control policy.
- b) emission charge policy.
- c) emission reduction credit.
- d) marketable waste-discharge permit.
- e) environmental directive.

Answer: d

Difficulty: Medium

Bloomcode: Application

Learning Objective 1: LO 2.3 Describe how economics can be used to address environmental problems. TERMINAL LO

Learning Objective 2: LO 2.3.2 Describe command and control regulation, incentive-based regulation, and cost-effectiveness analysis. ENABLING LO

Section Reference 1: 2.3 Economics and the Environment

42. The Western world view most closely resembles the:

- a) deep ecology worldview
- b) utilitarian conservationist attitude
- c) biocentric preservationist attitude
- d) frontier attitude
- e) paralysis by analysis worldview

Answer: d

Difficulty: Hard

Bloomcode: Evaluation

Learning Objective 1: LO 2.4 Explain how perspectives on the environment are informed by ethics and worldviews.

Learning Objective 2: LO 2.4.4 Define environmental worldview and discuss distinguishing aspects of the Western and deep ecology worldviews. ENABLING LO  
Section Reference 1: 2.5 Environmental Ethics, Values, and Worldviews

43. One approach to pollution control is incentive-based regulation. In this tactic

- a) industries adopting specific pollution control methods recommended by the government are rewarded.
- b) industries are encouraged to emit an amount of pollution that is economically most desirable for that company.
- c) green taxes are levied on industries that represent an emission charge on polluters.
- d) governments issue a fixed number of marketable waste-discharge permits.
- e) green taxes are levied on industries that represent an emission charge on polluters and governments issue a fixed number of marketable waste-discharge permits.

Answer: e

Difficulty: Medium

Bloomcode: Application

Learning Objective 1: LO 2.3 Describe how economics can be used to address environmental problems. TERMINAL LO

Learning Objective 2: LO 2.3.2 Describe command and control regulation, incentive-based regulation, and cost-effectiveness analysis. ENABLING LO

Section Reference 1: 2.3 Economics and the Environment

44. Which of the following statements reflects the Western worldview?

- a) All organisms are interdependent
- b) Nature should be preserved, not used
- c) Human superiority and dominance over nature

- d) Humans and all other species have an equal worth
- e) Humans have no right to reduce diversity of life forms except to satisfy vital needs

Answer: c

Difficulty: Medium

Bloomcode: Application

Learning Objective 1: LO 2.4 Explain how perspectives on the environment are informed by ethics and worldviews. TERMINAL LO

Learning Objective 2: LO 2.4.4 Define environmental worldview and discuss distinguishing aspects of the Western and deep ecology worldviews. ENABLING LO

Section Reference 1: 2.5 Environmental Ethics, Values, and Worldviews

45. Which of the following gave authority to the president to establish forest reserves on federally owned land?

- a) Northwest Forest Plan
- b) General Revision Act
- c) frontier attitude
- d) Antiquities Act
- e) The Fifth Amendment

Answer: b

Difficulty: Easy

Bloomcode: Knowledge

Learning Objective 1: LO 2.1 Briefly outline the environmental history of the United States. TERMINAL LO

Learning Objective 2: LO 2.1.1 Describe how attitudes towards the environment have changed over time. ENABLING LO

Section Reference 1: 2.1 A Brief Environmental History of the United States

46. Which of the following are NOT examples of religions making an effort to improve the environment?

- a) The 2010 Baha'i Social and Economic Development Conference
- b) U.N. Millennium World Peace Summit of Religious and Spiritual Leaders
- c) Evangelical Climate Initiative
- d) International Seminar on Religion, Culture, and Environment sponsored partially by the Islamic Republic of Iran
- e) All of the above are examples of religious efforts to improve the environment

Answer: e

Difficulty: Easy

Bloomcode: Knowledge

Learning Objective 1: LO 2.4 Explain how perspectives on the environment are informed by ethics and worldviews. TERMINAL LO

Learning Objective 2: LO 2.4.1 Define environmental justice and explain why climate change is an environmental justice issue. ENABLING LO

Section Reference 1: 2.5 Environmental Ethics, Values, and Worldviews

47. Which of the following describes the cost to society of having less pollution being offset by the benefits to society of the activity creating the pollution?

- a) marginal cost of pollution
- b) optimal amount of pollution
- c) marginal cost of abatement
- d) regulatory reform
- e) none of these choices is correct

Answer: b

Difficulty: Easy

Bloomcode: Knowledge

Learning Objective 1: LO 2.3 Describe how economics can be used to address environmental problems. TERMINAL LO

Learning Objective 2: LO 2.3.1 Explain why economists prefer efficient solutions to environmental problems. ENABLING LO

Section Reference 1: 2.3 Economics and the Environment

48. Which of the following is not a successful pollution-control outcome according to the EPA?

- a) Levels of wet sulfate dropping by 20%
- b) Over 800 of the 1500 Superfund sites have been cleaned up
- c) Release of toxic chemicals has decreased by 48% since 1988
- d) Emissions of six air pollutants have decreased by 25%
- e) 50% of rivers and streams are in violation of water quality standards

Answer: e

Difficulty: Medium

Bloomcode: Application

Learning Objective 1 LO 2.1 Describe the major environmental regulations in the United States. TERMINAL LO

Learning Objective 2: LO 2.2.1.1 Explain why the National Environmental Policy Act is the cornerstone of U.S. environmental law. ENABLING L;O

Section Reference 1: 2.2 U.S. Environmental Legislation

49. Which of the following is a critique of economic approaches to environmental regulation?

- a) It's difficult to assess the costs of environmental damage
- b) Utilitarian economics are not universally accepted
- c) Many economic records of environmental problems are false
- d) It's difficult to assess the costs of environmental damage and Utilitarian economics are not universally accepted
- e) none of these choices

Answer: d

Difficulty: Easy

Bloomcode: Comprehension

Learning Objective 1: LO 2.3 Describe how economics can be used to address environmental problems. TERMINAL LO

Learning Objective 2: LO 2.3.1 Explain why economists prefer efficient solutions to environmental problems. ENABLING LO

Section Reference 1: 2.3 Economics and the Environment

50. Which of the following NOT a principle of deep ecology, according to Arne Naess?

- a) All life has intrinsic value
- b) Environment must be exploited to improve living standards
- c) Flourishing human and nonhuman life depends on diversity of life forms
- d) Human interference with nature is excessive
- e) Flourishing of human and nonhuman life depends on a decrease in the human population

Answer: b

Difficulty: Easy

Bloomcode: Comprehension

Learning Objective 1: LO 2.4 Explain how perspectives on the environment are informed by ethics and worldviews. TERMINAL LO

Learning Objective 2: LO 2.4.2 Distinguish between Western and deep ecology worldviews.

Section Reference 1: 2.5 Environmental Ethics, Values, and Worldviews

Question Type: Essay

51. Identify three individuals that have made a significant contribution to the environment and provide a brief explanation of the contribution of each.

Answer:

Difficulty: Easy

Bloomcode: Knowledge

Learning Objective 1: LO 2.1 Briefly outline the environmental history of the United States. TERMINAL LO

Learning Objective 2: LO 2.1.2 Describe the environmental contributions of the following people: George Perkins Marsh, Theodore Roosevelt, Gifford Pinchot, John Muir, Aldo Leopold, Wallace Stegner, Rachel Carson, and Paul Ehrlich. ENABLING LO

Section Reference 1: 2.1 A Brief Environmental History of the United States

Solution: Answers may include:

John James Audubon detailed lifelike paintings of birds and other animals in their natural habitat increased public interest in the wildlife of North America.

Henry David Thoreau lived at Walden Pond and contemplated how people could economize and simplify their lives to live in harmony with nature.

George Perkins Marsh wrote *Man and Nature*, which provided a discussion of humans as agents of global environmental change.

Aldo Leopold wrote *A Sand County Almanac* in which he argued for a land ethic and the sacrifices such an ethic requires.

Wallace Stegner wrote "Wilderness Essay" which helped create support of the passage of the Wilderness Act of 1964.

Rachel Carson wrote *Silent Spring* to heighten public awareness and concern about the dangers of uncontrolled use of DDT and other pesticides.

Paul Ehrlich wrote *The Population Bomb* describing the damage occurring to Earth to support such a huge population.

52. Explain the frontier attitude and the effect it had on early development of North America.

Answer:

Difficulty: Easy

Bloomcode: Comprehension

Learning Objective 1: LO 2.1 Briefly outline the environmental history of the United States. TERMINAL LO

Learning Objective 2: LO 2.1.1 Describe how attitudes towards the environment have changed over time. ENABLING LO

Section Reference 1: 2.1 A Brief Environmental History of the United States



Solution: The frontier attitude was a desire to conquer and exploit nature as quickly as possible. Land, timber, wildlife, rich soil, clean water, and other resources were cheap and seemingly inexhaustible. Efforts to conserve were seldom made and the effect was widespread environmental destruction

53. What is an environmental impact statement (EIS)? List what each EIS must include. How does an environmental impact statement provide protection for the environment?

Answer:

Difficulty: Hard

Bloomcode: Synthesis

Learning Objective 1: LO 2.2 Describe the major environmental regulations in the United States. TERMINAL LO

Learning Objective 2: LO 2.2.1 Explain why the National Environmental Policy Act is the cornerstone of U.S. environmental law. ENABLING LO

Section Reference 1: 2.2 U.S. Environmental Legislation

Solution: An environmental impact statement considers the environmental effect of a proposed federal action, such as highway or dam construction, in order to assist federal officials in making informed decisions for legislation. Each EIS must include:

- a) The nature of the proposal and why it is needed
- b) The environmental impacts of the proposal, including short-term and long-term effects and any adverse environmental effects if the proposal is implemented
- c) Alternatives to lessen the adverse effects of the proposal.

The environment is protected because solicitations of public comments are included when preparing an EIS, which generally provide a broader perspective on the proposal and its likely effects. The public scrutiny places intense pressure on federal agencies to respect EIS findings. There is also an oversight Council on Environmental Quality to monitor the required EIS and report directly to the president.

54. What is the relationship between marginal cost of pollution and marginal cost of pollution abatement? What can plotting these two curves together tell you?

Answer:

Difficulty: Hard

Bloomcode: Synthesis

Learning Objective 1: LO 2.3 Describe how economics can be used to address environmental problems. TERMINAL LO

Learning Objective 2: LO 2.3.1 Explain why economists prefer efficient solutions to environmental problems. ENABLING LO

Section Reference 1: 2.3 Economics and the Environment

Solution: The marginal cost of pollution involves assessing the risks associated with the pollution. The marginal cost is the added cost for all present and future members of

society for each additional unit of pollution. At low pollution levels, the environment may absorb the damage, so the marginal cost of one added unit of pollution is near zero. As the quantity of pollution increases, the marginal cost rises, and at high levels of pollution, the cost soars.

The marginal cost of pollution abatement is the added cost for all present and future members of society of reducing one unit of a given type of pollution. The marginal cost of pollution abatement tends to rise as the level of pollution declines. At high pollution levels, the cost of eliminating one unit of pollution is low, but as more and more pollution is eliminated, the cost of removing each additional unit of pollution rises.

By plotting the two curves together, a cost-benefit diagram is constructed. Where the two curves intersect is the amount of pollution that is economically most desirable.

55. Discuss the role of economics and government on the status of the environment in Central and Eastern Europe. Cite specific issues and/or examples in your discussion. Given the relatively recent changes in the government structure within this region, have any improvements in environmental policy or condition occurred? If so, explain the mechanism(s) that have allowed this to happen.

Answer:

Difficulty: Hard

Bloomcode: Evaluation

Learning Objective 1: LO 2.3 Describe how economics can be used to address environmental problems. TERMINAL LO

Learning Objective 2: LO 2.3.1 Explain why economists prefer efficient solutions to environmental problems. ENABLING LO

Section Reference 1: 2.3 Economics and the Environment

Solution: The communist regime left a grim legacy of environmental destruction in Central and Eastern Europe. Meeting industrial production quotas always took precedence over environmental concerns. The prevailing attitude included a devalued economic view of clean air, water, and soil. The governments supported heavy industry at the expense of the more environmentally benign service industries. Communism did little to encourage resource conservation or curb pollution. When switching from communism to democracy with a free-market economy, these countries are generating enough money to invest in environmental cleanup. In the Czech Republic, for example, 1.5% of the country's gross domestic product is used for environmental protection. The levels of air pollution are declining. The mechanism that has allowed this to happen is political reform, economic recovery and sufficient governmental budgets.

56. Describe the optimum amount of pollution concept and identify any weaknesses in this approach. What is the nature of the conflict between this economic view of the environment and an environmentalist's perspective? How can these discrepancies be resolved in a way that benefits the environment?

Answer:

Difficulty: Hard

Bloomcode: Evaluation

Learning Objective 1: LO 2.3 Describe how economics can be used to address environmental problems. TERMINAL LO

Learning Objective 2: LO 2.3.1 Explain why economists prefer efficient solutions to environmental problems. ENABLING LO

Section Reference 1: 2.3 Economics and the Environment

Solution: The optimum amount of pollution is the amount that is economically most desirable. From an economic point of view, there is a trade-off between harm to the environment and progress of development. Economists think the use of resources for pollution abatement should increase only until the cost of abatement equals the cost of the pollution damage. From an environmental perspective, there are two major flaws in the economist's concept of optimum pollution. It is difficult to place a monetary value on scenic landscape, extinction of a species or quality of life. When pollution, such as acid rain, covers a large area, involving millions of people, assessing pollution cost is extremely complex. Second, the risk of unanticipated environmental catastrophe (disruption or destruction of the environment) is not taken into account in assessing the potential environmental damage of pollution. These discrepancies can be resolved if economists take a look at the larger picture rather than the sum of the environmental parts. The cost of lost elements in a polluted environment does not account for the web of relationships within the environment.

57. What is the National Environmental Policy Act? Discuss its role in U.S. environmental law. Include a specific example of the implementation of NEPA in your discussion.

Answer:

Difficulty: Hard

Bloomcode: Synthesis

Learning Objective 1: LO 2.2 Describe the major environmental regulations in the United States. TERMINAL LO

Learning Objective 2: LO 2.2.1 Explain why the National Environmental Policy Act is the cornerstone of U.S. environmental law. ENABLING LO

Section Reference 1: 2.2 U.S. Environmental Legislation

Solution: The National Environmental Policy Act (NEPA) is a law that states that the federal government must consider the environmental impact of a proposed federal action. The NEPA provides the basis for developing detailed environmental impact statements (EIS) to accompany every federal recommendation or proposal for legislation. For example if the government wants to construct a highway through a particular area, public comments are solicited on the project which provide a broad perspective on the proposal and its likely effects on the environment. The EIS is prepared which states the need of the highway, the short-term and long-term effects (if any) the project will have on the surrounding areas, and alternatives to lessen the adverse effects of the project. The

Council on Environmental Quality monitors the EIS and reports directly to the president. The NEPA revolutionized environment protection in the United States. The NEPA has helped federal agencies reduce adverse environmental impacts of their activities and projects.