NSCI 204-50 Environmental Science Mid Term Study Guide

MULTIPLE CHOICE QUESTIONS

- 1. Which of the following is NOT part of environmental science?
 - a. Natural sciences
 - b. Humanities
 - c. Social sciences
 - d. All of these are part of environmental science
- Which of the following describes the approach of empirical science?
 - a. Investigates by observation only
 - b. Measures models, not the real world
 - c. Investigates by experiment and observation
 - d. Investigates by experiment only
- 3. What could the Greenland Vikings have learned from their local Inuit neighbors that may have saved their civilization from self-destruction?
 - Cattle ranching practices to increase beef production
 - Medicinal strategies to reduce infant mortality
 - c. Religious practices and Inuit ideologies
 - d. Limitations of the local environment and potential sustainable choices
- 4. Which of the following describes sustainable development?
 - Meets present-day needs without harming future ability to do so
 - b. Meets present-day needs without concern for future ability to do so
 - c. Meets future needs without concern for present-day effects
 - d. The gradual increase in sustainability over time
- When people are using a common resource such as water, some will act in a way to maximize it to their own benefit ("if I don't use it, someone else will"), and the resource becomes overused or damaged. This is known as:
 - a. anthropocentric factor.
 - b. social traps.
 - c. tragedy of the commons.
 - d. regulation.
- 6. Which of the following questions is NOT scientifically testable?
 - a. Why do bats get white-nose syndrome (WNS)?
 - b. Why do humans need to protect bats from WNS?
 - c. How have mosquito populations changed since WNS began impacting bats?
 - d. What changed genetically to cause the fungus linked to WNS to become dangerous?
- 7. If a hypothesis is supported through the study and data, what happens next?
 - The hypothesis is rejected and a new one is developed.
 - b. The hypothesis becomes a theory.
 - c. An alternative hypothesis is tested.
 - Researchers repeat the study and make new predictions.

<u>Ja Economics Study Guide Answers</u>

Rosina Ehmann

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the ESRC We would also like to acknowledge the efforts of Ann Dixon and SHin Pearce in the preparation of this volume vii INTRODUCTION CHAPTER 1 ECOLOGICAL ECONOMICS AND COASTAL ZONE ECOSYSTEMS VALUES AN OVERVIEW Turner R K Bateman I I and Adger W N 1 1 Coastal zone pressure and sustainable management challenges Given the continued intensification of the process of globalisation involving population growth population density changes via urbanisation industrial development increased trade and capital flows liberalisation of transnational corporation activity and lifestyle and attitudinal changes coastal zones and their hydrologically linked catchment areas have come under heavy environmental pressure The scale and extent of socio economic activities have profound implications for the now coevolving natural and human systems and their complex interrelationships Turner Perrings and Folke 1997 The consequences of this process of change manifest themselves across a range of spatial and temporal scales Indeed the juxtaposition of different spatial functional and temporal scales that is inherent in the catchment coastal ecosystems seas oceans continuum poses particularly difficult challenges for both science and resource management governance Schooling for Sustainable Development in Canada and the United States Rosalyn McKeown, Victor Nolet, 2012-07-26 Education for sustainable development ESD presents an intriguing challenge in developed countries The very notion of sustainable development may appear to be at cross purposes with the social and political aims of large industrial economies Yet arguably the residents of wealthy countries may be most in need of new ways of thinking and behaving on an increasingly more fragile and crowded planet This book presents a collection of essays that capture the depth and diversity of education for sustainable development ESD work in formal education in Canada and the United States Many of the authors are pioneers in the field of ESD not only in their own countries but internationally In this book they share their expertise lessons learned and insights into the ongoing success of their work The essays reflect leading edge practice innovation and depth of experience and provide clear models and strategies for expanding the application and influence of ESD in wealthy countries The ESD programs described in the book are relevant and culturally appropriate for the specific locally contexts in which they are found but also in the larger context of ESD writ large as a planetary endeavour Enterprise and Economic Development in *Africa* Dina M. Nziku, John J. Struthers, 2021-06-11 Presenting a topical analysis of the challenges and achievements of enterprise Enterprise and Economic Development in Africa examines contributions to economic development on the continent as well as exploring implications for policy dimensions

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