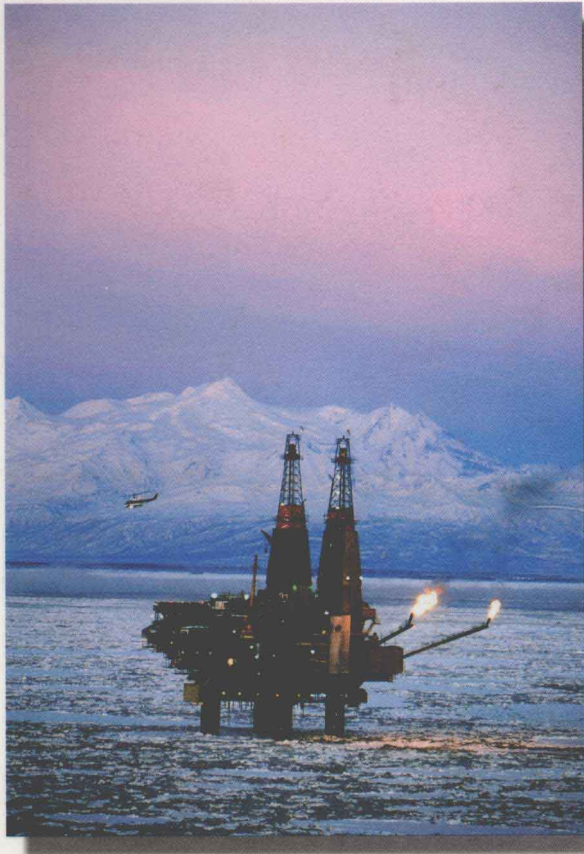


ENVIRONMENTAL SCIENCE

EIGHTH EDITION

TOWARD A SUSTAINABLE FUTURE



RICHARD T. WRIGHT
BERNARD J. NEBEL

Environmental Science

Toward a Sustainable Future



Eighth Edition

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Preface

As we plunge into a new century and a new millennium, the environment is being called on to satisfy the growing needs of an expanding human population in the developing countries and increasing affluence in the developed countries. In many areas, we are already taking more from Earth's systems than they can provide in a sustainable fashion—and there are still billions of people who are not adequately housed, fed, or provided with health care or a paying job. Yet we must, as soon as possible, make a transition to a sustainable civilization, one in which a stable human population recognizes the finite limits of Earth's systems to produce resources and absorb wastes, and acts accordingly. This is hard to picture at present, but it is the only future that makes any sense. If we fail to achieve it by our deliberate actions, the natural world will impose it on us in highly undesirable ways.

Environmental science stands at the interface between humans and Earth and explores the interactions and relations between them. This relationship will need to be considered in virtually all future decision making. Our text considers a full spectrum of views and information in an effort to establish a solid base of understanding and a sustainable formula for the future.

You may already be informed about some of the issues we cover in the book, such as global warming, the extinction of species, air pollution, toxic wastes, overpopulation, recycling, and the destruction of tropical rain forests. However, what you have in your hands is a readable guide and up-to-date source of information that will help you to explore the issues in more depth. It will also help you to connect them to a framework of ideas and values that will equip you to become part of the solution to many of the environmental problems confronting us.

As the field of environmental science evolves and continues to change, so has this text. In this new edition, we hope to continue to lead the change in environmental science and have made every effort to address each of the following objectives:

- To write in a style that makes learning about environmental science both interesting to read and easy to understand, without overwhelming the student with details.
- To present well-established scientific principles and concepts that form the knowledge base for an understanding of our environment.
- To organize the text in a way that promotes sequential learning, yet allows individual chapters to stand on their own.

- To address all of the major environmental issues that confront our society and help to define the subject matter of environmental science.
- To present the latest information available by making full use of the resources of the World Wide Web.
- To give an assessment of options or progress in solving environmental problems.
- To support the text with excellent supplements for the instructor and the student that strongly enhance the teaching and learning processes.

Because we believe that learning how to live in the environment is one of the most important subjects in any student's educational experience, we have made every effort to put in your hands a book that will help the study of environmental science come alive.

A Guide to the Eighth Edition of Environmental Science

Overview

The **seventh edition**, published in 2000, involved the following major changes in the text, as the authorship shifted entirely to one author (Wright):

- Introduction of three central themes: sustainability, sound science, and stewardship.
- Reorganization into six parts instead of four.
- Addition of “Environment on the Web” essays at the end of each chapter.
- Two new chapters added (Chapter 16, “Environmental Hazards and Human Health,” and Chapter 23, “Economics, Public Policy, and the Environment”), and two older chapters condensed into existing or new chapters.
- Completely updated and revised art program.
- Every chapter opening with a case study, to bring the subject matter into focus.

The **eighth edition** builds on the strengths of the seventh. The unifying themes of sustainability, sound science, and stewardship are retained and continue to provide important threads linking the different subjects and chapters of the text. In the eighth edition, I continue to provide a balance between pure science and the political, social, and historical perspectives of environmental affairs. I am also careful

to reflect differences in interpretation of environmental concerns where they exist, while maintaining the standard of sound science for judging those concerns.

Most important, the eighth edition reflects the changing environmental scene in the United States, as well as in the rest of the world. Information from new books, journal articles, and Web-based reports from governmental and nongovernmental organizations has been incorporated into every chapter. New artwork has been introduced—51 new photos, 35 new diagrams, and seven new tables.

As in the seventh edition, each chapter opens with a case study or an illustrative story. Because of their relevance, a majority of these have been retained, while 10 have been replaced with new opening studies. Throughout, the high readability that the text has been known for has been maintained and strengthened. And the emphasis on science has continued, to the point where the text is more solidly grounded than ever in the physical and biological sciences as the bases for understanding every environmental issue.

Introduction

Chapter 1 provides an introduction to the rest of the book by discussing present global environmental concerns; **ecosystem decline** has been added as one of the most important of these. The chapter introduces the three themes that will provide the unifying threads throughout the book: **sustainability**—the practical goal that our interactions with the natural world should be working toward; **stewardship**—the ethical and moral framework that should inform our public and private actions (a **new ethics essay** explores this theme); and **sound science**—the basis for our understanding of how the world works and how human systems interact with it. I include in my coverage of sound science information on **the nature of science** and the **scientific method** in order to help students distinguish sound science from “junk” science (of which I give a prime example) as they encounter controversy over scientific information.

Part I. Ecosystems and How They Work

Part I (Chapters 2–5) explores natural ecosystems—what they are, how they function, how balances are maintained, and how they evolve and change. This examination, in addition to providing an appreciation of how the natural world functions, brings out **five basic sustainability principles** that keep ecosystems going. A new principle—**resilience**—is introduced and illustrated. The five principles serve as benchmarks to evaluate the sustainability of various courses of action presented in the rest of the text.

Part II. The Human Population

Part II (Chapters 6 and 7) first looks at the dynamics of the human population. The pressures on natural systems as a re-

sult of the growth of that population are examined, with a focus on the **demographic transition**—the shift from high birth and death rates to low birth and death rates that has brought stable populations to the industrialized world. Then, the developing countries’ difficulties through this transition are considered, and steps that are being taken on the part of the international community to address the needs of those countries are discussed. The eighth edition presents new population pyramids, the latest on **debt relief**, and the recent appraisal of the five-year anniversary of the International Conference on Population and Development, as well as completely updated population growth statistics.

Part III. Renewable Resources

Part III (Chapters 8–12) addresses the science of our natural resources of soil, water, and wildlife. Issues concerning the use of such resources in food production, forest growth, and fisheries management are examined in light of increasing population growth and increasing pressure on those resources: again, we all the while keep our eyes on sustainability. Some examples of issues receiving a **new emphasis** are (a) how erosion is measured and why the way it is measured is problematic, (b) dryland ecosystems and desertification, (c) the work of the World Water Forum, (d) the controversy surrounding **genetically modified food**, and (e) **restoration ecology** at work.

Part IV. Energy

Part IV (Chapters 13–15) presents the energy resources currently available and the consequences each can have on the environment. We learn how our past choices of energy sources to fuel the global economy have affected the environment on a global scale. The outlook regarding the impact on sustainability of the U.S. reliance on crude oil and the obvious prospects for renewable energy are presented in view of the most recent statistics and developments. Included is a discussion of the impact of **new standards** for appliances on energy conservation. Also examined is the option of nuclear power, despite the problems of its cost, the difficulty of nuclear waste storage and disposal, and the inherent dangers associated with nuclear power. Renewable energy is also discussed in light of its pros and cons; new information is presented on **fuel cells** and how they work.

Part V. Pollution and Prevention

Part V (Chapters 16–22) begins with a chapter on environmental health. The **precautionary principle** is introduced here and is discussed in connection with risk-based public policy. The text goes on to investigate the pollution of water, land, and air that results from human activities and our interactions with the environment that were discussed in earlier chapters. The coverage ranges from the use of pesticides to protect our

crops, through sewage treatment and contamination of water, to municipal and hazardous wastes, and on to major atmospheric changes and more local and regional air pollution. Examples of some new issues introduced in this edition are (a) the controversy over **DDT for malaria control**, (b) the **dead zone** in the Gulf of Mexico, (c) the “**dirty dozen**” persistent organic pollutants (**POPs**), (d) the use of **MTBE** in gasoline, and (e) the **consequences of climate change**.

Part VI. Toward a Sustainable Future

Part VI (Chapters 23 and 24) directly addresses the relationship that exists among economics, public policy, and the environment, focusing especially on our present environmental concerns. A new box discusses the **World Trade Organization** as an environmental issue. The text then goes on to examine how inner cities have deteriorated as a result of migration to the suburbs and urban sprawl. Some communities are working toward renewal and sustainability with a plan called **Smart Growth**. Part VI closes with a look at personal involvement, lifestyles, and values as vital components of our efforts to enjoy a sustainable future.

Individual Text Elements

Essays: Environmental Science features four kinds of essays: “Earth Watch,” “Ethics,” “Global Perspective,” and “Career Link.” Lists of essays are found at the end of the outline for each chapter.



“**Earth Watch**” essays provide further information that enhances the student’s understanding of particular aspects of the topic being covered.



“**Ethics**” essays focus on the fact that many environmental issues do not involve clear-cut rights or wrongs, but present ethical dilemmas.



“**Global Perspective**” essays help the student appreciate the global nature and extent of the topic in question.



“**Career Link**” essays present an individual who has chosen to work in some area of environmental concern. The essays discuss how the person got into his or her career.

Making a Difference: I believe that no amount of text-based learning about the environment truly becomes useful until students challenge themselves and those around them to begin making a difference. With this in mind, each of the six parts of the text concludes with a section that suggests courses of action that each student can take to bring about the needed changes to foster sustainability.

Chapter Opening: Each chapter begins with a set of “**Key Issues and Questions**”—succinct statements regarding key aspects of the issue being covered and questions inviting the student to explore those issues.

Chapter Outline: Chapter outlines may be found in the **Table of Contents**. Importantly, the text of each chapter is organized according to a logical outline of first-, second-, and third-order headings to assist student outlining, note taking, and learning.

Review Questions: Each chapter concludes with a set of “**Review Questions**” addressing each aspect of the topic covered. Of course, these questions may serve as learning objectives, as test items, or for review.

Thinking Environmentally: A set of questions, “**Thinking Environmentally**,” is included at the end of each chapter. These questions invite the student to make connections between knowledge gleaned from the chapter and other areas of the environmental arena and to apply knowledge gained to specific environmental problems. The questions may be used also for testing or to focus class discussion.

Vocabulary: Each new term will be found in boldface type where it is first introduced and defined. All such items are found in the glossary at the end of the book.

Video Case Studies: Selected from the archives of ABC news, these timely and relevant video segments offer students an overview of a particular environmental issue or controversy. Case study material is found directly after the end of the text, but has direct application to particular chapters. A brief synopsis of each video, as well as a list of interesting questions, is included, in the hopes of stimulating healthy classroom debate and discussion of the various topics. Since videos from earlier volumes are also made available to instructors who adopt the eighth edition of Environmental Science, a list of these case studies is also provided.

Appendices: At many points in the text, reference is made to the work being done by various environmental organizations. A listing of major national environmental organizations is given in **Appendix A**. Most of these organizations and agencies have a home page on the Internet and can be located via the Web site that supports this text.

A conversion chart for various English and metric units is found in **Appendix B**.

For students who need some grounding in chemistry, a discussion of atoms, molecules, atomic bonding, and chemical reactions is provided in **Appendix C**.

Bibliography and Additional Reading: An updated listing of articles and books dealing with environmental topics follows the appendices, which are organized according to chapter, following a short list of general references. Also listed are virtually all of the newer references used in preparing this new edition of the text.

Glossary and Index: A comprehensive glossary provides definitions of virtually all of the special terms, treaties, legis-

lation, and programs identified in the text in boldface type. The index gives page references for all of these terms and for thousands of other topics and issues dealt with in the text.

For the Instructor

Instructor's Resource Manual (0-13-091379-0)

By Nancy Ostiguy (Pennsylvania State University)

This thorough resource manual features a chapter outline, instructional goals, concepts and connections, a suggested lecture format, and answers to the chapter-opening "Key Issues and Questions," as well as creative discussion questions, activities, and labs.

Test Item File (0-13-091389-8)

By Steve Ailstock (Anne Arundel Community College) and Shari Snitovsky (Skyline College)

Contains over 1,800 test questions, including multiple-choice, short-answer, and essay questions.

Prentice Hall Custom Test

Available in formats for both Windows (0-13-091388-X) and Macintosh (0-13-091387-1) computers, and based on the powerful testing technology developed by Engineering Software Associates, Inc. (ESA), Prentice Hall Custom Test allows instructors to create and tailor exams to their own needs. With this on-line testing program, exams can be administered on-line and data can be automatically transferred for evaluation. A comprehensive desk reference guide is included along with on-line assistance.

Transparency Pack (013-091384-7)

A selection of 164 full-color transparencies of images from the text, as well as 87 black-and-white transparency masters.

Slides (013-091383-9)

A selection of the same 164 images presented on the transparencies, available in slide format.

The ABC News/Prentice Hall Video Library, Volume V (013-091386-3)

This unique video series contains segments from award-winning shows such as "World News Tonight," "Nightline," and "Good Morning America." Selected from the archives of ABC News, each video includes a written summary that ties the segment to particular sections of the text, making it easier to enhance your classroom presentation with timely and relevant video programs.

Environmental Science

Digital Image Gallery (0-13-091934-9).

This unique image bank contains all of the illustrations from the eighth edition of *Environmental Science*, as well as animations and videos in a digitized format for use in the classroom. The CD-ROM includes a navigational tool to allow instructors to browse easily through the images. The files are ideal for those professors who use PowerPoint® or a comparable presentation software for their classes or for professors who create text-specific Web sites for their students.

For the Student

Study Guide (013-091391-x)

By Clark Adams (Texas A & M University)

This study guide helps students identify the important points from the text and then provides them with review exercises, study questions, self-check exercises, and vocabulary review. In addition, the author has included PowerPoint® presentations for student review and for the professor to go over in class.

Environmental Science World Wide Web Home Page

<http://www.prenhall.com/wright>. This unique tool is designed to launch student exploration of environmental science resources on the World Wide Web. The home page is regularly updated and linked specifically to chapters in the text. In addition to providing a juried guide to many interesting Web-based resources, the site features review exercises (from which the students receive immediate feedback), updates of environmental issues by region, a guide to environmental careers, and a guide to help students learn how to start making a positive difference for Earth's environment.

Science on the Internet: A Student's Guide

By Andrew T. Stull.

The perfect guide to help students take advantage of the Environmental Science Web site. This unique resource gives clear steps for accessing the regularly updated Environmental Science resource area, as well as an overview of general navigation and research strategies.

Course Management

Prentice Hall is proud to partner with many of the leading course management system providers on the market today. These partnerships enable us to combine our market-leading on-line content with the powerful course management tools Blackboard and WebCT, as well as with our proprietary course management system, CourseCompass. Visit our demo site, www.prenhall.com/demo, for more information, or contact your local Prentice Hall representative, who can provide a live demonstration of these exciting tools.

Reviewers

I offer my sincere thanks to those who reviewed the seventh edition and previous editions of this text. Their comments, suggestions, and constructive criticisms have all been carefully considered and in many instances have led to significant improvements in the text. I thank the following people:

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Ten years ago, Prentice Hall editor David Brake asked me if I would be interested in helping Bernard Nebel write the fourth edition of his environmental science text. Because of my longtime concern about environmental issues and my interest in writing, I accepted the offer. As the years passed, my commitment to environmental stewardship and deep concerns about our society's interactions with the environment have led me to direct more and more of my energy and ability to writing and speaking about environmental issues.

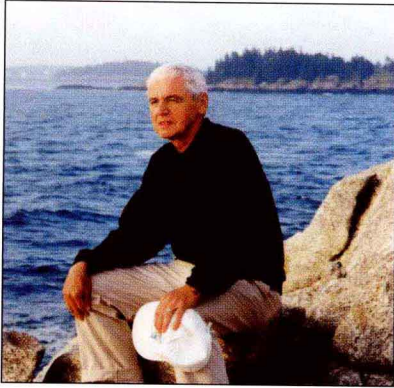
As I have accepted more of the responsibility for writing this text, I have realized what an amazing job Bernie did in producing the first three editions alone while also teaching full time. He did it because he was frustrated with existing environmental science texts and was convinced he could produce a more readable and effective book—and he did! Bernie Nebel and I share very similar philosophical and educational values and have enjoyed collaborating over the years. Although I alone have been responsible for the seventh and eighth editions, I am deeply indebted to Bernie for his wonderful sense of organization and beautiful and clear prose that still form an important part of the book. Both of us have offered this book in its successive editions as our contribution to the students who are now en-

tering this new century, in the hope that they will join us in helping to bring about the environmental revolution that must come—hopefully sooner than later.

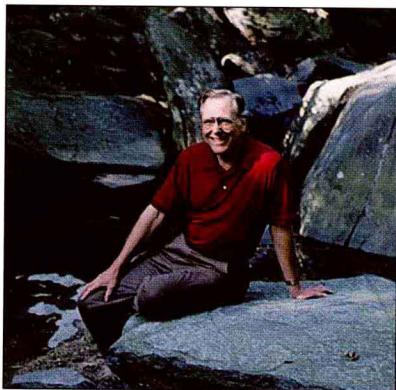
I wish to offer some very personal thanks to my wife, Ann, who has been with me since the beginning of my work in biology and has provided the emotional base and companionship without which I would be far less of a person and a biologist. Her love and patience have sustained me in immeasurable ways. Finally, I offer my gratefulness to God, who is the author of the amazing Creation I love so much. I count it a privilege to be involved in promoting the care of His Creation.

Richard T. Wright

About the Authors



Richard T. Wright is Professor Emeritus of Biology at Gordon College in Massachusetts, where he taught environmental science for 28 years. He earned a B.A. from Rutgers University and a M.A. and Ph.D. in biology from Harvard University. For many years Wright received grant support from the National Science Foundation for his work in marine microbiology and, in 1981, he was a founding faculty member of Au Sable Institute of Environmental Studies in Michigan, where he also served as Academic Chairman for 11 years. He is a Fellow of the American Association for the Advancement of Science, and in 1996 was appointed a Fulbright Scholar to Kenya. He is a member of many environmental organizations, including the Nature Conservancy, Habitat for Humanity, the Union of Concerned Scientists, Massachusetts Audubon, and others, and is a supporting member of the Trustees of Reservations. Wright is involved full time in writing and speaking about the environment, and spends his spare time gardening, fishing, hiking, birding and enjoying his 7 grandchildren.



Bernard J. Nebel is Professor Emeritus of Biology at Catonsville Community College in Maryland. He earned his Bachelor of Arts from Earlham College and his Ph.D. from Duke University. Nebel was one of the first college professors to develop a comprehensive environmental science course and write a text for the subject. Nebel has recently developed an elementary (K-5) science curriculum designed to help children understand the world, their place in it, and their responsibility toward it. Nebel is a member of the American Association for the Advancement of Science, the American Institute of Biological Sciences, the American Solar Energy Society, and the National Association of Science Teachers. He strives to make a difference in the environment in his personal life; his urban backyard is a small ecosystem complex of pond, fruit trees, and garden that is supported by composted wastes. He is an active supporter of Freedom From Hunger, Habitat for Humanity, the World Wildlife Fund, Conservation International, and other environmental organizations.

Brief Contents

1	Introduction: Sustainability, Stewardship, and Sound Science	1
PART ONE	<i>Ecosystems and How They Work</i>	23
2	Ecosystems: What They Are	25
3	Ecosystems: How They Work	53
4	Ecosystems: Populations and Succession	81
5	Ecosystems and Evolutionary Change	107
PART TWO	<i>The Human Population</i>	135
6	The Human Population: Demographics	137
7	Issues in Population and Development	163
PART THREE	<i>Renewable Resources</i>	187
8	Soil and the Soil Ecosystem	189
9	Water: Hydrologic Cycle and Human Use	213
10	The Production and Distribution of Food	241
11	Wild Species: Biodiversity and Protection	263
12	Ecosystems as Resources	287
PART FOUR	<i>Energy</i>	315
13	Energy from Fossil Fuels	317
14	Nuclear Power: Promise and Problems	341
15	Renewable Energy	365
PART FIVE	<i>Pollution and Prevention</i>	389
16	Environmental Hazards and Human Health	391
17	Pests and Pest Control	415
18	Water Pollution and Its Prevention	439
19	Municipal Solid Waste: Disposal and Recovery	465
20	Hazardous Chemicals: Pollution and Prevention	485
21	The Atmosphere: Climate, Climate Change, and Ozone Depletion	509
22	Atmospheric Pollution	537
PART SIX	<i>Toward a Sustainable Future</i>	567
23	Economics, Public Policy, and the Environment	569
24	Sustainable Communities and Lifestyles	593
	ABC Video Case Studies, Volume V	617
	Appendix A—Environmental Organizations	621
	Appendix B—Units of Measure	623
	Appendix C—Some Basic Chemical Concepts	625
	Bibliography and Additional Reading	631
	Photo Credits	645
	Glossary	647
	Index	669

Essays

EARTH WATCH

<i>Agenda 21</i>	19
Biosphere 2	77
An Endangered Ecosystems Act?	87
What Is a Species?	120
Preserving Genes for Agriculture	130
Are We Living Longer?	139
An Integrated Approach to Alleviating the Conditions of Poverty	182
Water Purification	224
Return of the Gray Wolf	265
Nature's Corporations	298
Will Aquaculture Be Able to Fill the Gap?	302
Cogeneration: Industrial Common Sense	337
Radiation Phobia?	361
Economic Payoff of Solar Energy	375
The Ultimate Pest?	420
Monitoring for Sewage Contamination	444
The Algae from Hell	451
Regionalized Recycling	480
The Case of the Obee Road NPL Site	449
Portland Takes a Right Turn	557
The Clean Air Act Brings a Windfall	562
Green Fees and Taxes	584

ETHICS

What Is the Stewardship Ethic?	9
Can Ecosystems be Restored?	47
The Dilemma of Advocacy	85
Selection: Natural and Unnatural	113
The Dilemma of Immigration	148
Additional Incentives for Reducing Fertility	179
Erosion by Equation	195

The Lifeboat Ethic of Garret Hardin	259
Trading Wilderness for Energy in the Far North	333
Showdown in the New West	354
Transfer of Energy Technology to the Developing World	385
The Rights of Smokers?	403
DDT for Malaria Control: Hero or Villain?	419
Cleaning Up the Flow	459
Affluenza: Do You Have It?	481
Environmental Justice and Hazardous Waste	500
Stewardship of the Atmosphere	526
The Tangier Island Covenant	612

GLOBAL PERSPECTIVE

Light and Nutrients: The Controlling Factors in Marine Ecosystems	64
Fertility and Literacy	170
Three-Strata Forage System for Mountainous Drylands	209
The Death of the Aral Sea	228
The World Water Forum	237
World Food Summit	256
Biodiversity: Essential or Not?	281
An Unwelcome Globalization	404
Wasps 1, Mealybugs 0	428
Coping with UV Radiation	530
Mexico City: Life in a Gas Chamber	542
The World Trade Organization	589

CAREER LINK

Daniel S. Granz, EPA Environmental Engineer	502
Brian Hopper, Environmental Law Intern	613

Contents

Preface

xvi

1 Introduction: Sustainability, Stewardship, and Sound Science 1

1.1 The Global Environmental Picture	4
Population Growth	4
The Decline of Ecosystems	4
Global Atmospheric Changes	5
Loss of Biodiversity	6
1.2 Three Unifying Themes	6
Sustainability	6
Stewardship	8
Environmentalism	11
Sound Science	14
A New Commitment	18
Environment on the Web	18
Review Questions	21
Thinking Environmentally	21
Web References	21
Ethics: What Is the Stewardship Ethic?	9
Earth Watch: Agenda 21	19

PART ONE

Ecosystems and How They Work 23

2 Ecosystems: What They Are 25

2.1 What Are Ecosystems?	26
2.2 The Structure of Ecosystems	29
Trophic Categories	30
Trophic Relationships: Food Chains, Food Webs, and Trophic Levels	35
Nonfeeding Relationships	37
Abiotic Factors	40
2.3 Global Biomes	42
The Role of Climate	42
Microclimate and Other Abiotic Factors	45
Biotic Factors	45
Physical Barriers	46
2.4 Implications for Humans	47
Three Revolutions	47
Environment on the Web	50
Review Questions	50
Thinking Environmentally	51
Web References	51
Ethics: Can Ecosystems Be Restored?	47

3 Ecosystems: How They Work 53

3.1 Matter, Energy, and Life	54
Matter in Living and Nonliving Systems	54
Energy Considerations	58
Energy Changes in Organisms and Ecosystems	61
3.2 Principles of Ecosystem Function	66
Energy Flow in Ecosystems	66
Biogeochemical Cycles	68
3.3 Implications for Humans	72
Sustainability	72
Value	74
Managing Ecosystems	75
Environment on the Web	78
Review Questions	79
Thinking Environmentally	79
Web References	79
Global Perspective: Light and Nutrients: The Controlling Factors in Marine Ecosystems	64
Earth Watch: Biosphere 2	77

4 Ecosystems: Populations and Succession 81

4.1 Population Dynamics	83
Population Growth Curves	83
Biotic Potential versus Environmental Resistance	84
Density Dependence and Critical Numbers	85
4.2 Mechanisms of Population Equilibrium	87
Predator–Prey Dynamics	87
Competition	90
Introduced Species	93



4.3 Disturbance and Succession	96	6.3 Environmental and Social Impacts of Growing Populations and Affluence	144
Ecological Succession	96	The Growing Populations of Developing Countries	144
Disturbance and Resilience	98	Effects of Increasing Affluence	150
4.4 Implications for Humans	102	6.4 Dynamics of Population Growth	150
Environment on the Web	104	Population Profiles	150
Review Questions	105	Population Projections	152
Thinking Environmentally	105	Population Momentum	155
Web References	105	The Demographic Transition	156
Ethics: The Dilemma of Advocacy	85	Environment on the Web	159
Earth Watch: An Endangered Ecosystems Act?	87	Review Questions	160

5 Ecosystems and Evolutionary Change 107

5.1 Selection by the Environment	109
Change through Selective Breeding	109
Change through Natural Selection	110
Adaptations to the Environment	111
5.2 Selection of Traits and Genes	111
Genetic Variation and Gene Pools	114
Mutations: The Source of New Alleles	116
5.3 Changes in Species and Ecosystems	117
The Limits of Change	117
Speciation	118
Evolving Ecosystems?	122
5.4 Plate Tectonics	124
Tectonic Plates	124
5.5 Evolution in Perspective	127
The Fossil Record	127
Controversy over Evolution	127
Stewardship of Life	128
Environment on the Web	131
Review Questions	132
Thinking Environmentally	132
Making a Difference	132
Web References	133
Ethics: Selection: Natural and Unnatural	113
Earth Watch: What Is a Species?	120
Earth Watch: Preserving Genes for Agriculture	130

Thinking Environmentally	160
Web References	161
Earth Watch: Are We Living Longer?	139
Ethics: The Dilemma of Immigration	148

7 Issues in Population and Development 163

7.1 Reassessing the Demographic Transition	164
Factors Influencing Family Size	165
Conclusions	168
7.2 Development	168
Promoting the Development of Low-Income Countries	168
Past Successes and Failures of the World Bank	169
The Debt Crisis	172
World Bank Reform	173
7.3 A New Direction for Development: Social Modernization	174
Education	174
Improving Health	175
Family Planning	177
Enhancing Income	178
Putting It All Together	180
7.4 The Cairo Conference	181
Environment on the Web	184
Review Questions	184
Thinking Environmentally	185

PART TWO

The Human Population 135

6 The Human Population: Demographics 137

6.1 The Population Explosion and Its Cause	138
The Explosion	138
Reasons for the Explosion	139
6.2 Different Worlds	140
Rich Nations and Poor Nations	141
Population Growth in Rich and Poor Nations	141
Different Populations Present Different Problems	143





Making a Difference	185
Web References	185
Global Perspective: Fertility and Literacy	170
Ethics: Additional Incentives for Reducing Fertility	179
Earth Watch: An Integrated Approach to Alleviating the Conditions of Poverty	182

PART THREE

Renewable Resources 187

8 Soil and the Soil Ecosystem 189

8.1 Plants and Soil	191
Soil Characteristics	191
Soil and Plants	194
Soil as an Ecosystem	196
8.2 Soil Degradation	200
Erosion and Desertification	200
Drylands	201
Causing and Correcting Erosion	202
Irrigation and Salinization	206
8.3 Addressing Soil Degradation	207
Public Policy and Soils	208
Helping Individual Landholders	209
Environment on the Web	210
Review Questions	211
Thinking Environmentally	211
Web References	211
Ethics: Erosion by Equation	195
Global Perspective: Three-Strata Forage System for Mountainous Drylands	209

9 Water: Hydrologic Cycle and Human Use 213

9.1 Water—A Vital Resource	214
9.2 The Hydrologic Cycle	215
Evaporation, Condensation, and Purification	215

Precipitation	217
Water over and through the Ground	219
Summary of the Hydrologic Cycle	220
9.3 Human Impacts on the Hydrologic Cycle	221
Changing the Surface of the Earth	221
Polluting the Water Cycle	222
Withdrawing Water Supplies	222
9.4 Sources and Uses of Fresh Water	223
9.5 Overdrawing Water Resources	226
Consequences of Overdrawing Surface Waters	226
Consequences of Overdrawing Groundwater	226
9.6 Obtaining More Water	230
9.7 Using Less Water	231
Irrigation	231
Municipal Systems	232
9.8 Desalting Sea Water	233
9.9 Storm Water	233
Mismanagement and Its Consequences	233
Improving Storm-water Management	235
9.10 Water Stewardship	236
Environment on the Web	238
Review Questions	238
Thinking Environmentally	239
Web References	239
Earth Watch: Water Purification	224
Global Perspective: The Death of the Aral Sea	228
Global Perspective: The World Water Forum	237

10 The Production and Distribution of Food 241

10.1 Crops and Animals: Major Patterns of Food Production	242
The Development of Modern Industrialized Agriculture	242
Subsistence Agriculture in the Developing World	245
Animal Farming and Its Consequences	246
Prospects for Increasing Food Production	248
The Promise of Biotechnology	249
10.2 Food Distribution and Trade	252
Patterns in Food Trade	252
Levels of Responsibility in Supplying Food	253
10.3 Hunger, Malnutrition, and Famine	254
Nutrition vs. Hunger	254
Extent and Consequences of Hunger	255
Root Cause of Hunger	256
Famine	257
Food Aid	258
Environment on the Web	260
Review Questions	261
Thinking Environmentally	261
Web References	261
Global Perspective: World Food Summit	256
Ethics: The Lifeboat Ethic of Garret Hardin	259

11 Wild Species: Biodiversity and Protection 263

11.1 Value of Wild Species	264
Biological Wealth	264
Two Kinds of Value	264
Sources for Agriculture, Forestry, Aquaculture, and Animal Husbandry	266
Sources for Medicine	267
Recreational, Aesthetic, and Scientific Value	267
Intrinsic Value	269
11.2 Saving Wild Species	269
Game Animals in the United States	269
The Endangered Species Act	271
11.3 Biodiversity	275
The Decline of Biodiversity	276
Reasons for the Decline	277
Consequences of Losing Biodiversity	280
International Steps to Protect Biodiversity	282
Stewardship Concerns	281
Environment on the Web	284
Review Questions	285
Thinking Environmentally	285
Web References	285
Earth Watch: Return of the Gray Wolf	265
Global Perspective: Biodiversity: Essential or Not?	281

12 Ecosystems as Resources 287

12.1 Biological Systems in a Global Perspective	288
Major Systems and Their Value	288
Ecosystems as Natural Resources	289



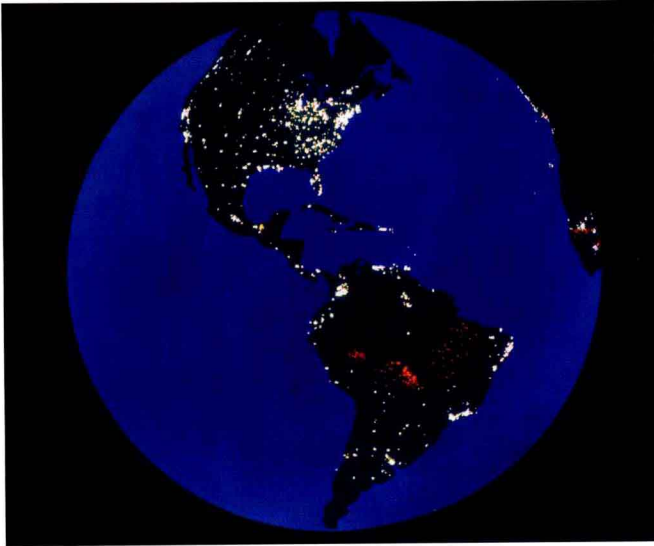
12.2 Conservation and Preservation	290
Patterns of Use of Natural Ecosystems	291
12.3 Biomes and Ecosystems under Pressure	296
Forest Biomes	296
Ocean Ecosystems	300
12.4 Public and Private Lands in the United States	307
National Parks and National Wildlife Refuges	307
National Forests	308
Private Land Trusts	310
Thoughts on Sustainability, Sound Science, and Stewardship	310
Environment on the Web	311
Review Questions	312
Thinking Environmentally	312
Making a Difference	312
Web References	313
Earth Watch: Nature's Corporations	298
Earth Watch: Will Aquaculture Be Able to Fill the Gap?	302

PART FOUR

Energy 315

13 Energy from Fossil Fuels 317

13.1 Energy Sources and Uses	318
Harnessing Energy Sources: An Overview	318
Electrical Power Production	320
Matching Sources to Uses	324
13.2 The Exploitation of Crude Oil	325
How Fossil Fuels Are Formed	325
Crude-Oil Reserves versus Production	325
Declining U.S. Reserves and Increasing Importation	327
The Oil Crisis of the 1970s	327
Adjusting to Higher Prices	328
Victims of Our Success	328
Problems of Growing U.S. Dependency on Foreign Oil	330
13.3 Other Fossil Fuels	333
Natural Gas	334
Coal	334
Oil Shales and Oil Sands	335
13.4 Sustainable Energy Options	335
Conservation	336
Development of Non-Fossil-Fuel Energy Sources	338
Environment on the Web	338
Review Questions	339
Thinking Environmentally	339
Web References	339
Ethics: Trading Wilderness for Energy in the Far North	333
Earth Watch: Cogeneration: Industrial Common Sense	337



15.3 Indirect Solar Energy	376
Hydropower	377
Wind Power	378
Biomass Energy	379
15.4 Additional Renewable Energy Options	381
Geothermal Energy	381
Tidal Power	382
Ocean Thermal Energy Conversion	382
15.5 Policy for a Sustainable Energy Future	382
Environment on the Web	386
Review Questions	386
Thinking Environmentally	387
Making a Difference	387
Web References	387
Earth Watch: Economic Payoff of Solar Energy	375
Ethics: Transfer of Energy Technology to the Developing World	385

14 Nuclear Power: Promise and Problems 341

14.1 Nuclear Power: Dream or Delusion?	342
14.2 How Nuclear Power Works	344
From Mass to Energy	344
Comparison of Nuclear Power with Coal Power	348
14.3 The Hazards and Costs of Nuclear Power	349
Radioactive Emissions	349
Radioactive Wastes	351
The Potential for Accidents	355
Safety and Nuclear Power	356
Economic Problems with Nuclear Power	357
14.4 More Advanced Reactors	358
Breeder Reactors	358
Fusion Reactors	359
14.5 The Future of Nuclear Power	360
Opposition	360
Rebirth of Nuclear Power?	361
Environment on the Web	362
Review Questions	363
Thinking Environmentally	363
Web References	363
Ethics: Showdown in the New West	354
Earth Watch: Radiation Phobia?	361

15 Renewable Energy 365

15.1 Principles of Solar Energy	367
15.2 Putting Solar Energy to Work	368
Solar Heating of Water	368
Solar Space Heating	369
Solar Production of Electricity	371
The Promise of Solar Energy	374
Solar Production of Hydrogen: The Fuel of the Future	375

PART FIVE

Pollution and Prevention 389

16 Environmental Hazards and Human Health 391

16.1 Links between Human Health and the Environment	392
The Picture of Health	392
Environmental Hazards	393
Cancer	399
16.2 Pathways of Risk	400
The Risks of Being Poor	400
The Cultural Risk of Smoking	401
Risk and Infectious Diseases	404
Toxic Risk Pathways	406
16.3 Risk Assessment	407
Risk Assessment by the EPA	407

