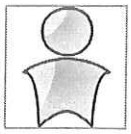
21

PS	15	02:30 PM
1599.1210	MAR WED	04:42 PM (132) 2 Hr 12 Min



Disability Resources and Services - Alternative Testing - Instruction Form
Please Note: Check Student or Proctor Identification Before Handing Out Exam

ID: 4495948 **EXAM**

Student and Class Information

Student:	**Catherine "Katie" Fitzpatrick**
Pronoun:	**she, her**
P: 6105928556	E: **crf67@pitt.edu**
Course:	PS 1599.1210 - ANALYSIS OF INT'L RELATIONS (CRN: 31672)
Date & Time:	03/15/2023 at 02:30 PM
Location:	Testing Center (CL G33)
Proctor	**Not Specified**
Instructor:	**Michael Aklin** **Email: aklin@pitt.edu**
Phone:	**Not Specified**

Class Meeting Time(s):

- Days: MW Time: 03:00 PM - 04:15 PM Location: CL00239 239

Exam File(s) Uploaded:

- Not Specified (Upload: 03/13/2023 at 04:30 PM)

Alternative Testing Agreement Note:

Specified by: Michael Aklin on 01/18/2023

Approved Accommodation(s)

- Ability to bring in cushion to examinations
- Ability to take breaks during examinations
- Extended time on examinations (75%), Testing environment in which distractions are minimized

Exam Notes:

Not Specified

Exam Instructions Detail

1. **Method of Exam Delivery**
   I will upload exam to the online DRS Instructor Portal
2. **Does the quiz/exam/final require a scoring form (bubble sheet* or blue book) for completion? If scoring forms differ for each assessment (quiz/exam/final) please describe with an Additional Note or Comment. Please note instructor acknowledgement 5 for bubble sheets.**
   - No Scoring Form
3. **Please select allowable materials for the quiz/exam/final. If allowable materials differ for each assessment (quiz/exam/final) please describe with an Additional Note or Comment**
   - Student-Created Formula Sheet [R]

   Note: One page (both sides) of written or typed up notes (any font, any margin).
4. **Method of Exam Return**
   - Upload completed exam to DRS Instructor Portal

Actual Exam Time		Pick Up From:
Start	End	
		Delivered By:

Drop Off Received on (Date & Time): _____

Name: _____ Sign: _____

PS 1599 – Midterm 29/30

March 15, 2023

Name: Catherine Fitzpatrick

Please write your answers clearly. Be precise in your answers. No need to use all the available space if it is not needed. Irrelevant responses may lead to deducted points.

CHECK

Notes

1. Robert Solow believes that conservation (e.g., of a national park) is not ethically justifiable. [1pt]
   ↳ sustainability, need to consider can be, consider resources
   ☐ True ☑ False

2. John Rawls believes that a policy that increases inequality should ethically be rejected. [1pt]
   ↳ only tolerable if helps ↳ Should reduce disadvantaged
   develop just when helps poor-welfare
   ☐ True ☑ False

3. There was no technological evolution between the Neolithic and the Industrial revolutions. [1pt]
   → enlightenment?
   ↳ development cont but those 2 major
   ☐ True ☑ False

4. Technology is the only way for a country to grow economically. [1pt]
   → R&D ↳ no 101
   ☐ True ☑ False

5. Summarize the two definitions of "sustainable development" that we saw in class. Indicate the weakness of one of these two definitions. [4 pts]

Relevance?

Sustainable development is just if it increases welfare, especially among poor. Development is corralated with technology, so it is also just, however, there are some downsides including the economy and media. Two approaches are the ecological and economic approaches. The ecological refers to population, like the population bomb and Bruntland report. Its difficult to slow population in an effective manner - especially when considering welfare (ex. China's one-child policy) - and as a result policy wise its difficult to curb consumption. Since its hard to impliment, this may be considered an undesireable approach, a limitation of the ecological definition. The second is economic approach, or how factors like GDP. As discussed by Solow. When considering sustainability, many think individuals don't owe future generations resources but instead services. This begins to factor in depleating resources and political implications of trying to keep the current populations welfare good, but as Breeth et al says, its a mute point if the future isn't considered.

- 1 Criticism?

sorry if this is sloppy I had another thought.

6. Why don't firms systematically adapt to new technologies? (1) Explain what kind of technologies firms adapt to and what kind they don't. (2) Explain what firms typically do in situations in which they fail to adapt. [4pts]

scott

1. Firms adapt to the technology sometimes when there is a demand in the market, but firms have issues with disrupt tech, they can't adapt to tech that changes fundamentally how they opperate. they have an existing capacity and relationship with customers. They can if its sustaining tech and can still opperate in the market. Firms do whats nesscary to survive (Martin, Scott)
2. Firms will modify an environment, when there's no product, and have a corporate social responsibility when it comes to customers. This is non-market strategies, NMS, modifying the buisness environment not the product. they have responsibiles, which is good, but also can make it a less competative market by getting rid of competition, this would lead to higher prices. In general, when failing to adapt and needing to change to do so, they change policies, leading to society and win market, looking at prefrances.

7. Provide one ethical case *against* and one *in favor of* the promotion of more economic growth. [4pts]

ex?

For: resources + pop ↓ welfare

more economic is nesscary for welfare and sustainability of the people. The schumpetarian growth, technology disruptions, is nesscary in order to increase investments and goods. Leading to more economic growth and higher GDP. this is correlated with the happiness index of a country, the end goal to have higher happiness (which increased with economic dereloppment). Sustainability also has the possibility of increasing withe economic growth, as people will have the resources nesscary to invest in those goods. Increasing welfare, both a subjective and objective viewpoint on wellbeing and things like access to resources, is a result of economic growth over time.

Against:

As discussed by Bueno de Mesquita, Egalitarianis looks at distribution (as what matters). Greater economic growth can lead to a greater class divide, not just in western societies but around the world as markets support one another (eg. Great Depression Black Tuesday Crash or crash of '08 fallout). It should be noted prompt economic growth can lead to undermining welfare. Welfare should be maximized for the good of the people, some argue at expense of people, a Egalitarianism concept.

8. In a recent book by economic historian Oded Galor called *The Journey of Humanity*, the author writes (p.75): "*Nevertheless, industrialists [in the 19th century] were reluctant to fund the education of their potential workforce, as there was no guarantee that these workers would not take their newly acquired skills and find employment elsewhere.*" Question: what kind of collective action problem is this? How has the problem of providing resources for education been solved? [4pts]

This is an example of public goods problem, where lack of access to education made it difficult to get higher paying jobs. It also slightly overlaps with committment problem, or here, scare, that with more opportunity people would leave. Today providing resources for education has been solved with contracts and urbanization - where there's demand to provided protections to the working class. People now view education as economic security and most jobs in the present day require some form of a degree. With the change in technology and automation during the Industrial revolutions (more 4th + 5th) factory jobs which required little education exist less. People then only have the opportunity of jobs which require education. The US, and other countries have also invested in education giving money and acess to low income people - this does open discussions on welfare and free-riding.

9. Research and development (R&D) faces collective action failures at two levels of politics: global and local. (1) Explain the type of collective action failure in general terms and what causes it. (2) Explain the two ways in which R&D faces this type of collective action failure. (3) List one solution (as discussed in class) for each of these. [6 pts]

1. Research and development has fundamental collective action failures, mainly being public-good. The main issue is people act in ways which aren't optimal for society, optimal is normative, though, not rational. As a result, people may prioritize economics and see little cost-benifit and not invest in it. A solution is greater public investment in this public good, and societal push for it (the market shifts in its favor). This may look like development of the iPad.

2. Two ways research and development faces this collective action failure of public goods is free-riding, both domestically and internationally, and the market not calling for it. Domestically, the private sector needs to be incentivized with things like patents, which protects their assets, and shifts the market with NMS. They also socialize research with things like public research (happens in education too, like above). Globally treaties and laws to protect ideas. These two solutions help protect research + development with free-riding issue and allow market to change based on these protections. This can be seen in S-curves as described to foster.

10. Explain the concept of "carbon lock-in" discussed in the article by Greg Unruh (2000), "Understanding Carbon Lock-in" published in *Energy Policy*. [4pts]

Carbon lock-in, disscussed by Unruh (2000), is the concept of countries being dependent on fossil fuel and oil. This dependency is difficult to get out of, as some markets rely on the supply of oil in order to continue production. often times, carbon lock-in comes at the cost of sustainability, where nature and conservation aren't preserved inorder to get the fossil fuels. A current example of this is happening in the US, the "Willow Project", is to get fossil fuels in areas of Alaska. Many conservationalists didn't want this to happen, a policy appored under the Trump administration, but the Biden Administration could only reduce the total acres used. Many Alaskans, however, wanted the project because of the jobs and economic growth that'll come to the area as a result. Its important to note, though, Alaska is a "red" State. Carbon lock-in can be viewed in both a positive and negative light, often seen though as a negative impact on sustainability and counter to clean energy which for individuals is more expensive in the current market.