RURAL SOCIOLOGY 555  
Fall 2008

HUMAN DIMENSIONS OF NATURAL RESOURCES

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114 Armsby Building  
863-8643  
Office Hours: M,W 8:30-10 and by appointment

Mondays 2:30-5:30  
104 Pond

Course Description and Scope

*Human Dimensions of Natural Resources* (HDNR) provides an introduction to and understanding of human uses of natural resources. We examine behavioral and resource issues paying particular attention to the identification of their interrelationships and influence on the environment. As well, cultural forces and social change, and their influence on resource decision-making, will be reviewed. This course is interdisciplinary by design, providing access to alternative perspectives.

General Course Structure

HDNR will be conducted, more-or-less, as a traditional seminar, with limited lectures and much class interaction. The focus of the semester’s work will be on reading, assimilating, writing about, presenting, and discussing HDNR-related materials.

Each week, we review one section of the syllabus. These sessions revolve around the theme of the required readings but are augmented by discussion of additional readings. Drawing from the accompanying list, each student is required to identify one article and/or chapter of particular interest to her/him. Further, non-required readings can be substituted or added following discussion with me. In addition, each student is expected to develop a two page synthesis of the weekly readings to help guide her/his participation and discussion. As part of the course assignments, each student will choose three sections when her/his synthesis will be submitted to me for review and critique. When appropriate, material from assigned book reviews will be integrated in discussions.

A major formal writing assignment for this course is a review of three books. Each (*Free Market Environmentalism*, *Deep Ecology*, and *A New Species of Trouble* – information on each of these books is included in the section below which describe the format for completing book review assignments) will be read by all students and are included on the attached reading list (i.e., they are required readings). You can select to complete a fourth book review in lieu of the individual, independent class project outlined below. This review will be of Firey's *Man, Mind, and Land: A
Theory of Resource Use (you can purchase this book from me at a reduced cost). The book review format is attached to this syllabus.

Each student will complete either a fourth book review or a small research project based on the study of an ordinary item. This assignment involves exploring the manufacture of this product (identifying the materials associated with its production and distribution), the means required for its disposal, its environmental costs, and the impacts of producing the item. The project requires library research and personal contacts. You will need to keep a diary of events logging your efforts, including conversations (via face-to-face, mail, email, or telephone modality) with knowledgeable people. The purpose of the log is to report who you communicated with, what they said, findings from your research and readings, and your thoughts, reactions, and ideas. Be innovative. Try to relate your findings back to the product’s effects on people and the environment. Your log (diary) will be handed in for review. An oral presentation and written paper is required. If you choose this option, get started as soon as possible!

A term paper is required. It will focus on a subject chosen by the student which relates to HDNR. It can have a quantitative research focus, be of a more qualitative design, or be an annotated bibliography. Guidelines and further information on this paper are found below.

Throughout the semester, I may ask you to complete other “thought-based” assignments. These require time spent thinking about and then drafting a one-page reaction paper to certain issues or events. I may choose to schedule a final written exam.

Course Grading

Part of the perceived tradition of higher education is the need to evaluate performance. In order to accede to this custom, I make use of several indicators (class participation, oral and written material, and evaluations conducted both by your peers and me). Of course, I ultimately am responsible for assigning each of you a grade.

The final grade will be based on your performance on each of the assigned tasks. Class participation will account for about 25% of your grade (including the three synthesis papers); the three book reviews will account for 30%; your Individual Project (or fourth book review) will be worth 10% of your grade; the final Term Paper will be worth 25%; the Final Exam (if administered) and all remaining assignments up to 10%.

Class participation is central to this course. Much of this grade will be determined by your involvement in discussions. All students are expected to participate in discussions about all sections. This requires your keeping current with the readings and preparing your synthesis material. When appropriate, in-class presentations will be evaluated by both the students and instructor.
My preference is for each student to concentrate on assimilation of course content and not worry about their final course grade. I realize this is easier said than done; however, several years from now, few will ask about specific grades in specific courses (if they do, you would be better off asking yourself why this person has such an interest?). Instead, these people will have access to a much better measure of performance, namely, your comprehension and mastery of the subject material. To help allay some of your concerns, I allow all students the opportunity to rewrite any assignment (if you choose this option, you must include the earlier version with my comments on it when you submit your revised version. Should you need additional assistance in this course, please feel free to contact me.

FOR ALL ASSIGNMENTS – PLEASE REMEMBER TO HAND IN A COPY AND KEEP YOUR ORIGINAL IN YOUR FILES!!

Term Paper

The major written assignment of this semester will be the Term Paper. This paper should be an essay focusing on a subject of your choice which relates to HDNR use and/or preservation. You may choose to be quantitative in focus, empirically analyzing an existing database (e.g., NORC or any one of several developed at Penn State as part of our ongoing research program), or you might opt for a more qualitative design (e.g., a case study of a particular community’s response to some natural resource issue[s]), or you might develop an annotated bibliography. Regardless of choice, rigor is required.

In order to ensure a complete job on this assignment, I encourage each of you to begin work as soon as possible. To that end, I request that you submit an outline/abstract of your paper by September 8, 2008. This date was chosen to help you begin to think about this assignment immediately.

Your outline should include some statement on your response to the assignment, the main skeleton of your approach, and a relevant bibliography. You may consult with each other, your readings and class notes, faculty, or any other source, but be sure to remember this is YOUR STATEMENT OF RESPONSE. Recall that when using quotes (or paraphrasing) the original source(s) need(s) to be cited.

Penn State’s Policy on Academic Integrity (49-20 Academic Integrity):

Definition and expectations: Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University’s Code of Conduct
states that all students should act with personal integrity, respect other students’
dignity, rights and property, and help create and maintain an environment in
which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment not to engage in or tolerate acts of
falsification, misrepresentation, or deception. Such acts of dishonesty violate the
fundamental ethical principles of the University community and compromise the
worth of work completed by others.

The Term Paper should be typed, double-spaced, fully referenced, and as complete as possible.
My guidelines for length are stolen from my theory mentor who admonished all of us “To do as
much as you must, as little as you dare.” This has generally been translated to mean no less than
15 or more than 20 pages. Be sure to use the format required for publication in Society and
Natural Resources or Rural Sociology (see most recent issue for guidelines). Each student will
make a brief (20 minute) presentation on her/his individual research project.

Outline for Book Reviews

Each of the following books will be reviewed:


UT: Gibbs Smith.


An optional book for review:

Ecology Press.

Your review should include a brief summary of the book’s contents and central thesis, your
assessment of the book’s merits and shortcomings – include here comparisons with other books
on the same subject, whether the author’s conclusions flow from the analysis, the major findings
or conclusions of the effort, and whether these conclusions represent new additions to the wealth
of knowledge on the subject. Finally, you should include your judgment as to the relevance of
this book to natural resource scientists.
Do not simply repeat (chapter by chapter or section by section) titles and summaries and avoid uneven treatment of the text (i.e., do not concentrate on one or two strengths or weaknesses). Attempt to be thorough without being boring and do not confuse a book “review” with a book “report.” Nor should you state the obvious or use long quotes from the book to make your points.

Remember – a book review is a brief essay. Limit yourself to about 2.5 pages (750-900 words). Your first sentences should help the reader orient to the subject-matter context. Never begin your review with “This book ...”.

Your review should be double-spaced and include at the top of the page the following information:


Be sure to include your name at the bottom of the review.

NOTE: SOME OF YOU MIGHT HAVE READ ONE OR MORE OF THE BOOKS IDENTIFIED FOR REVIEW -- IF SO, PLEASE SELECT A REPLACEMENT BOOK FROM THE LIST OF SUGGESTIONS FOUND AT THE END OF THE READING LIST.
### Important Dates to Remember

Week of (using Mondays):

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>August 25</td>
<td><strong>Overview and Introduction</strong></td>
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<tr>
<td>September 1</td>
<td>Labor Day – we will find an alternative date and time to meet; Read and be prepared to discuss Section I</td>
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<tr>
<td>September 8</td>
<td>Read and be prepared to discuss Section II; outline of Term paper due</td>
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<tr>
<td>September 15</td>
<td>Read and be prepared to discuss Section III; <strong>Critique of</strong> <strong>FREE MARKET ENVIRONMENTALISM</strong> due</td>
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<tr>
<td>September 22</td>
<td>Read and be prepared to discuss Section IV</td>
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<td>September 29</td>
<td>Read and be prepared to discuss Section V</td>
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<td>October 6</td>
<td>Read and be prepared to discuss Section VI; <strong>Critique of</strong> <strong>DEEP ECOLOGY</strong> due</td>
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<tr>
<td>October 13</td>
<td>Read and be prepared to discuss Section VII (10/15 is Study Day – no classes)</td>
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<tr>
<td>October 20</td>
<td>Read and be prepared to discuss Section VIII</td>
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<tr>
<td>October 27</td>
<td>Read and be prepared to discuss Section IX; <strong>Critique of</strong> <strong>A NEW SPECIES OF TROUBLE</strong> due</td>
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<tr>
<td>November 3</td>
<td>Read and be prepared to discuss Section X</td>
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<tr>
<td>November 10</td>
<td>Will be used for general discussion</td>
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<tr>
<td>November 17</td>
<td><strong>Reports</strong> on “Ordinary Items”</td>
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<td>November 24-28</td>
<td>Thanksgiving Holiday</td>
</tr>
<tr>
<td>December 1</td>
<td>Class Summation and Discussion; Begin <strong>Individual Project Reports</strong>; <strong>Critique of</strong> <strong>MAN, MIND, AND LAND: A THEORY OF RESOURCE USE</strong> due</td>
</tr>
<tr>
<td>December 8</td>
<td>Continue <strong>Individual Reports</strong>; all rewrites of critiques and papers due; <strong>Final Paper Due</strong></td>
</tr>
<tr>
<td>December 12</td>
<td>Classes End</td>
</tr>
<tr>
<td>December 15</td>
<td><strong>Final Exam May Be Scheduled</strong></td>
</tr>
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</table>
Regardless of the order of readings listed within any section, you may want to read chronologically. This might contribute to a better understanding of the material and development of subject discourse.

I Overview and Distinguishing Natural Resource from Environmental Sociology

Buttel, F.H. and D.R. Field

Buttel, F.H.

Dunlap, R.E. and W.R. Catton, Jr.

Field, D.R., A.E. Luloff, and R.S. Krannich


Firey, W.

Hunt, J.D.

*Belsky, J.M.*

*Dunlap, R.E. and W.R. Catton, Jr.*

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1 Readings with an asterisk are supplemental and intended to help frame the subject matter.
II Abundance and Scarcity: Tragedies of the Commons

Bromley, D.W.

Brown, J.R.

Carson, R.

De Young, R. and S. Kaplan

Hardin, G.

Kay, C.E.

Lee, R.D.

Ostrom, E.

Schnaiberg, A.

Sick, D.
Simon, J.L.  

*B* Basurto, X.  
2005 How locally designed access and use controls can prevent the tragedy of the commons in a Mexican small-scale fishing community. *Society and Natural Resources* 18(7):643-659.

*Burger, J. and M. Gochfeld*  

*Feeny, D., F. Berkes, B.J. McCay, and J.M. Acheson*  

*Hidyard, N.*  

*Lundgren, L.*  
1999 The tragedy of the commons revisited. *Environment* 41(2):4-5; and reply by Hardin.

*Milinski, M., D. Semmann, and H-J. Krambeck*  

*Thomas, J.W.*  

### III Consequences and Implications of Natural Resource Dependency

Che, D.  

Gaventa, J.  

Fortmann, L.P., J. Kusel, and S.K. Fairfax  

Freudenburg, W.R. and S. Frickel  

Lee, R.G.  


Rasker, R.  

Roth, D.  

*Haedrich, R.L. and L.C. Hamilton  

*Hamilton, L.C. and C.M. Duncan  

*Hamilton, L.C., C.R. Colocousis, and T.F. Johansen  
2004  Migration from resource depletion: The case of the Faron Islands. Society and Natural Resources 17(5):443-453.

*Marchak, M.P.  

*Nord, M. and A.E. Luloff  

*Schallau, C.H.  

IV  Environmentalism and Values

Austin, R.L., and J.F. Eder  

Dietz, T., P. Stern, and G.A. Guagnano  

Dietz, T., L. Kaloff, and P.C. Stern  
Dunlap, R.E.  

Mertig, A.G. and R.E. Dunlap  

Mohai, P.  

Theodori, G.L. and A.E. Luloff  

Winter, C.  

*Beckley, T.M. and B. Bonnell*  

*Fortmann, L.P. and J. Kusel*  

*Franzen, A.*  

*Kennedy, J.J.*  

*Mohai, P.*  

*Parisi, D., M. Taquino, S.M. Grice, and D.A. Gill*  

*Van Liere, K. and R.E. Dunlap*  

V  

**Forest Management Issues and Problems**

Beebe, G.S. and P.N. Omi  
Beckley, T.N. and N.T. Krugman

Carroll, M.S., R.G. Lee, and R.J. McLain
2005  Occupational community and forest work: Three cases from the Pacific Northwest. Pp. 159-175 in Lee and Field (eds.), *Communities and Forests: Where People Meet the Land*. Corvallis, OR: Oregon State University Press.

Daniels, S. and R.S. Krannich

Nowak, D.J., J.T. Walton, J.F. Dwyer, L.G. Kaya, and S. Myeong

Mendez, Rodriguez, S., M.S. Carroll, K.A. Blatner, A.J. Findley, G.B. Walker, and S.E. Daniels

Toman, E., B. Shindler, and M. Brunson

White House, The
(http://www.whitehouse.gov/infocus/healthyforests/toc.html)

Wilderness Society Response to the Healthy Forests Initiative
2003

*Brunelle, A.

*Carroll, M.S.

*Frentz, I.C., F.L. Farmer, J.M. Guldin, and K.G. Smith

*Perz, S.G.

*Richards, R.T. and Max Creasy
VI Community and the Environment

Bridger, J.C.

Cable, S. and C. Cable

Cottrell, W.F.

Greider, T. and L. Garkovich

Humphrey, C.R.

Krannich, R.S. and A.E. Luloff

Winkler, R., D.R. Field, A.E. Luloff, R.S. Krannich, and T. Williams

*Brennan, M.A., A.E. Luloff, and J.C. Finley

*Cable, S., E.J. Walsh, and R.H. Warland

*Harris, C.C., W.J. McLaughlin, and G. Brown

*Muth, R.

VII Natural Resource Related Poverty and Minorities

Berardi, G.
Bullard, R.D., P. Mohai, R. Saha, and B. Wright

Gaylord, C.E. and E. Bell

Greider, T.

Grigsby, W.J.
2004  The gendered nature of subsistence and its effect on customary land tenure. *Society and Natural Resources* 17(3):207-222.

Nord, M.
1994  Natural resources and persistent rural poverty: In search of the nexus. *Society and Natural Resources* 7(3):205-220.

West, P.C.

*Bullard, R.D.

*Harmon, D.

*Hecht, S. and A. Cockburn

*Knowlton, C.S.

*Pandit, B.H. and G.B. Thapa
2004  Poverty and resource degradation under different common forest resource management systems in the mountains of Nepal. *Society and Natural Resources* 17(1):1-16.

*Rural Sociological Society Task Force on Persistent Rural Poverty
VIII Wildlife Related Issues

Guynn, D.E. and M.K. Landry

Jagnow, C.P., R.C. Stedman, A.E. Luloff, G.J. San Julian, J.C. Finley, and J. Steele

Lauber, T.B., M. Anthony, and B.A. Knuth
2001 Gender and ethical judgments about suburban deer management. *Society and Natural Resources* 14(7):571-583.

Messmer, T.A., D. Reiter, and B.C. West

Smith, R.J.

Stout, R.J., B.A. Knuth, and P.D. Curtis


*Chase, L.C., D.J. Decker, and T.B. Lauber

*Kepe, T., B. Cousins, and S. Turner

*Lauber, T.B., B.A. Knuth, and J.D. Deshler

*Seno, S.K. and W.W. Shaw

IX Environmental Policy, Assessment, and Impact

Albrecht, S.L. and R.G. Amey
Burdge, R.J.

Carolan, M.S.
2006 Science, expertise, and the democratization of the decision-making process. Society and Natural Resources 19(7):661-668.

Freudenburg, W.R. and K.M. Keating

Greider, T. and R.L. Little

Regens, J.L., T.M. Dietz, and R.W. Rycroft


*Amey, R.G., S.L. Albrecht, and S.A. Amir

*Blahna, D.J. and S. Yonts-Shepard

*Butler, M. J., L.L. Steele, and R.A. Robertson

*Interorganizational Committee

*O'Faircheallaigh, C.

X Community, Protection, and Use – Plans, Programs, and Problems

Bromley, D.W.
Flint, C.G. and A.E. Luloff  


Flint, C.G., A.E. Luloff, and J.C. Finley  

Gray, G.  

Pagdee, A., Y. Kim, and P.J. Daugherty  

Setterberg, F. and L. Shavelson  

Slovic, P.  

Taylor, D.M.  

Walsh, E.J. and R.H. Warland  

Worster, D.  

*Lachman, B.E.*  
1997 *Linking Sustainable Community Activities to Pollution Prevention: A Sourcebook*. Santa Monica, CA: Critical Technologies Institute, RAND.

*Lappe, F.M.*  

*Murphy, D.D.*  

*Wells, R.H., R.K. Miller, Jr., and K.S. Deville*  
Material on waste disposal, accidents, and risk:

Albrecht, S.L., R.G. Amey, and S.A. Amir

Atlas, M.

Bowonder B., J.X. Kasperson, and R.E. Kasperson

Brown, P. and S. Masterson-Allen

Cutter, S.L., B.J. Boruff, and W.L. Shirley

Derezinski, D.D., M.G. Lacy, and P.B. Stretsky

Edelstein, M.R.

Krannich, R.S. and S.L. Albrecht

Lober, D.J.

Luloff, A.E., S.L. Albrecht, and L. Bourke

Royston, M.G.

Walsh, E., R.H. Warland, and D.C. Smith

Potpourri 2008

Emanuel, K.
2007 *What We Know About Climate Change*. Cambridge, MA: MIT Press
Floyd, M.F. and C.Y. Johnson  

Grineski, S., B. Bolin, and C. Boone  

Nowak, P., S. Bowen, and P.E. Cabot  

Prokopy, L.S.  

Schroeder, R.A., K. St. Martin, B. Wilson, and D. Sen  

Sicotte, D. and S. Swanson  

Titus, S.L., J.A. Wells, and L.J. Rhoades  

Zahran, S., E. Kim, X. Chen, and M. Lubell  

**Books**

Abbey, E.  

Allen, J.C. and D.A. Dillman  

Berry, W.  

Brown, B.A.  

Bullard, R.D.  

Brown, L.R.  


Cable, S. and C. Cable  
Carson, R.  

Carroll, M.  

Cole, H.S.D., C. Freeman, M. Jahoda, and K.L.R. Pavill  

Commoner, B.  

Cordell, H.K. and C. Overdevest  

Daly, H.E.  

Davidson, O.G.  

Diamond, J.  

Dietrich, W.  

Edwards, A. R.  

Field, D.R. and W.R. Burch  

Fox, S.R.  

Freudenburg, W.R. and R. Gramling  

Fuller, R.B.  

Gever, J., R. Kaufmann, D. Skole, and C. Vorosmarty  
Galdwell, M.

Gladwell, M.

Harrison, R.P.

Hecht, S. and A. Cockburn

Langston, N.

Leopold, A.

MacDonald, S.A.

Maser, C.
1996  *Resolving Environmental Conflict: Towards Sustainable Community Development*. Delray Beach, FL: St. Lucie Press.

McPhee, J.


Merchant, C.

Nordhaus, T. and M. Shellenberger

Norton, B.

Orr, D.W.

Palmer, C.
Schumacher, E. F.  

Setterberg, F. and L. Shavelson  

Soule, M.  

Southgate, D.  

Stegner, W.  

Szasz, A.  

Walsh, E.J., R.H. Warland, and D.C. Smith  
1997  *Don’t Burn It Here: Grassroots Challenges to Trash Incinerators.* University Park, PA: Penn State Press.

Westra, L. and B.E. Lawson  

Wilson, E.  