

RURAL SOCIOLOGY 555
Fall 2008

HUMAN DIMENSIONS OF NATURAL RESOURCES

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114 Armsby Building
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Mondays 2:30-5:30
104 Pond

Office Hours: M,W 8:30-10 and by appointment

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. 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:

- (1) Anderson, Terry L. and Donald R. Leal. 2001. *Free Market Environmentalism*. (Revised Edition). New York, NY: Palgrave.
- (2) Devall, Bill and George Sessions. 1985. *Deep Ecology: Living as if Nature Mattered*. Layton, UT: Gibbs Smith.
- (3) Erikson, Kai. 1994. *A New Species of Troubles: The Human Experience of Modern Disasters*. New York, NY: Norton.

An optional book for review:

- (4) Firey, Walter. 1999. *Man, Mind and Land: A Theory of Resource Use*. Middleton, WI: Social 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:

Author’s name, title of book. City, state of publication: publisher, year. Pages. Cost.

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):

August 25	Overview and Introduction
September 1	Labor Day – we will find an alternative date and time to meet; Read and be prepared to discuss Section I
September 8	Read and be prepared to discuss Section II; outline of Term paper due
September 15	Read and be prepared to discuss Section III; Critique of <i>FREE MARKET ENVIRONMENTALISM</i> due
September 22	Read and be prepared to discuss Section IV
September 29	Read and be prepared to discuss Section V
October 6	Read and be prepared to discuss Section VI; Critique of <i>DEEP ECOLOGY</i> due
October 13	Read and be prepared to discuss Section VII (10/15 is Study Day – no classes)
October 20	Read and be prepared to discuss Section VIII
October 27	Read and be prepared to discuss Section IX; Critique of <i>A NEW SPECIES OF TROUBLE</i> due
November 3	Read and be prepared to discuss Section X
November 10	Will be used for general discussion
November 17	Reports on “Ordinary Items”
November 24-28	Thanksgiving Holiday
December 1	Class Summation and Discussion; Begin Individual Project Reports ; Critique of <i>MAN, MIND, AND LAND: A THEORY OF RESOURCE USE</i> due
December 8	Continue Individual Reports ; all rewrites of critiques and papers due ; Final Paper Due
December 12	Classes End
December 15	Final Exam May Be Scheduled

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Reading List

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

2002 Environmental and resource sociology: Introducing a debate and dialogue. *Society and Natural Resources* 15(3):201-203.

Buttel, F.H.

2002 Environmental sociology and the sociology of natural resources: Institutional histories and intellectual legacies. *Society and Natural Resources* 15(3):205-211.

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

1979 Environmental sociology. *Annual Review of Sociology* 5:243-273.

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

2002 Revisiting the origins of and distinctions between natural resource sociology and environmental sociology. *Society and Natural Resources* 15(3):213-227.

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

1988 Preface, Introduction: Ecological visions of nature in rural sociology, and The domination of nature for food and fiber. Pp. xii-xviii and 1-46 in Field and Burch, Jr., *Rural Sociology and the Environment*. Middleton, WI: Social Ecology Press.

Firey, W.

1990 Some contributions of sociology to the study of natural resources. Pp. 15-25 in Lee, Field, and Burch, Jr., (eds.), *Community and Forestry: Continuities in the Sociology of Natural Resources*. Boulder, CO: Westview Press.

Hunt, J.D.

1973 Natural resource use and the hierarchy of needs. *The Journal of Environmental Education* 4(4):20-21.

*Belsky, J.M.

2002 Beyond the natural resource and environmental sociology divide: Insights from a transdisciplinary perspective. *Society and Natural Resources* 15(3):269-280.

*Dunlap, R.E. and W.R. Catton, Jr.¹

2002 Which function(s) of the environment do we study? A comparison of environmental and natural resource sociology. *Society and Natural Resources* 15(3):239-249.

¹ Readings with an asterisk are supplemental and intended to help frame the subject matter.

- *Firey, W.
2005 Conditions for the realization of values remote in time. Pp. 18-30 in Lee and Field (eds.), *Communities and Forests: Where People Meet the Land*. Corvallis, OR: Oregon State University Press.
- *Freudenberg, W.R.
2002 Naval warfare? The best of minds, the worst of minds, and the dangers of misplaced concreteness. *Society and Natural Resources* 15(3):229-237.
- *Rosa, E.A. and G.E. Machlis
2002 It's a bad thing to make one thing into two: Disciplinary distinctions as trained incapacities. *Society and Natural Resources* 15(3):251-261.
- *Rudel, T.R.
2002 Sociologists in the service of sustainable development? NGO's and environment – society studies in the developing world. *Society and Natural Resources* 15(3):263-268.

II Abundance and Scarcity: Tragedies of the Commons

- Bromley, D.W.
1991 Property rights and property regimes in natural resource policy. Pp. 14-40 in Bromley, *Environment and Economy: Property Rights and Public Policy*. Oxford, UK: Blackwell.
- Brown, J.R.
2000 Privatizing the university – the new tragedy of the commons. *Science* 290(5497):1701-1702.
- Carson, R.
1987 The other road. Pp. 277-297 in Carson, *Silent Spring*. Boston, MA: Houghton-Mifflin.
- De Young, R. and S. Kaplan
1988 On averting the tragedy of the commons. *Environmental Management* 12(3):273-283.
- Hardin, G.
1968 The tragedy of the commons. *Science* 162:1243-1248.
- Kay, C.E.
1997 The ultimate tragedy of commons. *Conservation Biology* 11(6):1447-1448.
- Lee, R.D.
1990 The second tragedy of the commons. *Population and Development Review* 16:315-322.
- Ostrom, E.
1999 Coping with tragedies of the commons. *Annual Review of Political Science* 2:493-535.
- Schnaiberg, A.
1980a A social structural view of the environment; The treadmill of production: Origins, mechanisms and options. Pp. 9-23 and 220-250 in Schnaiberg, *The Environment: From Surplus to Scarcity*. New York, NY: Oxford University Press.
- Sick, D.
2008 Social contexts and consequences of institutional change in common-pool resource management. *Society and Natural Resources* 21(2):94-105.

- Simon, J.L.
1980 Resources, population, environment: An oversupply of false bad news. *Science* 208:1431-1437 and 1296-1308 (an exchange between critics and Simon).
- * 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
1998 The tragedy of the commons: 30 years later. *Environment* 40(10):4-30.
- *Feeny, D., F. Berkes, B.J. McCay, and J.M. Acheson
1990 The tragedy of the commons: twenty-two years later. *Human Ecology* 18(1):1-19.
- *Hidayard, N.
1999 Blood babies and the social roots of conflict. Pp. 3-24 in Suliman (ed.), *Ecology, Politics and Violent Conflict*. London, UK: Zed Books.
- *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
2002 Reputation helps solve the 'tragedy of the commons.' *Nature* 415 (January):424-426.
- *Thomas, J.W.
2004 The 'tragedy of the commons' revisited. *Journal of Forestry* 102(2):60-59.
- III Consequences and Implications of Natural Resource Dependency**
- Che, D.
2003 The new economy and the forest: Rural development in the post-industrial spaces of the rural Alleghenies. *Social Science Quarterly* 84(4):963-978.
- Gaventa, J.
1980 The impact of industrial power: The shaping of a company town. Pp. 47-83 in Gaventa, *Power and Powerlessness: Quiescence and Rebellion in an Appalachian Valley*. Urbana, IL: University of Illinois Press.
- Fortmann, L.P., J. Kusel, and S.K. Fairfax
1988 Community stability: The foresters' fig leaf. Pp.44-50 in LeMaster and Beuter (eds.), *Community Stability in Forest-based Economies*. Portland, OR: Timber Press.
- Freudenburg, W.R. and S. Frickel
1994 Digging deeper: Mining-dependent regions in historical perspective. *Rural Sociology* 59(2):266-288.
- Humphrey, C.R., G. Berardi, M.S. Carroll, S. Fairfax, L. Fortmann, C. Geisler, T.G. Johnson, J. Kusel, R.G. Lee, S. Macinko, N.L. Peluso, M.D. Schulman, and P.C. West
1993 Theories in the study of natural-resource dependent communities and persistent rural poverty in the United States. Pp. 136-172 in Summers (ed.), *Persistent Poverty in Rural America*. Boulder, CO: Westview Press.

Lee, R.G.

1990 Sustained yield and social order. Pp. 83-94 in Lee, Field, and Burch, Jr., (eds.), *Community and Forestry: Continuities in the Sociology of Natural Resources*. Boulder, CO: Westview Press.

Marshall, N.A., D.M. Fenton, P.A. Marshall, and S.G. Sutton

2007 How resource dependency can influence social resilience within a primary resource industry. *Rural Sociology* 72(3):359-390.

Rasker, R.

2006 An exploration into the economic impact of industrial development versus conservation on western public lands. *Society and Natural Resources* 19(3):191-207.

Roth, D.

1991 Community stability, rural development, and the Forest Service. Pp.35-39 in *Rural Development Perspectives* 7(1):35-39.

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

2000 The fall and the future of Newfoundland's cod fishery. *Society and Natural Resources* 13(4):359-372.

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

2000 Fisheries dependence and social change in the northern Atlantic. Pp. 95-105 in Symes (ed.), *Fisheries Dependent Regions*. Oxford, UK: Fishing News Books.

*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.

1983 A staples economy. Chapter 1 (1-28) in Marchak, *Green Gold: The Forest Industry in British Columbia*. Vancouver, BC: University of British Columbia Press.

*Nord, M. and A.E. Luloff

1993 Socioeconomic heterogeneity of mining dependent counties. *Rural Sociology* 58(3):492-500.

*Schallau, C.H.

1989 Sustained yield versus community stability: An unfortunate wedding? *Journal of Forestry* 87(9):16-23.

IV Environmentalism and Values

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

2007 Environmentalism, development, and participation on Palawan Island, Philippines. *Society and Natural Resources* 20(4):363-371.

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

1998 Social structural and social psychological bases of environmental concerns. *Environment and Behavior* 30(4):450-471.

Dietz, T., L. Kaloff, and P.C. Stern

2002 Gender, values, and environmentalism. *Social Science Quarterly* 83(1):353-364.

- Dunlap, R.E.
1991 Trends in public opinion toward environmental issues: 1965-1990. *Society and Natural Resources* 4(3):285-312.
- Mertig, A.G. and R.E. Dunlap
2001 Research note: Environmentalism, new social movements, and the new class: A cross-national investigation. *Rural Sociology* 66(1):113-136.
- Mohai, P.
1985 Public concern and the elite involvement in environmental conservation issues. *Social Science Quarterly* 66(5):820-838.
- Theodori, G.L. and A.E. Luloff
2002 Position on environmental issues and engagement in proenvironmental behavior. *Society and Natural Resources* 15(6):471-482.
- Winter, C.
2005 Preferences and values for forests and wetlands: A comparison of farmers, environmentalists, and the general public in Australia. *Society and Natural Resources* 18(6):541-555.
- *Beckley, T.M. and B. Bonnell
2003 After the fall: Perceptions of forest management in western Newfoundland. Pp. 149-167 in Shindler, Beckley, and Finley (eds.), *Two Paths towards Sustainable Forests*. Corvallis, OR: Oregon State University Press.
- *Fortmann, L.P. and J. Kusel
1990 New values, old beliefs: Forest environmentalism among new and long-standing rural residents. *Rural Sociology* 55(2):214-232.
- *Franzen, A.
2003 Environmental attitudes in international comparison: An analysis of the ISSP Surveys 1993 and 2000. *Social Science Quarterly* 84(2):297-308.
- *Kennedy, J.J.
1985 Conceiving forest management as providing for current and future value. *Forest Ecology and Management* 13:121-132.
- *Mohai, P.
1990 Black environmentalism. *Social Science Quarterly* 71(4):744-765.
- *Parisi, D., M. Taquino, S.M. Grice, and D.A. Gill
2004 Civic responsibility, and the environment: Linking local conditions to community environmental activeness. *Society and Natural Resources* 17(2):97-112.
- *Van Liere, K. and R.E. Dunlap
1980 The social bases of environmental concern: A review of hypotheses, explanations and empirical evidence. *Public Opinion Quarterly* 44(1):181-197.

V Forest Management Issues and Problems

- Beebe, G.S. and P.N. Omi
1993 Wildland burning: The perception of risk. *Journal of Forestry* 91(9):19-24.

- Beckley, T.N. and N.T. Krugman
 2002 Social consequences of employee/management buyouts: Two Canadian examples from the forest sector. *Rural Sociology* 67(2):183-207.
- 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
 1990 The recreational opportunity spectrum a conflict management tool. Pp. 176-179 in Vining (ed.), *Social Science and Natural Resource Management*. Boulder, CO: Westview.
- Nowak, D.J., J.T. Walton, J.F. Dwyer, L.G. Kaya, and S. Myeong
 2005 The increasing influence of urban environments on US forest management. *Journal of Forestry* 103(12):377-382.
- Mendez, Rodriguez, S., M.S. Carroll, K.A. Blatner, A.J. Findley, G.B. Walker, and S.E. Daniels
 2003 Smoke on the hill: A comparative study of wildfire and two communities. *Western Journal of Applied Forestry* 18(1):60-70.
- Toman, E., B. Shindler, and M. Brunson
 2006 Fire and fuel management communication strategies: Citizen evaluations of agency outreach activities. *Society and Natural Resources* 19(4):321-336.
- White House, The
 2002 Healthy Forests: An Initiative for Wildfire Prevention and Stronger Communities. Presidential Initiative. Washington, DC: The White House.
 (<http://www.whitehouse.gov/infocus/healthyforests/toc.html>)
- Wilderness Society Response to the Healthy Forests Initiative
 2003
- *Brunelle, A.
 1990 The changing structure of the forest industry in the Pacific Northwest. Pp. 107-124 in Lee, Field, and Burch, Jr., (eds.), *Community and Forestry: Continuities in the Sociology of Natural Resources*. Boulder, CO: Westview Press.
- *Carroll, M.S.
 1995 The logger and the spotted owl. Pp.122-142 in Carroll, *Community and the Northwestern Logger: Continuities and Changes in the Era of the Spotted Owl*. Boulder, CO: Westview Press.
- *Frentz, I.C., F.L. Farmer, J.M. Guldin, and K.G. Smith
 2004 Public lands and population growth. *Society and Natural Resources* 17(1):57-68.
- *Perz, S.G.
 2002 The changing social contexts of deforestation in the Brazilian Amazon. *Social Science Quarterly* 83(1):35-52.
- *Richards, R.T. and Max Creasy
 1996 Ethnic diversity, resource values, and ecosystem management: Matsutake mushroom harvesting in the Klamath Bioregion. *Society and Natural Resources* 9(4):359-374.

- *Rubin, J., G. Helfand, and J. Loomis
1991 A benefit-cost analysis of the Northern Spotted Owl. *Journal of Forestry* 89(12):25-30.

VI Community and the Environment

- Bridger, J.C.
1996 Community imagery and the built environment. *The Sociological Quarterly* 37(3):353-374.
- Cable, S. and C. Cable
1995 The breaking of the faith. Pp. 91-102 in Cable and Cable, *Environmental Problems: Grassroots Solutions*. New York, NY: St. Martin's Press.
- Cottrell, W.F.
1951 Death by diesalization: A case study in the reaction to technological change. *American Sociological Review* 16:358-365.
- Greider, T. and L. Garkovich
1994 Landscapes: The social construction of nature and the environment. *Rural Sociology* 59(1):1-24.
- Humphrey, C.R.
1990 Timber dependent communities. Pp. 34-60 in Luloff and Swanson, (eds.), *American Rural Communities*. Boulder, CO: Westview Press.
- Krannich, R.S. and A.E. Luloff
1991 Problems of resource dependency in U.S. rural communities. *Progress in Rural Policy and Planning* 1:5-18.
- Winkler, R., D.R. Field, A.E. Luloff, R.S. Krannich, and T. Williams
2007 Social landscapes of the inter-mountain west: A comparison of 'Old West' and 'new west' communities. *Rural Sociology* 72(3):478-501.
- *Brennan, M.A., A.E. Luloff, and J.C. Finley
2005 Building sustainable communities in forested regions. *Society and Natural Resources* 18(9):779-789.
- *Cable, S., E.J. Walsh, and R.H. Warland
1988 Differential paths to political activism: Comparisons of four mobilization processes after the Three Mile Island accident. *Social Forces* 66(4):951-969.
- *Harris, C.C., W.J. McLaughlin, and G. Brown
1998 How resilient are they? *Journal of Forestry* 96(3):11-15.
- *Muth, R.
1990 Community stability as social structure: The role of subsistence uses of natural resources in southeast Alaska. Pp. 211-228 in Lee, Field, and Burch, Jr., (eds.), *Community and Forestry: Continuities in the Sociology of Natural Resources*. Boulder, CO: Westview Press.
- ## **VII Natural Resource Related Poverty and Minorities**
- Berardi, G.
1998 Natural resource policy, unforgiving geographies, and persistent poverty in Alaska native villages. *Natural Resources Journal* 38(1):85-108.

- Bullard, R.D., P. Mohai, R. Saha, and B. Wright
 2007 *Toxic Wastes and Race at Twenty, 1987-2007*. Cleveland, OH: United Church of Christ.
- Gaylord, C.E. and E. Bell
 2001 Environmental justice: A national priority. Pp. 29-39 in Westra and Lawson (eds.), *Faces of Environmental Racism: Confronting Issues of Global Justice*. Lanham, MD: Rowman and Littlefield.
- Greider, T.
 1993 Aircraft noise and the practice of Indian medicine: The symbolic transformation of the environment. *Human Organization* 52(1):76-82.
- 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.
 1994 Natural resources and the persistence of rural poverty in America: A Weberian perspective on the role of power, domination, and natural resource bureaucracy. *Society and Natural Resources* 7(5):415-422.
- *Bullard, R.D.
 2001 Decision making. Pp. 3-28 in Westra and Lawson (eds.), *Faces of Environmental Racism: Confronting Issues of Global Justice*. Lanham, MD: Rowman and Littlefield.
- *Harmon, D.
 1987 Cultural diversity, human subsistence, and the national park ideal. *Environmental Ethics* 9(2):147-158.
- *Hecht, S. and A. Cockburn
 1990 The ecology of justice. Pp. 217-239 in Hecht and Cockburn, *The Fate of the Forest: Developers, Destroyers and Defenders of the Amazon*. New York, NY: Harper.
- *Knowlton, C.S.
 1972 Culture conflict and natural resources. Pp. 109-145 in Burch, Jr., Cheek, Jr., and Taylor (eds.), *Behavior, Natural Resources, and the Environment*. New York, NY: Harper & Row Publishers.
- *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
 1993 The state, rural policy, and rural poverty. Pp. 292-326 in Summers (ed.), *Persistent Poverty in Rural America*. Boulder, CO: Westview Press.

VIII Wildlife Related Issues

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

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