FOR6934 Partisanship and Natural Resources  
Wednesday 1:55 – 4:55  
Location: Online  
Spring 2021, 3 Credits

Instructor  
Sadie Hundemer  
shundemer@ufl.edu  
Office Hours: Online, by appointment

Course Description  
Stakeholder bias and political division contribute to and impede the resolution of environmental issues. Our effectiveness as natural resources professionals, therefore, requires the ability to navigate the sociopolitical systems that influence stakeholder perspectives. This course will examine the psychological and social mechanisms that cause people to divide on environmental topics. You will learn the aspects of human nature that promote division and how to use those natural inclinations to promote communication and collaboration. In addition, you will gain cultural domain analysis research skills for evaluating stakeholders’ mental models of natural resources issues.

Course Pre-Requisites / Co-Requisites  
None

Student Learning Objectives  
Upon completion of this course, students should be able to:
- Identify concepts and theories that influence perceptions of natural resources issues
- Explain how differences in value priorities across the liberal-conservative spectrum shape attitudes toward natural resources
- Analyze diverse natural resources issues to identify unique situational components, actors, and processes that contribute to partisanship
- Recommend strategies for addressing partisanship with novel natural resources issues
- Critically evaluate personal biases and assess how those biases affect their understanding of natural resources issues
- Use cultural domain analysis to qualitatively evaluate stakeholders’ mental models of natural resources issues

Required Textbooks  
None. Course readings available through course reserves and Perusall.

Assignments

Case Study Project  
This project gives students the opportunity to apply course content to a topic of personal interest or their thesis/dissertation. The project will be completed in several steps, each graded separately.

Proposal presentation. Students will provide a brief, informal presentation discussing the case study they plan to analyze. The class will provide input to help the student refine their topic.

Cultural domain analysis. Cultural domain analysis (CDA) is a set of research methods that reveal how groups of people understand objects, events, and experiences. Students will use a pile sorting CDA method to assess stakeholders’ mental models and, thereby, better understand how others think about the natural resources issue central to their case study. Prior to submitting a written short report, students will provide an informal presentation of the results, with the class providing input to help improve the analysis.

Written analysis. At the end of the semester, students will provide a written analysis of their case study. Students will provide an in-depth examination of how partisanship contributes to their chosen natural resources issue, along with recommendations for minimizing and/or preventing partisan division. The written analysis will incorporate the cultural domain analysis results.
**Final presentation.** Students will present their final analysis, providing all students the opportunity to learn from each of the cases.

**Topic application journal**
Each week, students will make a personal journal entry (in an online format accessible to the instructor) that applies the readings and course material to their case study topic. The intent of the journal is to encourage students to consistently approach the course material with thought toward how it can be applied. Students who actively engage the journal will find their case study analysis comes together naturally throughout the semester.

**Personal Bias Assessment**
Throughout the course, students will engage content and participate in activities that expose personal biases. These experiences will help students consider how their perspectives affect the way they approach natural resources topics and potentially inhibit cross-partisan communication and collaboration. Students will write a short essay detailing what they have learned about themselves and how this knowledge alters their consideration of natural resources topics.

**Perusall**
In addition to Course Reserves, all course readings will be available through Perusall. This software allows students to post questions and comments on the readings and see the questions and comments of other students. By using Perusall, students can help each other understand the material and help the instructor identify topics that could benefit from additional discussion. Students can choose to read directly in Perusall, but this is not required. Students who choose not to read in Perusall can (and should) use the software after reading to add and respond to questions and comments.

**Grading**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Final Grade</th>
</tr>
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<tbody>
<tr>
<td>Case study</td>
<td></td>
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<tr>
<td>Proposal presentation</td>
<td>5%</td>
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<tr>
<td>Cultural domain analysis</td>
<td>20%</td>
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<tr>
<td>Written analysis</td>
<td>20%</td>
</tr>
<tr>
<td>Final presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Personal bias assessment</td>
<td>10%</td>
</tr>
<tr>
<td>Topic application journal, weekly entries</td>
<td>20%</td>
</tr>
<tr>
<td>Perusall, weekly entries</td>
<td>5%</td>
</tr>
<tr>
<td>Attendance and participation</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Grading scale**

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
<th>Grade Points</th>
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<tbody>
<tr>
<td>90.0 - 100.0</td>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>87.0 - 89.9</td>
<td>A-</td>
<td>3.67</td>
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<tr>
<td>84.0 - 86.9</td>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>81.0 – 83.9</td>
<td>B</td>
<td>3.00</td>
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<tr>
<td>78.0 - 80.9</td>
<td>B-</td>
<td>2.67</td>
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<tr>
<td>75.0 - 79.9</td>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>72.0 – 74.9</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>69.0 - 71.9</td>
<td>C-</td>
<td>1.67</td>
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<tr>
<td>66.0 - 68.9</td>
<td>D+</td>
<td>1.33</td>
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<tr>
<td>63.0 - 65.9</td>
<td>D</td>
<td>1.00</td>
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<tr>
<td>60.0 - 62.9</td>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>0 - 59.9</td>
<td>E</td>
<td>0.00</td>
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For information on current UF policies for assigning grade points, see [https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/](https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/)
### Weekly Schedule of Topics and Assignments:

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 1  |      | **Introduction:**  
*We are biased*  
Introduction to bias and political partisanship on natural resources issues | Haidt, J. (2012). *The Righteous Mind: Why Good People Are Divided by Politics and Religion*. Random House, Inc. – *Chapters 7 and 8*  
| 2  |      | **Chapter 1:**  
*We have different value priorities*  
| 3  |      | **Chapter 2:**  
*We look for cues*  
| 4  |      | **Chapter 3:**  
*We think differently*  
Mental models; co-orientation model; cultural domain analysis | | |
| 5 | **Chapter 4:**  
We have different land ethics  
| 6 | **Chapter 5:**  
We are groupish  
| 7 | **Chapter 6:**  
We like simple stories  
<p>| 8 | <strong>Student presentation of cultural domain analyses</strong> | | Cultural domain analysis presentations |</p>
<table>
<thead>
<tr>
<th>Page</th>
<th>Chapter Title</th>
<th>Description</th>
<th>Reference</th>
</tr>
</thead>
</table>
| 9    | Chapter 7: We have lazy brains | Decision heuristics | Video: Daniel Kahneman on The Machinery of the Mind, [https://www.youtube.com/watch?v=DUpqr7nWc3s](https://www.youtube.com/watch?v=DUpqr7nWc3s)  
(Stop at the end of page 55)  
[https://tinyurl.com/y4t5w5xt](https://tinyurl.com/y4t5w5xt)  


McDermott, R., & Hatemi, P.K. (2018). To go forward, we must look back: The importance of evolutionary psychology for understanding modern politics. *Evolutionary Psychology*, 16, 1-7.

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<tr>
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<tbody>
<tr>
<td>Chapter 11: The shape of partisanship is evolving Recent trends</td>
<td>TBA</td>
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<tr>
<td>Conclusion: Where do we go from here? Bringing it all together</td>
<td>TBA</td>
</tr>
<tr>
<td>Student presentation of case studies</td>
<td>Final presentation; written analysis due</td>
</tr>
</tbody>
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**Attendance, Participation, and Make-Up Work**

*Attendance:* You are expected to attend all lectures unless otherwise excused. Excused absences must be consistent with university policies in the Graduate Catalog (http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance) and require appropriate documentation. Additional information can be found here: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

*Participation:* You are expected to fully engage in all lectures and stay current with assigned readings. Active participation means asking relevant questions, sharing appropriate examples that help illustrate concepts, and engaging in a professional manner.

*Late submissions:* Unless otherwise agreed, late submissions will be penalized as follows

-10% if between 1 minute and 24 hours late  
-20% if 24 to 48 hours late  
-30% if 48 to 72 hours late  
Not accepted if more than 72 hours late

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

**Online Course Evaluation Process**

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of
instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.blueraw.com/ufl/. Summaries of course evaluation results are available to students at: https://gatorevals.aa.ufl.edu/public-results/.

**Academic Honesty**
As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code.

**Software Use**
All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

**Services for Students with Disabilities**
The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation: 0001 Reid Hall, 352-392-8565, https://disability.ufl.edu/.

**Campus Helping Resources**
Students experiencing crises or personal problems that interfere with their general wellbeing are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu
  Counseling Services
  Groups and Workshops
  Outreach and Consultation
  Self-Help Library
  Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/
- Career Connections Center, First Floor JWRU, 392-1601, https://career.ufl.edu/.

Student Complaints:
- Residential Course: https://sccr.dso.ufl.edu/policies/student-honor-code-studentconduct-code/
- Online Course: http://www.distance.ufl.edu/student-complaint-process