

FOR6934 Partisanship and Natural Resources

Wednesday 1:55 – 4:55

Location: Online

Spring 2021, 3 Credits

Instructor

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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

Assignment	Percentage of Final Grade
Case study	
Proposal presentation	5%
Cultural domain analysis	20%
Written analysis	20%
Final presentation	10%
Personal bias assessment	10%
Topic application journal, weekly entries	20%
Perusall, weekly entries	5%
Attendance and participation	10%
Total	100%

Grading scale

Percent	Grade	Grade Points
90.0 - 100.0	A	4.00
87.0 - 89.9	A-	3.67
84.0 - 86.9	B+	3.33
81.0 - 83.9	B	3.00
78.0 - 80.9	B-	2.67
75.0 - 79.9	C+	2.33
72.0 - 74.9	C	2.00
69.0 - 71.9	C-	1.67
66.0 - 68.9	D+	1.33
63.0 - 65.9	D	1.00
60.0 - 62.9	D-	0.67
0 - 59.9	E	0.00

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Weekly Schedule of Topics and Assignments:

Wk	Date	Topic	Readings	Assignments Due
				Journal and Perusall entries due each week before class.
1		Introduction: We are biased Introduction to bias and political partisanship on natural resources issues		
2		Chapter 1: We have different value priorities Moral foundations and cultural cognition	Haidt, J. (2012). <i>The Righteous Mind: Why Good People Are Divided by Politics and Religion</i> . Random House, Inc. – Chapters 7 and 8 Kahan, D. M., & Braman, D. (2005). <i>Cultural Cognition and Public Policy</i> . Yale Law and Policy Review.	
3		Chapter 2: We look for cues Ordinary science intelligence and social cues	Kahan, D. M. (2017). On the sources of ordinary science knowledge and extraordinary science ignorance. In D. M. Kahan & D. Scheufele (Eds.), <i>Oxford Handbook of the Science of Science Communication</i> (pp. 35–50). Oxford University Press. Hart, P. S., & Nisbet, E. C. (2012). Boomerang effects in science communication: How motivated reasoning and identity cues amplify opinion polarization about climate mitigation policies. <i>Communication Research</i> , 39(6), 701–723.	
4		Chapter 3: We think differently Mental models; co-orientation model; cultural domain analysis	Kearney, A. R., & Bradley, G. (1998). Human dimensions of forest management: An empirical study of stakeholder perspectives. <i>Urban Ecosystems</i> , 2(1), 5–16. Kearney, A. R. (2015). 3CM: A Tool for Knowing “Where They’re At.” In R. Kaplan & A. Basu (Eds.), <i>Fostering Reasonableness: Supportive Environments for Bringing Out Our Best</i> (pp. 273–294). Michigan Publishing. Brønn, P. S., & Brønn, C. (2003). A reflective stakeholder approach: Co-orientation as a basis for communication and learning. <i>Journal of Communication Management</i> , 7, 291–303.	

5	<p>Chapter 4: We have different land ethics Diversity of human-nature value systems</p>	<p>Wilson, M. A. (1997). The wolf in Yellowstone: Science, symbol, or politics? Deconstructing the conflict between environmentalism and wise use. <i>Society & Natural Resources</i>, 10(5), 453–468.</p> <p>Sullivan, S., McCann, E., De Young, R., & Erickson, D. (1996). Farmers’ attitudes about farming and the environment: A survey of conventional and organic farmers. <i>Journal of Agricultural and Environmental Ethics</i>, 9(2), 123–143.</p>	Case study proposal presentations
6	<p>Chapter 5: We are groupish Social identity approach</p>	<p>Hogg, M. A., & Reid, S. A. (2006). Social Identity, Self-Categorization, and the Communication of Group Norms. <i>Communication Theory</i>, 16(1), 7–30.</p> <p>Fielding, K. S., & Hornsey, M. J. (2016). A Social Identity Analysis of Climate Change and Environmental Attitudes and Behaviors: Insights and Opportunities. <i>Frontiers in Psychology</i>, 7.</p> <p>Veenstra, A. S., Lyons, B. A., & Fowler-Dawson, A. (2016). Conservatism vs. conservationism: Differential influences of social identities on beliefs about fracking. <i>Environmental Communication</i>, 10(3), 322–336.</p>	
7	<p>Chapter 6: We like simple stories Narratives simplify complex issues</p>	<p>Taleb, N. N. (2007). <i>The black swan: The impact of the highly improbable</i>. Random House, Inc. – Chapter 6</p> <p>Sunstein, C. R. (2006). The Availability Heuristic, Intuitive Cost-Benefit Analysis, and Climate Change. <i>Climatic Change</i>, 77, 195-210.</p> <p>Macaraig, J. M. R., & Sandberg, L. A. (2009). The Politics of Sewerage: Contested Narratives on Growth, Science, and Nature. <i>Society & Natural Resources</i>, 22(5), 448–463.</p>	
8	Student presentation of cultural domain analyses		Cultural domain analysis presentations

9		<p>Chapter 7: <i>We have lazy brains</i> Decision heuristics</p>	<p>Video: Daniel Kahneman on The Machinery of the Mind, https://www.youtube.com/watch?v=DUpqr7nWe3s</p> <p>Kahneman, D. (2011). <i>Thinking, Fast and Slow</i>. Farrar, Straus and Giroux. - Chapter 7</p> <p>Joireman, J., Barnes Truelove, H., & Duell, B. (2010). Effect of outdoor temperature, heat primes and anchoring on belief in global warming. <i>Journal of Environmental Psychology</i>, 30(4), 358–367.</p> <p>Sunstein, C. R. (2010). Moral Heuristics and Risk. In S. Roeser (Ed.), <i>Emotions and Risky Technologies</i> (pp. 3–16). Springer Netherlands.</p>	Cultural domain analysis report due
10		<p>Chapter 8: <i>Communicators are powerful</i> Framing and agenda setting</p>	<p>Entman, R. M. (1993). Framing: Toward clarification of a fractured paradigm. <i>Journal of Communication</i>, 43(4), 51–58. (stop at the end of page 55) https://tinyurl.com/y4t5w5xt</p> <p>Chong, D., & Druckman, J. N. (2007). Framing public opinion in competitive democracies. <i>American Political Science Review</i>, 101(4), 637–655.</p> <p>Mccombs, M., & Reynolds, A. (2008). How the news shapes our civic agenda. In M. B. Oliver & J. Bryant (Eds.), <i>Media Effects: Advances in Theory and Research</i> (Third, pp. 1–16). Routledge.</p>	
11		<p>Chapter 9: <i>With great power comes great responsibility</i> Science communication ethics</p>	<p>Nisbet, M. C. (2016). The Ethics of Framing Science. In B. Nerlich, R. Elliott, & B. Larson (Eds.), <i>Communicating Biological Sciences</i> (pp. 51–74). Routledge.</p> <p>Lackey, R. (2007). Science, Scientists, and Policy Advocacy. <i>Conservation Biology</i>, 21, 12–17.</p> <p>Keohane, R., Lane, M., & Oppenheimer, M. (2014). The ethics of scientific communication under uncertainty. <i>Politics, Philosophy & Economics</i>, 13, 343–368.</p>	Personal bias assessments due

12		Chapter 10: <i>We are instinct machines</i> An evolutionary psychology perspective	<p>Cosmides, L., & Tooby, J. (1997, January 13). <i>Evolutionary Psychology Primer</i>. https://www.cep.ucsb.edu/primer.html</p> <p>Cosmides, L., & Tooby, J. (2000). Evolutionary Psychology and the Emotions. In M. Lewis & J. M. Haviland-Jones (Eds.), <i>Handbook of Emotions</i> (2nd ed., pp. 91–115). (stop at the beginning of page 104)</p> <p>McDermott, R., & Hatemi, P.K. (2018). To go forward, we must look back: The importance of evolutionary psychology for understanding modern politics. <i>Evolutionary Psychology</i>, 16, 1-7.</p> <p>Dawes, C. T., & Weinschenk, A. C. (2020). On the genetic basis of political orientation. <i>Current Opinion in Behavioral Sciences</i>, 34, 173–178.</p>	
13		Chapter 11: <i>The shape of partisanship is evolving</i> Recent trends	TBA	
14		Conclusion: <i>Where do we go from here?</i> Bringing it all together	TBA	
15		Student presentation of case studies		Final presentation; written analysis due

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.bluera.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>