

AEC 5060

PUBLIC OPINION IN AGRICULTURE AND NATURAL RESOURCES

Spring 2016

Course delivered online

Course Objectives

To develop an understanding of the purpose and value of public opinion polling

To understand how public opinion data is gathered and used

To become aware of the presence and use of public opinion polls in our everyday lives

To develop an ability to critically judge the value of public opinion polls and how they are reported

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Office Hours

Thursday 2 – 4 p.m. & by appointment

Required Text:

Bardes, B. A., & Oldendick, R. W. (2012). *Public opinion: Measuring the American mind* (4th ed.). Lanham, MD: Rowman & Littlefield Publishers, Inc.

Professionalism Statement

Professional characteristics on which you will be judged in this course include Internet etiquette, collegial attitude (including use of inclusive language) and participation. This course relies extensively on written assignments, discussion and other class interactions; therefore, weekly engagement is crucial to your success.

Participation Expectations:

You are expected to be an active and engaged member of this learning community. We will communicate with each other via Canvas and email. The first thing you will need to do to begin each week is to complete the assigned readings and then take the reading quiz. After your reading and quiz are completed you should contribute to the discussion by first reading the posts from your colleagues and then contributing your thoughts and points. For each weekly discussion you are expected to post a minimum of five posts each week. Two of these posts need to be directly in response to the discussion questions and the other two posts need to be addressing comments from your classmates.

Given that several discussion topics will be posted each week, this should not be difficult to accomplish. The more we all participate the deeper, thicker and more interesting the discussion will become.

Quality of Postings

Your online posts for this class should be comparable to the kinds of comments you would make in a face-to-face class. A three-paged essay response or post will not lend to the quality of the discussion (because most people will not have the patience to read all of it), and likewise neither will posting "I agree!" The quality of the discussions is contingent upon the quality (not length) of the individual posts in the discussion.

EVALUATION OF GRADES

Assignment	Percentage of Grade
Discussion Engagement	10
Reading Quizzes	25
Personal Statement on Public Opinion	5
Public Opinion Poll Critique (2)	15
Public Opinion Poll News Article Critique	15
Public Opinion News Story	15
Public Opinion Poll Proposal	15
Total	100

Note: All assignments are due by 10pm on the Friday of the week specified on the course outline.

Grading Scale:

A = 93 – 100%	B- = 80 – 82.99%	D+ = 66 – 69.99%
A- = 90 – 92.99%	C+ = 76 – 79.99%	D = 63 – 65.99%
B+ = 86 – 89.99%	C = 73 – 75.99%	D- = 60 – 62.99%
B = 83 – 85.99%	C- = 70 – 72.99%	E = below 60%

Note: For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Please note: Under no circumstances will final grades be rounded. Please do not come to me at the end of the semester to negotiate your grade. If you want an A in this course, begin working toward that today.

UF students are bound by The Honor Pledge:

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students 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."

The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor of this class.

POLICIES & GUIDELINES FOR SUCCESS IN THIS CLASS

Grade Discrepancies

If you have a question about a grade you receive on any of the course components, you must discuss the grade with me within one week of getting the assignment back. After that, grades will not be discussed or modified. This discussion must occur in person. I do not discuss grades via email.

Accommodations

If you know of any type of disability or barrier to your success in this class, please let me know as soon as possible. I want you to be successful and I am happy to work with you, if I can. Please note, 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.

Deadlines

Deadlines will be given for all work; these deadlines will not be extended. Meeting deadlines is essential to be successful in this course and in our field. Your work must be completed and handed in by the specified date and time. Incomplete work turned in by the deadline will receive partial credit. If you miss a deadline without having a valid excuse, you will receive zero points on the late work.

Online Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

Student Assistance and Emergencies

University support services are available to students who are experiencing significant distress and/or personal emergencies. As appropriate please contact:

UF Counseling & Wellness Center: www.counseling.ufl.edu or 352-392-1575

University Police Department: 352-392-1111 or 9-1-1 for emergencies

****Final Thought****

I want you to be successful in this class, and I will do my best to help you succeed. I am happy to help you address any challenges you face this semester; please contact me to discuss any concerns or challenges.

AEC 5060 Course Calendar

<p><i>Week 1 (Jan. 4-8)</i> Defining Public Opinion</p> <ul style="list-style-type: none"> • Introduction to course content, instructor, and classmates • Bardes & Oldendick, Chapter 1, Public opinion and American democracy (pp. 3-16). • Allport, F. H. (1937). Toward a science of public opinion. <i>Public Opinion Quarterly</i>, 1(1), 7-23. Retrieved from http://www.jstor.org/stable/2744799 • DUE: Personal Statement on Public Opinion 	<p><i>Week 2 (Jan. 11-15)</i> History of Public Opinion and Polls</p> <ul style="list-style-type: none"> • Bardes & Oldendick, Chapter 2, Measuring American opinion: The origins of polling (pp.17-27). • Funkhouser, G. R. (1973). The issues of the Sixties: An exploratory study in the dynamics of public opinion. <i>Public Opinion Quarterly</i>, 37(1), 62-75. • Oberschall, A. (2008). The historical roots of public opinion research. In W. Donsbach & M. W. Traugott (Eds.), <i>The SAGE Handbook of Public Opinion Research</i> (pp. 83-92) . Thousand Oaks, CA: Sage
<p><i>Week 3 (Jan. 18-22)</i> Formation of Opinions</p> <ul style="list-style-type: none"> • Katz, D. (1966). <i>Attitude formation and public opinion. Annals of the American Academy of Political and Social Science</i>, 367, 150-162. http://www.jstor.org/stable/1034852 • Scheufele, D. A. (2008). <i>Spiral of silence theory. In W. Donsbach & M. W. Traugott (Eds.), The SAGE Handbook of Public Opinion Research (pp. 175-183). Thousand Oaks, CA: SAGE</i> • Gunther, A. C., Perloff, R. M., & Tsfati, Y. (2008). <i>Public opinion and the third person effect. In W. Donsbach & M. W. Traugott (Eds.), The SAGE Handbook of Public Opinion Research (pp. 184-191). Thousand Oaks, CA: Sage</i> • Kepplinger, H. M. (2008). <i>Effects of the news media on public opinion. In W. Donsbach & M. W. Traugott (Eds.), The SAGE Handbook of Public Opinion Research (pp. 192-204). Thousand Oaks, CA: Sage</i> • Roessler, P. (2008). <i>Agenda-setting, framing, and priming. In W. Donsbach & M. W. Traugott (Eds.), The SAGE Handbook of Public Opinion Research (pp. 205-217). Thousand Oaks, CA: Sage</i> 	<p><i>Week 4 (Jan. 25-29)</i> Measuring Public Opinion</p> <ul style="list-style-type: none"> • Bardes & Oldendick, Chapter 4, How are opinions measured? (pp. 57-84) • Rasinski, K. A. (2008). Designing reliable and valid questionnaires. In W. Donsbach & M. W. Traugott (Eds.), <i>The SAGE Handbook of Public Opinion Research</i> (pp. 361- 373). Thousand Oaks, CA: Sage

<p><i>Week 5 (Feb. 1-5)</i></p> <p>Public Opinion Research – Qualitative v. Quantitative</p> <ul style="list-style-type: none"> • Morgan, D. L., & Fellows, C. E. (2008). Focus groups and public opinion. In W. Donsbach & M. W. Traugott (Eds.), <i>The SAGE Handbook of Public Opinion Research</i> (pp. 340-347). Thousand Oaks, CA: Sage • Vehovar, V., Manfreda, K. L., & Koren, G. (2008). Internet Surveys. In W. Donsbach & M. W. Traugott (Eds.), <i>The SAGE Handbook of Public Opinion Research</i> (pp. 271-283). Thousand Oaks, CA: Sage • Schulz, W. (2008). Content analyses and public opinion research. In W. Donsbach & M. W. Traugott (Eds.), <i>The SAGE Handbook of Public Opinion Research</i> (pp. 348-357). Thousand Oaks, CA: Sage 	<p><i>Week 6 (Feb. 8-12)</i></p> <p>Using public opinion data</p> <ul style="list-style-type: none"> • Bardes & Oldendick, Chapter 3, How public opinion data are used (pp. 31-57). • Krueger, R. A. (1998). <i>Analyzing & reporting focus group results</i>. Thousand Oaks, CA: Sage (Chapters 4 and 9). • DUE: Public Opinion Poll Critique 1
<p><i>Week 7 (Feb. 15-19)</i></p> <p>Public opinion and controversial issues</p> <ul style="list-style-type: none"> • Bardes & Oldendick, Chapter 8, Public opinion on social-welfare issues (pp.159-187). <p>Effects of public opinion</p> <ul style="list-style-type: none"> • Bardes & Oldendick, Chapter 10, Public opinion on highly controversial issues (pp. 217-245) • Thompson, P. B. (2001). Animal welfare and livestock production in a postindustrial milieu. <i>Journal of Applied Animal Welfare Science</i>, 4(3), 191-205. 	<p><i>Week 8 (Feb. 22-26)</i></p> <p>Opinions on public opinion research</p> <ul style="list-style-type: none"> • Hildreth, A. (2008). Attitudes of the public toward public opinion research and polling. In W. Donsbach & M. W. Traugott (Eds.), <i>The SAGE Handbook of Public Opinion Research</i> (pp. 441-450). Thousand Oaks, CA: Sage • Weaver, D. H. (2008). Attitudes of journalists toward public opinion research. In W. Donsbach & M. W. Traugott (Eds.), <i>The SAGE Handbook of Public Opinion Research</i> (pp. 451-458). Thousand Oaks, CA: Sage • DUE: News Article Critique

<p><i>Week 9 (Feb. 29-March 4)</i> UF Spring Break – no assignments</p>	<p><i>Week 10 (March 7-11)</i> <i>Influencing public opinion</i></p> <ul style="list-style-type: none"> • Bardes & Oldendick, Chapter 5, The sources of opinion (pp. 87-116) • Kelman, H. C. (1961). Processes of opinion change. <i>The Public Opinion Quarterly</i>, 25(1), 57-78. http://www.jstor.org/stable/2746461 • Van Leuven, J. K., & Slater, M. D. (1991). How publics, public relations, and the media shape the public opinion process. <i>Public Relations Research Annual</i>, 3(1-4), 165-178. doi: 10.1207/s1532754xjpr0301-4_8 • McCombs, M. (2004). <i>Setting the agenda: The mass media and public opinion</i> (pp. 1-20). Malden, MA: Polity Press.
<p><i>Week 11 (March 14-18)</i> <i>Influencing public opinion through strategic communication</i></p> <ul style="list-style-type: none"> • Argenti, P. A., Howell, R. A., & Beck, K. A. (2005). The strategic communication imperative. <i>MIT Sloan Management Review</i>, 46(3), 83-89. Retrieved from https://www.dartmouth.edu/~opa/communicators/fall08/reading/Sloan_MIT_Strat_Comm_Imp.pdf • Botan, C. (1997). Ethics in strategic communication campaigns: The case for a new approach to public relations. <i>Journal of Business Communication</i>, 34(2), 188-202. doi: 10.1177/002194369703400205 • DUE: Public Opinion Poll Critique 2 	<p><i>Week 12 (March 21-25)</i> <i>Grassroots</i></p> <ul style="list-style-type: none"> • Convio. (2005). Using the Internet for effective grassroots advocacy: Strategies, tools and approaches for inspiring constituents to take action. • Ellis, A. (2012, May). Back to basics: Grassroots PR. <i>Platform Magazine</i>.

<p><i>Week 13 (March 28-April 1)</i> Public Opinion and Politics</p> <ul style="list-style-type: none"> • Bardes & Oldendick, Chapter 6, What the public knows about politics (pp. 117-130) • Bardes & Oldendick, Chapter 7, Political orientations (pp. 131-157) • DUE: Public Opinion News Story 	<p><i>Week 14 (April 4-8)</i> Public opinion and social media</p> <ul style="list-style-type: none"> • Langer Research Associates. (2012, August). Briefing paper: Social media and public opinion. • Carr, A. (2010, October). Harvard-developed tool measures real-time public opinion on social media. Fast Company. • Bialik, C. (2012, February). Mining tweets for public opinion. The Wall Street Journal. • Finn, S., & Mustafaraj, E. (2012). Real-time filtering for pulsing public opinion in social media. Proceedings of the Twenty-Fifth International Florida Artificial Intelligence Research Society Conference. • Congressional Management Foundation. (2011). #SocialCongress Perceptions and use of social media on Capitol Hill. • Hollander, B. (2011, July). Can Twitter measure public opinion? • Hollander, B. (2011, July). Twitter II - - Is it public opinion?
<p><i>Week 15 (April 11-15)</i> Public Opinion Research and Ethics</p> <ul style="list-style-type: none"> • Bardes & Oldendick, Chapter 12, Challenges facing public opinion research: Issues of reliability and trust (pp. 273-290). • DUE: Public Opinion Poll Proposal 	<p>FINAL EXAM WEEK</p>

**This course schedule is subject to change. If changes are necessary, students will be notified.*

Assignment Descriptions

Personal Statement on Public Opinion – As we begin, think through your ideas and thoughts regarding public opinion. Consider why you are taking this course? What specifically about public opinion interests you? Have you ever read a public opinion poll that troubled you or made you question your own beliefs? Have you ever changed your opinion on a major issue because of the opinions of others? What role does public opinion play in a democracy? Consider these questions as well as any others that come to your mind and write a two-page statement on your personal views of public opinion.

Public Opinion Poll Critique – On two occasions you will select a topic relating to agriculture or natural resources and find two similar polls to critique. Consider issues related to sampling, the type of poll and questions used, was a filter question used, response format and use of the poll. Now compare the two polls in a three-page paper discussing how consistent public opinion is on the issue. Use supporting information from course readings.

Public Opinion Poll News Article Critique – Locate a public opinion poll in a NEWS source such as a magazine, newspaper or online news site that includes an article along with the poll. Looking at the strengths and weaknesses of both the poll and how it was reported, write a three-page critique. Consider issues similar to those in the Public Opinion Poll Critique, but then go beyond those to include the reporting factor. Did the reporter skew any of the data through his or her reporting? Is any language used that biases the reporting of the data?

Public Opinion News Story – Taking what you learned from the News Article Critique, you now get to be the reporter. Put yourself in the role of a journalist for a national US newspaper, and then select a public opinion poll from the past three years that relates to agriculture and natural resources. Write a news story on the poll using clear, unbiased and concise language. As with all news stories you will need supporting quotes from people central to this issue which you may find from previously published sources. Note that these sources do not need to be news sources as you might find better quotation information in reports published on the issue you select.

Public Opinion Poll Proposal – In a five-page paper, propose a public opinion poll you would like to conduct that relates to agriculture and natural resources. Your proposal will need to be highly detailed with issues discussed throughout the course including a well stated purpose, sampling issues, poll format and question types among other factors. While you will not be expected to conduct this poll, the proposal should be detailed enough that you could easily do so if given the time and opportunity.