

Public Opinion and Agricultural and Natural Resources Issues
AEC 5060 Section 714A
Matherly Hall 0005
Tuesday: Period 3 (11-12:15)
Thursday: Period 3-4 (11-1:45)

Course Instructor:

Angie B. Lindsey, Ph.D.

Adjunct Lecturer

Office: 3002 Suite McCarty D or 101D Bryant Space Science Center

Office Hours: By appointment

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Course Overview and Objectives:

We all have opinions and each day we develop or alter those opinions. Our daily lives consist of learning about other's opinions through face-to-face communication, media, social media, etc. When learning about issues impacting agriculture and natural resources, opinions can often shape the initial perception about a crucial issue. This class is designed to help the student

- **Understand public opinion and why it is important to study in relation to the ANR sectors**
- **Learn the different techniques to collect public opinion data**
- **Practice analyzing public opinion data**
- **Apply public opinion data**
- **Identify the barriers associated with understanding public opinion**
- **Develop a research paper utilizing or focusing on public opinion data**

Together, we will go on a journey from understanding public opinion to applying it to our own research/work! Thanks for joining us!

Course Organization:

This is a course designed for independent and group learning. Class work will consist of lectures, class discussions, small group discussions, individual presentations, group presentations, case analyses, guest lectures, and super fun activities. Work outside of the class will consist of readings, written work, and possibly group work. E-Learning will assist with work outside of the classroom and with turning in assignments.

Required Text:

Text: Bardes, B. A. and Oldendick, R. W. (2012) *Public Opinion -4th Edition*. San Lanham, MD: Rowman & Littlefield Publishers.

Course Requirements:

Final Paper Sections: 5 @ 80 points.

At the conclusion of this class, you will have a research paper based on public opinion data or a paper that focuses on the importance of public opinion data. As we go through this journey together, we will work on each part of the research paper. Parts include:

- **Introduction**
- **Literature Review**
- **Methods**
- **Analysis**
- **Conclusion/Practical Application**

Each part will be due at various times throughout the semester. The instructor will provide feedback to the document so that you can incorporate the final changes into your final paper that will be due at the end of the course. Each section will be due in class on the assigned day.

Final Paper: 500 points.

Each student is responsible for a final paper that he/she develops independently. The final paper will consist of the parts that have been developed, critiqued and improved throughout the course. It will serve as the culmination of everything that we have learned, discussed, analyzed and critiqued in class.

It is expected that this final paper can be presented at a conference and/or submitted to a journal. We will discuss the final paper early in the semester so that students can begin to prepare already accumulated data or begin efforts to collect data. Final papers will be due on the last day of class.

Participation/Discussions: 100 points.

Coming to class and participating in class involves respectfully contributing your thoughts, observations, responses, opinions, etc. and listening to those of your classmates. This class will consist of lively discussions and activities and your participation is needed.

Point Breakdown

Participation/Discussions	100
Parts of Research Paper (5 @ 80 pts.)	400
Final Research Paper	500
Total	1000

Grading Scale

For more information see www.registrar.ufl.edu/catalog/policies/regulationgrades.html.

Final grades for the course will be determined as follows:

A = 930-1000
A- = 900-929
B+ = 860-899
B = 830-859
B- = 800-829
C+ = 760-799
C = 730-759
C- = 700-729
D+ = 660-699
D = 630-659
D- = 600-629
E = 599 and below

Communication: E-Learning and/or e-mail will provide announcements to all students outside of class when needed. Instructor reserves the right to make appropriate changes in the readings and case assignments. These will be communicated to students in advance.

Please note that I am available to answer any questions you have about the course material. You can reach me via e-mail or cell phone. Also, do not worry about contacting me several times, e-mails sometimes get lost and you are not bugging me to send me a follow-up e-mail. Also, I will make an effort to have graded work back to you within 10 days.

Course Schedule:**SECTION I – UNDERSTANDING PUBLIC OPINION****May 13 -Welcome**

Review Course Syllabus and Course Review

May 15 - Defining Public Opinion

Guest Lecture – Quisto Settle

- Bardes & Oldendick, Chapter 1, *Public opinion and American democracy* (pp. 3-16)
- Allport, F. H. (1937). Toward a science of public opinion. *Public Opinion Quarterly*, 1(1), 7-23. Retrieved from <http://www.jstor.org/stable/2744799>

May 20 – History of Public Opinion

- Bardes & Oldendick, Chapter 2, *Measuring American opinion: The origins of polling* (pp.17-27)
- Oberschall, A. (2008). The historical roots of public opinion research. In W. Donsbach & M. W. Traugott (Eds.), *The SAGE Handbook of Public Opinion Research* (pp. 83-92). Thousand Oaks, CA: SAGE

• Discussion of Final Paper and Individual Sections

May 22 – Forming Opinions

- Katz, D. (1966). Attitude formation and public opinion. *Annals of the American Academy of Political and Social Science*, 367, 150-162.
<http://www.jstor.org/stable/1034852>
- Scheufele, D. A. (2008). 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
- Gunther, A. C., Perloff, R. M., & Tsfati, Y. (2008). 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
- Kepplinger, H. M. (2008). 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
- Roessler, P. (2008). 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

May 27 – How Do People Feel about Public Opinion Research

• Introduction Due

- Hildreth, A. (2008). Attitudes of the public toward public opinion research and polling. In W. Donsbach & M. W. Traugott (Eds.), *The SAGE Handbook of Public Opinion Research* (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.), *The SAGE Handbook of Public Opinion Research* (pp. 451-458). Thousand Oaks, CA: SAGE

May 29 – Public Opinion in America

- Funkhouser, R. (1973). The issues of the sixties: An exploratory study in the dynamics of public opinion. *The Public Opinion Quarterly*, 37(1), 62-75. <http://www.jstor.org/stable/2747815>
- Hanson, S. L. & Zogby, J. (2010). The polls-trends: Attitudes about the American dream. *Public Opinion Quarterly*, 74(3), 570-584. doi:10.1093/poq/nfq010
- Bardes & Oldendick, Chapter 6, *What the public knows about politics* (pp. 117-130)

June 3 – Effects of Public Opinion – ANR

- Bardes & Oldendick, Chapter 10, *Public opinion on highly controversial issues* (pp. 217-245)
- Blandford, D., & Fulponi, L. (1999). Emerging public concerns in agriculture: Domestic policies and international trade commitments. *European Review of Agricultural Economics*, 26(3), 409-424.

June 5 – Effects of Public Opinion – ANR Policy

- **Guest Lecture**
- Bardes & Oldendick, Chapter 11, *How Americans view foreign and defense policies* (pp. 245-269)
- Monroe, A. D. (1998). Public opinion and public policy, 1980-1993. *The Public Opinion Quarterly*, 62(1), 6-28. <http://www.jstor.org/stable/2749715>
- Skott, H. E. (1943). Attitude research in the Department of Agriculture. *The Public Opinion Quarterly*, 7(2), 280-292. <http://www.jstor.org/stable/2745656>
- Dunlap, R. E. (1997). Public opinion and environmental policy. In J. P. Lester (ed.) *Environmental politics and policy: Theories and evidence* (pp. 87-134). Duke University Press

SECTION II – Measuring Public Opinion

June 10 – Measuring Public Opinion

- **Literature Review Due**
- 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.), *The SAGE Handbook of Public Opinion Research* (pp. 361-373). Thousand Oaks, CA: SAGE

June 12 – Public Opinion Research Qualitative & Quantitative

- Morgan, D. L., & Fellows, C. E. (2008). Focus groups and public opinion. In W. Donsbach & M. W. Traugott (Eds.), *The SAGE Handbook of Public Opinion Research* (pp. 340-347). Thousand Oaks, CA: SAGE
- Vehovar, V., Manfreda, K. L., & Koren, G. (2008). Internet Surveys. In W. Donsbach & M. W. Traugott (Eds.), *The SAGE Handbook of Public Opinion Research* (pp. 271-283). Thousand Oaks, CA: SAGE
- Schulz, W. (2008). Content analyses and public opinion research. In W. Donsbach & M. W. Traugott (Eds.), *The SAGE Handbook of Public Opinion Research* (pp. 348-357). Thousand Oaks, CA: SAGE

June 17 – Public Opinion Research & Ethics

- Bardes & Oldendick, Chapter 12, *Challenges facing public opinion research: Issues of reliability and trust* (pp. 273-290)

June 19 – Case Study – Farm Policy

- Week, Chapter 3, Farm Policy (pp. 49-67) in *Issues for Debate in American Public Policy*
- Benson Survey located <http://www.iaenvironment.org/documents/Packard%20Farm%20Bill%20Conservation%20FINAL.pdf>

SECTION III – Analyzing Public Opinion Research

July 1 – Using Public Opinion Data

- **Methods Section Due**
- Krueger, R. A. (1998). Analyzing & reporting focus group results. Thousand Oaks, CA: Sage (Chapters 4 and 9)
- Bardes & Oldendick, Chapter 3, *How public opinion data are used* (pp. 31-57)

July 3 – NO CLASS!! Happy July 4th!

July 8 – Using Public Opinion Data

- **Guest Lecture**

SECTION IV – Applying Public Opinion Research

July 10 – Influencing Public Opinion

- Bardes & Oldendick, Chapter 5, *The sources of opinion* (pp. 87-116)
- Kelman, H. C. (1961). Processes of opinion change. *The Public Opinion Quarterly*, 25(1), 57-78. <http://www.jstor.org/stable/2746461>
- Van Leuven, J. K. (1991). How publics, public relations, and the media shape the public opinion process. *Public Relations Research Annual*, 3(1-4), 165-178. doi: 10.1207/s1532754xjpr0301-4_8
- McCombs, M. (2004). *Setting the agenda: The mass media and public opinion* (pp. 1-20). Malden, MA: Polity Press.

July 15 –Public Opinion & Communication

- **Analysis Due**
- Argenti, P. A., Howell, R. A., & Beck, K. A. (2005). The strategic communication imperative. *MIT Sloan Management Review*, 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. *Journal of Business Communication*, 34(2), 188-202. doi: 10.1177/002194369703400205

July 17 –Public Opinion & Communication – CASE STUDY

- Weeks, Chapter 4, U.S. Oil Dependence (pp. 73-94) in *Issues for Debate in American Public Policy*

July 22 –Public Opinion & Leadership

- Convio. (2005). Using the Internet for effective grassroots advocacy: Strategies, tools and approaches for inspiring constituents to take action. Retrieved from <http://www.buildinitiative.org/files/OnlineAdvocacy.pdf>
- Ellis, A. (2012, May). Back to basics: Grassroots PR. *Platform Magazine*. Retrieved from <http://platformmagazine.org/2012/05/back-to-basics-grassroots-pr/>

July 24 –Public Opinion & Leadership – CASE STUDY

- Weeks, Chapter 11, Immigration Conflict (pp. 249-267) in *Issues for Debate in American Public Policy*
- *PIE Center Report*

July 29 –Public Opinion & Education/Extension

- **Conclusion Due**
- Bardes & Oldendick, Chapter 5, *The sources of opinion* (pp. 87-116)
- Kelman, H. C. (1961). Processes of opinion change. *The Public Opinion Quarterly*, 25(1), 57-78. <http://www.jstor.org/stable/2746461>
- Van Leuven, J. K. (1991). How publics, public relations, and the media shape the public opinion process. *Public Relations Research Annual*, 3(1-4), 165-178. doi: 10.1207/s1532754xjpr0301-4_8
- McCombs, M. (2004). *Setting the agenda: The mass media and public opinion* (pp. 1-20). Malden, MA: Polity Press.

July 31 –Public Opinion & Education/Extension – CASE STUDY

- Weeks, Chapter 5, GMOs (pp. 97-115) in *Issues for Debate in American Public Policy*

August 5 – Applying Public Opinion Data

- **Guest Lecture**

August 7 – Wrap Up

- **Share Final Papers**
- **Final Papers Due**

General Information:

Complaints: Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

Academic Integrity: Please review the University's honor code at the following website: <http://www.dso.ufl.edu/judicial/honorcode/php>

Software Use: All faculty, staff, and students of the University are 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 deemed appropriate.

Copyright Information: Please review the use of copyrighted materials, which can be found on the Health Science Center Library's web page:

<http://www.library/health.ufl.edu/services/copyright.htm>

Services for Students with Disabilities: The office of the Dean of Students provides individual assistance to students with documented disabilities based upon the need and impact of the specific disability. There is no requirement for a student to self-identify his/her disability. However, students requesting classroom accommodations must register with the Dean of Students Office in 202 Peabody Hall, 392-1261 (Voice)/392-3008 (TDD). Please do not hesitate to contact me if you have questions or concerns.

Support Services. Available through the following:

1. University Counseling Center, 301 Peabody Hall, 392-1575; personal and career counseling open weekdays and is staffed by psychologists and counselors.
2. Student Mental Health, Student Health Care Center, 392-1171, personal counseling open weekdays and is staffed by psychiatrists, psychologists, and other mental health professionals.
3. Sexual Assault Recovery Services (SARS), Student Care Center, 392-1161, sexual assault counseling.
4. Career Resource Center, Reitz Union, 392-1601, career development assistance.
5. Alachua County Crisis Center, 334-0888, provides a 24 hour-a-day service, 7 days-a-week through a crisis telephone hotline and a crisis intervention outreach team. The services are provided by trained volunteers with backup from mental health professionals.