

## AEC6932 Partisanship in Agriculture and Natural Resources

Wednesday 12:50 – 3:50

Location: Rinker Hall 215

Fall 2024, 3 Credits

### Instructor

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Office Hours: Thursday 9:00am – 11:00am or by appointment

### Course Description

Stakeholder conflict and political division contribute to and impede the resolution of agriculture and natural resources issues. Therefore, our effectiveness as professionals in these fields 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. Students will learn the aspects of human nature that promote division and how to use those natural inclinations to promote communication and collaboration. In addition, students will gain cultural domain analysis research skills for evaluating stakeholders' mental models of environmental issues. The skills and ideas gained in this course are not common among agriculture and natural resources professionals; therefore, this course positions students to make unique professional contributions that advance their fields.

### 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 agriculture and natural resources issues
- Explain how differences in value priorities across the liberal-conservative spectrum shape attitudes toward natural resources
- Analyze diverse agriculture and natural resources issues to identify unique situational components, actors, and processes that contribute to partisanship
- Recommend strategies for addressing partisanship on novel 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

### Required Textbooks

None. All course readings available through Perusall.

### Assignments

#### *Case Study Project*

The assignments in this course ask you to focus on a specific case study of your choice. Typically, students choose a topic related to the work they are doing or wish to do. With each assignment you will delve deeper into partisanship challenges related to your case study until, at the end of the semester, you have a robust partisanship analysis that can be applied to your topic. The content you develop can provide a solid start to a publication in an academic journal or your thesis/dissertation.

The case study project will be completed in several steps (detailed below). Instructions for each assignment will be available in Canvas.

*Proposal pitch.* Students will present the case studies they plan to analyze throughout the course. The class will provide input to help refine the topic.

*Introduction, research objectives, and theories and interventions part 1 presentation.* Students provide and introduction for their case study project, describing the current situation, why it is problematic (or could become problematic), and what they aim to achieve by examining partisanship on the topic. In addition, students will

provide a presentation detailing how the theories and topics examined thus far in the course apply to the topic, and suggest specific interventions to minimize obstructive partisanship.

*Cultural domain analysis presentation.* 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 of an agricultural or natural resources issue. By understanding how stakeholders think about the topic, students will better understand the types of interventions likely to be successful in their case study.

*Theories and interventions part 2 presentation.* Students will provide a presentation detailing how the theories and topics examined in the second half of the course apply to the topic, and suggest specific interventions to minimize obstructive partisanship.

*Ethical perspective*

With great power comes great responsibility. In this class, you will learn the drivers of attitudes and beliefs – you will also learn how to use those drivers to affect behavior. Students will write a short essay detailing their ethical perspective on the appropriate use of this power in agriculture and natural resources.

*Perusall*

All course readings are available through Perusall. This software allows you to post questions and comments on the readings and see the questions and comments of other students. By using Perusall, you can help each other understand the material and help the instructor identify topics that could benefit from additional discussion. You are expected to add at least three questions or comments on each reading in advance of class. Your entries should demonstrate you are engaging with the material at a scholarly level.

**Grading**

<b>Assignment</b>	<b>Percentage of Final Grade</b>
Case study	
Proposal pitch	5%
Introduction with Theories & Interventions Pt. 1	20%
Cultural domain analysis	20%
Theories & Interventions Pt. 2	20%
Ethical perspective	10%
Perusall weekly entries	15%
Attendance and participation	10%
<b>Total</b>	<b>100%</b>

**Grading scale**

<b>Percent</b>	<b>Grade</b>
93 - 100	A
90 - 92	A-
87 - 89	B+
83 - 86	B
80 - 82	B-
77 - 79	C+
73 - 76	C
70 - 72	C-
67 - 69	D+
63 - 66	D
60 - 62	D-
0 - 59	E

*Late written assignments:* Unless otherwise stated or agreed upon, 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

*Missed presentations:* Unless otherwise stated or agreed upon, missed presentations must be recorded and sent to the class (by the student) for feedback. The recorded presentation must be accompanied by a three-page, single-spaced report with references. Late presentations will be penalized as follows

- 20% if between 1 minute and 48 hours late
- 30% if 48 to 96 hours late
- 40% if 96 hours to 1 week late
- Not accepted if more than 1 week late

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	Assignments Due
			Perusal entries due each week before class.
1	8/28	<b>Introduction:</b> <i>We are biased</i> Introduction to bias and political partisanship on natural resources issues	
2	9/4	<b>We have different value priorities</b> Moral foundations and cultural cognition	
3	9/11	<b>We look for cues</b> Ordinary science intelligence and social cues	Brief student proposal pitches
4	9/18	<b>We think differently</b> Mental models; co-orientation model; cultural domain analysis	
5	9/25	<i>Student presentations</i>	Student report: Case study introduction with theories and interventions part 1
6	10/2	<b>We have different land ethics</b> Diversity of human-nature value systems	
7	10/9	<b>We are groupish</b> Social identity approach	
8	10/16	<i>Tentative: No class</i>	
9	10/23	<b>We like simple stories</b> Narratives simplify complex issues	
10	10/30	<i>Student presentations</i>	Student report: Cultural domain analysis
11	11/6	<i>Tentative: No class</i>	
12	11/13	<b>We have lazy brains</b> Decision heuristics	
13	11/20	<b>Communicators are powerful, and with great power comes great responsibility</b> Science communication ethics	
14	11/27	<b>THANKSGIVING WEEK: NO CLASS</b>	

15	12/4	<i>Student presentations</i>	Student report: Theories and Interventions part 2  *Ethical perspectives due 12/11*
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### **Use of Artificial Intelligence**

If you are suspected of using artificial intelligence (including but not limited to Chat GPT) without permission, your grade could be penalized up to 100%. Exception: Use of [Grammarly](#) is permitted.

### **Attendance and Participation**

*Attendance:* You are expected to attend all classes 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.

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/>

### **Writing Studio**

The Writing Studio (<https://writing.ufl.edu/writing-studio/>) is committed to helping University of Florida students and faculty meet their academic and professional goals by becoming better writers. We support independent learning and encourage scholarship by providing one-on-one consultations, workshops tailored to specific classes (graduate and undergraduate), and faculty retreats focusing on publishing original research.

### **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>.

## **Class Recordings**

Students are allowed to record video or audio of class content. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct 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](http://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/](http://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>