

**COMMUNITY FOREST MANAGEMENT**  
**Fall 2020**

Thursday, Periods 4-6 (10:40-1:40)  
Primarily delivered via Zoom

**Course numbers:** FOR 6628 (Section 5255), LAS 6290 (Section 1H92)

**Course credits:** 3

**Instructor:** Dr. Karen A. Kainer  
[kkainer@ufl.edu](mailto:kkainer@ufl.edu)  
846-0833  
210 Newins-Ziegler

**Teaching Assistant:** Ana Luiza Violato Espada  
[violatoespada@ufl.edu](mailto:violatoespada@ufl.edu)  
352-213-0781

**Office Hours:** Please email. Happy to meet individually or in groups.

**Delivery mode:** This course will be delivered primarily via Zoom in a synchronous format. The first introductory group-building session (September 3) will be held in person, outdoors on the grounds of Newins-Ziegler Hall; all others will be virtual (unless viral conditions change dramatically).

**Course readings:**

Mulder, M.B. and P. Coppolillo. 2005. Conservation: Linking ecology, economics, and culture. Princeton University Press, Princeton, New Jersey.

*Plus...Select articles and book chapters:* See readings list.

**Course description:**

Natural resource management by local people has gained currency as a potentially viable strategy for conserving forest ecosystems, while supporting local livelihoods and cultural values. This 3-credit graduate course considers how governments, researchers and practitioners (especially graduate students) collaborate with communities in these efforts. It analyzes the conceptual underpinnings, efficacy, and practice of this growing global trend of community-based natural resource management. The course is designed **for students from diverse disciplines** (forestry, anthropology, regional studies – Latin America, Africa, SE Asia, fisheries, wildlife, interdisciplinary studies, sociology, geography, plus....) **and different levels of expertise** to think critically, jointly, about the multi-scale, contextual factors that influence conservation and livelihood outcomes. It is especially designed for graduate students who seek **concepts, tools, and strategies to integrate local participation** and co-knowledge production into their work. A variety of teaching methods will be employed with an **emphasis on experiential and cross-student learning**. Finally, this course fulfills the conceptual core requirement of UF's TCD (Tropical Conservation and Development) certificate.

**Learning objectives:**

Upon completion of this course, students will have:

- Integrated new multidisciplinary knowledge with their personal and professional experiences to think critically about community-based natural resource management;
- Synthesized key ecological concepts for sound management of community resources;

- Analyzed the relevance and complexity of big-picture socio-political and economic contexts on community-based resource management;
- Reviewed and discussed practical ways in which community-based management has been implemented;
- Compiled collectively a growing list of concepts, tools and strategies for integrating local participation into graduate research;
- Reflected on their own philosophies about biodiversity conservation, development, and cultural change.
- Written a research proposal or manuscript that integrates student interests with course learning.
- Conducted critical peer reviews of colleagues' works.

### Grading:

Reflection paper	10%	94 – 100% = A
Readings comments	20%	90 – 93% = A-
Research paper	40%	87 – 89% = B+
Preliminary statement and bibliography	10%	80 – 86% = B
Lightening video presentation	5%	77 – 79% = C+
Final submission	25%	70 – 76% = C
Peer review I (prelim statements & biblio)	10%	60 – 69% = D
Peer review II (research paper draft)	10%	< 60% = E
Class participation*	<u>10%</u>	
<b>Total</b>	<b>100%</b>	

\***Attendance** is a prerequisite to in-class participation. Every student is expected to attend every Zoom class. Students bring a wealth of experience into the classroom, and each class period is a unique chance to learn from those experiences (cross-student learning). A second reason I insist on class attendance is because of the 3-hour class meetings. Missing one day = 7.6% of the course; two = 15.4%; and missing 3 classes is almost ¼ of the course! In other words, quickly, one can miss a large portion of what could be learned.

In the past, I have always asked that students let me know immediately if they *have* to miss a class, and this courtesy has been extended almost without fail. Typically, one or two students from the entire course miss a session during the course of a semester (conference, sibling wedding, etc...). Indeed, more than one absence is not acceptable (except under extreme circumstances), and will be reflected in your participation grade. Unplanned absences (emergencies) just come up, and are dealt with differently.

<b>Community Forest Management</b>		
<b>Date</b>	<b>Topic</b>	<b>Assignments due*</b>
<b>SETTING THE CONCEPTUAL STAGE</b>		
Sep 3	Getting to know each other and the course	
Sep 8	<i>This is the Tuesday before our next class.</i>	<i>reflection paper</i>
Sep 10	Conservation, development, and the role of CBNRM	
Sep 17	Forest ecosystems & resource harvesting	<i>title &amp; brief description (no grade)</i>
Sep 24	TEK and other assets	
Oct 1	Political ecology Unpacking community (gender+) for mangrove restoration	<i>prelim statement &amp; biblio</i>
Oct 8	Participatory approaches and methods	<i>peer review I</i>
Oct 16	Forest rights & forest governance	
<b>RESEARCH AND CO-MANAGEMENT CASE STUDIES</b>		
Oct 22	Timber management (big and small)	
Oct 29	The reference case of Mexico Community-based tourism	
Nov 5	Brazil nut ecology, management, and sustainable use Costs, benefits, and the Green Value Tool Value chains	<i>draft research paper (no grade)</i>
Nov 12	Wildlife, hunting and local communities	<i>peer review II</i>
<b>SUPPORTING COLLABORATIVE MANAGEMENT</b>		
Nov 19	Partnerships, collaborations, and research on the ground	
Nov 26	<b>NO CLASS</b> (Thanksgiving Holiday)	
Dec 1	<i>This is the Tuesday before our next class.</i>	<i>lightening presentations</i>
Dec 3	Course wrap up and evaluation	
Dec 6	<i>Sunday at midnight</i>	<i>final research paper</i>

**\*Electronically posted comments are due at midnight every Tuesday before class.**

## Reading Assignments

We will be using UF's Canvas system (or e-Learning) to facilitate course communication and to access readings that are not from the textbook or not free online to the general public. To login, open your Internet browser and navigate to <https://lss.at.ufl.edu>.

To get general help with e-Learning, you may access FAQs ([https://lss.at.ufl.edu/help/Student\\_Faq](https://lss.at.ufl.edu/help/Student_Faq)) or call the Help Desk at 352-392-4357 anytime during [Help Desk](#) hours. Or email [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu). If you use email, write from your [gatorlink@ufl.edu](mailto:gatorlink@ufl.edu) email address, or include your UFID and/or gatorlink username (NOT your password!) in the body of the email. Provide complete information regarding the course and content to which you are referring. Someone will get back with you as soon as possible.

We are incredibly fortunate to have additional technical support through SFRC (School of Forest Resources and Conservation). If you have technical needs specifically related to this course (i.e., link not functioning), please go the Discussion tab on the left hand panel in Canvas and under "Pinned Discussions", click on Technical Support.

Canvas is set up to access the readings required (and recommended) by date and topic. All articles listed below are required reading for the course, unless "**Recommended**" precedes the citation. To access the readings required (and recommended), go to the Discussion tab on the left panel of the main course site, readings for each class will be found by date and topic. For example, all required readings for September 10 will be tagged "Conservation, development...CBNRM".

### SETTING THE CONCEPTUAL STAGE

#### **Sep 3            Getting to know each other and the course**

No readings

#### **Sep 10            Conservation, development, and the role of CBNRM**

Mulder, M.B. and P. Coppolillo. 2005. Chapter 4: Indigenous peoples as conservationists. Pages 81-103, In: Conservation: Linking ecology, economics, and culture. Princeton University Press, Princeton, New Jersey.

Romero, C., S. Athayde, J.E. Collomb, M. DiGiano, M. Schmink, S. Schramski and L. Seales. 2012. Conservation and development in Latin America and Southern Africa: setting the stage. *Ecology and Society* 17(2): 17. <http://www.ecologyandsociety.org/vol17/iss2/art17/>

#### **Recommended:**

Baynes, J. J. Herbohn, C. Smith, R. Fisher and D. Bray. 2015. Key factors which influence the success of community forestry in developing countries. *Global Environmental Change* 35:226-238.

Gavin, M.C., J. McCarter, F. Berkes, A. Mead, J.R. Stepp, D. Peterson and R. Tang. 2015. Defining biocultural approaches to conservation. *Trends in Ecology and Evolution* 30(3): 140-145.

Gilmour, D. 2016. Forty years of community-based forestry: a review of its extent and effectiveness. FAO (Food and Agriculture Organization of the United Nations) Forestry Paper 176. FAO, Rome.

Roe, D. 2008. The origins and evolution of the conservation-poverty debate: a review of key literature, events and processes. *Oryx* 42(4):491-503.

Charnley, S. and M.R. Poe. 2007. Community forestry in theory and practice: Where are we now? *Annual Review of Anthropology* 36:301-336.

Agrawal, A. and C.C. Gibson. 1999. Enchantment and disenchantment: The role of community in natural resource conservation. *World Development* 27(4):629-649.

### **Sep 17 Forest ecosystems and resource harvesting**

Mulder, M.B. and P. Coppolillo. 2005. Chapter 3: The natural science behind it all. Pages 53-80, In: *Conservation: Linking ecology, economics, and culture*. Princeton University Press, Princeton, New Jersey.

Ticktin, T. 2004. The ecological implications of harvesting non-timber forest products. *Journal of Applied Ecology* 41:11-21.

BBC. Planet Earth: Seasonal Forests (59 min) <https://www.bbc.co.uk/programmes/b0074t4x> (also check out the “Best laid ballooning plans” clip)

BBC. Planet Earth: Jungles (59 min) <https://www.bbc.co.uk/programmes/b0074tgb>

### **Recommended:**

Ghazoul, J. and D. Shiel. 2011. Chapter 11: The ever-changing forest: disturbance and dynamics. Pages 229-246, In: *Tropical rain forest ecology, diversity, and conservation*. Oxford University Press, New York.

Montagnini F. and C.F. Jordan. 2005. Chapter 2: Characteristics of tropical forests. Pages 19-73, In, *Tropical Forest Ecology: The basis for conservation and management*. Springer, Berlin.

### **Sep 24 TEK and other assets**

Wali, A., D. Alvira, P.S. Tallman, A. Ravikumar and M.O. Macedo. 2017. A new approach to conservation: using community empowerment for sustainable well-being. *Ecology and Society* 22(4):6. <https://doi.org/10.5751/ES-09598-220406>

\*Gómez-Baggethun, E., E. Corbera, and V. Reyes-García. 2013. Traditional ecological knowledge and global environmental change: research findings and policy implications. *Ecology and Society* 18(4): 72. <http://dx.doi.org/10.5751/ES-06288-180472>

\*An interactive version (in which you can access most cited papers of this article that introduces TEK and its various aspects) is at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4471132/>

### **Recommended:**

Emery, M., & Flora, C. 2006. Spiraling-up: Mapping community transformation with community capitals framework. *Community Development*, 37(1):19-35.

Biedenweg, K., & Gross-Camp, N. D. (2018). A brave new world: integrating well-being and conservation. *Ecology and Society*, 23(2):32. <https://www.ecologyandsociety.org/vol23/iss2/art32/>  
This paper introduces a series of thoughtful papers centered on the concept of well-being.

McGregor, A., S. Coulthard and L. Camfield. 2015. Measuring what matters: The role of well-being methods in development policy and practice. Project Note 04. Overseas Development Institute (ODI), London.

Gough, I., & McGregor, J. A. (Eds.). (2007). Wellbeing in developing countries: from theory to research. Cambridge, UK: Cambridge University Press.

Gough, I. Introduction

McGregor, J.A. Chapter 14. Well-being: concepts to methods.

Klůvanková, T., S. Brnkařáková, M. Špaček, B. Slee, M. Nijnik, D. Valero, D. Miller, R. Bryce, M. Kozová, N. Polman, T. Szabo, and V. Gežík. 2018. Understanding social innovation for the well-being of forest-dependent communities: A preliminary theoretical framework. *Forest Policy and Economics* 97:163-174. <https://doi.org/10.1016/j.forpol.2018.09.016>

Rockwell, C.A. and K.A. Kainer. 2015. Local and scientific perspectives on the bamboo-dominated forest in Acre, Brazil: A complementary knowledge base for multiple-use forest management. *International Forestry Review* 17(S1):51-64.

## **Oct 1 Political ecology**

### **Unpacking community for mangrove restoration: Gender+**

Mulder, M.B. and P. Coppolillo. 2005. Chapter 7: The bigger picture. Pages 156-180, In: *Conservation: Linking ecology, economics, and culture*. Princeton University Press, Princeton, New Jersey.

Agrawal, A. and C.C. Gibson. 1999. Enchantment and disenchantment: The role of community in natural resource conservation. *World Development* 27(4):629-649.

**To peruse:** Colfer, C. J. P., B. Sijapati Basnett, and M. Ihalainen. 2018. Making Sense of ‘intersectionality’: A Manual for Lovers of People and Forests: Center for International Forestry Research (CIFOR), Bogor, Indonesia.

### **Recommended:**

Nygren, A. 2005. Community-based forest management within the context of institutional decentralization in Honduras. *World Development* 33(4):639-655.

Agarwal, B. 2000. Conceptualizing environmental collective action: why gender matters. *Cambridge Journal of Economics* 24:283-310.

Agarwal, B. 2009. Gender and forest conservation: The impact of women’s participation in community forest governance. *Ecological Economics* 68:2785-2799.

Westermann, O., J. Ashby, and J. Pretty. 2005. Gender and social capital: The importance of gender differences for the maturity and effectiveness of natural resource management groups. *World Development* 33 (11):1783-1799.

Giri, K. and I. Darnhofer. 2010. Nepali women using community forestry as a platform for social change. *Society & Natural Resources* 23:12, 1216-1229. DOI: [10.1080/08941921003620533](https://doi.org/10.1080/08941921003620533)

RRI (Rights and Resources Initiative). 2017. Power and potential: A comparative analysis of national laws and regulations concerning women's rights to community forests. Rights and Resources Initiative, Washington DC.

Schmink, M. 1994. The socioeconomic matrix of deforestation. Pages 253-275, In: Arizpe, Lourdes, M. Priscilla Stone, and David C. Major (eds.). *Population and environment: Rethinking the debate*. Westview Press, Boulder.

### **Oct 8 Participatory approaches and methods**

Arnold, J. and W. Bartels. 2014. Chapter 12: Participatory methods for measuring and monitoring governance. Pages 238-262, In: Barnes, G. and B. Child (eds.), *Adaptive cross-scalar governance of natural resources*. Routledge, UK.

#### ***You are also required to either read:***

Taylor, P.L., P. Cronkleton, and D. Barry. 2013. Learning in the field: Using community self studies to strengthen forest-based social movements. *Sustainable Development* 21:209-223.

#### ***or:***

Fernandez-Gimenez, M.E., H.L. Ballard and V. E. Sturtevant. 2008. Adaptive management and social learning in collaborative and community-based monitoring: a study of five community-based forestry organizations in the western USA. *Ecology and Society* 13(2):4 [online] URL: <http://www.ecologyandsociety.org/vol13/iss2/art4/>

### **Recommended**

Firehock, K. 2003. Protocol and guidelines for ethical and effective research of community-based collaborative processes. Community Based Collaborative Research Consortium (CBCRC), University of Virginia, Charlottesville, VA.

Reed, M.S., A. Graves, N. Dandy, H. Posthumus, K. Hubacek, J. Morris, C. Presll, C.H. Quinn, and L.C. Stringer. 2009. Who's in and why? A typology of stakeholder analysis methods for natural resource management. *Journal of Environmental Management* 90:1933-1949.

Yuliani, E.L., H. Adnan, C.J. Pierce Colfer and Y. Indriatmoko. 2015. Problem-solving versus appreciative inquiry approaches in community-based conservation. *Forests, Trees and Livelihoods* 24(2):97-111.

#### ***Case studies of research with communities:***

Arnold, J.S. and M. Fernandez-Gimenez. 2007. Building social capital through participatory research: An analysis of collaboration on Tohono O'odham tribal rangelands in Arizona. *Society and Natural Resources* 20:481-495.

Parrado-Rosselli, A. 2007. A collaborative research process studying fruit availability and seed dispersal within an Indigenous community in the Middle Caqueta River region, Columbian Amazon. *Ecology and Society* 12: 39. [online] URL: <http://www.ecologyandsociety.org/vol12/iss2/art39/>

Setty, R.S., K. Bawa, T. Ticktin, and C. M. Gowda. 2008. Evaluation of a participatory resource monitoring system for nontimber forest products: the case of amla (*Phyllanthus* spp.) fruit harvest by Soligas in South India. *Ecology and Society* 13(2): 19. [online] URL: <http://www.ecologyandsociety.org/vol13/iss2/art19/>

Athayde, S.F. de., G.M. da Silva, J. Kaiabi, H.R. de Souza, K.Ono, and E.M. Bruna. 2006. Participatory research and management of arumã (*Ischnosiphon gracilis* [Rudge] Köern., Marantaceae) by the Kaiabi people in the Brazilian Amazon. *Journal of Ethnobiology* 26(1):36-59.

### **Oct 15 Forest rights and forest governance**

Larson, A.M., D. Barry and G.R. Dahal. 2010. New rights for forest-based communities? Understanding processes of forest tenure reform. *International Forestry Review* 12(1):78-96.

Dietz, T., Ostrom, E., and P.C. Stern. 2003. The struggle to govern the commons. *Science* 302(12): 1907-1912.

Persha, L. A. Agrawal, and A., Chhatre. 2011. Social and ecological synergy: Local rulemaking, forest livelihoods, and biodiversity conservation. *Science* 331:1606-1608.

### **Recommended:**

RRI (Rights and Resources Initiative). 2014. Chapters 1-4 and Annex 3 (Pages 9-35 and 60-65), In: What future for reform? Progress and slowdown in forest tenure reform since 2002. Rights and Resources Initiative, Washington DC.

Seymour, F., T. LaVina, and K. Hite. 2014. Evidence linking community-level tenure and forest condition: An annotated bibliography. Climate and Land Use Alliance. San Francisco.

Gnych, S., Lawry, S., McLain, R., Monterroso, I., & Adhikary, A. (2020). Is community tenure facilitating investment in the commons for inclusive and sustainable development? *Forest Policy and Economics*: 111, 102088.

RRI (Rights and Resources Initiative). 2012. What Rights? A Comparative Analysis of Developing Countries' National Legislation on Community and Indigenous Peoples' Forest Tenure Rights. Rights and Resources Initiative, Washington DC. The following website has links to the English, Spanish and French version of this document.

[http://www.rightsandresources.org/publication\\_details.php?publicationID=4924](http://www.rightsandresources.org/publication_details.php?publicationID=4924)

Oxfam, International Land Coalition, Rights and Resources Initiative. 2016. Common ground. Securing land rights and safeguarding the earth. Oxfam, Oxford, UK.

Cronkleton, P., J.M. Pulhin and S. Saigal. 2012. Co-management in community forestry: How partial devolution of management rights creates challenges for forest communities. *Conservation and Society* 10(2):91-102.

Emerson, K., T. Nabatchi, and S. Balogh. 2011. An integrative framework for collaborative governance. *Journal of Public Administration Research and Theory* 22:1-29.

Cronkleton, P., D.B. Bray, and G. Medina. 2011. Community forest management and the emergence of multi-scale governance institutions: lessons for REDD+ development from Mexico, Brazil and Bolivia. *Forests* 2:451-473.

Mulder, M.B. and P. Coppolillo. 2005. Chapter 9: Global issues, economics, and policy. Pages 210-237, In: *Conservation: Linking ecology, economics, and culture*. Princeton University Press, Princeton, New Jersey.

Overdeest, C. and J. Zeitlin. 2014. Constructing a transnational timber legality assurance regime: Architecture, accomplishments, challenges. *Forest Policy and Economics* 48:6-15.

Auld, G., L. H. Gulbrandsen, and C.L. McDermott. 2008. Certification schemes and the impacts on forests and forestry. *Annual Review of Environment and Resources* 33:187-187-211.

Wiersum, K.F., S. Humphries and S. van Bommel. 2013. Certification of community forestry enterprises: experiences with incorporating community forestry in a global system for governance. *Small-scale Forestry* 12:15-31.

Schmink, M. 2004. Communities, forests, markets, and conservation. Pages 119-129, In: Zarin, D.J., J.R.R. Alavalapati, F.E. Putz, and M. Schmink (eds), *Working Forests in the Tropics: Conservation through Sustainable Use*. Columbia University Press, New York.

Wells, M. 1992. Biodiversity conservation, affluence and poverty: Mismatched costs and benefits and efforts to remedy them. *Ambio* 21:237-242.

Holling, C.S. and G.K. Meffe. 1996. Command and control and the pathology of natural resource management. *Conservation Biology* 10(2):328-335.

## **RESEARCH AND CO-MANAGEMENT CASE STUDIES**

### **Oct 23 Timber management (big and small)**

Edwards, D.P., J.A. Tobias, D. Sheil, E. Meijaard, and W.F. Laurance. 2014. Maintaining ecosystem function and services in logged tropical forests. *Trends in Ecology & Evolution* 29(9):511-520.

<https://www.sciencedirect.com/science/article/pii/S0169534714001542?via%3Dihub>

*You are also required to either read:*

Humphries, S., T. Holmes, D.F. Carvalho de Andrade, D. McGrath and J. Batista Dantas. 2018. Searching for win-win forest outcomes: Learning-by-doing, financial viability, and income growth for a community-based forest management cooperative in the Brazilian Amazon. *World Development*, in press. <https://doi.org/10.1016/j.worlddev.2018.06.005>

*or*

Ezzine de Blas, D., J.A. Sayer, G. Lescuyer, R. Nasi and A. Karsenty. 2009. External influences on and conditions for community logging management in Cameroon. *World Development* 37 (2): 445-456.

### **Recommended**

Putz, F.E., P.A. Zuidema, T. Synnott, M. Peña-Claros, M.A. Pinard, D. Sheil, J.K. Vanclay, P. Sist, S. Gourlet-Fleury, B. Griscom, J. Palmer and R. Zagt. 2012. Sustaining conservation values in selectively logged tropical forests: the attained and the attainable. *Conservation Letters* 5(4):296-303.

Cooper, N.A. and K.A. Kainer. 2018. To log or not to log: Local perceptions of timber management and implications for well-being within a sustainable use protected area. *Ecology and Society* 23(2):4. <https://doi.org/10.5751/ES-09995-230204>

Sears, R., P. Cronkleton, M. Perez-Ojeda del Arco, V. Robiglio, L. Putzel, and J. Cornelius. 2014. Timber production in smallholder agroforestry systems: Justifications for pro-poor forest policy in Peru. CGIAR, CIFOR, World Agroforestry Centre. *Video summary just below.*

2014 Video: CIFOR: Secrets of the Forest (24 minutes). Produced by the Peruvian Ministry of the Environment. In Spanish with English subtitles. View at: <https://www.youtube.com/watch?v=6EjluD9jbxw>

Macqueen, D. (2013). Enabling conditions for successful community forest enterprises. *Small-scale forestry*, 12(1), 145-163.

Humphries, S., T.P. Holmes, K. Kainer, C.G. Gonçalves Koury, E. Cruz and R. de Miranda Rocha. 2012. Are community-based forest enterprises in the tropics financially viable? Case studies from the Brazilian Amazon. *Ecological Economics* 77:62-73.

Rockwell, C., K.A. Kainer, N. Marcondes, and C. Baraloto. 2007. Ecological limitations of reduced impact logging at the smallholder scale. *Forest Ecology and Management* 238:365-374. **\*Available in Portuguese**

Zarin, D.J., M.D. Schulze, E. Vidal, & M. Lentini. 2007. Beyond reaping the first harvest: management objectives for timber production in the Brazilian Amazon. *Conservation Biology* 21(4):916-925.

Clark, C.J., J.R. Poulsen, R. Malonga & P.W. Elkan, Jr. 2009. Logging concessions can extend the conservation estate for Central African tropical forests. *Conservation Biology* 23(5):1281-1293.

**Oct 29            The reference case of Mexico  
Community-based tourism**

Merino-Perez, L. 2013. Conservation and forest communities in Mexico: Experiences, visions, and rights (Chapter 3). Pages 25-44, In Porter-Bolland, L, I. Ruiz-Mallén, C. Camacho-Benavides and S.R. McCandless (eds.). *Community Action for Conservation: Mexican Experiences*. Springer, New York.

Stronza, A. and J. Gordillo. 2008. Community views of ecotourism. *Annals of Tourism Research* 35(2):448-468.

***You are also required to either read:***

Blackstock, K. 2005. A critical look at community based tourism. *Community Development Journal* 40(1):39-49.

**OR**

Okazaki, E. 2008. A community-based tourism model: Its conception and use. *Journal of Sustainable Tourism* 16(5):511-529.

**Recommended**

Villavicencio Valdez, G. V., E. N. Hansen and J. Bliss. 2012. Factors impacting marketplace success of community forest enterprises: The case of TIP Muebles, Oaxaca, Mexico. *Small-scale Forestry* 11:339-363.

Antinori, C. and D.B. Bray. 2005. Community forest enterprises as entrepreneurial firms: economic and institutional perspectives from Mexico. *World Development* 33(9):1529-1543.

Bray, D.B. 2010. Capitalism meets common property. *Americas Quarterly* (Winter):30-35.

Bello, F.G., B. Lovelock, and N. Carr. 2018. Enhancing community participation in tourism planning associated with protected areas

Ullán de la Rosa, F.J., A. Aledo Tur and H. García Andreu. 2019. Community-based tourism and political communitarianism in Prainha do Canto Verde, Brazil. *Latin American Perspectives* 227(46, 4):210-229.

Scheyvens, R. 1999. Ecotourism and the empowerment of local communities. *Tourism Management* 20:245-249.

Stronza, A. 2008. Through a new mirror: Reflections on tourism and identity in the Amazon. *Human Organization* 67(3):244-257.

Stone, M.T. and G.P. Nyaupane. 2016. Protected areas, tourism and community livelihoods linkages: a comprehensive analysis approach. *Journal of Sustainable Tourism* 24(5):673-693.  
<http://dx.doi.org/10.1080/09669582.2015.1072207>

**Nov 5            Brazil nut ecology, management and sustainable use  
                      Costs, benefits and value chains**

Armbruster, S., J. Solomon, T. Blare and J. Donovan. 2019. Women's time use and implications for participation in cacao value chains: evidence from VRAEM, Peru. *Development in Practice* 29(7):827-843. <https://doi.org/10.1080/09614524.2019.1604630>

Humphries, S., T. Holmes, D.F Carvalho de Andrade, D. McGrath and J. Batista Dantas. 2020. Searching for win-win forest outcomes: Learning-by-doing, financial viability, and income growth for a community-based forest management cooperative in the Brazilian Amazon. *World Development* 125:104336. <https://doi.org/10.1016/j.worlddev.2018.06.005>  
Green Value video (4:18 min) <https://www.green-value.org/resources>

### Recommended

Kainer, K.A., L.H.O. Wadt and C.L. Staudhammer. 2018. The evolving role of *Bertholletia excelsa* in Amazonia: contributing to local livelihoods and forest conservation. *Desenvolvimento e Meio Ambiente* 48:477-497. DOI: <http://dx.doi.org/10.5380/dma.v48i0.58972> \*Available in Portuguese

Green Value Resources (almost all available in English, Spanish and Portuguese) <https://www.green-value.org/resources>

- User's Guide and Worksheets
- Green Value Facilitator's Kit
- Green value brochure
- Green Value policy brief
- Financial analysis of: a) babassu (Brazil), b) bamboo enterprise (Ecuador), c) reforestation and payments for environmental services (Peru)
- and much more....

Stoian, D., J. Donovan, M. Elias and T. Blare. 2018. Fit for purpose? A review of guides for gender-equitable value chain development. *Development in Practice* 28(4):494-509.  
<https://doi.org/10.1080/09614524.2018.1447550>

Donovan, J. and D. Stoian. 2012. 5Capitals: A Tool for assessing the poverty impacts of value chain development. Technical Bulletin No. 5, CATIE (Tropical Agricultural Research and Higher Education Center), Turrialba, Costa Rica.

Vadjuenec, J.M., M. Schmink, and C.V.A. Gomes. 2011. Rubber tapper citizens: emerging places, policies, and shifting rural-urban identities in Acre, Brazil. *Journal of Cultural Geography* 28(1):73-98.

Kainer, K.A., M. Schmink, A.C.P. Leite, and M.J. da Fadell Silva. 2003. Experiments in forest-based development in Western Amazonia. *Society and Natural Resources* 16:869-886. DOI: [10.1080/716100619](https://doi.org/10.1080/716100619)

Watling, J., J. Iriarte, F.E. Mayle, D. Schaan, L.C.R. Pessenda, N.J. Loader, F.A. Street-Perrott, R.E. Dickau, A. Damasceno and A. Ranzi. 2017. Impact of pre-Columbian “geoglyph” builders on Amazonian forests. *Proceedings of the National Academy of Sciences (PNAS)* 114(8):1868-1873.

Pokorny, B. and P. Pacheco. 2014. Money from and for forests: A critical reflection on the feasibility of market approaches for the conservation of Amazonian forests. *Journal of Rural Studies* 26:441-452.

## **Nov 12 Wildlife, hunting & local communities**

Wilkie, D.S., E.L. Bennett, C.A. Peres & A.A. Cunningham. 2011. The empty forest revisited. *Annals of the New York Academy of Sciences* 1223:120-128.

Moller, H., F. Berkes, P.O. Lyver, and M. Kislioglu. 2004. Combining science and traditional ecological knowledge: Monitoring populations for co-management. *Ecology and Society* 9(3): 2. [online] URL: <http://www.ecologyandsociety.org/vol9/iss3/art2/>

### **Recommended**

Hallett, M.T., A.A. Kinahan, R. McGregor, T. Baggallay, T. Babb, H. Barnabus, A. Wilson, F.M. Li, W.W. Boone, and B. Bankovich. 2019. Impact of low-intensity hunting on game species in and around the Kanaku Mountains Protected Area, Guyana. *Frontiers in Ecology and Evolution* 7:412. <https://doi.org/10.3389/fevo.2019.00412>

Baur, E.H., R.B. McNab, L.E. Williams, Jr., V.H. Ramos, J. Radachowsky and M.R. Guariguata. 2012. Multiple forest use through commercial sport hunting: Lessons from a community-based model from the Petén, Guatemala. *Forest Ecology and Management* 268:112-120.

Milner-Gulland, E.J., E.L. Bennett and the SCB 2002 Annual Meeting Wild Meat Group. 2003. Wild meat: the bigger picture. *Trends in Ecology and Evolution* 18(7):351-357.

## **SUPPORTING COLLABORATIVE MANAGEMENT**

### **Nov 19 Partnerships, collaborations and research on the ground**

Toomey, A.H. 2016. What happens at the gap between knowledge and practice? Spaces of encounter and misencounter between environmental scientists and local people. *Ecology and Society* 21(2):28. [online] URL: <http://dx.doi.org/10.5751/ES-08409-210228>

Duchelle, A.E, K. Biedenweg, C. Lucas, A. Virapongse, J. Radachowsky, D. J. Wojcik, M. Londres, W.L. Bartels, D. Alvira and K.A. Kainer. 2009. Graduate students and knowledge exchange with local stakeholders: Possibilities and preparation. *Biotropica* 41:578-585.

Menzies, N.K. 2007. Negotiating partnerships, Pages 152-170 (Chapter 9) In: *Our forest, your ecosystem, their timber*, Columbia University Press, New York.

### **Recommended:**

Mishra, C., J.C. Young, M. Fiechter, B. Rutherford and S.M. Redpath. 2017. Building partnerships with communities for biodiversity conservation: lessons from Asian mountains. *Journal of Applied Ecology* 54:1583-1591.

Ochocka, J., E. Moorlag and R. Janzen. 2010. A framework for community entry: PAR values and engagement strategies in community research. *International Journal of Community Research and Engagement* 3:1-19.

Kainer, K.A., M.L. DiGiano, A.E. Duchelle, L.H.O. Wadt, E. Bruna, and J. Dain. 2009. Partnering for greater success: Local stakeholders and research in tropical biology and conservation. *Biotropica* 41:555-562.

Gavin, M. C., J. McCarter, F. Berkes, A.T.P. Mead, E. Sterling, R. Tang and N.J. Turner. 2018. Effective biodiversity conservation requires dynamic, pluralistic, partnership-based approaches. *Sustainability* 10(6): 1846.

Berkes, F. 2007. Community-based conservation in a globalized world. *Proceedings of the National Academy of Sciences* 104(39):15188-15193.

Klooster, D.J. 2002. Toward adaptive community forest management: Integrating local forest knowledge with scientific forestry. *Economic Geography* 78(1):43-70.

Ros-Tonen, M.A.F., T. van Andel, C. Morsello, K. Otsuki, S. Rosendo, and I. Scholz. 2008. Forest-related partnerships in Brazilian Amazonia: There is more to sustainable forest management than reduced impact logging. *Forest Ecology and Management* 256:1482-1497.

Menton, M.C.S., F. D. Merry, A. Lawrence and N. Brown. 2009. Company-community logging contracts in Amazonian settlements: Impacts on livelihoods and NTFP harvests. *Ecology and Society* 14(1):39. [online] URL: <http://www.ecologyandsociety.org/vol14/iss1/art39/>

Alexiades, M.N., C.M. Peters, S.A. Laird, C. López Binnqüist, and P. Negreros-Castillo. 2013. The missing skill set in community management of tropical forests. *Conservation Biology* 27(3):635-637.

Manolis, J.C., K.M. Chan, M.E. Finkelstein, S. Stephens, C.R. Nelson, J.B. Grant, and M.P. Dombeck. 2009. Leadership: a new frontier in conservation science. *Conservation Biology* 23:879-886.

Kainer, K.A., M. Schmink, H. Covert, J.R. Stepp, E.M. Bruna, J.L. Dain, S. Espinosa and S. Humphries. 2006. A graduate education framework for tropical conservation and development. *Conservation Biology* 20(1):3-13.

**Nov 26**      **NO CLASS** – Thanksgiving holiday

**Dec 3**      **Course wrap-up and evaluation**

998 Video: Good Wood (44 minutes). Produced by David Springbett and Heather MacAndrew. Directed by David Springbett. View at: <http://vimeo.com/17580366>

Re-read your reflection paper on Conservation and human well-being.

**Recommended:**

Roe, D., D. Thomas, J. Smith, M. Walpole, and J. Elliott. 2011. Biodiversity and poverty: Ten frequently asked questions – ten policy implications. *Gatekeeper* 150. IIED (International Institute for Environment and Development), London.

2013 Video. Asociación de comunidades forestales de Petén (ACOFOP) (8 minutes). Produced by Alianza Mesoamericana de los pueblos y bosques. View at: <http://www.youtube.com/watch?v=KRkXTxRWChM>

Radachowsky, J, V.H. Ramos, R. McNab, E.H. Baur, and N. Kazadov. 2012. Forest concessions in the Maya Biosphere Reserve, Guatemala: A decade later. *Forest Ecology and Management* 268:18-28.

### **Course Resources! (other readings)**

Schwartz, M.A. 2008. The importance of stupidity in scientific research. *Journal of Cell Science* 121:1771.

Schimmel, J. 2012. *Writing Science: How to write papers that get cited and proposals that get funded.* Oxford University Press, Oxford.

Nair, P.K.R. 2005. How (not) to write research papers in agroforestry. *Agroforestry Systems* 64:v-xvi.

Sunderlin, W., J. Hatcher, and M. Little. 2008. From exclusion to ownership? Challenges and opportunities in advancing forest tenure reform. Rights and Resources Initiative, Washington, DC.

White, A. and A. Martin. 2002. Who owns the world's forests? Forest tenure and public forests in transition. Forest Trends, Washington, DC.

Moon, K. and D. Blackman. 2014. A guide to understanding social science research for natural scientists. *Conservation Biology* 28(5):1167-1177.

British Ecological Society. 2013. A guide to peer review in ecology and evolution. British Ecological Society, London. Available at: <http://www.britishecologicalsociety.org/wp-content/uploads/Peer-Review-Booklet.pdf>

Olsson, L., A. Jerneck, H. Thoren, J. Persson, and D. O'Byrne. 2015. Why resilience is unappealing to social science: Theoretical and empirical investigations of the scientific use of resilience. *Science Advances* 1:e1400217.

Anderson, C.B., A. Monjeau and J.R. Rau. 2015. Knowledge Dialogue to attain global scientific excellence and broader social relevance. *BioScience* 65(7):709-717.

### **ASSIGNMENT: Readings comments**

Each week, you will prepare for class by accessing some of the best thinking on the topic at hand. I have carefully selected key readings that are required, and additional readings (noted as "Recommended") that might be helpful to you as you prepare proposals and manuscripts or...are just curious to hear more perspectives. The rationale behind this assignment is to provide us with insights of individual perspectives prior to class, better incorporate what others have to say on the topic at hand, and begin class dialogue.

You are **required to do the readings for each of the 13 class periods**. I do not want a summary or abstract of each of the readings or a formalized, well-thought out rebuttal of the authors' arguments. Rather, I expect you to share with the class some of your thoughts that were stimulated by the readings. What did the readings mean to you? Do you buy the author's thesis? Why? Did the readings stimulate you to reflect on a past experience? How? I have purposefully chosen a more informal group discussion format so that students feel freer to express their basic, gut reactions to the readings. Each student should post his or her comments ***by midnight the Tuesday prior to Thursday's class***.

Comments will be posted in the Discussion section of Canvas. Click on the course Community Forest Management. Go to "Discussion" listed in the left hand column, and then click on the topic for the week. For example, by Tuesday at midnight, you are required to post your comments in the following forum "Conservation, development, and the role of CBNRM". Others in the class will then be able to read your comments and add theirs. The length of comments is not fixed, but should range from two to four paragraphs. The sum of these comments is worth 20% of your grade.

#### **ASSIGNMENT: Reflection Paper on conservation and human well-being**

The reflection paper will be read by me only. Please prepare a paper (of approximately 1000-1500 words) that reflects your thoughts on the questions below. It is **due Tuesday, September 8** to give me time to read the essays prior to Thursday's class; please send me an electronic copy via Canvas. You may read the assigned readings for that Thursday's class (or anything else for that matter) before developing your essay, but this assignment is **not a synopsis of the conservation-development debate**, but rather, a personal reflection. As such, citations are allowed, but not expected. It is worth 10% of your grade.

- (1) Do you think society should prioritize biodiversity conservation over human well-being? Or the opposite? Do you see this as a dichotomy with significant tradeoffs? Or as issues that can be reconciled?
- (2) Do you personally prioritize one over the other in your work (e.g., chosen profession or jobs held) or personal life (e.g., how you choose to use your purchasing power, donate your time or money)? Please provide examples.
- (3) How do you think you developed this philosophical bent? What in your past, for example, might have steered you more toward one direction or the other?

#### **ASSIGNMENTS: Research paper & Peer reviews**

Each student will write a research proposal or analytical paper related to at least some of the concepts, tools and/or strategies presented in the course, to be developed over the semester. The intent is to offer an opportunity for students to develop a paper that can be helpful to their careers or is a necessary part of their graduate program. If you are in the proposal-writing phase, then this paper may be your research proposal, or some portion of it.

**WARNING:** Do not simply present a proposal you have no intention of carrying out. In my experience, this leads to a poorly researched, shallow product.

If you have already carried out your graduate fieldwork, then you may consider preparing an article or chapter for your thesis/dissertation. Alternatively, you could select a hypothesis(es), premise(s) or question(s) related to community-based natural resource management and analyze pertinent supporting *and* refuting evidence/data. Or, you could analyze the state of community-based management in your home country or expected country of research. In all cases, you are expected to use course concepts and literature. You should focus on peer-reviewed literature, but certainly some gray literature may also be important to include. Students are encouraged to discuss their ideas with me to get approval for their plan. USE SPELL CHECK AND GRAMMAR CHECK FOR ALL VERSIONS!

The research paper will be developed in steps. A *preliminary title* and brief 3- to 4-sentence content description will be turned in via Canvas on **September 17**. This preliminary title is NOT graded. The purpose is twofold: (1) to encourage students to begin more focused thinking on the content of their paper, and (2) to provide information to me for forming research paper peer groups. Use Word for this and all submissions.

### **Preliminary statement**

By **October 1**, all students will submit a *preliminary statement (of 500-1000 words) and an accompanying bibliography*. This statement should convey main ideas you intend to pursue in your proposal/paper, including data you intend to collect and/or analyses you foresee carrying out. The bibliography should demonstrate that you have identified sufficient material to write on this topic (even though you may not have read all sources yet). Please highlight in yellow the bibliographic sources that come from the CFM syllabus. *At the beginning of your statement, please record the following:* Title of document, advisor and department, if pursuing an M.S. or Ph.D., if paper is a proposal or analytical paper, and 8-10 keywords. This statement/bibliography is worth 10% of your final grade, and will be submitted via Canvas in Word. I will provide feedback to each student.

### **Peer review I**

In addition, each student will be grouped with 2 to 3 other students who will also receive an electronic copy of your statement (upload to [Preliminary statement & bibliography](#)). **Due October 8**, each student within the group will also provide a written peer review (*Peer review I*) of each student's preliminary statement and bibliography within their group. In other words, you will be reviewing the preliminary statements of 2 to 3 students, and they in turn, will be reviewing yours.

I expect that reviews will include **changes directly on the preliminary statement (using Track Changes** feature, for example). I also expect **helpful suggestions/comments**, likely through a separate series of paragraphs or using the Comments feature under "Review". These comments should include reiterating what you understand as the main aim of the paper, gaps in logic and flow, and perhaps additional bibliographic suggestions.

**You will need to do the 3 following tasks to successfully complete this assignment:**

**(1) Before you begin your reviews**, please read through the following attached guidelines for some review suggestions, especially Best Practices (p 14-20) and Ethics in Peer Review (p 23-25):

British Ecological Society. 2013. A guide to peer review in ecology and evolution. British Ecological Society, London. Available at: <http://www.britishecologicalsociety.org/wp-content/uploads/Peer-Review-Booklet.pdf> ([Links to an external site.](#))

(2) Go to Peer Reviews in the original assignment and upload a copy of the corresponding peer review to each student in your peer review cohort as a file attachment in comments. Only upload to each student in your cohort your review of their particular paper. **Note:** The link to your peer reviews will not be available until your own assignment has been submitted.

(3) Upload copies (please join them into one file) of your reviews into this assignment **Peer Review I** in Canvas where I can also view them and give feedback.

These reviews are worth 10% of your total grade. If you have any technical difficulties with uploading, please post to [Technical Support](#).

### **Draft**

Students will now prepare a complete draft of the proposal or paper; these *drafts are required, but not graded*. Please highlight in yellow the bibliographic sources that come from the CFM syllabus. Please upload one copy via Canvas by **November 5**, and I will provide written feedback. Similarly, please submit one copy for feedback to one of your original peer group members, as assigned by Dr. Kainer. *This is your final opportunity to get critical feedback to improve your paper!*

### **Peer review II**

Please conduct *Peer review II* for one peer in your group (Please see the end of these instructions on Canvas to learn whose paper you review and vice versa). Upload a copy of your review here via Canvas for my review. This review is worth 10% of your total grade, and is **due November 12**.

I expect that reviews will include changes directly on the draft (using Track Changes, for example), coupled with helpful suggestions/comments, likely through a separate series of paragraphs or using the Comments feature of Track Changes. These might include reiterating what you understand as the main aim of the paper, gaps in logic and flow, additional bibliographic suggestions, etc...

It might be helpful to revisit the following attached guidelines before you begin - just as a reminder. British Ecological Society. 2013. A guide to peer review in ecology and evolution. British Ecological Society, London. Available at: <http://www.britishecologicalsociety.org/wp-content/uploads/Peer-Review-Booklet.pdf> ([Links to an external site.](#))

### **Reviews are assigned as follows:**

Go to the Peer Reviews link in the original [Draft research paper](#) assignment to view your assigned student's paper. Upload a copy of the peer review as a file attachment in comments. **Note:** The link to your peer review will not be available until your own assignment has been submitted.

Also upload a copy of your review into this assignment **Peer Review II** in Canvas where I can view them and give feedback.

If you encounter any problems, post to [Technical Support](#) for assistance.

### Lightening video

By **December 1** (Tuesday), you will upload a 3-minute (3 minutes! No more!!!) lightening video presentation of your research paper. The idea is to provide an opportunity: a) to force yourself to focus on key points, b) for everyone to have an idea of what everyone else is working on, c) to get feedback on your work from the entire group, and d) to get some exposure and practice with video tools. Please upload your video to Canvas by midnight on December 1. These video lightening presentations are worth 5% of your grade.

You'll need to think about two types of skills for this assignment:

- (1) What should be in a "lightening talk"? <http://www.slide-talk.com/lightning-talk-phenomena-tips-and-tricks/>
- (2) How to easily make a video. Here is one of many step-by-step examples online <https://blog.hubspot.com/marketing/make-iphone-video>

And here's **some examples** of how quick videos can be used to raise funds for a project. For example, See Vanessa Luna's and Andia Akifuma's fundraising campaigns: <http://uftcd.org/tcd-students-launch-crowdfunding-campaigns/>

And see **next week's Humphries et al. 2020 paper** told in quick (3:53) video format. The story is narrated in Portuguese and the figures are in English. Even if Portuguese is not a language you speak, you'll get the story. Check it out!

**And some organizations hold video contests!** See ATBC's (Association for Tropical Biology and Conservation) contest. This past Spring, ATBC selected 3 videos with winners receiving a trip to the Earth Optimism Summit and a \$500 cash award.

### Final paper

Finally, students will turn an electronic copy of their **final paper** by **December 6** (the Sunday after the last day of class). The length of the paper should be between 4000-5000 words, **excluding tables, figures and bibliography**. In other words, tables, figures and bibliography should not be included in your word count. The final version is worth 25% of your grade, and will be evaluated using the following criteria:

Criteria	A successful final paper will:	Score
Research question/problem	Clearly identify and discuss a significant research question or questions	5
Conceptual & theoretical clarity	Present and apply a clear conceptual framework – integrate relevant literature	5
Methods & analysis	Articulate a coherent proposal for research design and methods to address the problem OR methods & analysis already conducted and articulated	5
Writing and organization	Use correct punctuation and grammar, and structure paper in a logical flow of ideas and sections	5

Relevance	Connect the analysis and conclusions to some concepts, tools and/or strategies relevant to community-based resource management as discussed in class. Required integration of some course literature (please highlighted in yellow on final draft).	5
-----------	---	---

**I will not provide feedback on this final version, except for a numeric grade.**

## UF Helping Resources

- **UF Writing Studio** The Writing Studio is a free service for current UF students. Students have the opportunity to work one-on-one with a consultant (up to 30 minutes, twice a week) on issues specific to their own particular writing needs and development. They assist students to become better proofreaders and editors of their own work.
- **Counseling and Wellness Center** Students experiencing crises or personal problems that interfere with general wellbeing are encouraged to utilize the university's counseling resources. Confidential counseling services are available at no cost for enrolled students. Resources are also available for students seeking to clarify career and academic goals and to deal with academic challenges.

## UF Policies

- **Diversity and Inclusion:** UF has policies that lay out behavioral expectations for students and employees. See <https://regulations.ufl.edu/regulations/uf-1-general/> and reference UF-1.006 Non-Discrimination/Harassment/Invasion of Privacy Policies. The Division of Student Affairs also has a helpful RESPECT site that provides impacted parties of bias incidents ways to be heard and supported: <https://respect.ufsa.ufl.edu/about/>. In this course, I hope to create a very positive learning environment that supports, integrates and respects diversity of perspectives, experiences, and identities (including race, gender, nationality, sexuality, religion, class, ability, plus many other variables of difference). To accomplish this:
  - Please let me know if something was said in class (by me or peers) that made you feel uncomfortable. We are all still learning how best to demonstrate respect and show caring behaviors. If you are comfortable doing so, please talk to me if you feel that someone (including me) failed in this regard.
  - Please also know that UF's RESPECT site provides the option to report a bias incident or hate crime anonymously. <https://respect.ufsa.ufl.edu/>.
  - Please let me know your preferred name (if I or others get it wrong) and pronouns.
  - As a course participant, also please strive to honor the identities, diversity and voices of your classmates.
- **Students with Disabilities Act:** The Dean of Students Office coordinates needed accommodations of students with disabilities. This includes the registration of disabilities, academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services, and mediating faculty-student disability related issues. *Dean of Students Office, 202 Peabody Hall, 392-7066.*
- **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.
- **Academic Misconduct:** Academic honesty and integrity are fundamental values of the University community. Work submitted for credit by UF students should not include any form of plagiarism, cheating or unauthorized aid. Unless an assignment is explicitly identified as collaborative, all work

should be completed independently. Students should understand and follow the [Student Honor Code](#) that they signed upon enrollment at the University of Florida: *“I understand the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.”*

### **COVID related practices**

During our face-to-face class (September 3 only unless conditions viral change dramatically), the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class. Following and enforcing these policies and requirements are all of our responsibility.
- We will follow physical distancing (6 feet between individuals) requirements.
- If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](#).
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

Our online class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who have had an emergency and are unable to attend live. Students who participate with their camera engaged are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.