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
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846-0833
210 Newins-Ziegler

Teaching Assistant: Ana Luiza Violato Espada
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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:

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:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Grade Range</th>
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<tbody>
<tr>
<td>Reflection paper</td>
<td>10%</td>
<td>94 – 100% = A</td>
</tr>
<tr>
<td>Readings comments</td>
<td>20%</td>
<td>90 – 93% = A-</td>
</tr>
<tr>
<td>Research paper</td>
<td>40%</td>
<td>87 – 89% = B+</td>
</tr>
<tr>
<td>Preliminary statement and bibliography</td>
<td>10%</td>
<td>80 – 86% = B</td>
</tr>
<tr>
<td>Lightening video presentation</td>
<td>5%</td>
<td>77 – 79% = C+</td>
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<tr>
<td>Final submission</td>
<td>25%</td>
<td>70 – 76% = C</td>
</tr>
<tr>
<td>Peer review I (prelim statements &amp; biblio)</td>
<td>10%</td>
<td>60 – 69% = D</td>
</tr>
<tr>
<td>Peer review II (research paper draft)</td>
<td>10%</td>
<td>&lt; 60% = E</td>
</tr>
<tr>
<td>Class participation*</td>
<td>10%</td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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*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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments due*</th>
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<tbody>
<tr>
<td><strong>SETTING THE CONCEPTUAL STAGE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sep 3</td>
<td>Getting to know each other and the course</td>
<td></td>
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<tr>
<td>Sep 8</td>
<td><em>This is the Tuesday before our next class.</em></td>
<td><em>reflection paper</em></td>
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<tr>
<td>Sep 10</td>
<td>Conservation, development, and the role of CBNRM</td>
<td></td>
</tr>
<tr>
<td>Sep 17</td>
<td>Forest ecosystems &amp; resource harvesting</td>
<td><em>title &amp; brief description</em> (no grade)</td>
</tr>
<tr>
<td>Sep 24</td>
<td>TEK and other assets</td>
<td></td>
</tr>
<tr>
<td>Oct 1</td>
<td>Political ecology</td>
<td><em>prelim statement &amp; biblio</em></td>
</tr>
<tr>
<td></td>
<td>Unpacking community (gender+) for mangrove restoration</td>
<td></td>
</tr>
<tr>
<td>Oct 8</td>
<td>Forest rights &amp; forest governance</td>
<td><em>peer review I</em></td>
</tr>
<tr>
<td>Oct 16</td>
<td>Participatory approaches and methods</td>
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**RESEARCH AND CO-MANAGEMENT CASE STUDIES**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments due*</th>
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</thead>
<tbody>
<tr>
<td>Oct 22</td>
<td>Timber management (big and small)</td>
<td></td>
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<tr>
<td>Oct 29</td>
<td>The reference case of Mexico</td>
<td></td>
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<tr>
<td></td>
<td>Community-based tourism</td>
<td></td>
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<tr>
<td>Nov 5</td>
<td>Brazil nut ecology, management, and sustainable use</td>
<td><em>draft research paper</em> (no grade)</td>
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<td></td>
<td>Costs, benefits, and the Green Value Tool</td>
<td></td>
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<td></td>
<td>Value chains</td>
<td></td>
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<tr>
<td>Nov 12</td>
<td>Wildlife, hunting and local communities</td>
<td><em>peer review II</em></td>
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**SUPPORTING COLLABORATIVE MANAGEMENT**

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments due*</th>
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<tbody>
<tr>
<td>Nov 19</td>
<td>Partnerships, collaborations, and research on the ground</td>
<td></td>
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<tr>
<td>Nov 26</td>
<td><strong>NO CLASS</strong> (Thanksgiving Holiday)</td>
<td></td>
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<tr>
<td>Dec 1</td>
<td><em>This is the Tuesday before our next class.</em></td>
<td><em>lightening presentations</em></td>
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<td>Dec 3</td>
<td>Course wrap up and evaluation</td>
<td></td>
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<tr>
<td>Dec 6</td>
<td><em>Sunday at midnight</em></td>
<td><em>final research paper</em></td>
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*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) or call the Help Desk at 352-392-4357 anytime during Help Desk hours. Or email helpdesk@ufl.edu. If you use email, write from your 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


Recommended:


**Sep 17**  
Forest ecosystems and resource harvesting  


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:**


**Sep 24**  
TEK and other assets  


*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:**

This paper introduces a series of thoughtful papers centered on the concept of well-being.


Gough, I. Introduction


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+


Recommended:


Oct 8 Forest rights and forest governance


Recommended:


Oct 15 Participatory approaches and methods

You are also required to either read:


**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.


**Case studies of research with communities:**


**RESEARCH AND CO-MANAGEMENT CASE STUDIES**

Oct 23 Timber management (big and small)

You are also required to either read:

or

Recommended


Oct 29 The reference case of Mexico Community-based tourism


You are also required to either read:

OR

Recommended


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


http://dx.doi.org/10.1080/09669582.2015.1072207

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

Green Value video (4:18 min) https://www.green-value.org/resources

Recommended

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….


Wildlife, hunting & local communities


Recommended


SUPPORTING COLLABORATIVE MANAGEMENT
Partnerships, collaborations and research on the ground


Recommended:


Nov 26 NO CLASS – Thanksgiving holiday

Dec 3 Course wrap-up and evaluation

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

Recommended:
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


Course Resources! (other readings)


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):

(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…


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:

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](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/](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:

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

- **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](https://www.cdc.gov/coronavirus/2019-ncov/index.html)), 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](https://www.ufhealth.org/coronavirus).

• 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.