

CCJ 5934/ SYA 7933
CRIME AND THE ENVIRONMENT
Fall 2024

The syllabus and all revisions will be posted to Canvas

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- Office Hours:** Thursdays 1:00 pm- 3:00 pm, *or by appointment* Turlington Hall:
3346; phone: (352) 294-6910
- Class Time:** Wednesdays Period 7 - 9 (1:55 pm – 4:55 pm) in Turlington Hall room
2349

Course Description: This class will explore the theoretical and methodological approaches from the emerging subfields of conservation and green criminology, examine theories of environmental crime causation, and contemporary applications of crime prevention and control techniques within the context of environmental crime. We will use a variety of case studies from Florida to the forests of Africa and markets of Southeast Asia, to build an awareness of current theories and methods as well as identify gaps in knowledge. The class will engage in current debates such as the relationship between legal and illegal natural resource markets and the “militarization of conservation.”

This course has multiple goals. First, the course seeks to expose graduate students to a variety of contemporary, peer-reviewed literature within conservation and green criminology providing a foundation to understand theoretical and methodological advances and gaps. Second, the course will provide opportunities to practice formulating written, comprehensive exam-style responses as well as lead discussions relevant to contemporary debates, theories, methods, and praxis in the field. And third, the course will provide an opportunity for scientific writing of a peer-review publication or academic paper (e.g., research or grant proposal).

Gatorevals: 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 Integrity & Dishonesty: Academic dishonesty is not tolerated at the University of Florida and the consequences for dishonesty are taken seriously and may have a range of outcomes (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>)

Ground Rules and Classroom Norms:

We come from different disciplinary backgrounds and schools of thought. Topics like “conservation, crime, victimization, and harm” may illicit strong emotions through disagreements over differences in philosophical, theoretical, cultural, or ethical/moral orientation or standpoints. Additionally, we all have different experiences based on race, ethnicity, nationality, gender, sexuality, abilities, socio-economic status, etc. Please be respectful of others’ lived experiences, do not shame or make others feel embarrassed of the views or experiences. Acknowledge differences of opinions in a professional and respectful manner.

I would like to set **Ground Rules** to help us navigate sensitive or difficult topics during discussions (source: <https://crlt.umich.edu/publinks/generalguidelines>)

- Listen respectfully, without interrupting.
- Listen actively and with an ear to understanding others' views.
- Criticize ideas, not individuals.
- Commit to learning, not debating. Comment in order to share information, not to persuade.
- Avoid blame, speculation, and inflammatory language.
- Avoid assumptions about any member of the class or generalizations about social groups. Do not ask individuals to speak for their (perceived) social group.

Work Expectations, Class Attendance, And Make-Up Policy: This is a 3-credit hour class graduate course. For every credit hour spent in class per week, you will spend approximately 3+ hours on outside work, which can result in a moderate to heavy workload of about 9+ hours of outside work per week. Keep up with the readings and assignments or you will get behind. Learn how to read *effectively* to get the content you need to assess and critique the arguments.

- **Life happens.** If events transpire that will prevent you from completing course assignments on time, please notify me as soon as possible. I do not need details, but we will need to discuss a path forward for you to complete the course successfully.
- Participation in official university activities which conflict with class meeting time and other reasons that may be determined appropriate by the university/instructor may also be permitted provided you **inform me of this conflict in advance.**

Course administration & communication

- Canvas will be used throughout this course to post announcements, update the syllabus, submit discussion questions and assignments, and store course reading and materials. I use **Modules** grouped by theory or week to organize supplementary readings, videos, and assignments. Please check Canvas regularly for new items, such as discussions, or adjustments to the syllabus.
- *Please use my official UF email (jkahler@ufl.edu) or the Canvas message system to communicate with me.* If you leave an important message and get no response, follow

up to make sure it has been received. For confidentiality reasons, YOU MUST USE YOUR UF EMAIL. I am not to conduct class business through other email providers because of confidentiality regulations.

Course Assignments & Grading

Item	Percent (points)
Attendance	10
Presentation of readings	30
Conservation criminology exam written response	20
Facilitating contemporary issues discussion	10
Author/Co-author of scientific writing product	30
TOTAL.....	100

A = 93 – 100%, A - = 90 – 92%, B+ = 89 – 87%, B = 86 – 83%, B- = 82 – 80%,
 C+ = 79 – 77%, C = 76 – 73%, C- = 72 – 70%, D+= 69 – 67%, D = 66– 63%
 D- = 62 – 60%, F = 59 – 0%

Information on current UF grading policies for assigning grade points:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Attendance (10%): Class participation is defined as the quality of your class involvement, which includes arriving on time, having your readings completed prior to class, and thoughtfully and respectfully presenting your ideas and opinions in class. Since this is a graduate course, with a diversity of scholars from a varied background, *attendance is crucial* to maintain a rigorous engagement of the literature. I will take attendance and encourage contributions from everyone. You will start with 10 points for attendance and lose 3 (30%) points for every *unexcused absence*.

Presentation of readings (30% total): Everyone will share in the leading of discussions and class associated with assigned readings. Each graduate student will co-lead discussions three times during the semester, one each for theory (10 points), methods (10 points), and praxis (10 points). It is up to you and your co-leader to decide how to best structure your presentations, but it is expected that each of you will co-lead a discussion of the readings which may include a presentation of the assigned literature, discussion questions, and/or interactive learning technique for approximately half the class (60-90 minutes total). During the presentation of material, you are expected to critique the literature exposing underlying assumptions, implications, and limitations rather than simply summarizing the articles. Your presentations are meant to stimulate discussion and therefore you should each come prepared with 2-4 discussion questions to engage your peers. Creative and interactive techniques, such as games, methodological demonstrations, or picture prompts (see interactive techniques handout) are highly encouraged. You will be graded as exemplary, satisfactory, or needs improvement on the following categories: (a) co-presenters are organized and appropriately manage time and discussion (3 points), (b) critical reflection of the literature (3 points), format stimulates lively discussion and/or participation (3 points), provides 2-4 discussion questions (1 point).

Conservation criminology exam written response (20%): After exposing you to the theoretical foundations and current methodologies associated with conservation and green criminology, we will engage in one of three contemporary debates in the field with at least two or more of your peers. You will each be given a qualifying exam-style written question critiquing the theoretical, methodological or praxis side of the contemporary debate or issue in conservation criminology. Your response will be time limited as to simulate qualifying exam testing. Written responses will be due one week prior to the relevant discussion/debate, be provided to your peers to read, and will help form the bases of facilitating a contemporary issues discussion (below).

You will be graded as exemplary, satisfactory, or needs improvement on the following categories: (a) format and appearance, grammar and readability (3 points), (b) use of references and supporting resources (2 points), (c) coverage of exam questions and connections to course content (15 points). You will be provided with detailed instructions and a rubric prior to taking the exam.

Facilitating contemporary issues discussion (10%): Each graduate student will be responsible to co-facilitate discussion on a contemporary debate or issues topic. You will be expected to give a short presentation based on your written responses. Please organize with your relevant peers to help facilitate the presentation of your topic and your responses. Rather than you preparing questions for your peers, we (your instructor and peers) will be asking you questions regarding your written exam. This process is similar to an oral exam for some Ph.D. candidacy requirements. You and your peers will have about an hour and 20 minutes devoted to your topic. The facilitation of the discussion is worth 10 points and is graded accordingly.

10-9 pts	8-7 pts	6-5 pts	4-0 pts
The responses and discussion were the appropriate length; presenter was very knowledgeable and thoughtful in responding to questions.	The responses and discussion were somewhat limited or short; presenter was knowledgeable and thoughtful in responding to questions.	The responses and discussion were appropriate but was very limited or lacked engagement; was somewhat knowledgeable when responding to questions.	The responses and discussion were too short; was not knowledgeable or thoughtful when responding to questions.

Author/Co-author of scientific writing product (30 %): You will have the option to work individually on a peer-reviewed publication, research or funding proposal directly relevant to your research or participate in a co-authored piece with the remaining peers and myself. The goal is to expose you and your peers to a collaborative or individual writing process and produce a high-quality paper for submission to a committee, funding opportunity, or peer-reviewed journal. Your final grade will be combination of individual assignments, such as abstracting articles and writing sections associated with your assigned subtopic/section and responding in a timely and robust manner to group writing tasks (e.g., editing, formatting, and revisions). We will have detailed discussions to negotiate processes, timelines, and procedures for this assignment during the first three class meetings and then have periodic progress discussions throughout the semester.

Your overall grade (30 points) on the authorship/ co-authorship of a scientific product will be a composite of the following:

Item	Due date
Abstract, writing plan & timeline (2 points)	Sept 11 (11:59 pm Canvas)
First draft (8 points)	Oct 23 (11:59 pm Canvas)
Peer-review and revisions (5 points)	Nov 6 (11:59 pm Canvas)
Notes and work log (5 points)	Dec 4 (in class)
Final draft (10 points)	Dec 6 (11:59 pm via email)

In-Class Recording: Students are allowed to record video or audio of class lectures. 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. Recording is prohibited during student presentations, academic exercises involving solely student participation, or private conversations.

Accommodations: Students with disabilities requesting accommodations should register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure *as early as possible* in the semester.

Campus Resources:

Health and Wellness

- *U Matter, We Care:* If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center:* Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- *University Police Department:* Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.
- *GatorWell Health Promotion Services:* For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273- 4450.

- *Collegiate Veterans Success Center*: The Collegiate Veterans Success Center supports UF student veterans, service members, and family members of veterans with a designated space on campus to study, socialize, and meet with on and off campus resources in a fun and relaxing atmosphere. Please visit the website or contact vetsuccess@dso.ufl.edu or 352-294-7233 for more information.

Academic Resources

- E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- *Career Connections Center*: Reitz Union Suite 1300, 352-392- 1601. Career assistance and counseling services.
- Library Support: Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.
- *Teaching Center*: 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- *Writing Studio*: Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; Visit the Complaint Portal webpage for more information.
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the Student Complaint Procedure webpage for more information.

Course Schedule and Topics

Week 1 (August 21): Not in session

Please use this time to read and prepare for discussions week 2

Week 2 (August 28): Introduction to the Course & Theoretical Foundations

Group writing and facilitation resources

Budker & Kimball (21 Jun 2016). Rules for collaborative scientific writing. Physics.ed-ph (arXiv:1607.02942v1)

Wells (2004). Me write pretty one day: how to write a good scientific paper. *The Journal of Cell Biology* 165(6), 757-758

Handout on Interactive Techniques

Conservation and Green Criminology

Gibbs et al. (2010). Introducing conservation criminology. *British Journal of Criminology*, 50, 124-144.

McGarrell & Gibbs (2014). Conservation criminology, environmental crime, and risk: An application to climate change. *Oxford Handbooks Online: Criminology and Criminal Justice Scholarly Research Reviews*: <https://doi.org/10.1093/oxfordhb/9780199935383.013.54>

Brisman & South (2018). Perspectives of wildlife crime: the convergence of “green” and “conservation” criminologies. In W. Moreto (Ed.) *Wildlife Crime*. Temple University: Philadelphia, PA.

Thomson, Samuels-Jones & Downs (2019). The branches of green criminology: A bibliometric citation analysis 2000-2017. Chapter 2 in *Quantitative Studies in Green and Conservation Criminology*. M. Lynch and S. Pires (Eds.). Routledge, New York, NY.

Week 3 (September 4th): Theoretical foundations -Compliance and individual theories

Essen et al. (2014). Deconstructing the poaching phenomenon: a review of typologies for understanding illegal hunting. *British Journal of Criminology*, 54, 632-651.

Kahler & Gore (2012). Beyond the cooking pot and pocketbook: Factors influencing noncompliance with wildlife poaching rules. *International Journal of Comparative and Applied Criminal Justice*, 36 (2): 103-120.

Oyanedel, Gelchich & Milner-Gulland (2020). Motivations for (non-)compliance with conservation rules by small-scale resource users. *Conservation Letters*, DOI: 10.1111/conl.12725

Student Facilitators

Partin et al. (2020). Low self-control and environmental harm: a theoretical perspective and empirical test. *American journal of Criminal Justice* 45, 933-954.

Thomas-Walters et al. (2020). Motivations for the use and consumption of wildlife products. *Conservation Biology* 35(2), 483-491.

Gombay (2014). 'Poaching'- What's in a name? Debates about law, property, and protection in the context of settler colonialism. *Geoforum*, 55, 1-12.

Week 4 (September 11): Theoretical foundations: Social and conflict theories

Abstract & writing plan due by 11:59 pm via Canvas

Kahler & Gore (2015). Local perceptions of risk associated with poaching of wildlife implicated in human-wildlife conflicts. *Biological Conservation* 189: 49-58.

Carter et al. (2017). A conceptual framework for understanding illegal killing of large carnivores. *Ambio* 46, 251-264.

Ballesteros & Rodríguez- Rodríguez (2018). How much in the clan are you? The community as an explanatory factor of the acceptance of poaching in small-scale fisheries. *Marine Policy*: <http://doi.org/10.1016/j.marpol.2018.06.014>.

Student facilitators

Tabar, Rizzolo, Khorasani & Noghani (2022). Social learning, neutralization, and environmental crimes: An empirical test of differential association and neutralization theories in Iran. *Society & Natural Resources*: <https://doi.org/10.1080/08941920.2022.2139442>

Peterson et al. (2017). Illegal fishing and hunting as resistance to neoliberal colonialism. *Crime Law Social Change*, 67, 401-413.

Hübschle (2017). The social economy of rhino poaching: Of economic freedom fighters, professional hunters and marginalized local people. *Current Sociology*, 65(3), 427-447.

Week 5 (September 18): No in-person class

I will be in Belize on a research trip. Watch the documentary, Milking the Rhino (Kartemquin & Bullfrog Films 2009) and participate in online discussion. The documentary can be found on UF's streaming service Docuseek2 which you can access so long as you have a VPN installed on your computer.

Week 6 (September 25): Theoretical foundations: Environmental and power-based theories

Agnew (2011). Dire forecasts: A theoretical model of the impact of climate change on crime. *Theoretical Criminology* 16, 21-42.

Warchol & Harrington (2016). Exploring the dynamics of South Africa's illegal abalone trade via routine activities theory. *Trends in Organized Crime*, 19(1), 21-41.

Crow et al. (2013). Camouflage-collar crime: an examination of wildlife crime and characteristics of offenders in Florida. *Deviant Behavior*, 34, 635-652.

Student facilitators

Long et al. (2024). Neoliberalism, world-system position, and biodiversity loss: A cross-national examination of threatened species. *Sociology of Development*, 1-31:

<https://doi.org/10.1525/sod.2023.0045>

Gore, Ratsimbazafy & Lute (2013). Rethinking corruption in conservation crime: Insights from Madagascar. *Conservation Letters*, 6(6), 430-438.

Lynch et al. (2018). Green criminology and native peoples: the treadmill of production and the killing of indigenous environmental activist. *Theoretical Criminology*, 22(3), 318-341.

Week 7 (October 2): Methodology- Geospatial and 'big data' considerations

(skim) Rivera (2023). Making the best of bad data: A longitudinal analysis of elephant poaching in Africa from 2002 to 2018. *Journal of Economic Criminology*:
<https://doi.org/10.1016/j.jeconc.2023.100020>

Natusch, D. J., Aust, P. W., & Shine, R. (2021). The perils of flawed science in wildlife trade literature. *Conservation Biology*, 35(5), 1396-1404.

Sosnowski, M.C. & Petrossian, G.A. (2021). Illegal and legal wildlife trade analysis discourse: response to Natusch et al. 2021. *Conservation Biology* 35, 1689-1691.

Challender et al. (2021). Mischaracterizing wildlife trade and its impacts may mislead policy processes. *Conservation Letters* 15(1), e12832

Student facilitation

Cowan et al. (2020). Applying crime pattern theory and risk terrain modeling to examine environmental crime in Cambodia. *Journal of Contemporary Criminal Justice* 36(3), 327-350.

Kurland et al. (2018). The spatial pattern of redwood burl poaching and implications for prevention. *Forest Policy and Economics* 94, 46-54.

Kahler et al. (2013). Poaching risks in community-based natural resource management. *Conservation Biology* 27(1), 177-186.

Ghoddousi et al. (2022). Understanding spatial patterns of poaching pressure using ranger logbook data to optimize future patrolling strategies. *Ecological Applications* 32e2601

Week 8 (October 9): Methodology- Field work and survey design

Browne-Nuñez & Jonker (2008). Attitudes toward wildlife and conservation across Africa: A review of survey research. *Human Dimensions of Wildlife* 13(1), 47-70.

Gore & Kahler (2015). Using visual scales in researching global human dimensions of wildlife. *Human Dimensions of Wildlife* 20(2), 159-166.

Cerri et al. (2021). Specialized questioning techniques and their use in conservation: A review of available tools, with a focus on methodological advances. *Biological Conservation* 257, <https://doi.org/10.1016/j.biocon.2021.109089>

Student facilitation

Rinkus et al. (2018). Gendered considerations for safety in conservation fieldwork. *Society & Natural Resources* 31, 1419-1426.

Goldsmith (2003). Fear, fumbling and frustration: Reflections on doing criminological fieldwork in Colombia. *Criminal Justice* 3(1), 103-125.

Suwankhong & Liamputtong (2015). Cultural insiders and research fieldwork: Case examples from cross-cultural research with Thai people. *International Journal of Qualitative Methods*, DOI: 10.1177/1609406915621404

Week 9 (October 16): Methodology – Prevention, policing, and crime science

Kurland et al. (2017). Wildlife crime: A conceptual integration, literature review, and methodological critique. *Crime Science* 6:4.

Nurse (2013). Privatising the green police: the role of NGOs in wildlife law enforcement. *Crime Law Soc Change*, 59, 305-318.

Wilson & Boratto (2020). Conservation, wildlife crime, and tough-on-crime policies: Lessons from the criminological literature. *Biological Conservation* 251, <https://doi.org/10.1016/j.biocon.2020.108810>

Student facilitation

Gibbs et al. (2015). Intelligence-led policing and transnational environmental crime: A process evaluation. *European Journal of Criminology*, 12(2), 242-259.

Lynch, Stretesky & Long (2018). Situational Crime Prevention and Ecological Regulation of Green Crime: A review and Discussion. *ANNALS, AAPSS*, 679, 178-193.

Moreto & Lemieux (2014). From CRAVED to CAPTURED: Introducing a product-based framework to examine illegal wildlife markets. *European Journal on Criminal Policy and Research*, 21(3), 303-320.

Week 10 (October 23): Praxis- Policy, policing and law enforcement

First draft due 11:59 pm via Canvas

Moreto et al. (2015). 'Such misconducts don't make a good ranger': Examining law enforcement ranger wrongdoing in Uganda. *The British Journal of Criminology* 55, 359-380.

Moreto et al. (2017). Occupational motivations and intergenerational linkages of rangers in Asia. *Oryx*, doi: 10.1017/S0030605317001041.

Moreto & Charlton (2019). Rangers can't be with every elephant: assessing rangers' perceptions of a community, problem-solving policing model for protected areas. *Oryx* 55(1), 89-98.

Student facilitation

Gore et al. (2020). A conservation criminology-based desk assessment of vulture poisoning in the Great Limpopo Transfrontier Conservation Area. *Global Ecology and Conservation* 23, e01076.

Moreto et al. (2017). Towards an intelligence-led approach to address wildlife crime in Uganda. *Policing*, 12(3), 344-357.

Kahler et al. (2022). Introducing IPOACHED: A conservation criminology-based framework to understand wildlife species targeted by poachers in protected areas. *Frontiers in Conservation Science* 3, <https://doi.org/10.3389/fcosc.2022.992621>

Week 11 (October 30): Praxis- Community-based conservation criminology approaches

Student facilitation

Green et al. (2023). Cool cats and communities: Exploring the challenges and successes of community-based approaches to protecting felids from the illegal wildlife trade. *Frontiers in Conservation Science* DOI: 10.3389/fcosc.2023.1057438

Kahler et al. (2023). "I let it go:" Quantifying residential guardianship intentions when witnessing wildlife poaching. *Biological Conservation* 277, 109829

Masse et al. (2017). Inclusive anti-poaching? Exploring the potential and challenges of community-based anti-poaching. *SA Crime Quarterly*, 60, 19-27.

We will spend half the class time discussing and working on our publications

Week 12 (November 6): Praxis- Identifying harm and critical reflections

Peer-review due by 11:59 pm via Canvas

Apostolopoulou et al. (2021). Reviewing 15 years of research on neoliberal conservation: Towards a decolonial, interdisciplinary, intersectional and community-engaged research agenda. *Geoforum* 124, 236-256.

Brashares et al. (2014). Wildlife decline and social conflict. *Science*, 345, 376-378.

Marijnen & Verweijen (2016). Selling green militarization: The discursive (re)production of militarized conservation in the Virunga National Park, Democratic Republic of the Congo. *Geoforum* 75, 274-285.

Student facilitation

Cao & Wyatt (2016). The conceptual compatibility between green criminology and human security: a proposed interdisciplinary framework for examinations into green victimization. *Critical Criminology*, 24, 413-430.

Madden & McQuinn (2014). Conservation's blind spot: the case for conflict transformation in wildlife conservation. *Biological Conservation*, 178, 97-106.

Forsyth et al. (2021). A future agenda for environmental restorative justice? *The International Journal of Restorative Justice* 4, 17-40.

Week 13 (November 13): Contemporary debates

Six students will lead discussions related to theories, methodologies, and praxis relevant to the topic of their respective written comprehensive examinations.

Two peer-reviewed articles TBD

ADDITIONAL READINGS: Comprehensive exam responses

Week 14 (November 20): Contemporary debates

Three students will lead discussions related to theories, methodologies, and praxis relevant to the topic of their respective written comprehensive examinations.

Two peer-reviewed articles TBD

ADDITIONAL READINGS: Comprehensive exam responses

We will spend half the class time discussing and working on our publications

Week 15 (November 27): No class

Thanksgiving week no classes

Week 16 (December 4): Course Wrap-Up & Discussion

Notes & work log due in class

We will discuss the manuscript and next steps as well as wrap up the course.

Potential board games!

Final draft of paper due via email (jkahler@ufl.edu) by 11:59 pm. Collaborative projects should be downloaded and attached with all authors CC'd on the email.