

Biodiversity Protection Law

Vermont Law School

Summer 2023

M-Th 10-13 July and 17-20 July

9 AM to noon

110 Oakes Hall

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Monday 10 July: Insects and the biodiversity crisis; How bad are things, anyway?

- **Part ONE:** Please **read**: Brooke Jarvis, "The Insect Apocalypse is Here." *NY Times* 27 Nov. 2018.
<https://www.nytimes.com/2018/11/27/magazine/insect-apocalypse.html?searchResultPosition=1> [I am also posting it on TWEN]
 - Please be able to summarize the main ideas of this article.
 - Who cares about insects?
 - What might be best legal steps to take to preserve insect diversity?
 - Does any of this matter to you? If you care, why do you care?
- **Part TWO:** Please visit <https://www.iucnredlist.org> and **be prepared to discuss**:
 - What is the International Union for the Conservation of Nature, and what is their mission?
 - **Pick your favorite** species (or pick any species that interests you) and enter it in the search box
 - Why did you pick this species?
 - What information does the IUCN provide for your species?
 - Where does it live?
 - How is it doing? That is to say, is the species healthy? Is it in jeopardy? What IUCN Red List Category does it fall under?
 - Please read the "Assessment information in detail" and "Threats" sections for your species:
 - What threats does the species face?
 - Who determined this?
 - What else did you learn about the species?

- What is anyone doing to conserve the species?
- **Part THREE:** Please see the Intergovernmental [Summary](#) for Policy Makers of the Global Assessment Report on Biodiversity and Ecosystem Services of the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES). 2019.
https://www.ipbes.net/system/tdf/spm_global_unedited_advance.pdf?file=1&type=node&id=35245
 - Who and what is the IPBES? (And could you come up with a worse name? I didn't think so.)
 - Of course, I don't expect you to read this entire document! But I do want you to get an idea of what this document is about and what the authors are trying to achieve.
 - Starting on p.10, the authors list their "Key Messages." Please pick **one** of these bullet points (and there are *many* in the subsequent pages) to read about. Find the section in the rest of the report (yes, I know it's confusing) and be able to report to the class what this "Key Message" is about. What is the message? Why does it matter for protection of biodiversity?