

## Course Syllabus

### **THE LAW OF ECOSYSTEM MANAGEMENT VERMONT LAW SCHOOL SUMMER 2021| TERM TWO | MORNINGS 9:00 -12:00**

#### **Week One**

**Professor Jim Salzman in person  
UCSB Bren School & UCLA Law School  
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#### **Week Two**

**Professor J. B. Ruhl in person  
Vanderbilt Law School  
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## Course Description

The concept of ecosystem management has swept through federal and state resource agencies over the past two decades, altering their orientation toward resource use and conservation issues, but what is the *law* of ecosystem management? This course explores that question beginning with an introduction to the concept of ecosystem management—its history, principles, and current state of play in concrete policy settings. The course then explores laws and regulations relating to different types of ecosystems often described in ecosystem management literature—forests, ecosystem services, freshwater, coastal & marine, and fragile (e.g., arctic). Perspectives of agencies, resource users, environmental groups, and other interest groups will be explored in the discussion of problems included in the course materials.

## Course Materials

A set of reading materials will be assembled into a pdf file text that will be posted for your use and available for printout. Supplemental readings will be posted as needed.

## Course Grading

The principle course components upon which grading and assessment are based are described in more detail below. The grade will be based on class participation (20 percent); a group project with a group progress report presentation due the last day of the first week and the final group project presentation and individual summary papers due the last day of class (30 percent); and a final take-home written project distributed at the conclusion of the course and due at the conclusion of the exam period (50 percent). The final written project will be page limited and will not require outside research, but may include materials not covered in class (e.g., copy of a recent case or policy). We may also assign each student brief research tasks throughout the course (e.g., update a note; find a current example of the topic discussed in the text) and ask you to report your findings in class. These are included in class participation. Class attendance and participation is expected.

Please see us if you have any needs or concerns regarding accommodation for disabilities, religious observances, military service, or medical or family emergencies.

### **Personal Statement**

Prior to the beginning of the class, please e-mail both of us a short personal statement about you, your background, your interest in the topic of ecosystem management, what you hope to get from the class, and what you aspire to accomplish in your legal career. This is an ungraded personal statement that helps us get a feel for the mix of perspectives in the class. We will not share these with the class, and you need not provide any information that makes you uncomfortable. We will give the class our respective personal statements orally on the first class day each week!

### **Overview of Course Coverage**

The purpose of this class is to provide a foundation in ecosystem management principles, policies, and laws. We have eight class periods over the course of two weeks to accomplish this, so the class will by necessity take on a “boot camp” environment. The major themes are summarized below in order of coverage:

**Introduction to Ecosystem Management Law:** In this unit we lay the foundation for understanding what, in general, the approach of ecosystem management has to offer to environmental law. This necessarily requires some discussion of what an ecosystem is and what ecosystem management might entail. For this purpose the materials build on the theme of “ecosystem services” as a potentially unifying principle for the development of ecosystem management law. Much of the dialogue in environmental law exposes a dichotomy between anthropocentric approaches focused on commodity values of ecosystem resources (e.g., timber, water) versus a biocentric focus on the functional role of ecosystems in the environment and the importance of biodiversity in that regard (e.g., habitat). By contrast, the ecosystem services approach is both anthropometric, in that it focuses on values ecosystems deliver to humans, and biometric, in that uses the values of ecosystem functions themselves, not the commodity values, as the unit of discussion. The materials use this emerging theme as a medium for exploring the framework questions of ecosystem management and evaluating an example of a legal program explicitly oriented to ecosystem management—the National Wildlife Refuge System.

**Coastal and Marine Ecosystems:** No ecosystem regime offers greater biodiversity storage or service value than our oceans. Yet no regime is more dynamic and complex, defying easy management prescriptions. In Week One we will cover fisheries and marine protected areas. The materials use a case study of the white marlin to illustrate the seamless and dynamic web of marine ecosystem functions and the complex legal issues posed thereby. In Week Two we will cover coasts and estuaries.

**Forest Ecosystems:** Forests are the largest terrestrial storehouse of biodiversity and a significant source of ecosystem services, and thus a primary focus of ecosystem management policy and law. But forest policy in the United States is complicated by diverse ownership as well as diversity of forest type across the nation. In this unit we explore forest policy as an example of the dichotomy between public and private land ownership and the challenges it presents to formulating coordinated policy. The National Forest Management Act, which governs land use decisions on

national forests, is the only federal law that includes an explicit biodiversity management mandate, though its parameters are far from clear. The materials focus on recent developments in national forest policy that illustrate the difficulty of accomplishing ecosystem management in public land settings where both the commodity value and the environmental value of the resources are high. The materials then move to the question of how policy can be coordinated between public and private forested land holdings.

**Freshwater Ecosystems:** Aquatic ecosystems are, of course, tremendous sources of biodiversity and ecosystem service value. Pollution control laws in the United States have reversed many of the ill-effects of industrialization, but still our nation's fresh waters remain seriously impaired. Habitat modification in freshwater settings—dams, flood controls, filled wetlands—also has taken a toll on these ecosystems. In this unit we explore several programs designed to incorporate ecosystem management approaches in this setting, ranging from heavy regulatory approach of the total maximum daily load program, to the market approach of wetlands mitigation banking, to the special area designation approach of the Wild and Scenic Rivers Act. The materials close with a study of the shift in emphasis from conventional lakes-rivers-wetlands conceptions of freshwater ecosystems to a watershed-based approach.

**Fragile Ecosystems:** Some ecosystem types may not be so amenable to management as the theme of ecosystem management suggests. Management for these fragile ecosystems may mean nothing less than hands-off preservation. But is any ecosystem beyond the reach of human impact? Air pollution has had measurable impacts around the planet, for example, meaning preservation with no intervention could be worse than intervention's impacts. We will explore this policy dilemma for arctic and desert regions.

### Course Components

The compressed course format will require us to have several balls in the air at once. The primary course components will be:

Daily discussion of readings: The class will cover a lot of pages in the two weeks we have together, and we hope to guide the class through the heavy materials and engage the class in lively discussion of policy issues. We will ask what you think of a case outcome, other students' observations, etc. The point is, please do the readings, and please come to class ready to dive in and participate.

Group project: The class will be divided into groups and each group will select a large-scale ecosystem about which to provide the class two oral presentation reports. The first, at the conclusion of the first week, will provide the class a descriptive account of your ecosystem and management challenges it faces. The second, on the last day of the class, will provide the class an evaluative assessment of the ecosystem management efforts any public or private entities are taking in the ecosystem. We will provide sets of prompts for each presentation. This project will allow students a deep examination of ecosystem management as it is practiced in the field, a comparative perspective, and an opportunity to engage in evaluation of the challenges and performance of ecosystem management in practice. Each student will write an individual account of the group project experience, due on the last day of class. In-class time will be devoted each week to group preparation.

Mini-reports: In order to spur class discussion as well as to keep the materials current, we will have short short research projects in some of the classes (e.g., find an example of how the Biden administration is addressing this issue; update a regulatory development; update this litigation) and discuss findings in class.

### **Attendance**

The text is a starting point for exploration of ecosystem management policy and law topics, making attendance, preparation, and participation essential to your comprehensive introduction to the field. Pursuant to Vermont Law School policy, we will take attendance every day through a sign-in sheet, and will follow Vermont Law School policies regarding missed classes. Please see us if you have any needs or concerns regarding accommodation for disabilities, religious observances, military service, or medical or family emergencies.

### **Course Interaction**

Ecosystem management has become a controversial topic! We encourage students to participate in class by making comments and asking questions that get to the heart of this controversy. We reserve the right to call on any student in class to engage in such discourse. If for any good reason you are less than fully prepared to participate in class, please discuss the reason with us before class.

### **Class Meeting Times and Late Arrival**

Class will begin promptly each session at 9:00 am. If you arrive to class after class has started, please quietly take a seat in the back so as to minimize disruption. Please try to avoid arriving late. We will stay after class every day to discuss issues of interest in person or with those attending via zoom.

### **Office hours**

Given the short nature of this course, we are happy to set up meetings as needed. Feel free to email us with proposed times. We try to respond promptly to all e-mails.

### **Policies**

All relevant Vermont Law School policies regarding honor codes, non-discrimination, and accommodation of disabilities are of course followed in this class. If you have any questions about these policies, please do not hesitate to contact us.

## Reading Assignments

### WEEK ONE

Day 1 – Introduction to Ecosystem Management	Text 1-59
Day 2 – Coastal and Marine Ecosystems – Fisheries and Marine Protected Areas	Text 60-117
Day 3 – Forest Ecosystems	Text 118-174
Day 4 – Payments for Ecosystem Services	Websites sent to class

First group project presentations

### WEEK TWO

Day 5 – Freshwater Ecosystems – Lakes and Rivers	Text 175-228
Day 6 – Freshwater Ecosystems – Wetlands and Watersheds	Text 228-294
ACF Exercise	
Day 7 – Coastal and Marine Ecosystems II – Beaches, Coasts, and Estuaries	Text 294-329
Day 8 – Fragile Ecosystems –	Text 330-362

Final group project presentations and individual papers due  
Final take-home project discussed